



Y3

TERM 6 – LESSON 3

Term Theme

Embrace The Moment

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *What's On My SMART Board?*
- Lesson Handout: *Create Your Own Embrace-The-Moment Story.*

Success Criteria

- I can plan, design and create the first half of a comic strip illustrating a character faced with an opportunity to do something they really want to do, and some different Advisor messages they experience at the time.

Learning Objective

- To understand how to use the Advisor to embrace opportunities, even if its messages are sometimes different and confusing.

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 (Embrace The Moment) and tell them the DNA-V focus skill for today's lesson (Advisor). Click to next PowerPoint slide ('Learning Objectives') 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.

Play *What's On My SMART Board?* audio file or read the 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 Embrace the Moment. Our main activity involved sticking with a task (holding an item) even if it felt unpleasant. 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 stuck to a task even though it felt unpleasant?"

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.

Teacher's Introduction to the Lesson

10 mins

Opening discussion about skilfully relating to the Advisor to get the most out of life

Click to next PowerPoint slide ('Relating To Advisor Messages'). We advise that teachers begin with a little self-disclosing story from their own lives about a situation in which

they really wanted to do something but felt a bit worried about doing so. This personal anecdote should not need to take more than a minute or so to tell the children about. This can be any situation but it should be:

- Reasonably recent if possible, so it feels live and authentic.
- Relatively light (i.e. something that caused you to worry a little but not so upsetting that it causes you to relive a really difficult emotional experience whilst in class with 30 students).
- Something that either has a social component (such as joining a new club etc.) or a personal achievement component (enrolling on a course, signing up to a sports event etc.) or both of these.
- Something that worked out quite well for you (e.g. had fun, got fitter, learned something new etc.).

The anecdote should include brief information about:

- The context, like what you were thinking about doing and why you wanted to do it.
- At least two conflicting messages your own Advisor was giving you (e.g. *“Go for it, it’ll be loads of fun and you’ll meet cool new people”* and *“Don’t do it, you might not be any good at it!”*).
- How having these two conflicting Advisor messages made you feel (e.g. worried, confused, unsure etc.).
- What Values you wanted to express in making this decision.
- What you did (i.e. which Advisor message you listened to).
- What happened as a result of you embracing the moment and giving this activity a go, whatever it was.

How we can apply our DNA-V skills to get the most out of every moment in our lives

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

- **Advisor:**
 - Can you think of a recent situation where you really wanted to do something, but your Advisor was being a bit unhelpful and causing you to worry about doing it? (NB: remember to normalise the Advisor here and to remind students that such worrisome thoughts are not a problem; they are just trying to help keep us safe and well).
- **Values:**
 - What kinds of Values and personal qualities might be helpful to show in your actions in these kinds of situations?

Activity: Create Your Own Embrace-The-Moment Story

30 mins

In this activity, students will design their own storyboard comic strip. The activity is broken into two parts. Part one is done in this week’s lesson and focuses on skilful use of the Advisor to embrace the moment (pictures 1-4 on the lesson handout, which is a storyboard template). Part two is completed in next week’s lesson and focuses on using Values to guide actions when the Advisor is giving out different and conflicting messages about how to act (pictures 5-8 on the same lesson handout).

Step 1: Click to next PowerPoint slide (“Create Your Own Embrace-The-Moment Story”) and pass around the lesson handout of the same name. Explain the activity to your students 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:

- *“In today’s main Connect activity, we are going to start designing a comic strip storyboard. We will do this in today’s lesson and next week’s as well.*
- *You can see in the handout that there are eight squares to draw your comic strip into, from left to right, top to bottom. Today, we are just going to do the first four parts of our comic, which are focused on our Advisors.*
- *Next week we will draw into the remaining four spaces, as these are more focused on our personal Values and next week’s Connect lesson is a Values-focused lesson.*
- *Our comic will have a main character and you can decide everything about them such as what they look like, their sex, how old they look, what they are wearing and everything else.*
- *But your character, in this comic, will be faced with a situation – a bit like the choice-point thing that we talked about in an earlier Connect lesson. The situation is something that they really want to do but are also a bit worried about doing. It might be something involving other people – like doing something with a group of other children – or it might be a personal challenge of some kind, like joining a club or signing up to a sports event. It might even be something that relates to your own life in some way – it’s up to you.*
- *In space number-1, draw your character in a way that represents the situation she or he is in. You can use a combination of a picture and words – speech and thought bubbles and things – if you want to.*
- *In spaces 2 and 3, we want pictures that represent two different kinds of Advisor messages. Space 2 will have a picture that illustrates the Advisor being unhelpful and saying things that might stop your main character from embracing the moment and taking the opportunity that they have. Space 3 will have a picture that illustrates the Advisor being more helpful and saying things that might help your main character embrace the moment and take the opportunity.*
- *In space four, we want a picture representing how having these two different Advisor messages makes your main character feel. It could be that she or he feels confused, worried, a bit uncertain or unsure. Or they might even feel a bit excited too. It’s up to you.*

Step 2: Seek questions for clarification and then give students around 20 minutes to develop their ideas and complete the first four spaces in their comic strips.

Step 3: Click to next PowerPoint slide (“Values”) and invite students to look at the list of Values to see if any of these personal qualities might be helpful in guiding their character to take action. After a few examples have been shared, invite students to keep these ideas in mind for next week’s lesson, in which we will complete the remaining five spaces of the comic strip.

Step 4: Finally, invite students to see if they can notice, over the next week, any times when their own Advisors pipe up with two different messages about the same situation, and which Advisor message they end up listening to.
