



Y4.

## TERM 1 – LESSON 3

Term Theme

Exercise

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Mindfulness Script: *Heads, Shoulders, Knees & Toes Body Scan*.
- YouTube Clip: *Your Brain on Exercise*, available at <https://youtu.be/xRHt5xHo8m0>.
- Lesson Handout: *Design Your Advisor*.

Success Criteria

- I can design two characters; one representing helpful Advisor thoughts and one representing unhelpful Advisor thoughts.

Learning Objective

- To be able to distinguish between helpful and unhelpful Advisor thoughts in relation to exercise and physical wellbeing.

PSHE Association  
Curriculum  
Objectives

- H7: “Pupils should have the opportunity to learn to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.”

## Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Exercise) and tell them the DNA-V focus skill for today's lesson (Advisor). Click to the 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 by gently closing their eyes.

Read *Heads, Shoulders, Knees & Toes Body Scan* Mindfulness 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 this term's theme, which is Exercise. Our main activity involved noticing how our sports and exercise skills change across time. Does anyone have any examples they'd be willing to share with the class of using their Noticer since the last Connect lesson? Has anyone tried developing some exercise skills?"*

### 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 (Exercise) 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 how we humans experience different thoughts and feelings in relation to exercising

Explain that exercise is not just good for our physical health, but is also good for our mental health and for our brain's functioning, including our memory. What are some of the risks for our mental health if we don't get enough exercise? (We will find it harder to focus and be more irritable, our sleep could be affected, we will be more likely to get sick).

Explain that in today's lesson, we are going to explore some of the times when our Advisor is being helpful, and when it's being unhelpful, in terms of helping to keep us fit and healthy.

Click to next PowerPoint slide ('Your Brain On Exercise') and play *Your Brain on Exercise* YouTube clip by clicking the image, also available at: <https://youtu.be/xRHt5xHo8m0>

### How we can apply our DNA-V skills to exercise and stay fit and healthy

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

- **Advisor:**
  - The clip we just watched tells us that exercise is good for physical and mental health and for our brain functioning. That sounds like good Advice! But does your own internal Advisor ever tell you unhelpful things about whether or not to exercise?
  - What kind of unhelpful advice might your Advisor give you? (NB: It could be helpful for the teacher to self-disclose here, and provide an example from their own experience. Examples of the kinds of unhelpful advice students might share, or could even be given clues about, might include reference to playing on tablets and computers; worrying about whether others might think we are not good at the specific sport/exercise; putting it off until tomorrow etc.)

## Activity: Design Your Advisor

40 mins

This activity is designed to help students relate flexibility to the Advisor part of their mind by getting some distance from this type of mental activity. In this example, the distancing process is targeted by actually drawing our Advisor as two characters; one representing the times when it is providing unhelpful Advice and one when its advice is actually useful and helpful.

**Step 1:** Pass around the lesson handout: *Design Your Advisor* and click to next PowerPoint slide. 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 today's main activity, we are going to use our artistic and imaginative skills to design our own Advisors.*
- *But as we discussed earlier, sometimes our Advisors can tell us useful stuff and sometimes it can tell us not-so-useful stuff.*
- *And as this school term is focused on the wellbeing theme of 'exercise', we are going to have a go at designing and drawing our Advisor a) when it is telling us useful and helpful stuff about exercising and staying physically fit and well, and b) when it is giving us not-so-helpful or useful messages about the value of exercising.*
- *In the lesson handout, you'll see there are two spaces; one for each of the Advisors.*

- *You have total freedom to choose what your two Advisors look like and what they are doing in your drawing. It's up to you entirely.*
- *Below each of the spaces for your drawings, there is a lined section for two separate, brief paragraphs of writing. Use these sections to briefly describe some of the key features and qualities of the personalities of your Advisor. For example, you might use adjectives like determined, active, strong or something like this to describe your helpful Advisor character; and so on."*

**Step 2:** Invite any questions for clarification before giving students around 30 minutes to complete the activity. Note that if you don't have a full 40 minutes available for this main section of the lesson, you could remove the writing piece of the activity and just do the drawing part. Then, once completed, simply invite students to comment on some of the qualities they feel their Advisor characters might have, through a whole-class discussion.

**Step 3:** Once the class has completed the activity, invite any willing students to share their work and describe some of the qualities of these two different forms of their Advisors. Use opportunities here to highlight that:

- Sometimes it can be easier to follow unhelpful Advisor thoughts, but that doesn't mean it's always the best thing for us.
- Sometimes listening to and following helpful Advisor thoughts means being brave and daring; when we are thinking about trying out a new type of exercise, or challenging ourselves to develop our skills, for example.

**Step 4:** Finally, praise the class for engaging their Advisor skills in today's lesson. Invite your students to see if they can notice their Advisors showing up when they are doing, or thinking about doing, some kind of sport or exercise over the next week. And remind students that you'll look forward to hearing about anything they noticed in this sense at the beginning of next week's Connect lesson.

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