



Y5

TERM 5 – LESSON 2

Term Theme

Challenge Yourself

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint
- Audio File: *AND Practice For Emotions*, available at <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas>
- YouTube Clip: *Conquering Exam Stress*, available at <https://youtu.be/-RZ86OB9hw4>
- Lesson Handout: *The Bravest Person I Know!*

Success Criteria

- I can identify Values that help guide me when I am feeling worried or stressed.
- I can write about these Values in a written exercise.
- I can use AND as an exercise to respond

Learning Objective

- To understand that when feeling stressed or worried, I can use my Noticer skills and my Values to help guide me.

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.”

skillfully to stress and worry.

Starter Exercise

10 mins

Open the lesson PowerPoint. Tell the children the Term Theme (Challenge Yourself) and the DNA-V focus skill for the lesson (Noticer). 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 *AND Practice for Emotions* audio file by clicking the icon on screen, also available at:

<https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas>.

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 Discoverer skills within this term's theme, which is Challenging Yourself. Our main activity involved designing our own recycle bin signs. Does anyone have any examples they'd be willing to share with the class of using their Discoverer since the last Connect lesson? Have you thought any more about recycling?"

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 (Challenge Yourself) 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

15 mins

Opening discussion about the emotional challenges of doing exams and tests

Explain that one thing that people often have to do that can be quite challenging – especially when in education – is sit exams and tests. This will be the focus area for our *Challenge Yourself* lesson today. Click to next PowerPoint slide ('Conquering Exam Stress') and click the image to play Conquering Exam Stress YouTube clip, also available here: <https://youtu.be/-RZ86OB9hw4>

Click to next PowerPoint slide ('Reflection') and begin a whole-class discussion:

"Reflecting on the clip we just watched together:

- *Do you think stress is always a problem or can it be helpful in our lives sometimes?* (NB: here we are seeking answers that illustrate an understanding that stress is the body's natural response to tricky situations and a little bit of stress can actually help us rise to the challenge and perform well).
- *What strategies did the clip seem to recommend for handling exams and other potentially stressful situations?*
- *Can you think of any other useful strategies for responding to and managing stressful situations?"*

How we can apply our DNA-V skills when doing exams and tests

Possible examples of DNA-V specific questions to draw upon:

- **Noticer:**
 - What feelings and sensations might we notice before and during tests? (NB, here we are seeking to simply notice and name the emotions - both pleasant and less pleasant emotions. We are not seeking strategies to make them go away)
- **Advisor:**
 - Can you think of any unhelpful Advisor thoughts might show up during exams or tests?
 - How about any helpful Advisor thoughts might show up during exams or tests?
- **Values:**
 - What Values might be helpful to show before and during exams and tests?

Activity: The Bravest Person I Know!

30 mins

Step 1: Click to next PowerPoint slide ('The Bravest Person I Know'). In pairs, invite your students to discuss and identify who is the bravest person they know and what it is that s/he shows in their actions that makes them so. Explain that this could be a real person

in the students' lives or it could be a fictional character. After 2-3 minutes, take some whole-class feedback on these discussions.

For this brief discussion-section, we encourage teachers to enquire less after the actual person or character that students have chosen and more after the actions and qualities they demonstrate in the student's eyes. It can be helpful to make a list of actions and qualities (Values) as students offer their contributions.

Step 2: Pass around the lesson handout: *The Bravest Person I Know*, on which there is a list of 20 values. Invite students to select from this list 3-5 Values that they personally feel are really helpful and important to show in one's actions when feeling a bit stressed; during exams and tests for example. Write these few Values down in the space provided. Ensure students know that if there is a Value they feel is important in this context, but is not included on the list of 20, they can just write this instead.

Step 3: Next, invite students to write a paragraph or two about how they think their chosen person would approach an exam or a test that brought up tricky feelings. Invite students to use the 3-5 Values they selected to shape up their paragraph, perhaps even giving an example or two of how these might be brought to life in the way that the brave person would approach a test/exam.

Step 4: Provide opportunities for sharing the children's ideas after the written piece is completed. Within this closing discussion, we recommend probing for information relating to the below three points, and providing praise and recognition when it occurs:

- That we can all show these qualities in our actions and that they are not just something really brave people can show.
- Enquire after any times in the past when students feel they personally have demonstrated some of the qualities being discussed.
- Enquire as to whether students can think of any events coming up in their lives when it could be helpful to demonstrate some of the qualities being discussed in their own actions.

Step 5: Finally, point out that one useful little mindfulness exercise that we can do anytime we want to, when feeling a bit stressed or worried, is the A-N-D exercise with which we started the lesson. If there is enough time remaining, a good way to end this lesson can be to do the A-N-D exercise one more time, again enquiring:

- What did you notice?
 - Where did you notice it?
 - How much did you notice it?
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