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## INTRO TERM – LESSON 2

### Term Theme

Introduction to DNA-V

### Focus DNA-V Skill

Advisor

### Lesson Resources

- Lesson PowerPoint.
- Audio File: *3 Minute Breathing Space*, available at <https://dnv.international/wp-content/uploads/3-minute-breathing-space-Segal-Williams-and-Teasdale-2002.m4a>
- Video Clip: *Inner Strength – Meet Your Advisor*, available at <https://vimeo.com/317855971/32510966e4?share=copy>
- Lesson Handout: *Give Your Advisor The Microphone*.

### Success Criteria

- I can write down the thoughts that come to my head for three minutes without stopping.

### Learning Objective

- To understand what is meant by the term Advisor in DNA-V.

### PSHE Association Curriculum Objectives

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

- I can reflect on what I noticed about the thoughts I wrote down.
- I can describe what the term the Advisor means.

## Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the class about the Term Theme (Introduction to Connect) and tell them the DNA-V focus skill for the lesson (Advisor). Click to next PowerPoint slide ('Learning Objectives') and read out the LOs to the class.

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 gently closing their eyes.

Click to next PowerPoint slide ('Starter Exercise'). Play *3 Minute Breathing Space* audio file by clicking the icon on screen, also available at <https://www.thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas>.

**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?

## Teacher's Introduction to the Lesson

10 mins

### Opening discussion about the Advisor

Remind students that in last week's lesson, we introduced ourselves to the DNA-V model. Ask the class the following question:

- *"Each letter in the model (D, N, A & V) stands for a particular skill that helps us to live well. What do the four letters stand for?"*

Then ask:

- *"And what does each word (Discoverer, Noticer, Advisor & Values) mean?"*

Click to next PowerPoint slide ('DNA-V'). Referring to the A/Advisor section of the model, explain to students that in today's lesson, this is the wellbeing skill we are going to focus on.

Click to next PowerPoint slide ('Introduction'). Explain that we are going to watch a brief, 2-minute video about the Advisor, to learn a bit more about this part of our minds. Click on image to play *Inner Strength – Meet Your Advisor* video clip, also available here: <https://thrivingadolescent.com/dreambig>

### How we can usefully apply our Advisor skills

At this point, say something like:

*“So our Advisor’s job is to keep us safe and help us avoid making mistakes. Our Advisor is like this little inner voice we all have inside our heads. It’s our thoughts about what we should do and about what we shouldn’t do. Some of this advice is pretty helpful. And some of it might not be quite so helpful.”*

At this point, some examples of questions to consider asking to explore what we mean by the term Advisor include the following:

- *“Think back to the video clip we watched, when the girl’s Advisor told her to be careful about going down the dark alley. Can you think of any recent times when your own Advisor has been useful to you?”*
- *“Again, think back to the video clip, when the girl’s Advisor was being quite critical and trying to stop her from doing things she really wanted to do. Can you think of any times when your own Advisor has been less-than-helpful recently?”* (NB: It can be helpful for teachers to share a personal example from their own experience here, in order to a) model an appropriate response to the question and b) normalise the Advisor’s sometimes-unhelpful messages).

## Activity: Give Your Advisor The Microphone

25 mins

This activity is a useful introduction to the Advisor for children. The original version can be found in Hayes & Ciarrochi (2015; pg51) and is adapted and used with the authors’ permission.

**Step 1:** Click to next PowerPoint slide (‘Give Your Advisor The Microphone’). Pass around the lesson handout: *Give Your Advisor The Microphone* and introduce the first part of the activity:

- *“This next little exercise is a really useful way to illustrate how, for us humans, our minds are constantly on-the-go advising, judging, evaluating, describing etc. Using your handout, for 3 minutes from the point at which I say go, write down everything your mind says. Write every single thought that comes up. Your job is to not stop writing at all. Even if for a period you keep writing the same thing over and over again, like ‘I don’t know what to write, I don’t know what to write, this is a funny exercise, I don’t know what to write!’. Don’t worry about punctuation or anything like that. Just keep writing. And if a thought is too fast to keep up with, just write a few words to illustrate that thought instead of the whole thing. Ready? Go!”*

**Step 2:** Give students 3 minutes to do the exercise and if you notice anyone stopping, gently prompt them to keep going. Once the 3 minutes is finished, invite students to put their pens down and spend a couple of minutes talking to the student next to them about what this little exercise was like for them and what they noticed.

**Step 3:** Then, take some whole-class feedback, seeking to elicit and normalise the following common characteristics about the way human thinking occurs:

- We tend to be constantly thinking about one thing or another.
- Some thoughts can seem really silly and seemingly not at all related to our surroundings.
- Often our minds can jump around a lot and thinking doesn’t always follow clear linear patterns.
- Some thoughts are pleasant, some are less pleasant and some are neither pleasant nor unpleasant and this is completely normal.
- Some thoughts are really helpful and some are not-so-helpful.

**Step 4:** Click to next PowerPoint slide (‘Conclusion’). Conclude with three points to related illustrate:

- That the Advisor is not a literal thing inside our heads (the vast majority of children will have understood this already but it is worth being 100% clear). Rather it is a metaphor for a particular part of how human minds work (it may be helpful to offer a brief definition of the term metaphor here).
  - Click on Powerpoint slide. That the Advisor is specifically a metaphor for the advice-giving part of our minds (i.e. thoughts that relate to us doing more or less of a particular behaviour).
  - Click on Powerpoint slide. That in Connect, we are going to learn to use our Advisors really skilfully, to help us grow and build the lives we most want.
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