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TERM 4 – LESSON 5

Term Theme

Connect With Others

Focus DNA-V Skill

Discoverer

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Move Your Hands And Feel Your Breath* (adapted from Stand Tall Like a Mountain: Mindfulness and Self-Care for Children and Parents by Suzy Reading is published by Aster, £12.99, www.octopusbooks.co.uk).
- YouTube Clip: *Children Explain How You Make Friends*, available at <https://youtu.be/6qu2cOnULjE>
- Blank sheets of A3 paper (1 per student and 6 extras), or same number of hula hoops.
- Wooden benches (for riverbanks) or two rows of chairs (2 chairs per 5 children) 5-7 meters apart, with approximately a meter between each group, marked by a chair or marker spot.
- Lesson Handout: *Beans On Toast*.
- Discoverer, Noticer, and Advisor KS1 Characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can open and close my hands in time with my breathing.

Learning Objectives

- To use my Noticer skills to see how I feel as I open and

EYFS Early Learning Goals

- PS&ED: *"Work and play cooperatively and take turns with others"*.

- I can describe ways to stay safe when making new friends.
 - I can listen to my teammates to help us get across the river.
 - I can draw me and my team working out how to get across the river.
 - I can draw how I felt.
- close my hands as I breathe.
 - To use my Advisor skills to think about what I need to consider when meeting new people so I stay safe.
 - To use my Discoverer skills to work out the best way to get across the river.
 - To use my Noticer skills to spot how the rules changing made me feel.
- PS&ED: *"Form positive attachments to adults and friendships with peers".*
 - PD: *"Negotiate space and obstacles safely, with consideration for themselves and others".*
 - PD: *"Move energetically, such as running, jumping, dancing, hopping, skipping and climbing."*

Starter Exercise

5 mins

Let's Pause: Move Your Hands

Invite your students to prepare for a guided mindfulness exercise by sitting up straight with the backs of their hands resting on their legs.

Play *Move Your Hands And Feel Your Breath* audio file or read the script.

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

- What did you notice when you opened and closed your hands as you breathed?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up Noticer character) *"In our last lesson, we focused on our Noticer while learning about Noticing how other people feel. Our main activity was 'Notice how I make others feel'. Did anyone Notice anything they did this week that changed how someone else was feeling? What did you do? How did it make them feel and how did it make you feel? Did you Discover anything if you upset someone or made them feel a bit cross?"*

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.

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 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”).

Teacher’s Introduction to the Lesson

10 mins

Opening discussion about staying safe as we make friends

Open the lesson PowerPoint. Remind the children of the Term Theme (Connect with Others) and tell them the DNA focus skill for today’s lesson (Discoverer). Click to next PowerPoint slide (‘Learning Objectives’) and read out the LOs to the class.

Click to the next PowerPoint slide (‘Making New Friends’) discuss with the group:

- Can you think of some good ways to make new friends?
- Can anyone remember anything they Discovered worked well when they were making a new friend?
- What are the ways to make friends safely?
- What can we do if a new friend asks us to do something we don’t feel comfortable with?

Explain you’re going to watch a video clip on making friends, the video has 8 different ideas for making friends, ask the group to think about which one is most important to them.

- Play *Children Explain How You Make Friends* YouTube clip by clicking the character on screen, also available at: <https://youtu.be/6qu2cOnULjE>
- Discuss with the group which idea has worked the best for them (Say Hello, smile, ask them a question, listen, be kind, take turns, joining in, share).

How can we apply our DNA-V skills to making friends

Examples of possible DNA specific questions to draw upon:

- **Noticer:**
 - How do you know if someone wants to talk to you?
- **Discoverer:**
 - What ways have you found best to make friends?
- **Advisor:**
 - How does your Advisor help you stay safe when making friends?

Activity: Beans On Toast

10 mins

Please note this activity requires more space than usual, ideally use a similar space to where you would do a P.E class, or outside weather permitting. If outside instead of shoes and socks off, you may prefer them to be in their trainers or plimsolls. Have the equipment already set up, using either wooden benches, rows of chairs or other markers, creating two 'river beds' approximately 5-7 meters apart, with markers or chairs 1 meter apart for every group of 5.

Step 1: Click to the next PowerPoint slide ('Beans on Toast'). Explain this is an activity that needs teamwork to see what they can Discover works best as a team. Say something along the lines of:

"You're going to play a game called Beans On Toast. In this game you are going to pretend you are all baked beans trying to cross the river by staying dry on pieces of toast that are floating on the river. Your challenge is to get all your team across the water, if someone falls in they have to swim back to the beginning and try again. Notice how this feels when you have to go back to the beginning. Have fun discovering what works best and listen to each other's ideas as you explore different ways you can work together to try to cross the river without falling in the water."

Step 2: Divide the class into groups of 5 and ask them to take off their socks and shoes. Ask the groups to sit in lines on one side of the riverbed. Hand each member of the group a piece of paper or hula hoop, explaining the items are the pretend pieces of toast. Place a spare piece of paper or hula hoop as the first piece of toast in the river for each group. Explain the rules are that they can pass the pieces of toast to each other and place the paper or hoop down in the water and then step onto it, but no toast shuffles! If they lose their balance and even a toe comes off the paper or out the hoop that person will have to swim back to the start. Give them a chance to have a go, and support and praise honesty for going back to the beginning, persevering and supporting each other.

Step 3: Praise the teams and comment on anything you notice. This time to get back to the other side they will have to think about how they can do it with one less piece of toast. Take away the spare piece of paper or hoop you had down as a starter and ensure each student has their paper or hoop to start again with. Give everyone a chance to have a go and see which team gets across first. Once everyone has had a go discuss with the group questions like:

- How did it feel if you had to go back to the beginning?
- How did you feel if it went wrong for your team?
- If someone made a mistake what did you do to support them?

- How did you feel when I said to try with one less piece of toast?

Pass around the lesson handout: *Beans On Toast* and ask them to draw their team on the worksheet trying to cross the river. They can choose to draw themselves as people or beans on the toast. Then, they can colour in the rest of the picture.

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

- You've just worked as a team to get across the river without falling in! How did it feel if you or someone from your team fell in the water? What did you Discover worked best? Did you Notice any other teams coming up with good ideas? How did you support your team-mates?
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