



Y4.

TERM 2 – LESSON 1

Term Theme

Self-Care

Focus DNA-V Skill

Discoverer

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>.
- YouTube Clip: *Eight Essential Self-Care Skills to Start before Age-1*, available at https://youtu.be/X01_UaSewWc
- Lesson Handout: *Growing My Self-Care Skills At Home*.

Success Criteria

- I can use my Discoverer to track some of my current Self-Care skills.
- I can use my Discoverer to identify one area of Self-Care skills I would like to work on at home over the next few weeks.

Learning Objective

- To use my Discoverer to further develop my Self-Care skills.

PSHE Association Curriculum Objectives

- L7: “Pupils should have the opportunity to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.”

Starter Exercise

10 mins

Open the lesson PowerPoint. Tell the children the Term Theme (Self-Care) and tell them the DNA-V focus skill for today's lesson (Discoverer). Click to the next PowerPoint slide ('Learning Objective') 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 *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-Williams-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?

Teacher's Introduction to the Lesson

10 mins

Opening discussion about different types of Self-Care skills

Explain that in today's Connect lesson, we are going to explore ways in which we can further develop our Self-Care skills. First though, let's remind ourselves of some of the early self-help skills that we humans develop.

Click to next PowerPoint slide ('Eight Essential Self-Care Skills'). Click image to play YouTube clip: *Eight Essential Self-Care Skills to Start Before Age-1*, also available at https://youtu.be/X01_UaSewWc

Whole class discussion: "*What are the 8 early Self-Care skills that this baby was beginning to learn?*" Answers: brushing teeth; washing hands; brushing hair; putting on shoes; dressing/undressing; using velcro; zipping/unzipping; bathing/washing).

Point out that, as the clip shows, we humans can start learning Self-Care skills at a really early age. And this is helpful as it moves us toward independence – we can learn to do things for ourselves rather than needing someone else to help us.

How we can apply our DNA-V skills to develop useful Self-Care skills

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

- **Discoverer:**
 - Can you think of one Self-Care skill that you have been working on becoming independent in recently?
 - Which bits of this skill can you do totally independently so far?
 - Which bits of this skill do you still need a bit of help with from time to time?

Activity: Growing My Self-Care Skills At Home

25 mins

This activity is designed to help students track their current profile of Self-Care skills within their home environments. This self-rated profiling is then used to help them identify one area of Self-Care skills they would like to develop even further over the next few weeks.

Step 1: Click to next PowerPoint slide (“Growing My Self-Care Skills At Home”) and pass around the lesson handout of the same name. Explain the activity as described below. This is written as a bullet-pointed script that can be followed verbatim or used as a rough guide, depending upon what individual teachers find most helpful.

- *“In today’s main activity, the first thing we are all going to have a go at doing is rating ourselves in terms of some of our current Self-Care skills.*
- *In Part 1 of the handout, there is a list of Self-Care skills. It’s not an exhaustive list – there are lots of other Self-Care skills – but these are some of the main ones that can be helpful to have and to use at home.*
- *Working on our own, we are going to go down the list and rate ourselves as either ‘independent’, ‘partly independent’ or ‘others help me’ for each of the 16 skills listed. Be completely honest; we are all learning and developing here and no one is at the end of their Self-Care skills journey.*
- *Once you have rated yourself for all 16 home-based Self-Care skills, see if you can think of one additional home-based Self-Care skill and write this in the bottom row, where it says ‘other...’.*
- *Once you’ve done this, you can move down to Part 2 of the handout, which is a letter home to your parents/carers. In this section of the activity, the task is to identify from the table, in Part 1, one home-based Self-Care skill in which you are not yet 100% independent that you would like to work on becoming more independent in over the coming weeks. Write the name of this skill in the space provided.*
- *Then, use the next space to articulate, in a sentence or two, why this Self-Care skill in particular is something at which you’d like to become more independent.*
- *Then, make sure you’ve addressed the letter to the right adult or adults at home at the top, and that you’ve signed it, then fold and tear along the dotted line between Part 1 and Part 2, as Part 2 will need to go home to the intended recipient [parent/carer].”*

Step 2: After seeking any questions for clarification, give the class around 15 minutes to complete the activity on their own.

Step 3: Take some whole-class feedback, inviting any willing students to share how they are planning to use their Discoverers to further develop their Self-Care skills.

Step 4: Finally, praise the class for engaging their Discoverers in this way and remind them that you will really look forward to hearing, at next week’s Connect lesson, how the conversations went with their parents and about the new Self-Care skills practice they have tried out so far.