



Y1

TERM 5 - LESSON 3

Term Theme

Challenge Yourself

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *What's on my SMART Board?*
- Teacher Resource: *A-N-D Script*.
- Lesson Handout: *Scenario Cards* (one per student).
- Lesson Handout: *Judging My Advisor*.
- Discoverer, Noticer, and Advisor KS1 Characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can imagine my thoughts are like TV channels changing and notice what's on.
- I can practise A-N-D to become aware of, name, and describe my feelings.

Learning Objectives

- To use my Advisor skills to notice my thoughts.
- To use my Noticer to become aware of, name, and describe what's happening inside my body.

PSHE Association Curriculum Objectives

- KS1 H4: "*Pupils should have the opportunity to learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple*

- I can judge Advisor thoughts as helpful or unhelpful.
- To use my Advisor skills to judge if thoughts are helpful or unhelpful.
- *strategies for managing feelings*.
- KS1 R4: “Pupils should have the opportunity to recognise what is fair and unfair, kind and unkind, what is right and wrong”.

Starter Exercise

10 mins

Let’s Pause: What’s on my SMART Board?

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 *What’s on my SMART Board?* audio file, or read the script.

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

- What did you notice? How was it imagining thoughts coming and going on a screen?
- Was it helpful or harder to imagine?
- What thoughts did you notice?
- If an unpleasant thought showed up did it help to just sit back and wait for that thought to pass? Or did you try something else?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up Noticer character) *“In our last lesson, we focused on our Noticer skills while learning about taking on new Challenges. Our main activity was ‘Yoga Warriors’. Did anyone Notice anything they did to help them cope with a new challenge this week? What did you do? How did it feel? Did you notice any clues that you needed to take a moment to pause?”*

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 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 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 how our Advisors try to keep us safe when taking on challenges

Open the lesson PowerPoint. Tell the children the Term Theme (Challenge Yourself) and tell them the DNA focus skill for the lesson (Advisor). Click to the next PowerPoint slide (‘Learning Objectives’) and read out the LOs to the class.

Discuss with the class:

Everyone has Advisor thoughts. The Advisor learns rules that can keep us safe. A helpful Advisor thought that keeps us safe might be: “that knife looks really sharp, I’d better not touch it”, or “the floor looks icy outside, I should walk slowly and not run”. What are some other Advisor thoughts that might keep us safe in the playground? What about when crossing the road?

Click to the next PowerPoint slide (‘A-N-D’). *We are going to practise something called A-N-D. This stands for Aware, Name, and Describe.*

Refer to teacher resource: *A-N-D Script*. [Ideally this exercise should be done while children are sitting on chairs, but if children are on the floor just adapt the wording].

Ask the class:

- What did you notice around you or inside of you when you practiced A-N-D?
- What names did you give to anything you felt?
- Did this help you to describe how you’re feeling today? Would anyone like to share how they described their feelings?

How we can apply our DNA skills to taking on challenges

Possible examples of DNA specific questions to draw upon:

- **Discoverer:**
 - What was it like to try something new?
 - What was it like to try to feel different parts of your body with your eyes closed?

Activity: Helpful or Unhelpful?

15 mins

Step 1: Click to the next PowerPoint slide ('Helpful or Unhelpful?'). Ask the children to choose a partner. Explain that we are going to play a game that will help us judge whether our Advisor is being helpful or unhelpful.

Step 2: Hand out the scenario cards (2 per pair), each with a picture and simple scenario. (Teachers may wish to 'pair up' a less able reader with a more able reader, to support understanding the written text on each card). Tell the class that in pairs one child will be acting out the scenario, and the other child is going to be the 'Advisor'. The activity will be as follows:

- 1) The 'actor' acts out the given scenario on their card.
- 2) The 'Advisor' should choose whether they are going to be helpful or unhelpful, then say the thought they have chosen.
- 3) The 'actor' needs to judge whether it is helpful or unhelpful. They can show the 'Advisor' their guess by putting their thumb up or down.
- 4) The 'Advisor' tells the 'actor' if they were right, and why.

Step 3: Demonstration. Act out this sample scenario in front of the class:

I'm so excited to go swimming! The pool looks so much fun and full of toys. Rachel told me to run so we could race to jump in!

Ask the class:

- What might your unhelpful Advisor say? [Prompt answers like "run as fast as you can" or "push Rachel over so I win the race"]. Why are these unhelpful?
- What about your helpful Advisor? What might a helpful thought be? [Prompt answers like "walk slowly because the floor is wet" and "tell Rachel that it's not safe and she might get hurt"].

Step 4: Once the children are confident with the activity, arrange the children into pairs and tell each pair to decide who will go first at being the 'actor' and begin.

Step 5: After the pairs have completed steps 1-4, the children should swap roles and repeat the activity so that both have a go in each role.

Step 6: Pass around the lesson handout: *Judging My Advisor*. Tell the class to draw, in the space provided on the sheet, their favourite scenario that they acted out. They can include the Advisor thought in some way if they like.

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

- You've just used your Advisors to think about helpful and unhelpful thoughts! Did you remember any Advisor thoughts that you've had? Was it easy to spot which ones were unhelpful? What can happen when we listen to our unhelpful Advisor?
-