



Y3

## TERM 3 – LESSON 3

### Term Theme

Give To Others

### Focus DNA-V Skill

Advisor

### Lesson Resources

- Lesson PowerPoint.
- YouTube Clip: *Butterfly Body Scan*, available at [https://youtu.be/56\\_8aK3cLEA](https://youtu.be/56_8aK3cLEA)
- YouTube Clip: *Global Warming for Kids*, available at: [https://youtu.be/aNifh-Eu\\_2Y](https://youtu.be/aNifh-Eu_2Y)
- Lesson Handout: *Protecting The Planet: Our Rights and Responsibilities*.

### Success Criteria

- I can complete a table outlining some of my rights and responsibilities related to looking after the planet, including some information about helpful and unhelpful Advisor thoughts.

### Learning Objectives

- To understand that we all have rights and responsibilities with regard to looking after the planet.
- To understand that our Advisors can give both helpful and unhelpful advice about looking after the planet.

### PSHE Association Curriculum Objectives

- L7: “Pupils should have the opportunity to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities”.

## Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Give To Others) and tell them the DNA-V focus skill for the 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 gently closing their eyes.

Play *Butterfly Body Scan* YouTube clip by clicking the icon on screen, also available at: [https://youtu.be/56\\_8aK3cLEA](https://youtu.be/56_8aK3cLEA)

**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 Noticer skills within the context of Giving To Others. Our main activity was 'A Charitable Cause'. Does anyone have any examples they'd be willing to share with the class of fundraising activities for their chosen charity? What did you do? How did you approach others for donations? What did you notice?"*

### 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 (Give To Others) and the relevant DNA-V focus skill (Noticer):

- 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 rights and responsibilities related to the environment**

Explain that in today's lesson we are going to explore some of our individual rights and responsibilities at home, at school and in the community with regards to looking after our environment.

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

- "Does anyone know what global warming is?"
- "What are some of the consequences for life on our planet of global warming so far?"

Click to next PowerPoint slide ('Climate Change'). Click image to play *Global Warming for Kids* YouTube clip, also available at: [https://youtu.be/aNifh-Eu\\_2Y](https://youtu.be/aNifh-Eu_2Y)

## How we can apply our DNA-V skills to ensure our rights are protected and that we uphold our responsibilities

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

- **Discoverer:**
  - Thinking about the content of the clip we just watched, can anyone think of any new actions they could take, at home or at school, to help reduce the rate of global warming?
- **Flexible Social-View:**
  - Again, thinking about the content of the clip, what kinds of things could we do to help others around us live their lives in a way that reduces the rate of global warming?

### Activity: Protecting the Planet: Our Rights & Responsibilities

25 mins

This activity is designed to help students reflect on ways in which they can act – and encourage others to act – in a way that protects our planet and reduces the rate of global warming. It also helps students think about helpful and unhelpful Advisor thoughts in relation to these kinds of sustainable living practices. (The global warming theme of this lesson extends into next week's Connect lesson as well, in which Year Three students design persuasive posters to encourage others to engage in sustainable living practices).

**Step 1:** Click to next PowerPoint slide ('Protecting the Planet: Our Rights & Responsibilities'). Explain that in today's main Connect activity, we are going to begin exploring some of our rights and responsibilities regarding looking after our planet. Also explain that because this lesson focuses on our Advisor skills, we are also going to look at the kinds of Advisor thoughts that are helpful and unhelpful for looking after the planet. Pass around the lesson handout: *Protecting The Planet: Our Rights and Responsibilities*.

**Step 2:** Talk through the activity, with reference to the Lesson Handout, as per the below outline. This is written as a bullet-pointed script, which can be followed verbatim or used as a rough guide, depending upon what is felt to be most useful to individual teachers.

- "On your handouts, you have two tables; one for rights and one for responsibilities. Each table has three contexts: home; school, and community.
- We all have lots of responsibilities related to looking after the planet in all three of those contexts. Can anybody think of any responsibilities we have at home/school/in the community? [invite responses for all three before proceeding. Examples might include putting litter in the bin, not wasting food and trying to use non-polluting means of getting to and from school].

- *And we also have lots of rights – things we should feel entitled to – related to looking after the planet. Can anybody think of any rights we have at home/school/in the community? [again, invite responses for all three before proceeding. Examples might include the right to breathe clean air, the right to live without being surrounded by litter or the right to a future on a planet that is actually inhabitable].*
- *So, one part of our task is to identify and write down one right and responsibility we feel we have for each of the three contexts [refer to the second column from the left in the two tables, called “right” or “responsibility”].”*

Give students 10-15 minutes to complete the above part of the overall activity for both tables before explaining the next part.

**Step 3:** Once most student have completed, or are close to completing, Step 2, explain the next part of the activity:

- *“So we’ve done some thinking about some of our rights and responsibilities in terms of looking after the planet. But as we all know, sometimes our Advisors can be helpful and sometimes they can be a bit unhelpful!*
- *Looking down at some of the rights or responsibilities you’ve written, can anyone think of something your Advisor might say that might be helpful in making that happen? [Allow time for a couple of responses]*
- *And how about something your Advisor might say that might be unhelpful for making this happen? [Again, allow time for a couple of responses]*
- *OK, so reflecting back on the rights and responsibilities you’ve written down, see if you can identify and write down a helpful and an unhelpful Advisor thought that you think could show up for each one, in the columns on the right.*

Note that it can be helpful for students at this step in the activity if teachers provide an example of a helpful and an unhelpful Advisor thought. For example, you could say *“Sometimes at home my Advisor might be unhelpful and say ‘I can’t be bothered to do the recycling tonight, so just put it in the bin!’”*

**Step 4:** With any remaining time at the end of the lesson, invite as many students as you can to share with the wider class some of their personally perceived rights and responsibilities across the three contexts, providing praise and encouragement for good examples of each.

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