



Y1

INTRO TERM – LESSON 4

Term Theme

Introduction to Connect

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *A-N-D*.
- YouTube Clip: *Inside Out: Guessing The Feelings*, available at <https://youtu.be/dOkuKyVFnSs>
- YR&1 Student and Teacher Emotion Wheels (*this is the first lesson these are introduced in and they will be used in all other lessons in KS1. It is suggested that the teacher's emotion wheel is printed and laminated larger, e.g. A3 size, depending on class size, so easier for all to see. It is recommended the student wheels are laminated and split pins used to attach the arrow, this can be done in advance by the teacher or by adapting the main activity. The student emotion wheels can either be printed black and white for them to colour in before cutting out and laminating, or in colour, depending on school print resources*).
- Lesson Handout: *Design My Emotion Wheel*.
- Discoverer, Noticer and Advisor KS1 characters (*'table top' characters are available to download from the [Toolbox](#). Alternatively, teachers may wish to create their own characters*).

Success Criteria

- I can engage in a short Noticer activity (A-N-D) and notice how it feels in my body.
- I can say what the term Noticer means in DNA.
- I can use my Noticer skills to identify feelings.
- I can add colour and detail to my Emotion wheel to represent my feelings.

Learning Objectives

- To use my Noticer skills to describe what I notice in my body.
- To understand what is meant by the term Noticer in DNA.
- To use my Noticer skills to describe my feelings and emotions, and identify others' feelings.

PSHE Association Curriculum Objectives

- KS1 H2: *"Pupils should have the opportunity to learn to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health".*
- KS1 H4: *"Pupils should have the opportunity to learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings".*

Starter Exercise

5 mins

Invite your students to prepare for a guided mindfulness exercise by lying down on sitting up in their chairs (depending on space) and gently closing their eyes.

Play A-N-D audio file or read script.

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 when you became aware of your body today?
- Did anyone notice how their body was feeling?
- Was this pleasant or unpleasant?

Teacher's Introduction to the Lesson

15 mins

Opening discussion about Noticing what is going on inside of us

Open the lesson PowerPoint. Remind your students about the Term Theme (Introduction to Connect). Click to next PowerPoint slide ('Learning Objectives') and read out the LOs to the class.

Also remind the class that in last week's lesson, we started to learn about a particular part of our DNA skills. Invite your students to see if they can recall the name of the skill we learned about last week (Noticer). Can anyone remember which of the characters it

is? (A student can select which of the KS1 characters it is) What does the Noticer mean in DNA? What Noticer skills did we use for spotting things around us? Has anyone noticed using their Noticer skills to spot things around them, or feelings inside their bodies?

Click on PowerPoint slide ('Noticing The World Around Us and Inside Us'). Tell the class that we are going to learn more about the Noticer today.

- Last week we focused on being able to use our Noticer skills to help us notice what is happening in the world around us (e.g. using our senses to see, hear, smell, taste and touch).
- Today we're going to think more about being able to notice and talk about what is happening inside us, our thoughts, feelings and sensations.
- In the A-N-D exercise you did there were three steps that can help us notice how we are feeling. Can anyone remember what they were? (See what the class can remember for Aware of your body, Name how the body is feeling and Describe how they feel before clicking to the answer slide).

Click to next PowerPoint slide ('A-N-D'). Discuss the following with the group with opportunities for them to answer the questions:

- A is for Aware – When you first took a moment to become aware of sitting in your chair's what did you notice? How does your chair feel? Is it hard or soft? Smooth/bumpy?
- N is for Naming - Can you name how your body is feeling? Does anyone have a warm face or sweaty hands? Has anyone noticed any other body sensations? E.g. cold nose, rumbling stomach, pain? What can you notice in your head, face, belly and hands today?
- D is for Describing the emotion you are feeling. By noticing how our body is feeling we can get clues to how we might be feeling today. If you have sweaty hands this might mean you're a bit worried, or maybe you're excited. Our bodies can give us clues to how we're feeling, those feelings can be pleasant and unpleasant.
- Why might it be useful for us at times to notice how our bodies are feeling and name that sensation? (e.g. if we notice the early signs we're starting to feel cross, labelling how we're feeling can help us notice we might need to take a breath, or ask for a break, rather than shout or lose our temper's).

