



Y1

INTRO TERM – LESSON 5

Term Theme

Introduction to Connect

Focus DNA-V Skill

Discoverer

Lesson Resources

- Lesson PowerPoint.
- Small strip of paper (approx. 1cm x 15cm) for each student, or other small light item e.g. tissue paper, material or ribbon.
- Video Clip: *Inner Strength – Meet Your Discoverer*, available at https://iconlogic.com/elearning/thrivingadolescent/InnerStrength_Module3/index.html
- Lesson Handout: *Drawing My Discoverer*.
- Felt pens and/or paints/arts and crafts cutting materials.
- Student and Teacher Emotion Wheels.
- Discoverer, Noticer and Advisor KS1 characters (*'table top' characters are available to download from the [Toolbox](#). Alternatively, teachers may wish to create their own characters*).

Success Criteria

- I can make paper move with my breath.
- I can say what is meant by the term Discoverer in DNA.

Learning Objectives

- To use my Noticer skills to see how exercise affects my breath.

PSHE Association Curriculum Objectives

- KS1 H2: "*Pupils should have the opportunity to learn to recognise what they like and dislike, how to make*

- I can answer DNA specific questions relating to me and how I feel.
- I can think about and draw what my Discoverer might look like.
- To understand what is meant by the term Discoverer in DNA.
- To identify which DNA skill we are talking about.
- *KS1 H4: "Pupils should have the opportunity to learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings".*

Starter Exercise

5 mins

Let's Pause: Notice Our Breath

Give each child a strip of paper and ask them to hold it in front of their face. As they breathe, ask them to notice how the paper moves with their breath. Take 1-2 minutes until the class settles into breathing and watching the paper move.

Let's Play: Star Jumps

Ask students to do star jumps for 30 seconds.

Let's Pause: Notice Our Breath

Repeat breathing with the strip of paper after star jumps. Allow long enough for noticing breathing slowing from resting after exercise.

Enquiry (giving praise and recognition for demonstration of any examples of DNA skills, including noticing the tendency of the mind to wander):

- What did you notice?
- What did you discover after the star jumps?
- What feelings, thoughts or sensations did you notice?

Teacher's Introduction to the Lesson

15 mins

Opening discussion about the Discoverer.

Open the Lesson PowerPoint. Remind your students about the Term Theme (Introduction to Connect). Click to next PowerPoint slide ('Learning Objectives') and read out the LOs to the class.

Also remind the class that in last week's lesson, we started to learn about a particular part of our DNA skills. Invite your students to see if they can recall the name of the skill

we learned about last week (Noticer) and what particular skills the Noticer has. Appropriate responses to the question of what the Noticer skill actually is could include:

- Being able to notice what is happening in the world around us.
- Being able to notice and talk about what is happening inside us – like our thoughts, feelings and sensations.
- Being able to notice important information before acting.
- Being able to get some distance from our Advisor when it is being unhelpful.

Noticer Check-in:

Remind the class you also started using the emotion wheels in the last lesson and ask them to pause and notice “*What’s going on inside me today? How am I feeling?*”. Children can turn the arrow on their emotion wheel to how they are feeling. We would advise the teacher to use their wheel too, with some current, yet gentle, self-disclosure of how they are feeling, e.g. “I feel hungry because I didn’t have much breakfast today”.

Click to next PowerPoint slide (‘DNA’). Tell the class that the DNA skill we are going to learn about in today’s lesson is the Discoverer. Click on PowerPoint slide.

Click to next PowerPoint slide (‘Discoverer’). Play *Inner Strength – Meet Your Discoverer* video clip by clicking the icon on screen, also available at https://iconlogic.com/elearning/thrivingadolescent/InnerStrength_Module3/index.html. (Please note: Reception and Year 1 are not covering Values in detail, so the video can be stopped at 2 minutes 50 seconds after the quick explanation of values, and before the 6 activities to a happy and satisfying life).

Discuss with the group:

- Our Discoverer is our ability to try things out in the world and see what happens next.
- What did she do to Discover for herself what she thought Jesse was like? (Talked to her).

Click to next PowerPoint slide (‘Learning to move’). Our Discoverer helps us to try things out and see what happens next. We start Discovering from the moment we are born. Let’s think about how babies learn to move. Ask the group if anyone can think of some of the stages babies go through, e.g:

- Lying on their tummy and lifting head.
- Rolling over.
- Sitting up.
- Crawling.
- Using supports, such as tables and chairs, to pull themselves up and stand.
- Standing unsupported.
- Walking along while holding supports.
- Walking independently.

So without our Discoverer skills we wouldn’t even be able to walk! Our Discoverer helps us try new things.

How we can usefully apply our Discoverer skills

Examples of possible Discoverer questions to illustrate how children use their Discoverers:

- Can you think of a time, perhaps within the past year, when you got a new toy that you didn’t know how to play? How did you work out what it did?

- How about a time you tried a new activity, such as a new sport or hobby, and really enjoyed it?
- Think of a time when you did something, even though you were really nervous about doing it. Perhaps your Advisor was being very loud and warning you against doing it. What was it that you did and how did you feel after you plucked up the courage to do it?

Activity: Drawing My Discoverer

15 mins

Click to next PowerPoint slide ('Drawing my Discoverer'). Discuss with the group:

- We have now met all three of our DNA Superpowers and we can move between them and use them as needed.
 - Our Discoverer is our ability to try things out in the world and see what happens next.
 - Our Discoverer's job is to expand our life and make it bigger and better.
 - Take a moment to think about what your Discoverer might look like. Do they have hair? What kind of shoes might they be wearing? What colour clothes do they have? Are they tall?
 - Pass around the lesson handout: 'Draw My Discoverer'.
 - We're going to draw our Discoverer and some of you might want to think about what they might be doing, or what they might be discovering in the picture.
 - Once the class have taken time to draw the features of their Discoverer's then they can add colour (it's up to the teacher if they want to make this a painting activity, or cutting and sticking, or just colouring).
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