

Activity: Learning Treasures



This activity explores the approaches to learning we might feel confident with. They are framed as learning treasures and lend themselves to an activity using a treasure chest and map. Parchment scrolls in the treasure box reveal individual learning treasures like, 'I ask questions' or 'I notice things'. One by one the children plot the treasures on their own treasure map. They can pick a treasure to develop further.

Links to Curriculum for Excellence Experiences and Outcomes

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. *HWB 1-10a/HWB 2-10a/HWB 3-10a*
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. *HWB 2-11a/HWB 2-11a/HWB 3-11a*

Learning Intentions

- Learners identify characteristics which are like and not like them as a learner.
- Learners discuss their strengths and what they would like to develop.

Duration

1 hour

This is an activity best done with a group of 4 to 6 children, facilitated by a teacher or pupil support assistant who can support the children's conversations.

What You Need

- Treasure box or chest
- Shiny fabric or colourful tissue paper
- Template G (one set printed on to A5 coloured paper)
- Scissors or guillotine
- 20cm lengths of ribbon (one per child)
- Template H (one per child, printed on A2 or A3 cartridge paper)
- Colouring pens

To prepare your treasure chest of "learning treasures", fill the chest with fabric or colourful tissue paper. Next, take the printed "learning treasures" (Template G) and cut out the two scrolls using the scissors or guillotine. You can now roll these and fastened with a stretch of ribbon. Place all the scrolls in the treasure chest.

Activity

Set the chest in the middle of the table where everyone can see it. Explain that this is the learning treasure chest.

Hand each child their map and lay out colouring pens.

Ask one of the children to pick out a treasure from the chest. Explain that they will take turns. Each child can then read out what is said on the scroll to the group. The group should then discuss what this treasure means to them.

On their individual map, ask the children to 'plot' this learning treasure by writing the emboldened words at the point along the spectrum that best reflects if / how they use this learning treasure.

Ask the children to work their way through the scrolls from the box.

Having discussed the treasures and plotted them on their map, each child should then choose one of the treasures that they would like to use more in their learning. It can be a treasure they feel they already have to some extent or something they feel they don't have or use. As they choose, explore:

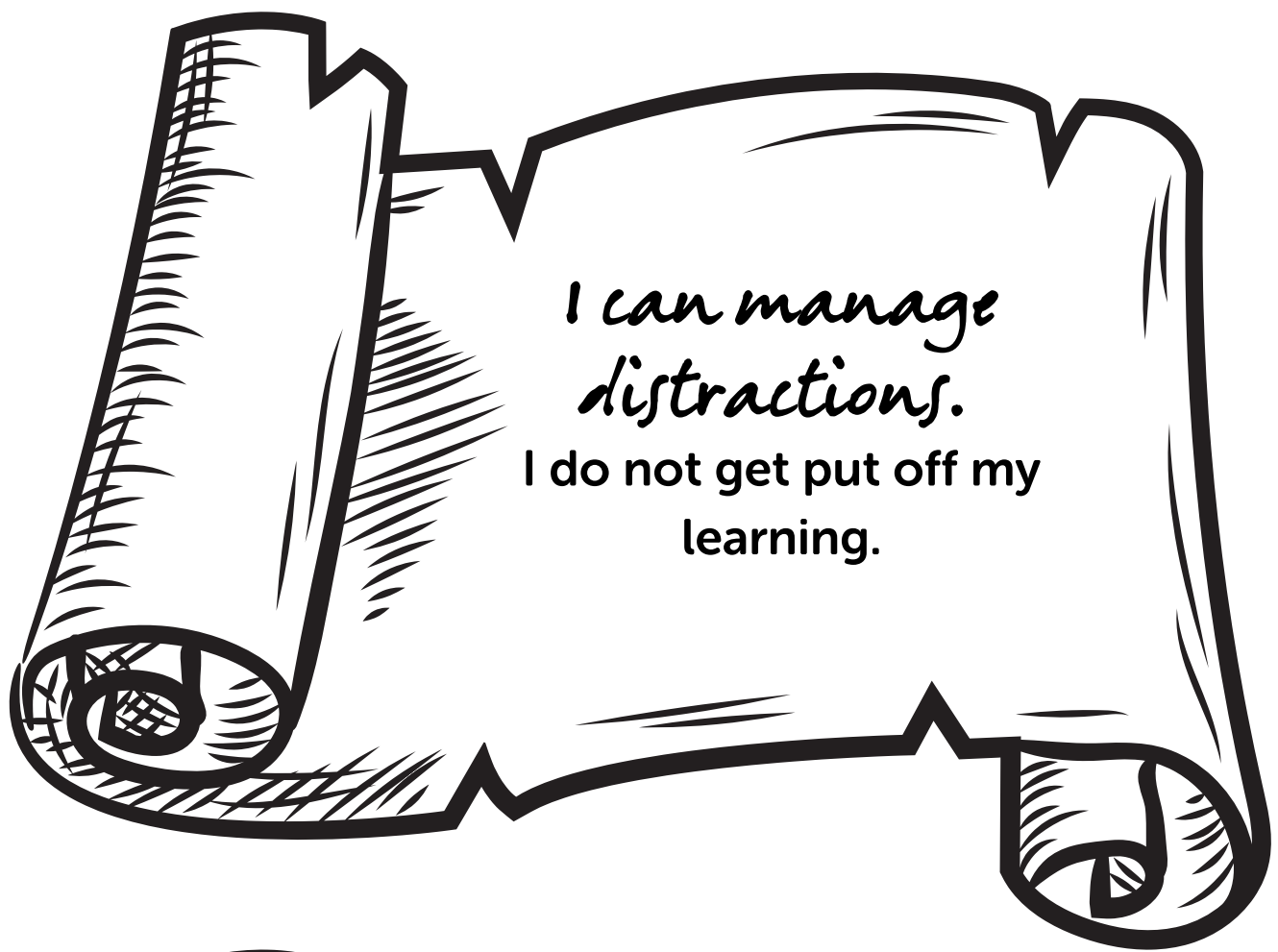
- Why is this treasure so valuable to you?
- How will it help your learning?
- Who can help you find and use this treasure?

