

Lesson 5 Take Notice

Tip

Teachers should familiarise themselves with the instructions set out in Resource 4 'Moving Together'. The activity has four stages



To help pupils begin to develop awareness and understanding of self and others



Begin to develop their listening skills

Begin to develop an understanding of various sensations

Develop trust in each other

Develop relationship and team work skills

Begin to develop empathy for each other



A large room/hall

Lesson Support Resource 4
Moving Together

Lesson Support Resource 5
Agree Disagree Labels

Teachers should familiarise themselves with the instructions set out in Resource 4 Moving Together. The activity has four stages.



Activity 1: 30 - 40 minutes

Activity 2: 10 - 20 minutes

Links to Pupil Learning Framework

Cultivating Skills and Values to acquire:

- Emotional Literacy
- Metacognition
- A Growth Mindset: attitudes and dispositions
- Universal Values



Activity 1

- Follow all the instructions set out in Lesson Support Resource 4 'Moving Together,' until the four stages and accompanying debrief questions are complete
- Complete Stage 1
- Complete Stage 2
- Pause for Debrief Questions

Prompt Questions

- How did you find that?
- What did you like about it?
- Was it easy or hard to fill the whole space?
- Was it easy or hard to be aware of everyone in the room?
- Complete Stage 3
- Pause for Debrief Questions

Prompt Questions

- How did it feel to exaggerate the movements?
- Did you notice any sensations in your body during each movement?
- Did you notice any thoughts you had?
- Did you notice anything about how others were expressing the busy or agitated movements?
- How did it feel to be really aware and attentive? Did you notice anything that you have never noticed before?
- Complete Stage 4
- Pause for Debrief Questions

Prompt Questions

- How did it feel to participate in this activity?
- Did you prefer to lead or follow?
- Do you think this activity has anything to do with trust?
- How did you make sure you kept your partner safe when you were leading?
- Could you feel the energy from your partner's hand?

Activity 2

- Print out Lesson Support Resource 5 Agree Disagree Labels
- Lay out the Agree Label on one side of the room, and the Disagree Label on the other side
- Explain to the pupils that you will call out a statement, and that they should 'vote with their feet', walking to either Agree or Disagree or Somewhere In Between
- The space between Agree and Disagree can act as a continuum for pupils to express their opinions

Statements

- It is possible to make friends with anyone at all
- Everyone in the world is kind and thoughtful deep down
- It is easy to know if another person is feeling upset
- Even if I do not like a person's behaviour, I can still wish them to be happy

Don't agree
at all

Strongly
agree



Tip



To create an environment where pupils feel they can debate safely and respectfully, the teacher should remind pupils to actively listen to other people's opinions and to be respectful even when they don't agree on something. This is a good point to remind pupils of their Lesson 1 Grounding Principles