



Y5

TERM 3 – LESSON 5

Term Theme

Give To Others

Focus DNA-V Skill

Flexible Social-View

Lesson Resources

- Lesson PowerPoint.
- Audio File: *Sending Friendly Wishes To Everyone*, available at <https://annakoharris.com/friendly-wishes>
- Lesson Handout: *Circles of Connection*.

Success Criteria

- I can identify a number of significant people in my life in terms of how important and close they feel to me.
- I can identify some actions I can take to be giving toward significant others in my life.

Learning Objectives

- To understand the different qualities and types of relationships in my life.
- To understand the value of being generous and giving across a wide range of relationships.

PSHE Association Curriculum Objectives

- R4: “Pupils should have the opportunity to learn to recognise different types of relationships, including those between acquaintances, friends, relatives and family.”

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Give To Others) and tell them the DNA-V focus skill for the lesson (Flexible Social-View). Click to next PowerPoint slide ('Learning Objectives') and read out the LOs 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 gently closing their eyes.

Play *Sending Friendly Wishes To Everyone* audio file by clicking the icon on screen, also available at: <https://annakaharris.com/friendly-wishes>

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 Values skills within the context of Giving To Others. Our main activity was Values vs. Goals. Does anyone have any examples they'd be willing to share with the class of working towards a goal which is in line with your Values? What did you do? What is the Value?"

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 (Give To Others) and the relevant DNA-V focus skill (Values):

- 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

15 mins

Opening discussion about different types of relationships

Click to next PowerPoint slide. Whole-class discussion: “*What are some of the examples of different kinds of relationships in our lives?*” Extract from responses relationships that sit within:

- Immediate family (mother, father, siblings)
- Other family members (aunties, uncles, cousins)
- Friends
- Acquaintances (family friends, members of the same club or sports team)
- Professionals in our lives (teachers, doctors, local shopkeeper)

How we can apply our DNA-V skills to be giving and kind in our various relationships

Possible examples of DNA-V specific questions to draw upon:

- **Discoverer** and **Noticer** combined:
 - Can you think of something kind and giving that you did – no matter how small – for a friend or family member; perhaps recently?
 - What did you notice about how this made you feel?
 - What did you notice about the other person's response?

NB: You could also use the above Discoverer and Noticer enquiry for acquaintances, as well as family and friends.

Activity: Circles of Connection

30 mins

This activity is adapted from the activity of the same name in Hayes & Ciarrochi (2015, pgs 224-225).

Step 1: Pass around the lesson handout: *Circles of Connection*. Click to next PowerPoint slide (‘Circles of Connection’). Explain to your students that in the first part of this activity, we are each going to reflect on some of the various relationships in our lives, and how close and important they feel to us in our lives.

Step 2: We find it can be helpful, when explaining how to do this exercise, for teachers to demonstrate the activity using themselves as an example. Explain this section of the activity in the following way:

- A. The circle in the middle of the lesson handout represents “me”, as a person. The circles around are where our relationships sit.
- B. The smaller circle immediately around “me” is where we can put people we are closest to and who feel most important to us in our lives. Offer a few of your own examples (perhaps a friend and a close family member or two) and say why it is that they are close and important to you. You can use varying degrees of closeness within a given circle to illustrate in even finer detail a distinction

between someone who you love very deeply (perhaps your child or partner) and a very close friend, who you also love but perhaps is not quite as important and significant a figure in your life as your own child.

- C. Then move to the next circle out and explain that this is where we can put people who are also important and close to us but not quite as much as our nearest and dearest, again giving a few examples from your own life and explaining briefly why you've chosen to place these people in this circle.
- D. Finally, move to the outer circle, explaining that this is where we would put some people in our lives who we feel less close to. They are still significant people in our lives but perhaps less so than those we love and care about the most. Explain that it can be helpful for our purposes to put people in this section who we do not feel too close to but who we would actually like to be a bit closer to in the future (perhaps a friend or a family member we would like to spend more time with but who we currently don't feel close to). By the end of the explanation of the activity, as the class teacher, you should have around 10-12 names of people in your life noted within your Circles of Connection diagram.

Step 3: Invite any clarifying questions, before giving your students about 10 minutes to complete steps A-C, above for themselves.

Step 4: At this point, it can be helpful to take some light and brief feedback on the activity so far, inviting students to say who they put in the middle and outer circles and why they chose to do this. Doing this can help increase engagement as students who want to will have an opportunity to talk about significant relationships in their lives. This is a useful opportunity to talk about what your students notice about the quality of close relationships and the range of feelings (both pleasant and sometimes not so pleasant) that being in these relationships can bring about.

Step 5: Orientate students' attention to the space at the bottom of the handout and invite them to write the name of one person from each of their circles (inner, middle and outer) who they would be willing to act in a giving way toward, in some small way, either today or over the next week or so.

Step 6: Highlight that we can be giving toward others in many ways and invite some responses about examples, seeking to highlight:

- Giving our time
- Giving kind words
- Helping someone with something
- Giving someone a gift

Step 7: Finally, in the spaces next to each of the three names students have written at the bottom of their handouts, invite them to write one small action they are willing to take to be giving toward each of these people over the next week (ideally today). Again, it helps for teachers to demonstrate this through an example of their own. Conclude by inviting students to share one or two of their examples of giving actions and by further inspiring them to action by saying that you look forward to hearing how your students get on with their actions over the coming days.