As a teacher or pupil support assistant, you can encourage ongoing reflection throughout the coming weeks about the child's learning treasure map, acknowledging when they use a treasure.

In facilitating the conversations, encourage children to support one another by acknowledging what they are good at and what treasures they use in their learning.

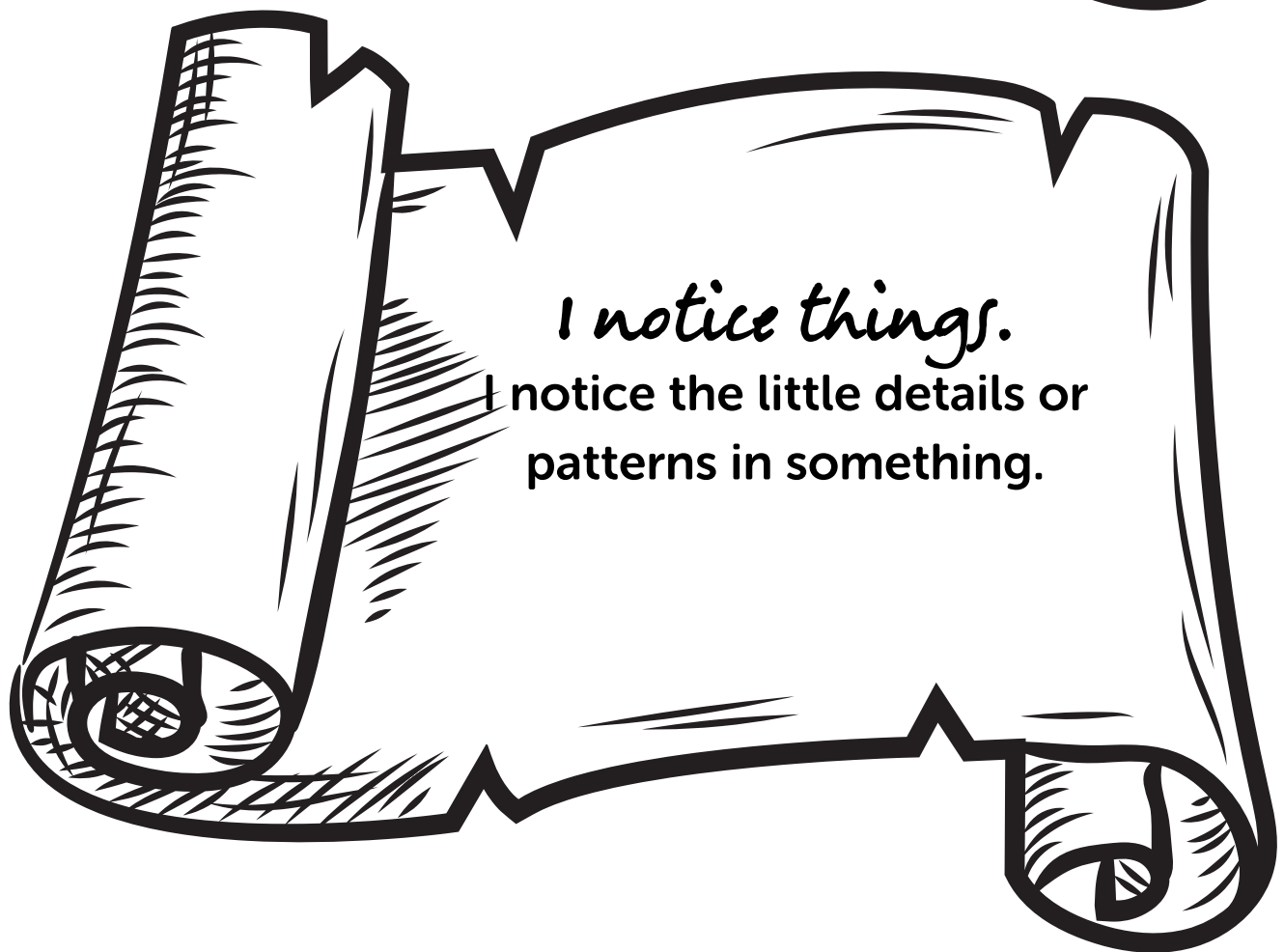
The maps can be displayed in the classroom as a reminder of the children's learning treasure journeys.





