



Y5

TERM 2 – LESSON 2

Term Theme

Self-Care

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Audio File: *AND Practice for Emotions*, available at <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas>
- Lesson Handout: *Coping Skills Comic Strip*.

Success Criteria

- I can use a comic strip medium to identify:
 - A common, yet tricky, life-changing experience.
 - Some of the emotions that this kind of life-change can bring about.

Learning Objectives

- To articulate some common emotions experienced when going through life-changes.
- To identify some practical coping strategies that can be useful when going through tricky life changes.

PSHE Association Curriculum Objectives

- H8: “Pupils should have the opportunity to learn about change, including transitions, loss, separation, divorce and bereavement”.

- Some useful practical strategies for coping with this kind of life-change.

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 this lesson (Noticer). Click to 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 gently closing their eyes.

Play *AND Practice for Emotions* 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 Discoverer skills within the context of Self-Care. Our main activity was Using Your Discoverer For Online Safety. Does anyone have any examples they'd be willing to share with the class of skilful use of their Discover to stay safe online that they have tried out 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 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

15 mins

Opening discussion about the challenges of change

NB: If you have a child in your class who has recently been through a major and unsettling life change (e.g. a bereavement or some other kind of relational trauma), teachers may wish to consider whether it is appropriate for them to access this lesson at the present time. Furthermore, if you know other children in the class have experienced traumatic changes in their lives in the more-distant past, we advise teachers to assume the stance of careful watching as regards to their apparent emotional responses to the lesson content.

Remind the class that caring for ourselves has many aspects and explain that today we are going to focus specifically on caring for ourselves when we are going through difficult changes.

Click to next PowerPoint slide ('Introduction'), Whole class enquiry: *"Can anyone think of a change they have been through in their life so far that was really positive and exciting?"*

Examples here might include the following (and it may even be helpful to prompt for these examples if the initial responses are low):

- Moving house (or even town, city or country)
- Having a baby sister/brother
- Being selected for a sports team
- Starting school or transitioning to a new school or class

Click to next PowerPoint slide. Whole class enquiry: *"Can anyone think of a change they have been through in their life so far that was a bit less positive and maybe even a bit scary?"*

Examples here might include:

- Any of the above suggested positive changes (as what is exciting can also be a bit scary!)
- Having to say goodbye to someone who was going away (e.g. a friend moving to another city/town)
- A pet passing away.

How we can apply our DNA-V skills to learn about coping well with change

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

- **Noticer:**
 - What kinds of emotions and sensations might you notice when you're going through, or about to go through, a positive change, like one of the changes we discussed earlier?
 - What kinds of emotions and sensations might you notice when you're going through, or about to go through, a less positive change, like one of the changes we discussed earlier?

Activity: Coping Skills Comic Strip

30 mins

Step 1: Click to next PowerPoint slide ('Coping Skills Comic Strip') and pass around the lesson handout of the same name. Explain that today's activity involves each of us designing a short comic – complete with illustrations and speech and thought bubbles – to illustrate some helpful ways of coping with difficult changes in life.

Step 2: Point out that many changes involve a whole range of emotions. You can feel both excited and a bit scared and nervous at the same time, for example, and it's fine to pick an example of a life change that does just this. Invite some other examples from your students of life-changes that can bring about both nice and not-so-nice feelings at the same time.

Step 3: Whilst it can be helpful for students to ground this activity in something that has been very real for them personally (as the activity will have more meaning and likely increase engagement), it is also fine for students to focus on a life-change through which they have not personally gone. This can be particularly helpful if:

- A student can't think of something that relates directly to their own life or
- A student has been through a life-change that has been particularly tricky for them, such that focusing on this in a whole-class environment might be upsetting and not sufficiently emotionally contained.

Step 4: Click to next PowerPoint slide ('Coping Skills Comic Strip II'). Outline the key information that students' comic strips should contain, including:

- The life-change situation on which they are going to focus
- The kinds of physical and social things they might notice happening in this kind of situation
- The kinds of thoughts and feelings – both nice and not-so-nice – that one might notice in themselves
- At least two strategies that one might use in this situation, in order to look after oneself well

Step 5: Invite any clarifying questions, before students start the activity.

Step 6: We suggest that the final 5 minutes is protected for a brief sharing, and celebrate as a whole-class some of your students' work; particularly some of the emotional literacy skills evident in their work, and some of the practical coping strategies they have detailed.
