



Y3

TERM 5 – LESSON 3

Term Theme

Challenge Yourself

Focus DNA-V Skill

Advisor

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *What's On My SMART Board?*
- Lesson Handout: *Exploring Helpful Rules* (on A3 sized paper, with one copy for each group of 3-4 students).

Success Criteria

- I can work as part of a group to identify why some school rules and national laws exist.
- I can work as part of a group to develop and try out some new Advisor rules.

Learning Objectives

- To understand why certain rules and laws exist.
- To create some Advisor rules to help work through challenging learning experiences.

PSHE Association Curriculum Objectives

- L2: “Pupils should have the opportunity to learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.”

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Challenge Yourself) and tell them the DNA-V focus skill for today's lesson (Advisor). 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 by gently closing their eyes.

Play *What's On My SMART Board?* audio file or read the script.

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?

Reflection and Celebration

5 mins

Reflection Question:

"In our last lesson, we focused on our Noticer skills within this term's theme, which is Challenge Yourself. Our main activity involved thinking about how to break bad habits. Does anyone have any examples they'd be willing to share with the class of using their Noticer since the last Connect lesson?"

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 (Challenge Yourself) 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 how the Advisor's rules link to school rules and society's rules

Explain that we are going to start by looking at the similarities between a) the rules our Advisor's sometimes pipe up with and b) some of our school rules and national laws.

Click to next PowerPoint slide ('Introduction'). Divide the class into pairs of students for a paired discussion, with a third of the students discussing question 1; a third discussing question 2; and a third discussing question 3. The questions are:

1. Can you think of some class rules that we have?
2. Can you think of some school rules we have for the wider school, outside of our classroom?
3. Can you think of some laws we have in this country?

Take some brief, whole-class feedback from students in relation to the three questions, writing examples on the whiteboard if helpful.

How we can apply our DNA-V skills to relate flexibly to the Advisor's rules

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

- **Advisor:**
 - Can anyone think of any ways in which these kinds of rules are similar to the rules our Advisor's give us?" (Appropriate answers to this question would include reference to all of these rules being '*words that tell us that we should do, or not do, certain things*').
 - Can anyone think of any ways in which these kinds of rules are different to the rules our Advisor's give us?" (Appropriate answers to this question would include reference to the fact that we can choose which of our Advisor's thoughts we listen to but – for the most part – school rules and national laws are set by others. Note, however, that depending upon how your classroom and school rules have been set up, there may be exceptions to this. For example, class rules may have been established with your students, or school rules may have been established in consultation with a school's student council).

Activity: Exploring Helpful Rules

25 mins

This group-based activity is designed to help students explore verbal rules in terms of how helpful they are and why. Concurrently, the aim is also to help students get more creative and flexible with verbal rules by generating and testing out some of their own rules.

Step 1: Click to next PowerPoint slide ('Exploring Helpful Rules') and pass around the lesson handout by the same name. Arrange the class into groups of 3-4 students.

Step 2: Explain the task in the following way, which is written as a bullet-pointed script that can be followed verbatim or used as a rough guide, depending upon what individual teachers find most helpful.

- *"In today's main Connect activity, we are going to work together in groups of three or four. Decide who is going to be your scribe/writer (as a group you might want to share this responsibility if no one wants to do it on their own).*
- *You'll see that the table in the handout has three parts to it: 'Some rules in our school'; 'Rules that are laws in our country'; and 'New Advisor rules to try out when faced with challenges'.*
- *In your groups, firstly agree and write down why you think we have the four rules in the first two parts of the table. Write your answers in the empty spaces provided in the table.*

- *Next, as a group, your task is to think about some of the challenges you sometimes come across in school. It might help to write a quick list of some of these and they might include challenges in class and challenges during break times and lunch times.*
- *Now, keeping in mind some of the challenges you've thought of, see if you can identify as a group two Advisor rules you think might be helpful to try out when faced with tricky challenges [it can be helpful for teachers to offer a couple of appropriate examples here to clarify, such as 'keep trying; you can do it', 'you can always ask a friend for help' or 'use your Noticer skills and take a few breaths if it's hard'].*
- *Once you have your two Advisor rules to try out, see if you can write in the spaces on the right why you think these two Advisor rules might be helpful to follow when you're doing something challenging and tricky."*

Step 3: Invite all groups to share the two new Advisor rules they've written down with the wider class (we suggest all groups share their rules so that class teachers can be confident that groups have not generated Advisor rules that might cause them undue stress if followed too rigidly).

Step 4: Ensure that all students understand that their task between this lesson and next week's lesson is to try out their Advisor rules when they are doing something tricky or challenging and test how it works for them. You could even ask group members to try to remind each other to use their Advisor rules throughout the next week.

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