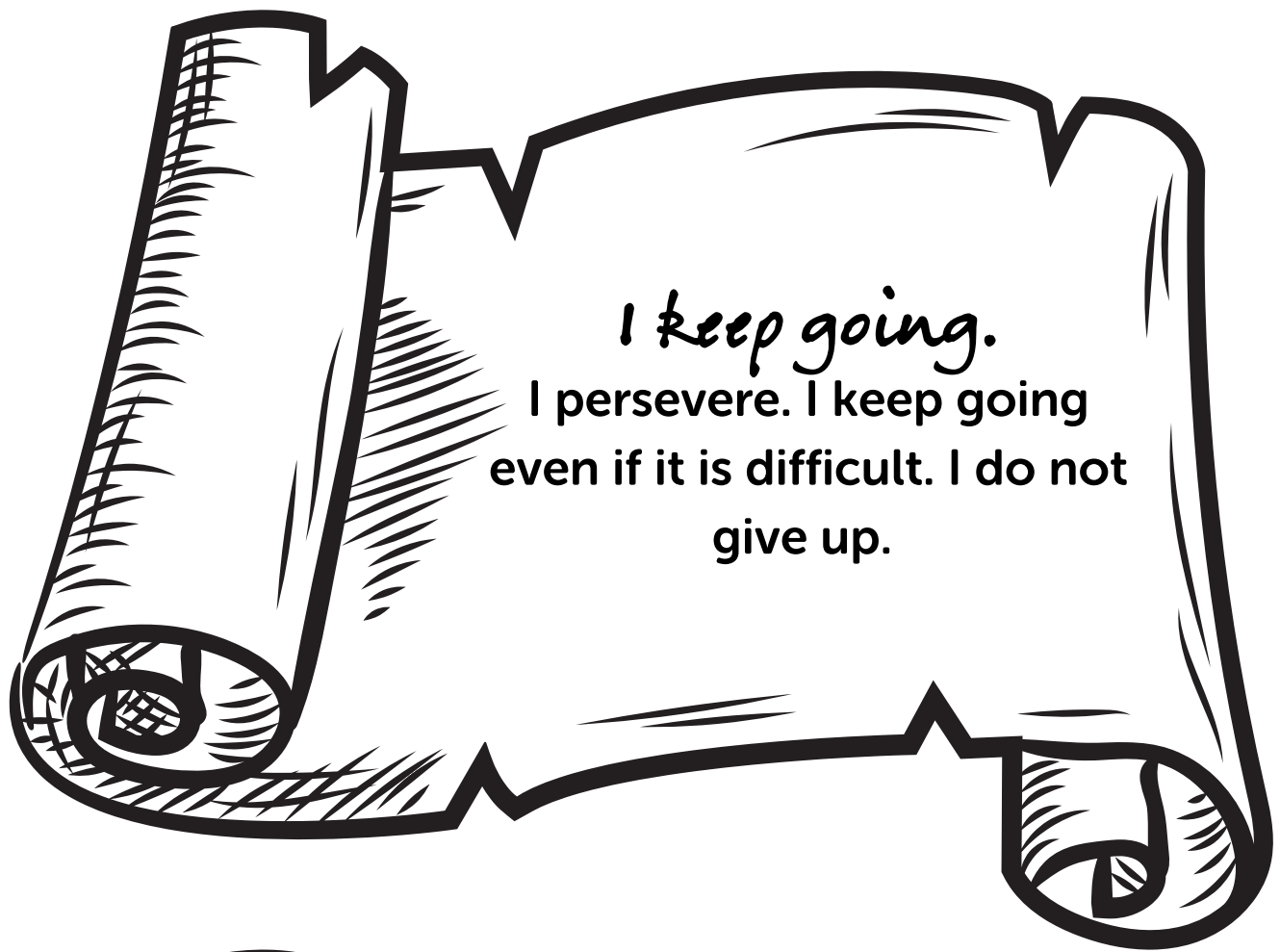
*I can manage
distractions.*

**I do not get