



Y4.

TERM 4 – LESSON 3

Term Theme

Connect With Others

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-William-s-and-Teasdale-2002.m4a>.
- YouTube Clip: *Kids Chat: Secrets Versus Surprises*, available at <https://youtu.be/yyK6DC5PZIM>
- Lesson Handout: *Skilfully Dealing With Secrets*.
- Materials for making a poster, e.g. colouring pens and pencils, scrap paper, paints etc.

Success Criteria

- I can make skilful judgements about when it is probably OK and safe to keep a secret, and when it is probably not OK and safe to keep a secret.
- I can design a poster to illustrate how to use our Advisors skilfully when

Learning Objective

- To be able to skilfully use our Advisors in situations where someone has told us a secret.

PSHE Association Curriculum Objectives

- R2: “Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships”.

someone has told us a secret.

- R9: *Pupils should have the opportunity to learn about the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.*

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Connect With Others) 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 LOs to the class.

Click to the 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-William-s-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 Noticer skills within the context of Connecting With Others. Our main activity was The Social Connection Interview. Does anyone have any examples they'd be willing to share with the class of actions they have taken to be a good friend since the last Connect lesson? Or something you have seen someone else do? Has anyone taken steps to help someone who was feeling lonely, or left out?"

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 secrets

Click to the next PowerPoint slide ('Introduction'). Explain that in today's lesson, we are going to consider how to use our Advisors to skillfully handle situations in which someone has told us a secret.

Ask the class:

- What is a secret? (seek a definition and write this on the board).
- Who has been told a secret before? (invite students to raise their hands and use this to illustrate that most or all of us have been told a secret at some point in our lives so far).

Explain that some secrets are absolutely fine, and can even be fun. But some secrets might not be OK to keep. Ask the class:

- Can anyone think of any examples of secrets that would probably be fine to keep?
- Can anyone think of any examples of secrets that might not be OK to keep?

Click to the next PowerPoint slide ('Safe Secret or Unsafe Secret?'). Use students' responses to the above two questions to make a distinction between safe secrets and unsafe secrets.

Click image in slide to play YouTube Clip: *Kids Chat: Secrets Versus Surprises*, also available at <https://youtu.be/yyK6DC5PZIM>

Click on PowerPoint slide, and read out the definitions of safe and unsafe secrets, which are:

- *A safe secret is one that will eventually be told and will make everyone smile – like a surprise party or the gender of a baby-to-be.*
- *An unsafe secret is one that makes you feel confused, threatened, unsafe or uncomfortable and is one that you are told not to tell.*

How we can apply our DNA-V skills to skilfully handle secrets

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

- **Noticer:**
 - What kinds of emotions and sensations might you notice if a friend told you a safe secret?

- What kinds of emotions and sensations might you notice if a friend told you an unsafe secret?
- **Advisor:**
 - If someone tells you a secret that you think might be unsafe:
 - What might be an example of a helpful Advisor thought?
 - What might be an example of an unhelpful Advisor thought?

Activity: Skilfully Dealing With Secrets

40 mins

This activity is designed to encourage children to use their creative skills, and their knowledge of the distinction between safe and unsafe secrets, to communicate to others how to use their Advisors skilfully when someone tells them a secret. This feeds into the wider agenda of increasing children's ability to not only look after themselves with increasing independence, but also their ability to pro-socially look after one another within their wider peer community.

Step 1: Click to next PowerPoint slide ('Skilfully Dealing with Secrets') and pass around the lesson handout of the same name, which is simply a blank sheet of branded paper with the activity title at the top. Explain the activity 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 helpful:

- *"For today's main Connect activity, we are going to design a poster to illustrate the importance of skilfully using our Advisors when someone tells us a secret.*
- *We have a range of materials available and you can choose whatever materials you want to make your poster.*
- *From our earlier discussions, and because you are Year Four now, you have a lot of skills and knowledge in this area already. So see if you can design your poster in such a way as to be helpful and educational for younger students in the school. Some of our posters may go on display in the school so they need to communicate their intended messages really clearly.*
- *Key information your poster needs to contain includes:*
 - *What we mean by safe and unsafe secrets.*
 - *What emotions we might notice when someone tells us a secret.*
 - *At least one or two examples of helpful Advisor thoughts to listen to when someone tells us an unsafe secret."*

Step 2: Invite any questions for clarification before giving students 30 minutes to design and make their posters.

Step 3: With any remaining time, flag up to the class any posters you noticed during the activity that illustrate really nicely how to use our Advisors skilfully in these situations. It is likely that many students will include Advisor thoughts like *"tell a grown-up"* and this should be praised and encouraged. However, there are also issues related to trust and confidence within friendships here, so any reference to following Advisor thoughts like *"talk to your friend and tell them you're worried about them"* should also be highlighted as highly skilful use of the Advisor.