



Y1

## INTRO TERM – LESSON 6

### Term Theme

Introduction to Connect

### Focus DNA-V Skill

Review of the DNA Model

### Lesson Resources

- Lesson PowerPoint.
- Teacher Resource: *DNA cards (to be cut up to shuffle)*.
- Lesson Resources: All DNA character student worksheets (previously drawn).
- Student and Teacher Emotion Wheels.
- Felt pens and/or paints/arts and crafts and scissors.
- 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 notice how it feels to tense and relax my body.
- I can demonstrate actions for the Discoverer, Noticer, and Advisor.

### Learning Objectives

- To remember what the letters in the acronym DNA mean.
- To learn to identify which DNA skill I am using.

### 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, to*

- I can answer DNA specific questions relating to me and how I feel.

*recognise that choices can have good and not so good consequences”.*

- 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

### Let's Pause: Tense and Relax

Invite your students to prepare for a guided mindfulness exercise by lying down or sitting up in their chairs and gently closing their eyes. Say something similar to the script below:

*“Lie down or sit on a chair and take a few slow deep breaths (pause to allow students to take time to notice their breath). Tense every part of your body all at once, pull your hands into clenched fists, squeeze your toes and wrinkle up your face. Hold it (pause for 5 seconds) and now relax. And let's do that again, see if you can squeeze your arms and legs against your body, can you tense every muscle in your body? Hold it (pause for 5 seconds) and now relax. Take a few slow breaths and let's do it one last time.”*

**Enquiry** (giving praise and recognition for demonstration of any examples of DNA skills):

- **Discoverer** – Had anyone done that before? If it was the first time you had tried, what did you discover?
- **Noticer** – How did it feel to tense up? What did you notice? How did it feel to let go?
- **Advisor** – Did anyone notice any thoughts pop up? Did anyone notice their Advisor wandering (thinking about something else)?

### Noticer Check-In

Ask the class to pause and notice *“What's going on inside me today? How am I feeling?”* Children can turn the arrow on their emotion wheel to how they are feeling in this moment (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”.*

## Teacher's Introduction to the Lesson

10 mins

**Opening discussion about DNA**

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 the third one of our DNA skills. Invite your students to see if they can recall the name of the skill (Discoverer). Ask the class what skills we are referring to when we talk about the Discoverer in Connect. Appropriate responses could include:

- Trying out new activities and actions.
- Playing with a toy you haven't played with before.
- Seeing what happens when you move in different ways.
- Exploring a new hobby and seeing if you like it.

Click to next PowerPoint slide ('Remembering our DNA Superpowers!'). Ask the class who can remember the names of all our super powers?

- D stands for? (Discoverer) (Click on slide).
- N stands for? (Noticer) (Click on slide).
- A stands for? (Advisor) (Click on slide).

Click to next PowerPoint slide ('My DNA Superpowers!'). Explain to the group:

- Everyone get out their Discoverer, Noticer and Advisor drawings they have worked on through the term.
- Is there anything you'd like to add to them before we cut them out and laminate them? Perhaps you can think of something your Discoverer recently discovered? Or your Noticer may have spotted something interesting? (Allow time to add any final touches to the DNA characters).
- Now cut them out.
- Teachers can choose to either laminate them or back them onto cardboard so they last through the year (to be kept in student workbooks with the emotion wheel).

**How we can usefully apply our DNA superpowers**

At this point, say something like:

*"So we have three Superpowers and sometimes they can be helpful and sometimes not so helpful. When we notice we need a specific DNA Superpower we can move between our Superpowers anytime we like. Once we notice which DNA skill we're using, if we get stuck in one, we can jump to another!"*

Here are some examples of questions to explore with the class, with regards to what we mean by our DNA Superpowers:

- "Which DNA power do you use when you try out something new?" (Discoverer).
- "When you try something new and you notice your hands are getting sweaty, which DNA power are you using then?" (Noticer).
- "How about when you notice you feel nervous? Which DNA skill are you using then?" (Noticer).
- "When you want to try something new but your mind might say it's too hard or you can't, which DNA skill is that?" (Advisor).

## Activity: Let's DNA Dance!

10 mins

Click to next PowerPoint slide ('Let's DNA Dance!'). A suggested example explanation for the group can be something along the lines of:

**Step 1:** *"We're going to play a game where we jump between our DNA skills. Can anyone remember the actions we did for our three DNA superpowers?"* (Allow students a few moments to try and recall and then all go through them together:

- Discoverer – Stand with your legs apart, hands on hips (like a superhero).
- Noticer – Put your hands to your face like binoculars and move your head side to side.
- Advisor – Place forefinger of one hand on your temple (like you're thinking) and other hand with palm facing up, like you're looking at a pretend note-book or map.

**Step 2:** *"Make sure you have enough space around you to reach your arms out and move them around you. Imagine this space is like your very own DNA circle like the one on the board. When I call out Discoverer, Noticer or Advisor, you can jump to that spot in your circle and do the action!"* (Hold up the characters as you do this to give a cue of which 'spot' in their circle to jump to, run through the characters in various orders and allow all students to do the actions before the next one). *"So we can move to any of our superpowers whenever we want".*

**Step 3:** Arrange for everyone to sit in a circle so they can pass the KS1 characters round. To make it more playful you can invite them to close their eyes and see if they can notice when someone is passing them a toy and manage to pass it on just by using their sense of touch (for added challenge, teacher can swap direction some of the toys go in).

**Step 4:** When the toys have started moving around, ask them to stop and the three students holding the characters will take turns to answer a DNA question depending on which character they are holding. Refer to teacher resource: *DNA cards*.

*"Here we have a set of DNA cards with different questions for us to think about, I'm going to read out one of the cards and see if you can identify if it is a Discoverer, Noticer or Advisor question. When you think it's your character's question to answer hold up your character, those of you not holding a character can do the action for which you think it might be (hands on hips, binoculars or looking at notebook & thinking)".* Select a card at random to read, then once all students have decided which DNA skill they think it is, hold up the correct DNA character toy before taking the answer from the student with the character. Repeat until all characters answered then pass toys around again.

**Enquiry** (giving praise and recognition for demonstration of any examples of DNA skills)

- You've just learnt how to jump between your DNA skills! How did you find it? What did you notice?
- Can anyone think of a time they noticed they were stuck in one DNA skill and needed to move? What happened?

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