put off my
learning.**



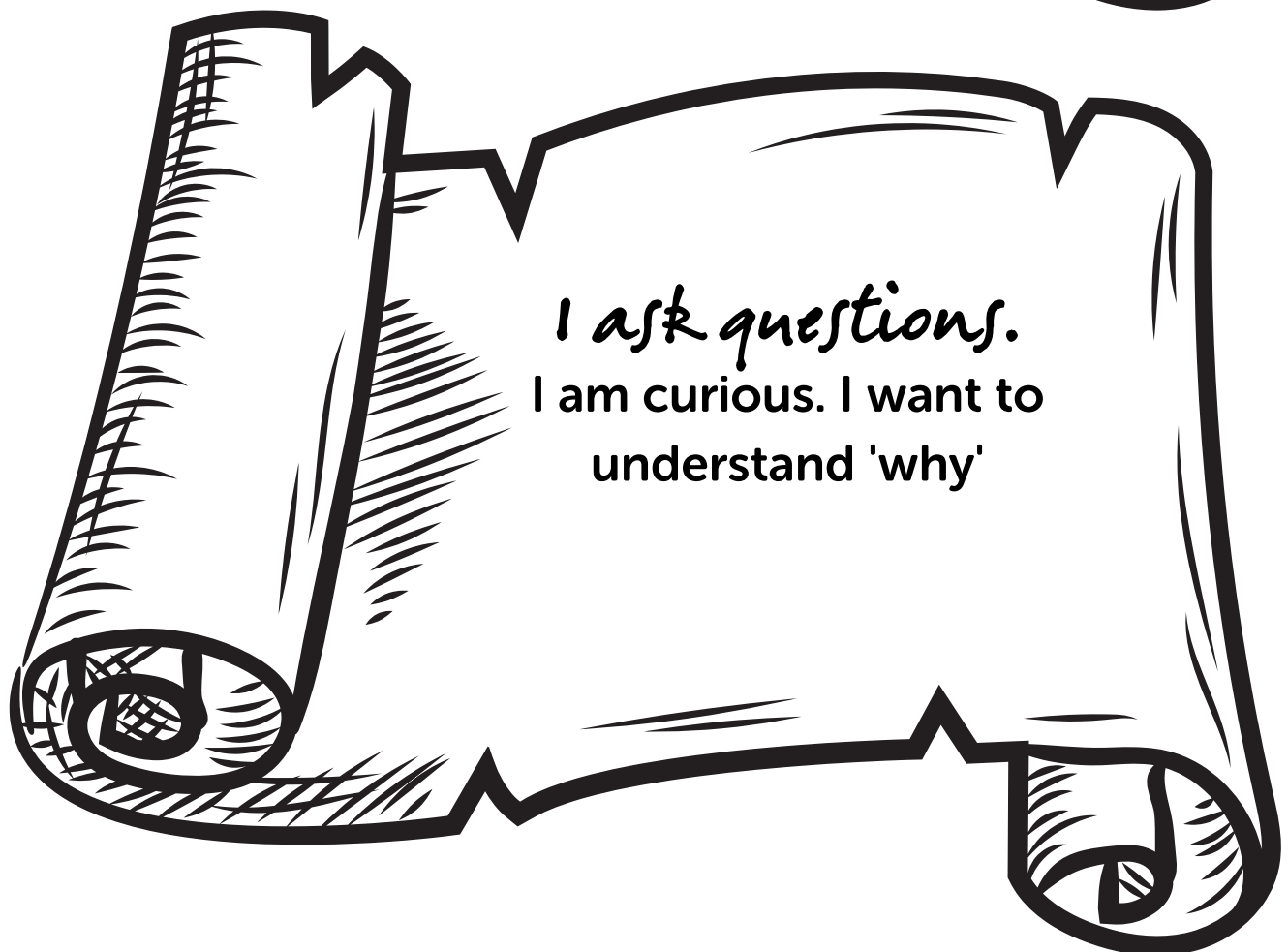
I notice things.

