

Skyra's Journey:

Using a Journey Stick to Help Retell a Story


Journey sticks are used by people all over the world to recount the tales of their travels. Materials are collected along the way and attached to a stick using coloured wool or thread. Objects may represent different colours, sights, sounds, smells and feelings.

Learning objective: To be able to recall Skyra's journey in chronological order and to recognise and develop empathy regarding how different events in the story impact upon Skyra's emotions.

Curriculum Purposes: Healthy, confident individuals / Ethical, informed citizens.

AOEs: Mathematics and Numeracy / Language, Literacy and Communication / Health and Well-being / Humanities

Resources:

 Camera /Device,



Access to outdoor space or bring materials inside for classroom activity.



Twine, string, ribbon or wool



Blocks, materials, models



Natural materials—twigs, sticks, leaves, fur, moss



Activity

1

Before this session begins, your learners should be familiar with the story of Skyra Finds the Tribe.

With learners sitting in a circle, **assess your learners' prior knowledge** of the story. You may choose to do this through a variety of assessment options e.g. open questions or a traffic light/ thumbs up system.



2

Show learners Skyra's journey stick and examine the elements and materials you can see.

Ask learners to help you **recount the story**, using the journey stick as a prompt. **Notice how Skyra was feeling** during some of the stages of her journey and that her feelings change throughout the story.

How do you think Skyra felt when she had to leave her home? Do you think she wanted to leave?

Can you think of any real life examples when people *have* to leave their homes?

How do you think she felt when she arrived in Wilder's Woods?



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3 If you have access to an outside area where the children can go on a journey, you can take small groups of learners on a walk on which they can create their own journey sticks. They need to start with a stick and thread and can add materials they find along the way.

Alternatively, collect a range of natural materials to be brought into the classroom.

Ask your learners to think of a journey which is familiar or important. It may be the walk to school, journey to a grandparents house or perhaps a recent holiday that was very special. Learners should think of at least 3 important parts of the journey that they want to be represented on their journey stick, choose the materials and bind them onto their stick.



EXTEND



In pairs, ask your learners to film each other recounting their journey, using their journey stick to help them.

5

With your learners sitting in a circle encourage them once again to recount Skyra's journey using the journey stick. As learners mention stages of her journey, **use blocks, fabric and models to create a 3D map of her journey** in the centre of the circle. Demonstrate using prepositional vocabulary to learners. Ask the learners to consider different perspectives e.g. Skyra from the ground compared to what Agla can see from above. Take a photo to create a 'bird's eye view'.



AMBITIOUS LEARNERS

Finish the session with your learners in a circle once again. Ask them if their knowledge of the story has improved? What have *they* done today to familiarise themselves with the story? What worked for them?