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TERM 4 – LESSON 3

Term Theme

Connect With Others

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File and Script: *Magical Lake* (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).
- BBC Bitesize Clip: *The Friendship Code*, available at <https://www.bbc.co.uk/bitesize/clips/zyw9wmn>
- YouTube Clip: *CBeebies: Something Special – Friends Song*, available at <https://youtu.be/Jysq3qdODJY>
- Lesson Handout: *What Kind of Friend Am I?*
- Scissors and glue.
- Discoverer, Noticer, and Advisor KS1 Characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can imagine my tummy is a lake and participate in a

Learning Objectives

- To use my Advisor skills to imagine a magical lake.

EYFS Early Learning Goals

- PS&ED: *"Form positive attachments to adults and friendships with peers".*

mindfulness relaxation activity.

- I can think about what is important to me in friendship.
- I can choose my top 3 favourite ways to be a kind friend.
- I can draw myself as the kind of friend I like to be.
- To use my Advisor skills to think about what Friendship code is important.
- To use my Advisor skills to think about the kind of friend I would like to be.
- PS&ED: *"Show sensitivity to their own and to others' needs".*
- PD: *"Move energetically, such as running, jumping, dancing, hopping, skipping and climbing."*

Starter Exercise

5 mins

Let's Pause: Magical Lake

Invite your students to prepare for a guided mindfulness exercise by lying down.

Play *Magical Lake* audio or read the 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 when you imagined the lake?
- What did you find in your magical lake?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up Noticer character) *"In our last lesson, we focused on our Noticer while learning about finding people with similar interests. Our main activity was 'Noticer Detectives'. Did anyone find anyone that liked the same activities as you? How did you Notice or Discover that they did? What did you do? Did anyone Notice when they wanted to do something different to their friends? How did your Advisor help you?"*

Celebration (and reinforcement of key wellbeing skills):

Allow a few minutes for some responses to the above questions. 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.

Noticer Check-in:

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 is important for Friendship

Open the lesson PowerPoint. Remind the children of the Term Theme (Connect With Others) and tell them the DNA focus skill for the lesson (Advisor). Click to next PowerPoint slide (‘Learning Objectives’) and read out the LOs to the class.

Click to the next PowerPoint slide (‘What Matters in Friendship?’) Discuss the images with the group:

- *“Which of the pictures can you spot that show people being friendly? What are they doing? How do you know they’re being friendly?”*
- *“Now see if you can Notice some of the pictures that are not so friendly. What’s happening? If you saw this in the playground what would you do?”*

Click to the next PowerPoint slide (‘The Friendship Code’). Discuss with the group something along the lines of:

- *“We’re going to watch a clip from a school that have made up their own friendship code. A friendship code describes rules for how friends treat each other. As you watch it, see which ideas those children chose that you think are important for friendship and why”.*

Play Friendship Code BBC Bitesize clip, by clicking the character on screen, also available at: <https://www.bbc.co.uk/bitesize/clips/zyw9wmn>

Go through each point they made in the clip and ask the class to put up their hands if they think that is something they feel is important and if so why is it important:

- Share your friend and let other people play with them.
- Play kindly with new friends and say positive things.
- Friends need time apart as well as time together.
- It’s good to have a best friend but sometimes it’s fine to have no-one special.
- Friendships change and you can add new people to your group.
- Even best friends disagree but it’s important to find ways of making up.

Let's Play: Singing All Together

Explain to the group:

"We're going to watch the song you may remember from a couple of weeks ago, the one about what you can do with friends. We're going to stand up, dance and join in with the words all together".

Play *CBeebies: Something Special – Friends Song* YouTube clip, by clicking the icon on screen, also available at: <https://youtu.be/Jysq3qdODJY>

How can we apply our DNA skills to what is important for friendship?

Examples of possible DNA specific questions to draw upon:

- **Noticer:**
 - How did it feel to move around and dance with everyone?
 - How can you notice when someone isn't being a kind friend? What do you notice them doing and how does it make you feel?
- **Advisor:**
 - Why is it important to think about what's important for friendship? What might happen if you choose not to be kind?

Activity: What Kind of Friend Am I?

10 mins

Click to next PowerPoint slide ("What Kind of Friend Am I?").

Step 1: Pass around the lesson handout: *What Kind of Friend Am I?* Talk through all the kind friend images that are on the slide so the class is aware what each image represents.

Step 2: Explain to the group that they are going to use their Advisor skills to help them choose which three are the most important friendship traits to them. Highlight that there are some extra boxes for them to draw something different if it's important to them and not on the list. Give them time to cut out their choices and stick their top three into the spaces at the top of the sheet.

Step 3: They can now draw a picture in the middle of themselves being the kind of friend they would like to be. It could be a drawing of them doing something with another friend, or just a picture of them smiling.

Step 4: Bring the group back together and invite students to share their work and discuss why they chose the top 3 things that are most important to them in friendship. If there is time they can colour their worksheets in.

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

- You've just used your Advisor skills to choose what is most important to you in friendship! How easy or hard was it to only choose 3? What will you try to do differently this week when playing with your friends?
