



Y4.

TERM 2 – LESSON 2

Term Theme

Self-Care

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Audio File: *Balloon Breathing*, available at <https://dnav.international/wp-content/uploads/Balloon-breathing-for-thriving.m4a>.
- Lesson Handout: *Noticing The Benefits of Self-Care*.

Success Criteria

- I can identify 3 Self-Care skills that I currently use in my life.
- I can name some of the practical, emotional and social benefits of my own Self-Care skills.

Learning Objective

- To use my Noticer skills to name some of the benefits of the Self-Care skills that I currently use in my life.

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 (Noticer). 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://dnnav.international/wp-content/uploads/Balloon-breathing-for-thriving.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?

Reflection and Celebration

5 mins

Reflection Question:

"In our last lesson, we focused on our Discoverer skills within the context of Self-Care. Our main activity was Growing My Self-Care Skills At Home. Does anyone have any examples they'd be willing to share with the class of skilful use of their Discoverer to try a new Self-Care activity since the last Connect lesson? What did you try? Was it independent, partially independent or did you need lots of help?"

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 the benefits of Self-Care skills

Whole-class discussion question one: *“Who can remember some of the Self-Care skills we talked about in last week’s Connect lesson, that were either on the handout or that were discussed at other points in the lesson?”*

As your students offer responses, write them down on the whiteboard.

Click to next PowerPoint slide (‘Introduction’). Whole-class discussion question two: *“Looking at some of these Self-Care skills, what might be the practical or emotional benefit of being able to do, for example, [insert example of a Self-Care skill listed on the whiteboard]?”* (NB: By ‘emotional benefits’ we mean things like having a positive sense of one’s own self-efficacy, etc.)

How we can apply our DNA-V skills to track the benefits of developing Self-Care skills

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

- **Flexible Self-View:**
 - Thinking about one Self-Care skill that you’ve learned to do much better recently than you were previously able to:
 - What is that skill?
 - What is the practical benefit of being able to do this skill?
 - Do you notice any emotional benefits of being able to do this skill?
 - Are there any benefits for others, as a result of you being able to do this skill?

Activity: Noticing The Benefits of Self-Care

30 mins

This activity builds on last week’s Discoverer lesson, taking students beyond the form of specific Self-Care behaviours (the ‘what’ of Self-Care) and toward an exploration of the functions of some of those Self-Care behaviours (the ‘why’ of Self-Care). The emphasis is placed not just upon the practical use of Self-Care skills, but also on the social and emotional benefits of Self-Care skills.

Step 1: Click to next PowerPoint slide (‘Noticing The Benefits of Self-Care’) 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 last week’s Connect lesson, we used our Discoverer skills to focus on specific ways in which we can further develop our Self-Care behaviour skills. This week, we are going to use our Noticer skills to reflect on some of the benefits of developing Self-Care skills.*
- *There are lots of benefits of Self-Care skills, depending upon which specific skill or skills we are trying to work on. Some of these benefits are practical for ourselves [provide an example here], some benefits are a bit more emotional in nature [provide an example here] and some are actually benefits for other people [provide an example here].*
- *In today’s activity, your first task – in Part 1 of the handout – is to identify from the same list we used last week 3 Self-Care skills that you can do, or partially do, in your life already. There might be many more than 3 from the list that you can actually do and that’s great. But we just want to bring 3 into focus for our work today. Choose 3 Self-Care skills that you can see are really beneficial to be able to do. If you want to, you can choose a Self-Care behaviour that is not listed on the handout – just write this in the row with the word ‘other...’.*

- *Once you've identified your 3 Self-Care skills, put a tick next to them so you know which ones you are going to bring into focus.*
- *Next, move down to Part 2 of the lesson handout and write down in the 3 spaces provided each of the Self-Care skills you are going to focus on for today.*
- *Then, one Self-Care skill at a time, see if you can write a sentence or two in the spaces provided about:*
 - *One practical benefit for yourself of being able to do this skill.*
 - *One emotional benefit of being able to do this skill.* [NB: It might be helpful to invite some examples from students of emotional benefits of being able to do some Self-Care skills, such as feeling good about yourself if you can tie your own shoe laces; feeling self-sufficient if you can make your own breakfast; feeling well rested if you can manage your own sleep routine, etc.]
 - *One benefit for others of you being able to do this skill.* [NB: An example could be provided here, such as parents not needing to tie your laces if you can do it yourself, etc.].
- *Whilst this is mostly an individual activity, if it's helpful, and if you're struggling to think of some of the benefits, you can help one another by sharing some ideas about potential benefits with the person next to you.*

Step 2: After seeking any questions for clarification, give the class around 15-20 minutes to complete the activity.

Step 3: Take some whole-class feedback, inviting any willing students to share with the wider class one Self-Care skill they do and one or two of the benefits they've noticed of being able to do this skill.

Step 4: Finally, praise the class for engaging their Noticers in this way and remind them that you will really look forward to hearing, at next week's Connect lesson, any benefits of other Self-Care skills they Notice themselves engaging in over the coming week.
