



Y1

TERM 2 – LESSON 2

Term Theme

Self-Care

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Move Your Hands And Feel Your Breath* (adapted from Stand Tall Like a Mountain: Mindfulness and Self-Care for Children and Parents by Suzy Reading is published by Aster, £12.99, www.octopusbooks.co.uk).
- YouTube Clip: *BLW [Baby Led Weaning] 6 Months Tomatoes & Cucumber*, available at <https://youtu.be/GUFeEYor2-Y>
- Audio File: *KS1 Raisin Meditation*.
- Slices of tomato, cucumber and apple - or, Lesson Handout: *'Eat Like A Baby' Foods* (pre-cut).
- Lesson Handout: *'Eat Like A Baby' Sheet*.
- Discoverer, Noticer, and Advisor KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can open and close my hands in time with my breathing.

Learning Objectives

- To use my Noticer skills to learn relaxing breathing tools.

PSHE Association Curriculum Objectives

- KS1 H1: *"Pupils should have the opportunity to learn what constitutes, and how to maintain, a healthy*

- I can notice how a raisin looks, smells and feels before I eat it.
 - I can sort healthy snacks from less healthy snacks.
 - I can draw my favourite snacks.
 - To use my Noticer skills to explore all my senses when I enjoy food.
 - To use my Advisor skills to think about which snacks give me the most energy.
- lifestyle including the benefits of physical activity, rest, healthy eating and dental health”.*
- KS1 H2: “Pupils should have the opportunity to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences”.

Starter Exercise

10 mins

Let's Pause: Move Your Hands and Feel Your Breath

Invite your students to prepare for a guided mindfulness exercise by sitting up in their chairs with the backs of their hands resting on their legs.

Play *Move Your Hands and Feel Your Breath* audio file, or read script.

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

- What did you notice when you opened and closed your hands as you breathed? How did it feel to change hands?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up Discoverer character) “In our last lesson, we focused on our Discoverer while learning about Self-Care and healthy eating. Our main activity was ‘My Healthy Creation’. Did anyone try making their new snack? What did you make? How did it taste?”

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 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 positive consequences of their actions).

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 awards.

Noticer Check-in:

Ask the class to pause and notice “*What’s going on inside me today? How am I feeling?*” (Children can turn the arrow on their emotion wheel to how they are feeling in this moment and hold it up to show you. We would advise the teacher to use their wheel too with some current, yet gentle self-disclosure of how they are feeling, e.g. “I feel hungry because I didn’t have much breakfast”).

Teacher’s Introduction to the Lesson

10 mins

Opening discussion about healthy eating and how we learn to eat

Open the lesson PowerPoint. Tell the children the term theme (Self-Care) and tell them the DNA focus skill for today’s lesson (Noticer). Click to next PowerPoint slide (“Learning Objectives”) and read out the LOs to the class.

Click to the next PowerPoint slide (“What kinds of foods do babies eat”).

Play *BLW [Baby Led Weaning] 6 Months Tomatoes & Cucumber* YouTube clip by clicking the icon on screen, also available at <https://youtu.be/GUFeyor2-Y>.

- When we are born, all we need for the first 6 months is milk. Then we start to learn to eat food. What do we start off eating when we are babies? What healthy food can babies eat?
- What happens when babies eat lots of cake or sweets? (Low energy, poor sleep, damage teeth, etc). Do you ever notice when you have had a lot of sugar how it affects you and your energy or sleep?

Let’s Pause: Mindful Raisin

Click to the next PowerPoint slide (“Let’s Pause: Mindful Raisin”).

Step 1: “We’re going to try eating a raisin and noticing how it looks, smells, feels and tastes. Some of you may have tried this last year - this time try to imagine, like a baby trying new food, this is the first time you have ever seen a raisin”.

Step 2: Hand out one raisin to each student before starting the exercise and ask the class to keep it on the table in front of them, or on their lap if they are not sitting at tables.

Step 3: Play ‘*KS1 Raisin Meditation*’ audio file.

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 with the raisin? How did it look, smell, feel and taste?
- What did you notice when you took time to really explore the raisin?

How we can apply our DNA skills to learn about Self-Care

- You’ve just discovered a new way to eat - when does your Advisor say it might be helpful to eat this way?

- Which other foods could you Discover eating this way?

Activity: Eat Like A Baby

10 mins

Click to next PowerPoint slide ('Eat Like A Baby Activity!')

Step 1: Hand out bowls of tomato, cucumber and apple slices; if not available pass around the (pre-cut) lesson handout: *'Eat Like A Baby' Foods*.

Step 2: Split the class into pairs and explain that each pair is going to take turns acting as a baby trying food for the first time. They are to try the food, and then act out whether they enjoyed the food or not; the partner is then to guess what the 'baby' thinks of the food, by noticing their expressions.

Step 3: After the partner has guessed, the children can swap roles.

Step 4: Pass around lesson handout: *'Eat Like a Baby' Sheet*. Ask the class to draw a food that their partner had tried, and their facial expression as they were eating it.

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

You've just noticed your partner's expressions when they were eating and used your Advisor to guess how they were feeling! What did you notice your partner do to show how they were feeling? How did your Advisor help you know how to act when it was your turn to show how you were feeling?

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