



Y3

## TERM 2 – LESSON 4

### Term Theme

Self-Care

### Focus DNA-V Skill

Values

### Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *What's On My SMART Board?*
- Lesson Handout: *Using Values To Guide What We Eat, Drink & Consume.*

#### Success Criteria

- I can work as part of a group to categorise a range of foods, drinks and other consumables in terms of their legal status and how good they are for our health.
- I can identify a personal Values Statement and link this to the consumption of foods, drinks and other substances.

#### Learning Objectives

- To accurately categorise substances in terms of their legal status.
- To accurately categorise substances in terms of how good they are for our health.
- To identify one Self-Care Value and categorise substances in terms of whether consuming them would help express that Value.

#### PSHE Association Curriculum Objectives

- H17: “Pupils should have the opportunity to learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others”.

## Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the term theme (Self-Care) and tell them the DNA-V focus skill for today's lesson (Values). 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.

Audio File or Script: *What's On My SMART Board?*

**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?

## Reflection and Celebration

5 mins

### Reflection Question:

*In our last lesson, we focused on our Advisor skills within the context of Self-Care. Our main activity was Using the Advisor to Navigate Risks. Does anyone have any examples they'd be willing to share with the class of skilful use of their Advisor to navigate risks since the last Connect lesson? What happened? What were your choices? What did you do?"*

### 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 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 the consumption of healthy and not-so-healthy substances

Explain that in today's lesson, whilst staying focused on caring for ourselves and our personal values, we are also going to learn about how the substances we humans sometimes consume relate to our health and to the legal system.

Click to next PowerPoint slide ('Introduction'). Paired discussion questions:

- *Can you think of one thing you like to eat or drink that is quite healthy?*
- *Can you think of one thing you like to eat or drink that is not so healthy?*
- *Can you think of some substances that adults sometimes consume that are not so healthy?*

Take some brief whole-class feedback seeking, in particular, to highlight examples of common substances consumed by adults that are – or can be – less healthy, such as cigarettes and alcohol.

### How we can apply our DNA-V skills to healthily consume food, drink and other substances

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

- **Flexible Self-View** and **Values** combined:
  - Put your hand up if you think that the following statements fit your view of yourself:
    - *I am someone who eats a lot of fruit and vegetables*
    - *I am someone who eats a lot of sweets*
    - *I am someone who drinks a lot of water*
    - *I am someone who drinks a lot of fizzy and sugary drinks*
  - Now, let's say that you are someone who values being physically fit and healthy. Which of these same Self-View statements would be helpful and which would be less helpful?

## Activity: Using Values To Guide What We Eat, Drink & Consume 30 mins

This activity is designed to help students:

- Explore some of the substances we humans (including adults) often consume and how they relate to health and self-care.
- Explore how consumption of these substances relates to legal (e.g. age-related) restrictions.
- Explore how consumption of healthy and unhealthy food, drink and other substances can be thought about in the light of our personal values.

We do not focus on illegal substances explicitly in this Lesson Plan. Rather, we extend only to (age) restricted substances. However, for teachers teaching in areas where exposure to illegal drugs at the primary phase of education is a significant concern, the Lesson Plan, Lesson Resources and PowerPoint could be easily adapted to include these kinds of consumable substances as well.

**Step 1:** Click to next PowerPoint slide ('List of Consumables'). Explain that in the main activity for this lesson, we are going to look at 20 substances that humans sometimes consume. These will be a combination of foods, drinks and other things as well. Pass around the Lesson Handouts (one per student): *Using Values To Guide What We Eat, Drink & Consume*. Click to next PowerPoint slide, with the list of 20 consumables.

**Step 2:** Split students into groups of 3-4 and ask them to write into the first table in the handout (Legal Status) where they think each consumable should go. Ensure students know that whilst they are working in groups and discussing together where each consumable should go, they should write their answers on their individual sheets. Give groups around 8-10 minutes to complete this section of the activity. Then, call out one consumable at time and invite the class to shout out where they placed it in their table (ensuring that at the end the whole class is aware of the few consumables in the list that are age-restricted).

**Step 3:** Repeat **Step 2**, above (also in groups), but for the second table in the handout (Health).

**Step 4:** Next, invite students to read and reflect for a few moments on the Self-Care Values Statements in the third table of the handout and then choose one statement that they feel is particularly important to them as individuals (or come up with their own, which is item-12 in the list). Invite students to write their chosen Self-Care Values Statement at the top of the next table down on the handout; the fourth and final table.

**Step 5:** Finally, invite students to repeat **Step 2**, above (this time on their own), but for the fourth table in the handout. In this table, students categorise the consumables in terms of whether or not consuming it would help move them toward their chosen Values Statement.

**Step 6:** With any remaining time, invite any willing students to share some of their examples of personal values-statements and how the different substances relate to these statements.

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