



Y6

TERM 2 – LESSON 4

Term Theme

Self-Care

Focus DNA-V Skill

Values

Lesson Resources

- Lesson PowerPoint.
- Audio File: *Balloon Breathing*, available at <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas>
- Lesson Handout: *Linking Self-Care To Values*.
- Lesson Handout: *Self-Care Values List*.
- Audio File: *Friendly Wishes*, available at <https://annakaharris.com/friendly-wishes>

Success Criteria

- I can identify a range of physical and emotional Self-Care behaviours.
- I can link Self-Care behaviours to personal Values.
- I can identify at least one valued Self-Care behaviour that is new to me and that I would like to try out.

Learning Objective

- To identify Self-Care behaviours that I do, and that I would like to do, and link those to my personal Values.

PSHE Association Curriculum Objectives

- H5: “Pupils should have the opportunity to learn to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals”.
- H7: “Pupils should have the opportunity to learn to recognise that they may experience conflicting

emotions and when they might need to listen to or overcome these”.

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the term theme (Self-Care) and tell them the DNA-V focus skill for the lesson (Values). Click to 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 gently closing their eyes.

Play *Balloon Breathing* 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 Advisor skills within the context of Self-Care. Our main activity was Stayin’ Alive Using The Advisor. Does anyone have any examples they’d be willing to share with the class of any helpful Advisor thoughts you noticed, to keep you safe? What was the Advisor thought? Any unhelpful thoughts?”

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 putting Self-Care skills into action

Click to next PowerPoint slide ('7 Principles of Self-Care'). As with last week's lessons, remind the class of the 7 principles of Self-Care:

1. Being able to make informed choices
2. Assessing our own care needs
3. Access to appropriate information to manage one's own care needs
4. Developing Self-Care skills
5. Using technology to meet our own Self-Care needs
6. Accessing support networks (formal and informal)
7. Taking adaptive risks and managing risks well.

Click on PowerPoint slide. Explain that we are going to look mainly at number 4; *developing Self-Care skills*. We are going to look at putting Self-Care skills into action by connecting them with what we care about – with our own personal values.

How we can use our DNA-V skills to put Self-Care into action

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

- **Noticer:**
 - What do you notice about the things that others (perhaps family/carers and/or teachers) do to care for you?
 - What do you notice about the things that others (perhaps family/carers and/or teacher) do to help you learn to care for yourself more independently?
- **Values:**
 - Why is Self-Care important?
 - Fast-forward 10 years to when you are around 20 years old. What might adult life be like if you had (or had not) learned good Self-Care skills?

Activity: Linking Self-Care To Values

25 mins

Click to next PowerPoint slide ('Linking to Self-Care Values'). Explain to the class that in this activity we are going to see how our Self-Care behaviours connect up to our values (to the personal qualities we want to show in our actions).

Step 1: Pass around the lesson handout: *Linking Self-Care to Values*, and ask students to:

- Put a tick or a cross next to each Self-Care behaviour.
- See if they can add at least one or two of their own in the cells that say "other..."

Step 2: Click on PowerPoint slide. Once Step 1 is completed, invite the children to compare and contrast with their neighbour, reassuring them that there is no better or worse in this activity, seeing:

1. Where they are similar in their Self-Care behaviours.
2. Where they are different in their Self-Care behaviours.
3. What behaviours they put for "other..." in both columns.
4. Whether there are any Self-Care behaviours your partner has done that you have not and that you might like to try out.

Step 3: Click on PowerPoint slide. Move around the room and do step 2 with one other student in the class from a different table.

Step 4: Take some feedback from the whole class about their discussions in Steps 2 & 3.

Step 5: Click on PowerPoint slide. On Page 2 of *Linking Self-Care to Values*, take some time to reflect and write each of your Self-Care behaviours listed above (you don't have to fill every row if your listed Self-Care behaviours are slightly fewer than the number of rows). Pass around the lesson handout: *Self-Care Values List*. Now, identify 1-2 Values that you feel link strongly to each behaviour (you can construct your own 'Value' word if you feel the list is missing something important to you (NB: students can use the same Value more than once if they want to)).

Step 6: Invite students to take a moment to reflect on how they have linked behaviours to Values. Enquire:

- What do you notice?
- Are particular Values more prominent (e.g. used more often) than others for you?
- What does this tell you about some things that you care about at this point in your life?

Step 7: Click on PowerPoint slide. Identify one Self-Care behaviour you currently don't do so much (this could be one that a friend told you s/he does during Step 2 or 3) that you would like to start doing (or do more of). Write this in Part 3 of the handout.

Step 8: Using the list of Values again, write the personal Value(s) this new behaviour links to most closely in Part 3 of the handout.

Step 9: Take some feedback on what students have written in Part 3 of the handout and enquiries as to what support, if any, they might need to do this, and from whom.

Step 10: Click to next PowerPoint slide ('Sending Friendly Wishes to Ourselves'). Finally, as Self-Care is about looking after ourselves, play *Sending Friendly Wishes To Ourselves* audio file by clicking the icon on screen, also available at:

<https://annakaharris.com/friendly-wishes>

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