



Y6

TERM 4 – LESSON 1?

Term Theme

Connect With Others

Focus DNA-V Skill

Discoverer

Lesson Resources

- Lesson PowerPoint.
- Audio File: *Balloon Breathing*, available at <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas/>
- Computers, laptops, tablets or electronic notebooks (one per child ideally or one between three at most).

Success Criteria

- I can give a rich description of some of the practices and traditions typical of the cultural group(s) with which I personally identify.
- I can independently research and learn about another culture's traditions and practices.

Learning Objective

- To use my Discoverer to explore and appreciate cultural practices and beliefs that are different to my own.

PSHE Association Curriculum Objectives

- L12: *"Pupils should have the opportunity to learn to consider the lives of other people living in other places, and people with different values and customs".*

Starter Exercise

10 mins

Open the lesson PowerPoint. Tell the children the Term Theme (Connect With Others) and tell them the DNA-V focus skill for the lesson (Discoverer). Click to 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 *Balloon Breathing* audio file by clicking the icon on screen, also available at: <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas/>

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?

Teacher's Introduction to the Lesson

20 mins

Opening discussion about appreciating cultural difference and diversity

Click to next PowerPoint slide ('Culture/Cultural Diversity'). Begin a paired discussion by exploring the meaning of the term *Culture* and the phrase *Cultural diversity*. Take feedback from the whole class, writing working definitions of each on the whiteboard.

Ask the class for examples of practices within different cultures that they appreciate or are curious about (praise examples that include the values of openness and curiosity).

How we can apply our DNA-V skills to learn about and appreciate cultural diversity

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

- **Discoverer:**
 - How might we apply our Discoverer skills to explore and appreciate cultural diversity?
- **Flexible Social-View:**
 - Can you think of any examples of how cultures learn from one another and how that can influence changes in individual cultures?
- **Flexible Self-View:**
 - What cultural practices, or aspects of culture, can you think of from the cultural group (or groups) with which you yourself identify? Was there a time when you did not do this (i.e. when did you first start to do this yourself)?

Activity: Imaginary Pen Pal

20 mins

Step 1: Click to next PowerPoint slide ('Imaginary Pen Pal'). For this activity, students will all need two pieces of lined paper each to write a letter to an imaginary pen pal. The

idea is that students write a letter to their imaginary pen pal and then pretend to be the pen pal and write a letter of response to themselves.

The letter **to** the pen pal must include:

- What your cultural background is.
- Three facts about your culture.
- Three things you like and appreciate most about your culture.
- At least one question(s) for your pen pal about their culture.

Step 2: Students pick from the map of the world one country (or a different country of their choice) about which they feel they know very little. Give the children access to a tablet or computer device (this can be done in small groups if there are not enough to go around) to carry out some research about their chosen country, the culture, traditions etc. Students then write the letter **from** their imaginary pen pal to themselves.

The letter from the imaginary pen pal must include at least the following (which is a non-exhaustive list):

- Some brief information about their cultural background.
- Three facts about their culture.
- Three things they appreciate about their culture.

Step 3: Click to next PowerPoint slide ('Reflection') and take feedback from the class:

- Emphasising the value of engaging our Discoverers to try out and find out about new things.
 - Highlighting how useful the Discoverer can be for learning new facts about other cultures.
 - Prompting students within the class to offer points of appreciation for others' learning efforts.
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