



Y4.

TERM 6 – LESSON 3

Term Theme

Embrace The Moment

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- YouTube Clip: *Butterfly Body Scan*, available at https://youtu.be/56_8aK3cLEA.
- Lesson Handout: *A Letter To Terrance*.

Success Criteria

- I can write a letter to an imaginary student who is worrying, giving them some useful advice about how they could helpfully use their DNA-V skills to work through their worries.

Learning Objective

- To understand how to use our Advisors skilfully when feeling worried about something.

PSHE Association Curriculum Objectives

- H6: *"Pupils should have the opportunity to learn to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others."*

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Embrace The Moment) and tell them the DNA-V focus skill for today's lesson (Advisor). Click to the next PowerPoint slide ('Learning Objectives') 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 *Butterfly Body Scan* YouTube clip by clicking the icon on screen, also available at: https://youtu.be/56_8aK3cLEA.

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 Noticer skills within this term's theme, which is Embrace the Moment. Our main activity involved thinking about how there is usually gold in our worries. That is, something we care about. Does anyone have any examples they'd be willing to share with the class of using their Noticer since the last Connect lesson? Has anyone noticed themselves worrying about something important to them?"

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 (Embrace the Moment) 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 why we humans worry

Click to the next PowerPoint slide ('Introduction'). Explain that last week we looked at how to "worry well" with a focus on our Noticers, and this week we are going to look at how to use our Advisors skilfully when we get worried about something.

Begin a whole class discussion with these questions:

- *"Imagine, just for a moment, that we all actually live in prehistoric times, thousands of years ago. What kinds of dangers might we face in our daily lives?"*
- *"So if we had these kinds of things going on in our lives, would it be helpful to worry about them?"*
- *"What might happen if we, in prehistoric times, didn't worry about these kinds of things at all and just carried on blissfully after, say for example, we had escaped a near miss with a lion or a wolf that was trying to eat us?"*

Explain that whilst we don't have to worry about things like getting eaten by lions anymore, that there are other things that can cause us to worry from time to time (like doing tricky tasks, friendships and other relationships etc.).

Note that the key take-home message from this section is that worrying can actually be a useful thing if we find the useful stuff inside of it, and if we don't end up spending all of our time worrying instead of living and embracing the moment.

How we can apply our DNA-V skills to handle worrisome Advisor thoughts

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

- **Advisor:**
 - Imagine that a student was feeling a bit worried that they were not going to be able to do a particular learning activity, say a set of maths problems for example.
 - What might be some examples of helpful Advisor thoughts for this student to follow?
 - What might be some examples of unhelpful Advisor thoughts for this student to follow?

Activity: The Gold Inside Our Worries (Part 2)

40 mins

This activity is designed to help children understand how to relate skilfully to worrisome Advisor thoughts when they show up. This is done in a safe and contained way by using an imaginary student who is worried about a particular social situation.

Step 1: Click to next PowerPoint slide ('The Gold Inside Our Worries') and read out the following scenario:

- *"Terrance is in Year Three at Jolly Road School. He had a falling out with one of his friends, Gerald, who is ignoring him and not playing with him. Terrance feels like most of the other students in his class have sided with Gerald and, because of this, Terrance is feeling quite lonely. He is worried that he has lost his friends and is feeling a bit rejected. During playtimes for the past two days, he has hoped that someone would come up and invite him to play but so far no one has done so. He's noticed quite a few Advisor thoughts, including things like "don't go and join in the games because they won't want to play with you". Terrance knows these kinds of Advisor thoughts are not helping him build and maintain his friendships. Terrance really values having fun, connecting with others and being creative."*

Step 2: Explain the task in the following way, which is written as a bullet-pointed script that can be followed verbatim or just used as a rough guide, depending upon what individual teachers find most useful:

- *“So, Terrance is not feeling very happy right now. He feels a bit disconnected from his friends and also a bit like he’s not managing to do some of the things he cares most about [at this point, teachers might wish to check that students heard, in the scenario that was read out, some of the things that Terrance cares about: having fun; connecting with others; and being creative].*
- *Our task is to write a helpful and sympathetic letter to Terrance to give him some advice about how he might use his DNA-V skills to help improve his situation. Things you might consider including in your letter to Terrance are:*
 - *That you are sorry to hear he is having some difficulties right now.*
 - *Why we humans worry and how we can find important messages inside our worries if we look carefully enough.*
 - *Any advice about how Terrance might use his Discoverer skills to improve his situation.*
 - *Suggestions about how Terrance might use his Noticer skills to improve his situation.*
 - *Suggestions about how Terrance might use his Advisor skills to improve his situation.*
 - *Ideas about how Terrance could move towards his Values of fun, creativity and connecting with others.*
 - *Ideas about Values that might be helpful for Terrance to show in this situation, such as being courageous or brave.”*

Step 3: After seeking any questions for clarification, pass around the lesson handout: *A Letter To Terrance*, and give students up to 25 minutes to write their letters to Terrance.

Step 4: With any remaining time, invite any willing student to share any ideas they wrote down in their letters that they feel represented good examples of how Terrance could use his DNA-V skills to improve his situation.

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