**I notice the little details or
patterns in something.**



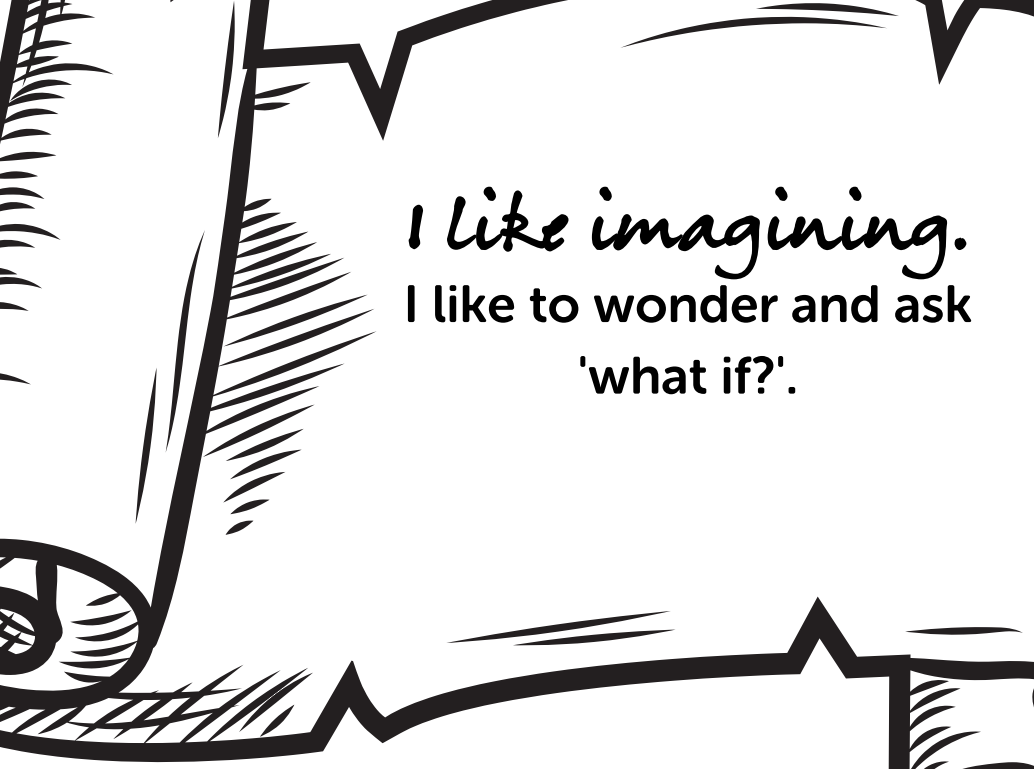
I keep going.

I persevere. I keep going
even if it is difficult. I do not
give up.

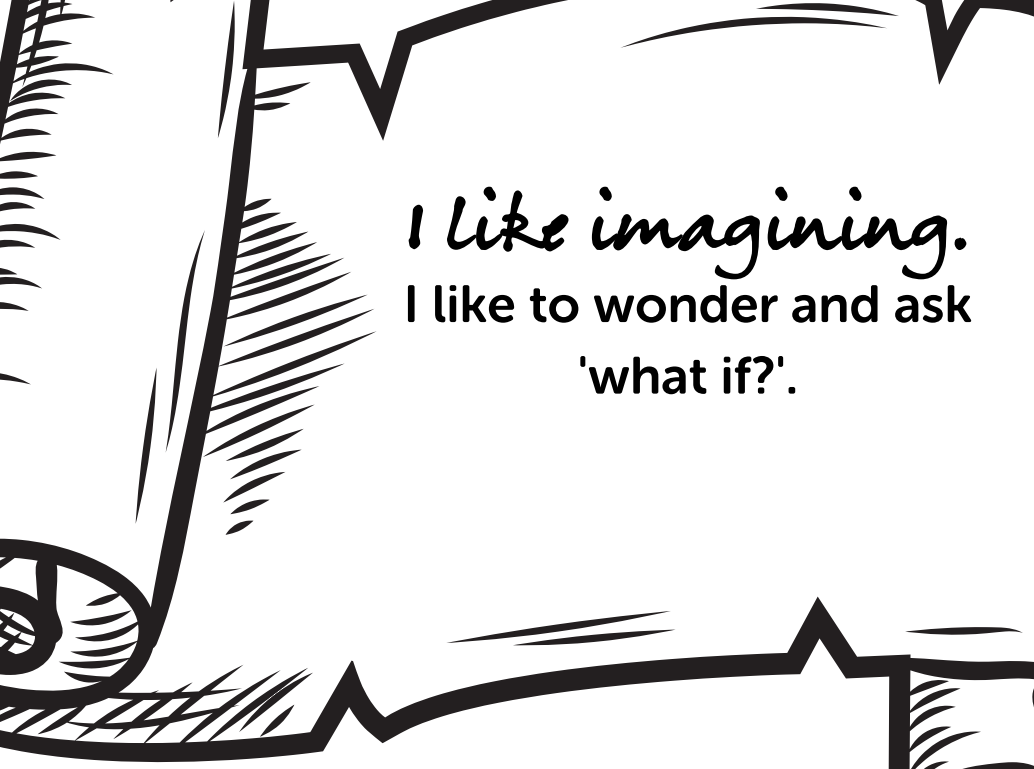


I ask questions.

