



Y3

TERM 2 – LESSON 2

Term Theme

Self-Care

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Mindfulness Script: *Heads, Shoulders, Knees & Toes Body Scan*.
- Lesson Handout: *Risk, Hazard, Danger or None-of-the-above* (one per group of 4-5 students).
- Lesson Handout: *Risk, Hazard, Danger Statements* (one per group of 4-5 students).

Success Criteria

- I can work as part of a group to divide statements about common situations into those that are likely to be risky, hazardous and/or dangerous, or none of these.
- I can identify at least one situation I am commonly in that involves a risk of some kind and I can identify how

Learning Objective

- To use our Noticer skills to distinguish between situations that may involve risks, hazards and dangers and those that may not.

PSHE Association
Curriculum
Objectives

- H9: “Pupils should have the opportunity to learn to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.”

to approach this situation
safely and skilfully.

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the term theme (Self-Care) and tell them the DNA-V focus skill for today's lesson (Noticer). Click to next PowerPoint slide ('Learning Objective') and read out the LO to the class.

Click to next PowerPoint slide ('Starter Exercise'). Invite your students to prepare for a guided mindfulness exercise by sitting up straight and gently closing their eyes.

Read *Heads, Shoulders, Knees & Toes Body Scan* Mindfulness Script.

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?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

Reflection and Celebration

5 mins

Reflection Question:

"In our last lesson, we focused on our Discoverer skills within the context of Self-Care. Our main activity was 'Balancing My Diet! 'Does anyone have any examples they'd be willing to share with the class of skilful use of their Discoverer to eat a balanced meal since the last Connect lesson? Did you try a new food? What did you have? How did it taste?"

Celebration (and reinforcement of key wellbeing skills):

Allow a few minutes for some responses to the above question. When students' responses include behaviours and skills directly related to the relevant Term Theme and the relevant DNA-V focus skill:

- Provide verbal praise to reinforce the skill.
- Ask students what they noticed as a consequence of doing this (in order to help them connect with the consequences of their actions as naturally-occurring positive reinforcers).

Consider making a brief note of any particularly strong examples shared by students as you may choose to give them one of the end-of-term DNA-V awards.

Teacher's Introduction to the Lesson

10 mins

Opening discussion about skilful use of the Noticer in situations that present risks, dangers and/or hazards

Click to next PowerPoint slide ("Introduction"). Paired discussion:

- Split the class into pairs of students. Evenly divide your pairs so that:
 - Some pairs focus on the term risk.
 - Some pairs focus on the term hazard.
 - Some pairs focus on the term danger.
- In pairs, students discuss for 2-3 minutes what they understand by the term risk/hazard/danger [depending upon which term you've allocated to a given pair].
- Take whole-class feedback on each of the 3 terms, seeking any elements that are evident in the 3 definitions to be presented in the next PowerPoint slide (before actually presenting the slide).

Click to next PowerPoint slide ("Definitions") and read out the content:

- Risk: A situation involving the possibility of loss, injury or other unwelcome circumstances.
- Hazard: Any agent or thing that can cause harm to humans, property or the environment. [NB: It can be helpful here to distinguish between the terms risk and hazard by saying something like "If a hazard exists close to us but we aren't actually exposed to it, it is not a risk to us personally. So that can help us see how the terms risk and hazard mean slightly different things."]
- Danger: The level of possibility that something harmful or unpleasant will happen.

How we can apply our DNA-V skills to handle risks, dangers and hazards skilfully in life

Examples of possible DNA-V specific questions to draw upon:

- **Noticer:**
 - Can you think of any risks, dangers or hazards in your environment on the way to and/or from school?
- **Advisor:**
 - Thinking about this risk, hazard or danger [i.e. those mentioned in children's responses to the Noticer question above], can you think of an example of a helpful Advisor thought in this situation?

Activity: Risk, Hazard, Danger or None-of-the-above?

25 mins

This group-based activity helps children to begin using their Noticer skills to assess the presence or absence of risks, hazards and dangers (those they might encounter at some point, as well as those they definitely already encounter in their lives on occasions). Teachers should note that as the definitions of the 3 terms overlap considerably, there is no clear correct answer for many of the statements students have to sort in this activity. Rather, the more important thing is how students justify and explain their decisions about where to place each statement.

Step 1: Explain to the class that in today's lesson, we are going to work in groups of 4-5 to sort 25 statements into one of the four columns: *Risk; Hazard; Danger; None-of-these*. Sort the class into groups and then pass around the lesson handouts: *Risk, Hazard, Danger or None-of-the-above*, and the list of 25 statements – one of each per group of 4-5 students. Explain that the answer is not always clear-cut and in some cases you might be able to justify saying a statement involves more than one of the terms risk, hazard & danger. Because a given statement might belong in more than one column, each statement is numbered. This means a group can quickly ascribe a statement to one or more columns by writing the statement number down, instead of the whole statement.

Step 2: After seeking any clarifying questions, give your groups of students around 10-15 minutes to complete the task.

Step 3: Take some whole-class feedback from each group. In this section of the activity, seek at least one example of a statement the group has placed in either the risk, hazard or danger column. In particular, invite groups to explain why they have placed that statement where they have.

Step 4: For the final few minutes, invite students to discuss and identify in their groups one other situation in their daily or regular lives that involves some kind of risk, hazard and/or danger and write this in the most appropriate column. Instruct the groups to give consideration to why they have placed the statement there and how they can or do approach that situation relatively safely.
