



Y4.

TERM 1 – LESSON 4

Term Theme

Exercise

Focus DNA-V Skill

Values

Lesson Resources

- Lesson PowerPoint.
- Audio File: *3 Minute Breathing Space*, available at <https://dnv.international/wp-content/uploads/3-minute-breathing-space-Segal-William-s-and-Teasdale-2002.m4a>
- Lesson Handout: *Values As Guides For Exercise*.

Success Criteria

- I can choose one Value that feels important and useful to apply to the domain of exercise and physical wellbeing.
- I can interview a friend about how they can use their chosen Value to guide their exercise behaviours.

Learning Objective

- To explore and learn about how a personal Value can guide us toward positive exercise behaviours.

PSHE Association Curriculum Objectives

- H1: “*Pupils should have the opportunity to learn what positively and negatively affects their physical, mental and emotional health.*”

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Exercise) and tell them the DNA-V focus skill for today's lesson (Values). Click to the 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 either sitting up straight or by resting their heads in folded arms on the table, and by gently closing their eyes.

Play *3 Minute Breathing Space* audio file by clicking the icon on screen, also available at

<https://dnv.international/wp-content/uploads/3-minute-breathing-space-Segal-Williams-and-Teasdale-2002.m4a>.

Enquiry (giving praise and recognition for demonstration of any examples of DNA-V 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 Advisor skills within this term's theme, which is Exercise. Our main activity involved drawing what our Advisor might look like when giving us helpful versus not so helpful advice. Does anyone have any examples they'd be willing to share with the class of using their Advisor since the last Connect lesson?"

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 (Exercise) 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 using Values to guide exercise-behaviours

Click to next PowerPoint slide ('Introduction') and begin a paired discussion:

- *"Turn to the person next to you. Identify one person you know who does lots of exercise. This could be a family member, a friend, a friend of the family or someone you know from an after-school club or something. What exercise do they tend to do? And do they seem fit and healthy to you? Why do you think they exercise so much?"*

Take some whole-class feedback, seeking to extract from responses, and write on the whiteboard (which is important for the next section of the lesson), any core Values you notice (e.g. active, strength, adventure, excitement, fitness, fun, persistence, skilfulness etc.). Then point out that the list you've been gradually adding to over the past couple of minutes are just some of the Values that we can use to guide us toward good exercise behaviours.

How we can apply our DNA-V skills to build Value in our exercise behaviours

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

- **Values:**
 - Can you think of any Values that you show, or try to show, in the type of sport, exercise or physical activity you tend to do? (NB: students could refer to, and/or build upon, the current list on the whiteboard).

Activity: Values As Guides For Exercise

25 mins

This activity is designed to help students connect a specific personal (or potentially personal) Value to future exercise behaviours and activities.

Step 1: Click to next PowerPoint slide ('Values As Guides For Exercise') and pass around the lesson handout of the same name. Explain the activity as described below. This is written as a bullet-pointed script that can be followed verbatim or used as a rough guide, depending upon what individual teachers find most helpful.

- *"In today's activity, we are going to look at how we can bring a personal Value into focus in our exercise and physical activity behaviours.*
- *Looking up at the whiteboard, from our earlier discussion we have a list of Values. Can anyone think of any other Values – personal qualities – that we might see, or that might be useful to show, in how we exercise and keep fit [allow some responses from students, adding these to the existing list on the whiteboard].*
- *OK, so what I want everyone to do now is to take a moment to reflect on that list of Values on the whiteboard and choose one that feels really important to you – to you, not to anyone else – to show in your exercising behaviours. This is not about what you think I want you to say. And it's not about what you think your friends think is important. The important thing is that when you read that Value-word, you think 'Yes, that's important to me!' If you can think of one that is important to you but is not on the list, it's fine to use that one instead. Once you've chosen one that feels really important to you, write it down in Part-1 of your handout, at the top [give each student in the class a minute or two to choose and write their Value down].*
- *Next, we are going to work in pairs and go through the questions in Part-2 of the handout. In turn, each of you can ask your partner the questions written down in Part-2. As your partner asks you the questions, see if this helps you to think about how you can show your chosen Value in your exercise behaviours even more from now on."*

Step 2: Seek questions for clarification before giving the class about ten minutes to do Part-2 of the activity in their pairs. Note that students might require reminding to change roles halfway through this section.

Step 3: Bring the class back together and invite a few comments, as a whole class, about your students' conversations, especially any comments about how students could show their chosen Value in their exercise behaviours going forwards.

Step 4: Next, invite the class to use Part-3 of the handout to work on their own for five minutes or so to write a couple of sentences about:

- One or two things they do already to show their chosen Value in their exercise behaviours.
- One or two things that, following their paired discussion, they want to do to show their chosen Value in their exercise behaviours over the next week or so.

Step 5: Finally, invite any willing students to share with the wider class one of the things they are going to try out to show their chosen Value in their exercise and physical activity over the next week.