I am curious. I want to
understand 'why'

A black and white cartoon illustration of an open scroll. The scroll is unrolled, showing two pages. The left page is partially visible, showing a rolled-up section at the bottom. The right page is fully visible and contains the text: "I like imagining." in a cursive font, followed by "I like to wonder and ask 'what if?'" in a sans-serif font. The scroll has a thick black outline and some internal shading lines to give it a three-dimensional appearance. The background is white.

I like imagining.
I like to wonder and ask
'what if?'

A black and white cartoon illustration of an open scroll. The scroll is unrolled, showing two pages. The left page is mostly blank, with some hatching lines indicating its texture. The right page contains text in a mix of script and sans-serif fonts. The scroll has a thick, dark outline and is set against a plain white background.

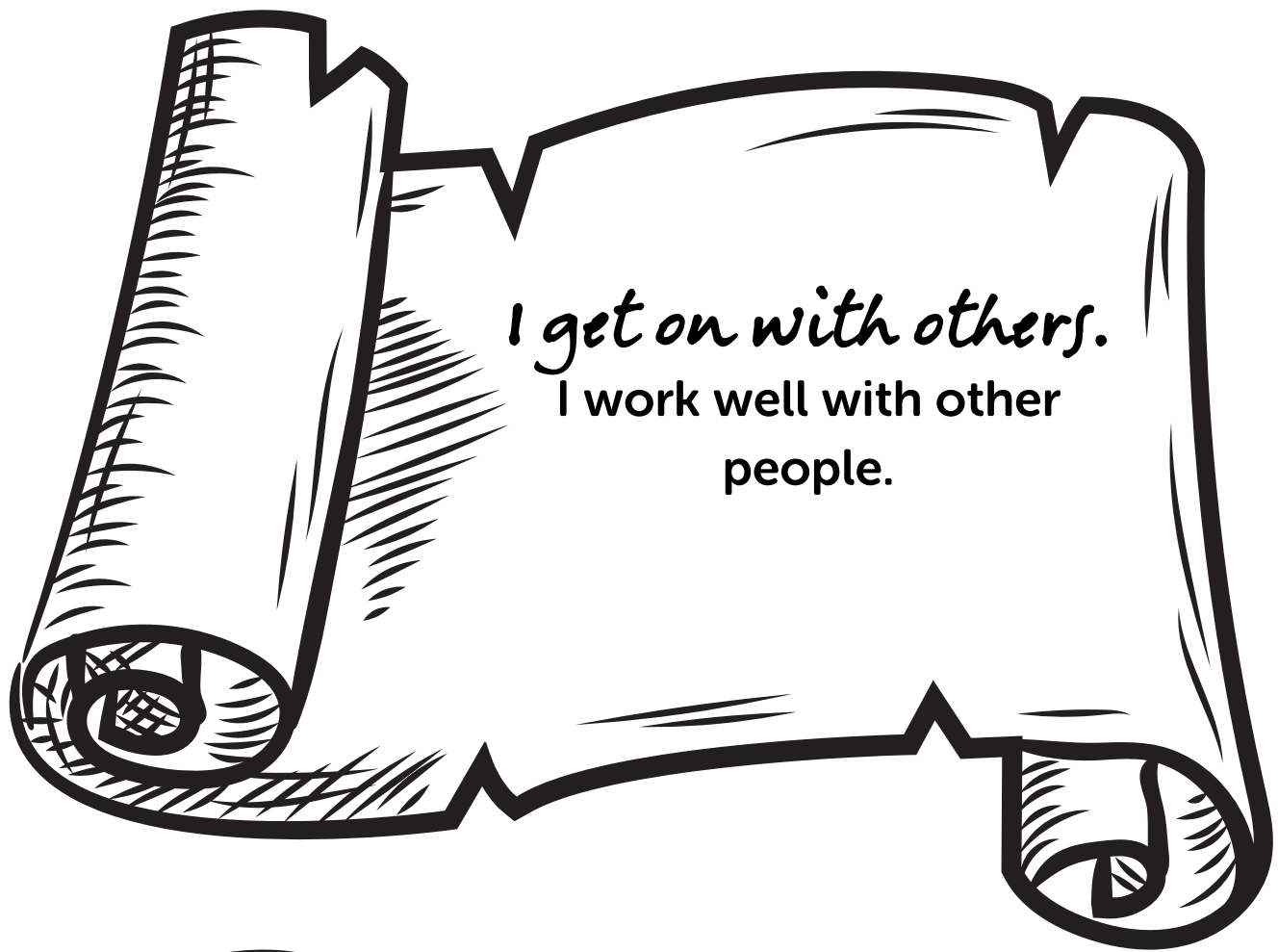
I like imagining.
I like to wonder and ask
'what if?'



