



Y4.

TERM 3 – LESSON 3

Term Theme

Give To Others

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *What's On My SMART Board?*
- Lesson Handout: *Using Our Advisor To Be Kind To Others.*

Success Criteria

- I can identify and write about helpful and less helpful Advisor thoughts in relation to being kind to others.

Learning Objectives

- To understand how the Advisor relates to acts of kindness.
- To be able to distinguish between unhelpful and helpful Advisor thoughts in relation to acts of kindness.

PSHE Association Curriculum Objectives

- L9: “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.”

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Give To Others) and tell them the DNA-V focus skill for today's lesson (Advisor). Click to the next PowerPoint slide ('Learning Objectives') and read out the LOs 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 *What's On My SMART Board?* audio file or read the script.

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 Noticer skills within the context of Giving To Others. Our main activity was 'Noticing The Effects of Kind Acts'. Does anyone have any examples they'd be willing to share with the class of skilful use of their Noticer to notice the effects of kind acts, which they have done since the last Connect lesson?"

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 (Give To Others) and the relevant DNA-V focus skill (Noticer):

- 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 the role of the Advisor in being kind to others

Explain that we are going to stick with our exploration of the experience of doing random acts of kindness for others, but this time we are going to focus on skilfully using our Advisors to be kind to others.

Also remind the class that this Advisor part of our mind is always around and active, whether we are aware of it or not, helping us to decide what to do and what not to do. It does a really important job for us humans.

Click to next PowerPoint slide ('Count Your Breath'). Explain that just to illustrate how active our minds are, we are going to do a little activity called *Count Your Breath*. Introduce the activity in the following way:

- *"In a moment, I am going to ask you to close your eyes and start counting your breaths. I will time the exercise for one minute. Each time you get distracted by a thought or start thinking about something that happened earlier, or something that will happen later, go back to zero and start counting each breath again. The important thing is to be honest with yourself - this is not a competition to see who can count the highest without getting distracted. Instead, it's a little experiment to see how our minds work."*

How we can apply our DNA-V skills to acts of kindness when tricky Advisor thoughts show up

Click to next PowerPoint slide ('Reflection'). Examples of possible DNA-V specific questions to draw upon:

- **Noticer:**
 - After the above brief mindfulness exercise, enquire about students' experiences by asking:
 - How many times did you get distracted by a thought and have to go back to zero?
 - Did anyone manage to count past 3/5/10 breaths before losing count and having to go back to zero?
 - Can anyone share an example of a thought that distracted them and made them forget how many breaths they'd counted to?

NB: Use students' responses to the above questions as a way of illustrating that:

- Our thoughts are constantly on the go.
- Some of these thoughts are memories about stuff that's already happened.
- Some of these thoughts are about things that we think might happen in the future.
- The fact that the mind is constantly on the go is fine and that's just part of being human.

Activity: Using Our Advisor To Be Kind To Others

30 mins

This activity continues with the term theme of Give To Others, but with this ongoing focus on random acts of kindness. We use individual students' personal experiences of random acts of kindness once again, but with a particular focus on our Advisors.

Step 1: Click to next PowerPoint slide ('Using Our Advisor To Be Kind To Others') and pass around the lesson handout of the same name. Explain the activity in the following way, which is written as a bullet-pointed script that can be used verbatim or just as a rough guide, depending upon what individual teachers find most helpful.

- *"In today's main activity, we are going to continue with our focus on random acts of kindness.*
- *Specifically, we are going to reflect back on some of the recent acts of kindness and think about what kinds of helpful and unhelpful Advisor thoughts we have experienced whilst trying to do some of these actions. [It can be helpful at this point to offer a few examples from teachers' own experiences here. For example, you might share that*

sometimes when you are thinking about doing something kind for someone, your Advisor might pipe up with ‘I can’t be bothered’, ‘They don’t deserve it’ or ‘Why bother, they probably wouldn’t do that for me’. Once teachers have shared a few examples from their own experience, it can help to invite any willing students to share an example of their own with the class.

- *On the handout, there is a section for each of you to write three examples of helpful Advisor thoughts and a section for three less helpful Advisor thoughts.*
- *Reflecting back on the chosen acts of kindness that you wrote about in our Connect lesson two weeks ago, see if you can remember any Advisor thoughts that showed up before or during these and write them down in those two spaces on the handout.*
- *If you can’t remember three for each, just have a think about the kinds of helpful and less helpful Advisor thoughts that might show up in those kinds of situations and write them down instead.*
- *Finally, see if you can remember and write down in the other two sections of the handout one thing you noticed as a consequence of following a helpful Advisor thought and one thing you noticed as a consequence of following a less helpful Advisor thought.* [Again, it can be helpful to offer an example here, such as ‘A helpful Advisor thought I followed was to cook a nice dinner for my partner. When I did this, I noticed that s/he seemed really pleased and appreciative and we had a nice evening together.’].

Step 2: After seeking any questions for clarification, give the class around 20-25 minutes to complete the activity.

Step 3: With any remaining available time, invite any willing students to share an example from their list of helpful and unhelpful Advisor thoughts.

Step 4: Invite students to see if they can do a few more random acts of kindness over the next week, before next week’s Connect lesson, noticing the Advisor thoughts that show up along the way. Say that you would be really interested to hear about these experiences next week.