Click to next PowerPoint ('Notice My Feelings and Name The Emotion').

Pass around the lesson resource: 'Student emotion wheels' (either pre-made and cut out in colour or to be made in main activity).

Hold up lesson resource: *YR&1 Teacher Emotion Wheel* (already laminated with arrow attached):

- This is our emotion wheel. At the start of each Connect lesson we will have a 'Noticer Check-in'. This will be when we can pause and take a moment to scan our bodies and see how we're feeling.
- The different colours of the wheel are in similar sections to how our bodies might feel. For example, the yellow and orange feelings can be similar feelings in our bodies but for different reasons. We might have feelings like bubbles of excitement in our tummies on Christmas Eve, which could also be similar sensations to butterflies in our tummies when we're nervous.
- Or the pink section, we might notice similar changes in our breath and our pulse when we're scared, to when we're starting to feel frustrated.
- When we're in the blue section we might feel quite low in energy, maybe because we're hungry or tired, or perhaps because we're sad. We might have a similar feeling like a sore head show up for very different reasons.

Noticer Check-in:

Ask the class to pause and notice *“What’s going on inside me today? How am I feeling? Think back to the A-N-D exercise we did, what do your head, hands and tummy say about how you’re feeling today?”*

Children can turn the arrow on their emotion wheel to how they are feeling (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”.

Any student who is not sure how they are feeling, or perhaps cautious of sharing, can put their arrow on “not sure” and re-scan their body to look for clues.

(Note for teachers: When supporting emotional-development it can help for adults to model how they’re feeling, we want to avoid teaching students a ‘keep calm all the time’ approach. From giving honest, yet gentle, self-disclosure of how we are feeling, we aim to help promote honesty and openness from the students)

Activity: Guess The Feelings

10 mins

Click to next PowerPoint slide (“Guessing The Feelings”).

Step 1: Explain to the group they are going to watch a YouTube clip from a movie they may have already seen and you would like them to see if they can Notice which emotion is being shown.

Step 2: Play *Inside Out: Guessing The Feelings* YouTube clip by clicking the icon on screen, also available at: <https://youtu.be/dOkuKyVFnSs>

Step 3: Teacher can pause after each emotion (before the 3,2,1 countdown ends) to check the class have moved their emotion wheel arrow and discuss the clips with suggested questions:

- *What did you notice happened that made them feel like this? (e.g. Happy = listening to music, she noticed her pen make a noise on the cup and that gave her the idea to pretend to play the drums; Sad = spilling water on homework; Disgusted = squashing the fly; Scared = spider drops down in front of her).*
- *What did you notice they did in their bodies that were clues to these feelings? (e.g. Happy = dancing around, pretending to play the drums; Sad = crying; Cross = destroying the card tower with her hands; Scared = jumps, tries to get out the way, falls off her chair).*
 - Emotion 1: Happy (or excited/silly would also be correct).
 - Emotion 2: Sad.
 - Emotion 3: Cross (or angry/frustrated would also be correct).
 - Emotion 4: Disgusted (NB. There is no emotion on the wheel so class can think about the closest one they think, or put on “not sure”).
 - Emotion 5: Scared.

Step 4: Ask the group to think of what they notice they do with their bodies when they’re feeling various emotions. Do they associate any colours or shapes with those feelings? If they had to draw the emotion what would it look like? (Allow a few minutes for discussion).

Step 5: Click to next PowerPoint slide ('My Emotion Wheel') and pass around the lesson handout: *Design my Emotion Wheel* (or for those that are colouring in their emotion wheel to use each lesson, pass around the lesson resource: *YR&1 Student Emotion Wheels* (one between two) and scissors.

Explain:

- We're going to look at how we express all 8 of the emotions on our emotion wheels.
 - Have a think about how you can use colour and marks on your paper to make this express how you feel for each emotion (examples might include wiggly patterns on the worried section, or they may want to add hair or features to the various emojis for what they associate with those feelings).
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