



Y2

TERM 2 – LESSON 4

Term Theme

Self-Care

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Give Myself A Hug*.
- Teacher Resource: *Coping and Calming Yoga Poses*.
- Lesson Handout: *Paint My Breath*.
- YouTube Clip: *How to Blow Paint*, available at <https://youtu.be/2yFNv8PEIDl>
- Straws, paper and paint.
- Discoverer, Noticer, Advisor, and Values KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can breathe in through my nose and out through my mouth, making a whooshing sound.
- I can identify pictures that might not be safe.
- I can identify rules that help us stay safe.
- I can move my body into yoga poses.

Learning Objectives

- To use my Noticer skills to spot things that are not safe.
- To use my Advisor skills to identify rules that keep me safe.
- To use my Discoverer skills to try some soothing yoga poses.
- To use my Advisor skills to help me select tools from

PSHE Association Curriculum Objectives

- KS1 H5: 'Pupils should have the opportunity to learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends)'.
- KS1 H11: 'Pupils should have the opportunity to learn that household products, including medicines, can be harmful if not used properly'.

- I can change my breath to make paint move in different ways.
- my Self-Care First Aid kit when I need them.
- KS1 H12: *'Pupils should have the opportunity to learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety'.*

Starter Exercise

5 mins

Let's Pause: Cooling Out Breath

Open the lesson Powerpoint. Remind the children of the Term Theme (Self-Care) and the DNA-V focus skill for today's lesson (Noticer). Click to next Powerpoint slide ('Learning Objectives') and read out the LOs to the class.

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

Play *Give Myself A Hug* audio file or read the 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:

(Holding up Advisor character) *"In our last lesson, we focused on our Advisor skills while learning about Self-Care and how to be kind to ourselves. Our main activity was 'I've Noticed A Thought!' Did anyone notice when their Advisor was giving them some advice that was not that useful? Has anyone found it helpful to draw or write thoughts down? What did you do? How did it feel?"*

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.

Noticer Check-in:

Ask the class to pause and ask themselves to notice what's going on inside themselves today? How are they feeling? (Children can hold up which emotion card they're feeling from the emotion wheel).

Teacher's Introduction to the Lesson

15 mins

Opening discussion about staying safe

Click to the next PowerPoint slide ('What do you notice that might not be safe?'). Ask the group:

- Which pictures do you notice might not be safe in the home?
- Which pictures do you notice might not be safe in the community?
- How can we use our Noticer skills to help us stay safe?

Click to the next PowerPoint slide ('What are some rules that help us to stay safe?'). Ask the class to fill in the blanks under the pictures. Discuss what other rules the class can think of.

Let's Play: Calming Yoga

Click to the next PowerPoint slide ('Let's Play: Coping and Calming Yoga'). Explain to the group:

- *There are times in our lives when we need to look after ourselves even more. Can anyone think of times they have found difficult? A time when you may have needed more Self-Care tools than usual? (E.g. friend moving away, pet getting ill).*
- *Some yoga poses are specifically to help us cope with difficult times, we're going to try some.*

Refer to teacher resource: *Coping and Calming Yoga Poses*. Describe and demonstrate all three poses to help us cope (Stand Tall Like A Mountain, Surfer Pose, Roaring Lion), and then the poses to help us feel calm (Ladybird, Resting Snowflake). After each demonstration, ask the class to join in before then demonstrating the next pose.

Ask the class to join you doing all 5 as a sequence together. Did anyone have a favourite yoga pose? How did it make you feel?

How we can apply our DNA-V skills to staying safe

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

- **Noticer:**
 - Which of our senses can help us notice things that might not be safe?
 - If we fall over we can put a plaster on it, maybe have a hug, but what do we do when we need emotional 'first aid'? Has anyone found anything that helps them?
 - What kinds of feelings or emotions might be reminders to use our first aid kits?
- **Advisor:**
 - What rules do we need to help us stay safe?
- **Discoverer:**
 - Are there any yoga poses from today's lesson you'd like to try if you were ever in a similar situation?

- Any other Self-Care activities you'd like to try?

Activity: Paint My Breath

10 mins

Click to next PowerPoint slide ("Paint My Breath Activity!").

Step 1: Pass around the lesson handout: *Paint My Breath*.

Step 2: Explain to the class that they are going to use their breath to paint! Play *How To Blow Paint* YouTube clip by clicking the icon on screen, also available at <https://youtu.be/2yFNv8PEIDI>.

Step 3: Explain to class that this is an exercise in noticing your breath, and calmly controlling how hard or soft we can breathe.

Step 4: Pass around the lesson materials and ask the class to begin their breath paintings. Remind them throughout to control the paint in short and long movements, noticing the effect that their breath has on the paint.

Enquiry (giving praise and recognition for demonstration of any examples of DNA skills)

- You've just noticed how it feels to focus on and control your breath! How did it go? What did you notice?
