



Y4.

TERM 3 – LESSON 4

Term Theme

Give To Others

Focus DNA-V Skill

Values

Lesson Resources

- Lesson PowerPoint.
- One raisin per student.
- Audio File or Script: *Raisin Meditation*.
- Enough raisins for at least one per student (this is essential for the Raisin Meditation mindfulness exercise, but if you don't have access to raisins a different mindfulness audio that does not require raisins could be used instead)..
- YouTube Clip: *Five Ways To Wellbeing – Give*, available at https://youtu.be/FE_5UbPZUnA
- Lesson Handout: *Expressing Kindness In Our Own Way*.
- Lesson Handout: *Letter To Parents Requesting 1-5 Items For Charity*.

Success Criteria

- I can rate a list of values-statements, related to the theme of giving to others, in terms of how important they feel to me, personally.
- I can rate how well I think I have been doing recently in terms of being kind and giving.

Learning Objective

- To learn about and clarify how to express the wellbeing theme of Give To Others in our own personal ways.

PSHE Association Curriculum Objectives

- R7: “Pupils should have the opportunity to learn that their actions affect themselves and others.”

- I can use my ratings to identify one values-based action related to being kind and giving to others.

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 today's lesson (Values). Click to the next PowerPoint slide ('Learning Objective') and read out the LO to the class.

Click to next PowerPoint slide ('Starter Exercise'). Pass around one raisin per student. play *Raisin Meditation* audio file or read the script (NB: If you don't have access to any raisins, you can play the mindfulness audio file entitled *Balloon Breathing*, available at <https://dnv.international/wp-content/uploads/Balloon-breathing-for-thriving.m4a>).

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 Advisor skills within the context of Give To Others. Our main activity was 'Using Our Advisor To Be Kind To Others'. Does anyone have any examples they'd be willing to share with the class of skilful use of their Advisor to notice any helpful or unhelpful thoughts about acts of kindness since the last Connect lesson?"

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 (Advisor):

- 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 using our Values to make giving more personally meaningful

Click to the next PowerPoint slide ('Introduction'). Explain that once again we are going to stick with our exploration of the experience of doing random acts of kindness for others, but this time we are going to consider some of the Values – the personal qualities – that we might be able to identify in both our own and others' acts of kindness.

Play *Five Ways To Wellbeing – Give* YouTube clip, by clicking the image on screen, also available at: https://youtu.be/FE_5UbPZUnA.

How we can apply our DNA-V skills to make giving and kindness more personally valued

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

- **Values:**
 - With reference to the YouTube clip just watched, ask:
 - So these are just a few of the things we can do to give to others. But what kinds of Values might we be able to identify in people's 'giving actions'? [NB: examples might include Kindness; Caring; Connection; Thoughtfulness; Compassion; Encouragement; Friendliness; Forgiveness; Gratitude; Respect; Responsibility; Supportiveness. When students respond with a specific Value, invite them to elaborate on their intended meaning, with an example if possible].

Activity: Expressing Kindness In Our Own Way

25 mins

Click to the next PowerPoint slide ('Expressing Kindness In Our Own Way'). This activity is intended to personalise acts of giving and kindness, by getting students to rate how important specific verbal statements (related to kindness and giving) feel to them, and then focusing in on specific statements that feel to individual students to be of greatest personal importance. It is adapted from an activity in the book *Stuff That Sucks* by Ben Sedley (2015, pgs 48-49).

Step 1: Pass around the lesson handout: *Expressing Kindness In Our Own Way*. Explain the activity in the following way, which is written as a bullet-pointed script that can be used verbatim or just as a rough guide, depending upon what individual teachers find most helpful.

- *"In today's main activity, we are going to continue with our focus on random acts of kindness.*
- *But this week we are going to think about how our personal Values can help guide the specific things we do to show giving and kindness.*
- *In your handouts, there is a list of 11 Values-statements. Each of these relates to a way in which we can be giving and kind toward others. There is a space in the twelfth row and you can add another Values-statement here if you want to add your own.*
- *Our first task is to rate how important each statement feels to you, as an individual. You might be tempted to write down there what you think you 'should' write – or what you think I, or perhaps your parents, might want you to write. But*

this is about what is important to you, not to us adults. So be honest and rate the statement as you want to – no one is judging you here.

- *Rate each statement from 1-5 [refer to the rating scale on the sheet at this point].*
- *After this bit of the activity, we are only going to focus on those statements that you've rated either as a 4 or a 5. For each of these statements, reflect back over the past week or so and rate yourself in terms of how good you think you have been at doing this. For example, I might rate 'being a good friend' as a 4 on importance. If I do this, then this is one statement I would reflect back on and think about how well I have been doing this. And I might reflect back and think 'hmmm, I've been doing OK at this but I think I could do a bit better', so I might rate myself as a '2' in terms of how 'on-track' I am with this Value.*
- *Once you have done this bit, the last part of our task is to choose the Values-statement that we've rated as least on-track. If you've rated more than one equally as low, just pick one you want to focus on. In the last section at the bottom of the handout, with that specific Values-statement in mind, write down one thing you would be willing to do to show that Value in your actions over the next week.*

Step 2: After seeking any questions for clarification, give the class around 15-20 minutes to complete the activity.

Step 3: With any remaining available time, invite any willing students to share with the wider class which Values-Statement they decided to work on and the specific Values-based action they are going to try out to work on this statement.

Step 4: Tell the class that you will look forward to hearing how they got on with their specific Values-based action this week, at the beginning of next week's Connect lesson.

Step 5: Finally, give out to each student a copy of the letter to parents called '*Letter to Parents Requesting 1-5 Items for Charity*'. Parents will need this as they will need to help their children select between 1-5 items (e.g. toys) that they no longer use and are willing to give to a local charity in preparation for next week's lesson.
