



Y2

TERM 6 – LESSON 3

Term Theme

Embrace The Moment

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Blue Sky Mind* (adapted from *Stand Tall Like a Mountain: Mindfulness and Self-Care for Children and Parents* by Suzy Reading is published by Aster, £12.99, www.octopusbooks.co.uk).
- YouTubeClip: *ACT Auntie's PoeACTry... Like The Sea*, available at https://youtu.be/m24_hMGS5R4
- Lesson Handout: *My Advisor On A Bike Ride*.
- Discoverer, Noticer, Advisor and Values KS1 Characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can imagine my thoughts are like clouds passing.
- I can explain that sometimes thoughts are stormy, and sometimes calm, like the sea.
- I can classify Advisor thoughts as helpful or

Learning Objective

- To use my Advisor skills to notice and write down some of my thoughts, and whether they are helpful or unhelpful.

PSHE Association Curriculum Objectives

- KS1 H3: “Pupils should have the opportunity to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals”.

less helpful in reaching a goal.

Starter Exercise

10 mins

Let's Pause: Blue Sky Mind

Invite your students to prepare for a guided mindfulness exercise by either sitting up or b lying down, and by gently closing their eyes.

Play *Blue Sky Mind* audio file, or read the script.

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

- What did you notice?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?
- How did it feel to imagine you were the sky and your thoughts were clouds?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up Noticer character) *"In our last lesson, we focused on our Noticer skills while learning about Embracing The Moment. Our main activity was 'My Musical Flowers'. Did anyone remember to Notice how they were feeling while they were doing stuff this week? Did you notice what feelings you had, and where you felt them? What did you Notice?"*

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 (Embrace the Moment) 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.

Noticer Check-in:

Ask the class to pause and ask themselves to notice what's going on inside themselves today? How are they feeling? (Children can hold up which emotion card they're feeling from the emotion wheel).

Teacher's Introduction to the Lesson

10 mins

Opening discussion about when our Advisor shows up

Open the Lesson PowerPoint. Remind the children of the Term Theme (Embrace The Moment) and tell them the DNA-V focus skill for today's lesson (Advisor). Click to the next PowerPoint slide ('Learning Objectives') and read out the LOs to the class.

Click to next PowerPoint slide ('When Our Advisor Shows Up') and tell the class something like the following:

Over the past couple of weeks we have been learning about what it means to Embrace The Moment in Connect. When we embrace the moment, we notice and pay attention to what is happening around us and inside us - what we can see, hear, touch, smell, taste, and what we feel inside our bodies.

Today we are going to learn about how to use our Advisors skilfully, so we can really embrace and appreciate the moment. Sometimes our Advisor can be helpful for embracing the moment and other times it can be less helpful. Our challenge is to decide, from moment to moment, whether our Advisors are being helpful or not-so-helpful!

When we are practicing our noticing skills to appreciate the moment, sometimes our Advisor-thoughts can actually get in the way. Instead of helping us to appreciate what is happening now, Advisors can sometimes be like a time traveller; worrying about the past, or wondering about the future.

Begin a paired discussion:

- *Turning to the person next to you and for a couple of minutes, see if each of you can come up with at least one thing your mind often time-travels to. This could be something like being in a maths lesson and remembering or daydreaming about what you played during morning breaktime or worrying about whether there will be enough of your favourite food at lunchtime by the time you get to the front of the lunch cue.*

Let's Pause: Thoughts Are Like The Sea

Before taking feedback on the paired discussion, click to next PowerPoint slide ('Thoughts Are Like The Sea') and play *ACT Auntie's PoeACTry... Like The Sea* YouTube clip by clicking the icon on screen, also available at: https://youtu.be/m24_hMGS5R4.

How we can apply our DNA-V skills to respond to our Advisor while Embracing The Moment

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

- **Advisor:**
 - Did anyone manage to identify in their pairs a time traveller thought - a thought about the future or the past - that you sometimes have during lesson time?
- **Discoverer:**

- When we notice our mind is drifting off and time travelling, we can choose what to do. Think about the time traveller thought you identified in your discussion with your partner. When that happens, what skilful Discoverer behaviour might you use? (NB examples might include 'trying really hard to focus' or 'taking three mindful breaths to help bring me back' etc.).

Activity: My Advisor On A Bike Ride

15 mins

Step 1: Click to next PowerPoint slide ('My Advisor On A Bike Ride') and pass around the lesson handout of the same name. Referring to the handout, tell the children that on the road signs we are going to be writing a goal that we have for ourselves (ideally the goal will be something that is in line with the children's Values).

This could be something at school, like '*learn my 10 times tables*'. Something with friends, like '*ask my friend round for a play date*'. Or something at home, like '*learn how to make a snack by myself for lunch*'. [If anyone really struggles to think of 3 goals, it's fine for them to make one up]. Ask the class to spend a few minutes discussing their goals with their partner, and writing them down on their handout.

Step 2: After all the children have 3 goals written on their road signs, next they will be writing examples of some potential helpful and unhelpful Advisor thoughts. The helpful thoughts, to be written in the white clouds, are pieces of advice from our Advisor which would help us to move closer to our goal.

For example, "*I should practise for a few minutes every day*" is a helpful Advisor thought that would help us to get better at times tables. One possible unhelpful Advisor thought might be "*it's too difficult and I'll never get better, so I won't bother*". This is unhelpful because this thought would not help us to move closer to our goal. Children should write these unhelpful thoughts in the grey clouds. After seeking any questions for clarification, give the children 5-10 minutes to complete their handouts.

Step 3: To end the lesson, invite children to share some of the helpful and less helpful thoughts they have written on their handouts. After each one, ask the children to select, using their Emotion Wheel, which emotion this would make them feel, and hold these up to show you.

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

You've just used your Noticers and Discoverers to learn new ways of responding to your Advisor thoughts!

- When you look at your three goals, can you identify any values that you could link to them? (teachers note that you might want to give an example here, such as linking asking someone over for a play date to the values of social connection and/or playfulness).
- Out of the goals you've written down, which one(s) do you think you could pursue over the next week? (teachers note; when a child provides a response to this question, it can increase the likelihood of the child actually reaching the goal if you say you'll look forward to hearing how they get on. You might also wish to cue them to notice their advisor-thoughts, and whether they are helpful or not so helpful, as they work on this goal).