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ALL TERMS - LESSON 6

Term Theme

Various

Focus DNA-V Skill

Whole Term DNA Focus

Lesson Resources

- Lesson PowerPoint.
- YouTube Clips: *Kids Meditations from Stop, Breathe & Think*, available at: https://www.youtube.com/playlist?list=PLZnnWZRO21N5_bgzO7r5hUxQGb36bNNE9
- Six Connect Certificates (2 each of Discoverer, Noticer & Advisor, available from the [Connect Toolbox](#)).
- Discoverer, Noticer, and Advisor KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can participate in the class-wide process of identifying and celebrating the wellbeing skills and behaviours of both myself and of my classmates.

Learning Objective

- To identify, reflect on and celebrate outstanding DNA wellbeing skills and behaviours related to this term's theme.

EYFS Early Learning Goals

- ELG01: "*Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately*".

- ELG 03: “Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened.”
- ELG 08: “Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.”

Starter Exercise

5 mins

Open the lesson PowerPoint. Remind your students about what the Term Theme has been. 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.

Play a mindfulness YouTube clip of your choice from the playlist *Kids Meditations from Stop, Breathe & Think* by clicking the icon on screen, also available at:

https://www.youtube.com/playlist?list=PLZnnWZRO21N5_bgzO7r5hUxQG636bNNE9

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?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

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 (or if still to be made can be asked to point to the emoji) 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 today”).

Students' End-of-Term Reflections

15 mins

At the end of this lesson, it is you, as the teacher, who will give out the Connect awards to individual students. However, we strongly advise that this reflection and celebration process has an empowering and democratic feel to it for your students. We want students to feel like their voices matter within every aspect of the Connect PSHE Curriculum, and that their views are given genuine consideration within this awards process.

One important advantage of doing this is that students' views about other students can often be far more important to individual students than teachers' views of students. So, bringing into the procedure students' views of each other about their DNA skills will often strongly and positively influence the gradual emergence of DNA skills and behaviours.

Guided by these principles, we suggest the following:

Click to next PowerPoint slide ('DNA').

Step 1: This step takes around 5 minutes to complete. Have the DNA model visibly available on the PowerPoint presentation and the KS1 characters. Briefly discuss the wellbeing skill you worked on this term (Exercise, Self-Care, Give To Others, Connect With Others, Challenge Yourself, or Embrace The Moment) and what this skill means. If you feel it is needed, also re-cap the names and meaning for each of the DNA characters.

Step 2: This step also takes around 5 minutes to complete. Split the class into pairs of students and invite each pair to discuss together and identify one good behaviour / skill they have shown in their actions and /or words, related to the specific term theme you are just coming to the end of. Ensure each pair understands that their fellow student might need some help in thinking back and identifying a specific behaviour / skill (it can be helpful to write some light prompt questions on the Whiteboard students could ask their partner if they are struggling to think of something). Ensure that within each pair, both students know that they need to identify:

- Which of the DNA skills were used.
- What specific behaviour/action was taken.
- What happened following the action?

They can then act it out in their pairs with their partner, pretending to be each other, or they can practice re-telling each other's examples, ready to share with the class if they choose to.

Step 3: Allow a final 5 minutes for this step. Invite any willing pairs to share the examples from their discussion with the wider class, ensuring they either act it out together (with partner's pretending to be each other) or share their partner's example. Again, ensure that pairs identify the main points of:

- Which of the DNA skills were used.
- What specific behaviour/action was taken.
- What happened following the action?

Teacher's Connect Wellbeing Awards

10 mins

Click to next PowerPoint slide ('Teacher's Wellbeing Awards') and work through the remaining slides as appropriate.

In this section of the end-of-term reflection and celebration session, class teachers decide which students will receive the six end-of-term Connect certificates (2 Discoverers, 2 Noticers, and 2 Advisors). Sources of information we recommend teachers take into account would include:

- Reflections offered by students about themselves and about their fellow students in the previous section of this lesson.
- Skills and behaviours noted in the brief *Reflection & Celebration* section at the beginning of each lesson over the course of the term.
- Student's use of the Emotion wheel and Noticer Check in at the start of each lesson.
- Students' contributions during each Connect lesson overall.
- The need to focus on praising and reinforcing *effort and process* over *outstanding product*. For example, you may have identified a particular student who struggles more than most to try new things (i.e. issues with engaging their Discoverer) and has managed to be brave and try out a new activity during playtimes this term.
- Evidence of a student having generalised some DNA skills (i.e. students who you have seen demonstrating good use of DNA skills outside of the actual Connect lessons, such as in other lessons or during playtimes).
- The need to share out the awards across the class over the course of a school year so that all students receive some recognition for their efforts (there are six certificates and six terms, so a total of 36 certificate opportunities over a school year. Feel free to offer more certificates if it feels right).

Also, when giving out the certificates to students, we would suggest consideration is given to the following:

- The need to publicly recognise with the class that everyone, in their own way, whether they receive an end-of-term award or not, has demonstrated some fantastic DNA skills this term, both in and out of the lessons.
- The need to notify parents that a student who has received a certificate has done so, and why they have been given the certificate this term. This is so that parents can praise their child, celebrate their success and, in doing so, help reinforce this particular wellbeing skill.
- The need to communicate to students that there are six terms in the school year, so plenty of chances for everyone to receive a Connect end-of-term certificate.
- When an award is given to a particular student, it should be made entirely clear to the receiving student:
 - What behaviour(s) they have demonstrated that led to the award being given.
 - Your observation (as the class teacher) of the beneficial consequences of engaging in this particular wellbeing behaviour.

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