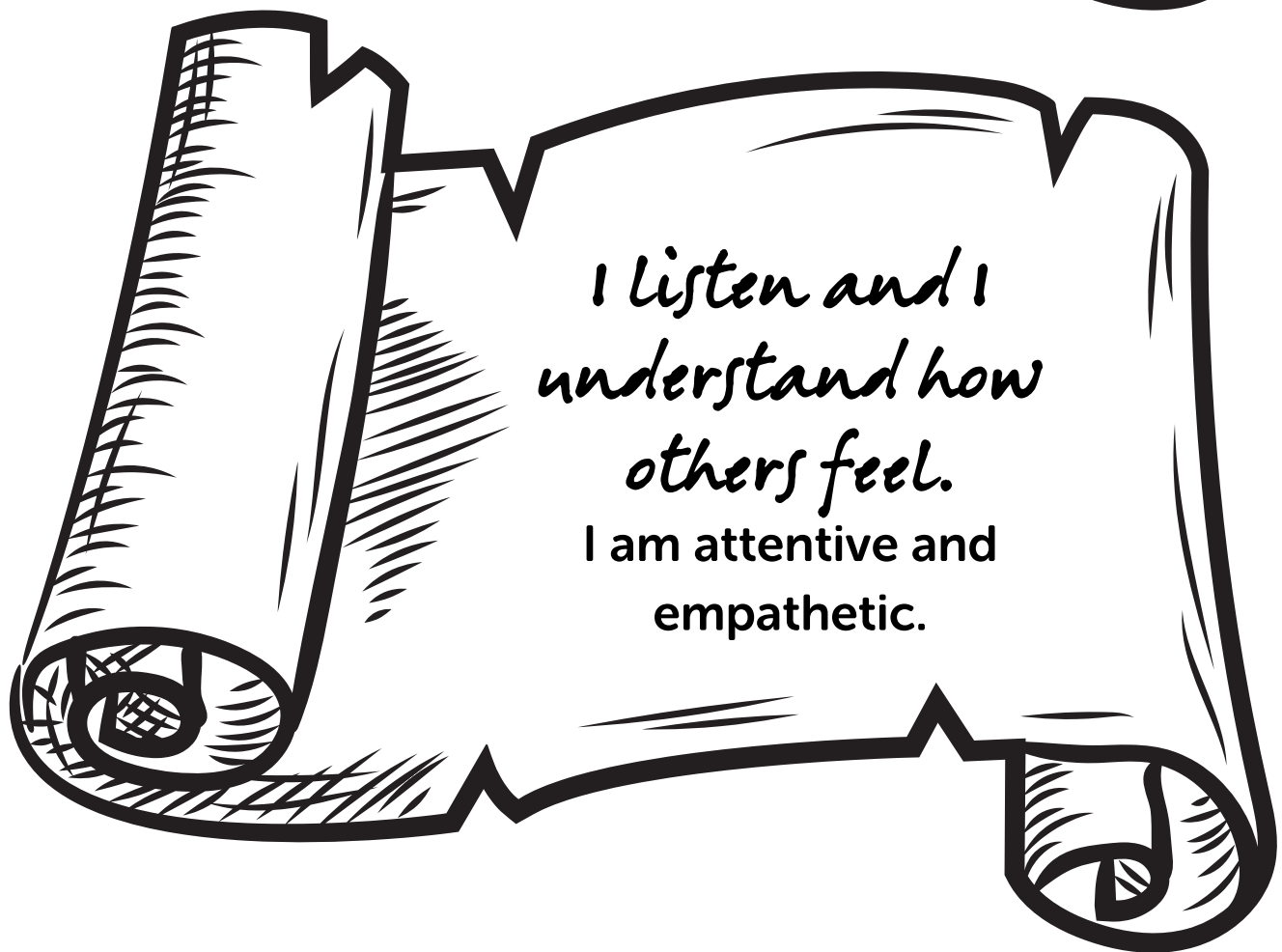
*I like to work things
out carefully.*
I want to know the reason
for something.



