



Y4.

TERM 2 – LESSON 4

Term Theme

Self-Care

Focus DNA-V Skill

Values

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Raisin Meditation*.
- Enough raisins for at least one per student (this is essential for the Raisin Meditation mindfulness exercise, but if you don't have access to raisins a different mindfulness audio that does not require raisins could be used instead).
- Lesson Handout: *Caring For Me*.

Success Criteria

- I can identify people who, in some way, care for me.
- I can identify ways in which I could further improve my own Self-Care skills.
- I can link my evolving Self-Care skills to personal Values.

Learning Objective

- To understand who cares for me and how I can help them to do so.

PSHE Association
Curriculum
Objectives

- H23: “Pupils should have the opportunity to learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.”

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 today's lesson (Values). Click to the next PowerPoint slide ('Learning Objective') and read out the LO to the class.

Click to next PowerPoint slide ('Starter Exercise'). Pass around one raisin per student. Play *Raisin Meditation* audio file or read the script (NB: If you don't have access to any raisins, you can play the mindfulness audio file entitled *Balloon Breathing*, available at <https://dnv.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 Advisor skills within the context of Self-Care. Our main activity was 'The Self-Care Debate'. Does anyone have any examples they'd be willing to share with the class of any helpful and unhelpful thoughts you noticed about your new Self-Care activity since the last Connect lesson? What did you notice? What were some helpful and 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 who cares for us and how they do so

Click to next PowerPoint slide ('Introduction'). Paired discussion: *"Turn to the person next to you for a few minutes. Discuss and identify at least 2-3 people who care for you in some way, and what it is that they actually do to care for you. This could be people at home, at school, somewhere else or a combination of these."*

Take some whole-class feedback, seeking to elicit:

- The range of people who provide support and care for us.
- The range of ways in which those people provide support and care for us.

How we can apply our DNA-V skills to help others care for us

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

- **Noticer:**
 - Thinking about some of the ways in which these people care for and help you, can you use your Noticer skills to identify ways in which you currently help them to help you?
- **Discoverer:**
 - Can you think of any new things you could do to help others care for you?

Activity: Caring For Me

25-30 mins

This activity is designed to help students explore and contrast the Self-Care behavioural skills that they do for themselves, on the one hand, and the Self-Care behavioural skills that others (e.g. parents, teachers etc.) still do for them, on the other hand. This is used as a basis for students to reflect on and think about the kinds of Self-Care behavioural skills they would like to further develop for themselves going forward. This is done in a student-directed (i.e. person-centred planning) way, and then linked to personal Values.

Step 1: Click to next PowerPoint slide ('Caring For Me') and pass around the lesson handout of the same name. Explain the first part of the main activity in the following way, which is written as a bullet-pointed script that can be followed verbatim, or just used as a rough guide, depending upon what individual teachers find most helpful:

- *"On your handouts, in Part 1, there are 5 areas of Self-Care. Our first task is to write for each of these areas one thing someone else does for you a lot currently; one thing you currently do for yourself generally; and one thing you could, or would like to, do for yourself a bit more going forward".*

Step 2: After seeking any questions for clarification, give the class around 10 minutes to complete Part 1 of the activity.

Step 3: Bring the class back together to discuss Part 2 of the activity before proceeding. Click to next PowerPoint slide: ('Some Examples of Self-Care Values'). Invite the class to reflect on the Self-Care skills they have written down that they would like to do more of in each of the 5 areas (the statements in the handout that start with *"One thing I would like to do more of is..."*). Invite a whole class discussion around the following question:

- *"What kinds of personal Values can you see within your 5 Self-Care behaviour statements? Use the list on the PowerPoint slide if that helps, or suggest other Values if you think there are more appropriate ones."*

Step 4: Invite students to take the next couple of minutes to write down in Part 2 of the handouts 3 Values that, in reflecting on Part 1 of the activity, they think are important for them to show in their Self-Care behaviours.

Step 5: Bring the class back together to discuss Part 3 of the activity before proceeding. Explain that in this part of the activity, our task is to use the information we've written about in Part 1, and the 3 important personal Values we have written down in Part 2, to construct and write down a short paragraph that describes the kind of person you most want to be as regards your own personal Self-Care (NB: It can be helpful here for teachers to provide a written example of their own personal Self-Care statement. Also, we would encourage students, and the class teacher alike, to include in their paragraph, at some point, each of the 3 values-words from Part 2 of the handout).

Step 6: After seeking any questions for clarification, give the class around 10 minutes to complete their Values statement paragraph.

Step 7: Optionally, at this point, class teachers could invite one or two willing students to read out their paragraph to the wider class, as an opportunity to celebrate a personal commitment to Values-based Self-Care skills development.

Step 8: Finally, praise the class for engaging their Values skills in this way and remind them that you will really look forward to hearing, at next week's Connect lesson, about any of their experiences of doing some of their Values-based Self-Care behaviours.
