



Y1

TERM 6 – LESSON 1

Term Theme

Embrace The Moment

Focus DNA-V Skill

Discoverer

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *KS1 Raisin Meditation*.
- One raisin per student.
- Bottles of bubbles (one per table).
- Lesson Handout: *Discovering a Magical Land*.
- Discoverer, Noticer, and Advisor KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can describe how a raisin looks, smells and feels before I eat it.
- I can embrace the moment when blowing bubbles.
- I can use my Discoverer to invent and describe an imaginary land.

Learning Objectives

- To use my Discoverer to blow bubbles in a new way.
- To use my Discoverer to invent and describe an imaginary, magical land.

PSHE Association Curriculum Objectives

- KS1 H18: “Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good”.

Starter Exercise

10 mins

Let's Pause: Mindful Raisin

Invite your students to prepare for a guided mindfulness exercise by sitting calmly with their eyes open.

Hand out one raisin each before starting the audio and ask the class to keep it on the table in front of them or on their lap (if not sat at tables).

Play *KS1 Raisin Meditation* audio file, or read script.

Enquiry (giving praise and recognition for demonstration of any examples of DNA skills, including noticing the tendency of the mind to wander):

- What did you notice with the raisin?
- How did it look, smell, feel and taste?
- What did you notice when you took time to really explore the raisin?

Noticer Check In

5 mins

Ask the class to pause and notice “*What’s going on inside me today? How am I feeling?*” (Children can turn the arrow on their emotion wheel to how they are feeling in this moment and hold it up to show you. We would advise the teacher to use their wheel too with some current, yet gentle, self-disclosure of how they are feeling, e.g. “I feel hungry because I didn’t have much breakfast”).

Teacher’s Introduction to the Lesson

10 mins

Opening discussion about what Embrace The Moment means

Open the Lesson PowerPoint. Tell the children the Term Theme (Embrace The Moment) and tell them the DNA focus skill for today’s lesson (Discoverer). Click to the next PowerPoint slide (‘Learning Objectives’) and read out the LOs to the class.

Click to the next PowerPoint slide (‘Embrace The Moment’) and begin a whole class discussion:

- Can anyone guess what we might mean by ‘Embrace The Moment’? Does anyone know what ‘embrace’ means? What about ‘moment’?

Explain to the class that:

- *‘Embrace’ means the same as giving someone a hug, or holding onto them.*
- *‘Moment’ means right now, wherever you are, and whatever you’re doing.*
- *So, Embracing The Moment means really noticing and appreciating each moment of our lives.*
- *What was different about the way you ate the raisin today? When we were eating the raisin, we were really practicing our noticing skills, and aware of our senses all around us.*
- *Sometimes it’s easy to notice what’s going on around us, like when we hear a loud noise, or when someone taps us on the shoulder.*

- *At other times it is not so easy to notice what is around us. Like if we are bored, we might find ourselves thinking about something else, or wishing we could be somewhere else.*
- *It is good to try to notice what is going on around us as much as we can, even when something is tricky or unpleasant.*
- *We are going to play a game to practise staying in the moment and noticing with all of our senses - let's see how much we can notice!*

Let's Play: Mindful Bubbles

Click to the next PowerPoint slide ('Mindful Bubbles'). Explain to the class that we are going to be using our Discoverers to practise blowing bubbles in a new way! We are going to see how much we can notice about the bubbles, with all of our senses. Tell the children to take turns blowing a bubble - try to blow a big bubble if you can! Think of as many ways to describe the bubble as you can - really notice how it looks, the shape of it and how it moves. Listen out for any sounds it makes, and try popping one to see how it feels. See if you can notice any thoughts and feelings you have as we try this!

How we can apply our DNA skills to Embracing The Moment

Examples of possible DNA specific questions to draw upon:

- **Discoverer:**
 - What new ways of blowing bubbles did you discover?
- **Noticer:**
 - What did you notice about how the bubble looked, felt, and sounded?
 - What emotion(s) did you notice during the activity?

Activity: Discovering a Magical Land

15 mins

Step 1: Click to next PowerPoint slide ('Discovering a Magical Land'). Explain to the class that we are going to use our Discoverers to imagine and create in our heads a new magical world! Invite the class to sit up straight and close their eyes (or they can place their heads in folded arms on the table if they prefer). Guide the children through the brief imaginary exercise below (note that where there are three dots in a row, this is intended to denote a brief pause/silence in the script):

So I want you to all see if you can imagine a magical land... It's something we are going to imagine so it can be whatever you want it to be and it can be as magical as you like... Now look around in your new magical land - what can you see there... Is it hilly, or are you in a town... What colours can you see... Can you see any buildings... Or perhaps you can see the sea... What can you imagine... Can you see any people... Are there any creatures around... If so, what do they look like... Take a few moments to notice what your new magical land is like... What are you doing in this new magical land... Are you just noticing things or are you doing something... If you are doing something, who are you doing it with... OK, when you are ready, let's jump back out of our imaginary worlds and slowly open our eyes.

Step 2: Invite the class to open their eyes and then get into pairs and tell their partners all about their imaginary land, in as much detail as they can (allow up to five minutes for this), ensuring both children in each pair are given the space to describe their land.

Step 3: Pass around the lesson handout: *Discovering a Magical Land*. Instruct the children to draw, in the box provided, at least one thing that they discovered in their imaginary land.

Enquiry (giving praise and recognition for demonstration of any examples of DNA skills)

- You've just used your Discoverers to explore an imaginary land! What was it like to 'step into' your Discoverers, and explore your new world? Was it easy or tricky to focus on creating your imaginary land? What did you Discover in your magical land?
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