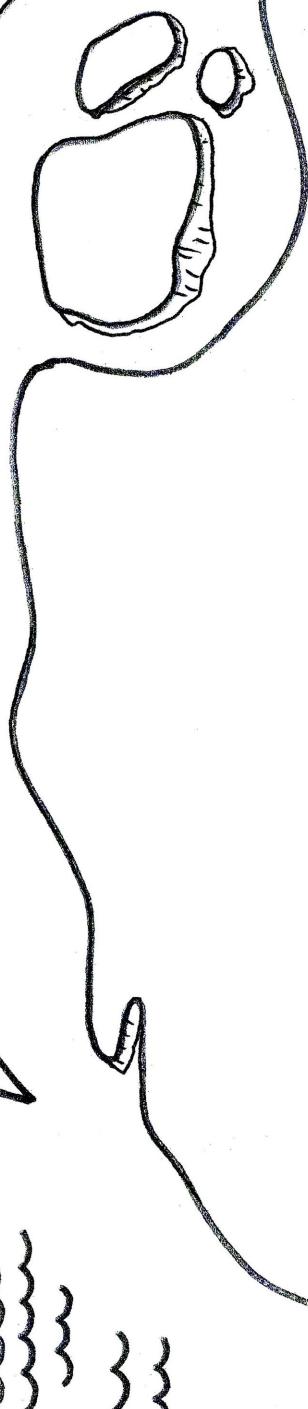
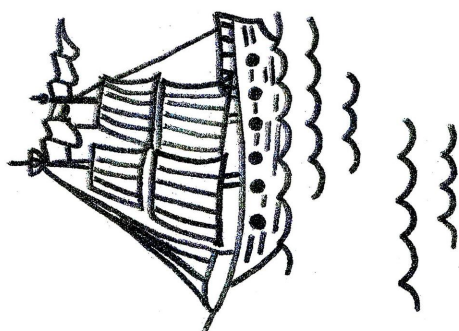
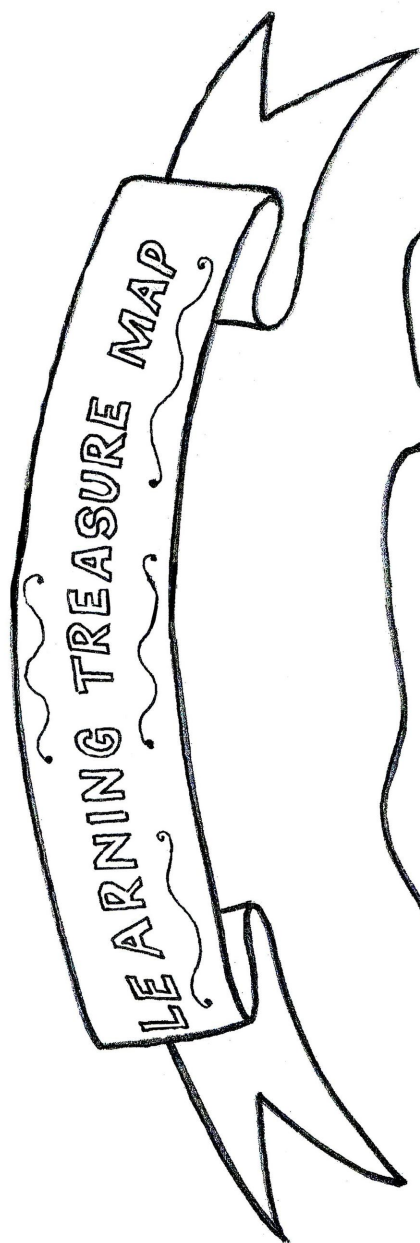
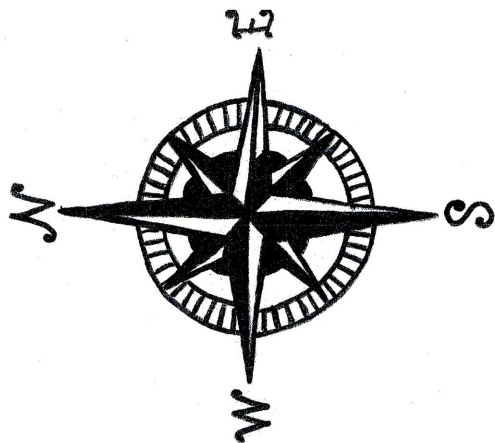
*I like to work things
out carefully.*
I want to know the reason
for something.



I get on with others.
I work well with other
people.



*I listen and I
understand how
others feel.*
I am attentive and
empathetic.



LIKE ME AS A
LEARNER.

NOT LIKE ME AS
A LEARNER.



The treasure I would like to use more in my learning is...