

# Lesson 2

# Paws for Thought



To help pupils gain insights and awareness of various mind states, and explore these in a place free from judgement

Links to Pupil Learning Framework

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Begin to understand how their minds work in a variety of ways

Begin to develop the capacity to articulate 'mind states' in a creative and expressive way

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Paper, Markers and Crayons

Lesson Support Resource 1:  
*Mind States*

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Activity 1: 30 minutes

Activity 2 & 3: 20 – 30 minutes

## Links to Pupil Learning Framework

### Cultivating Skills and Values to acquire:

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



# Activity 1

- Explain to the pupils that they are going to create their own dogs, and they can be as imaginative and creative as they like
- Give pupils some paper, markers and crayons. Invite them to spend time drawing a picture of a dog - any dog they choose. Ask them to consider:
  - What does your dog look like?
  - What does your dog smell like?
  - What does your dog like to do?
- What is its favourite food?
- What makes your dog wag its tail?
- Does your dog have any distinctive features?
- When pupils are finished and have answered the above questions on their drawings, invite them to display them in a prominent place in the classroom

# Activity 2

- Ask pupils if any of them have a dog at home

## Discussion Prompts

- Did you train it?
- Can you describe what it was like to train your dog? What worked well?
- Why is it important to train a dog?
- Ask pupils if they think it is possible for us to train our own minds to be calm, aware and present

## Discussion Prompts

- How might this be possible?
- Do you think it is a good idea?
- Why might it be important to know how to be calm, aware and present?
- Explain that the mind can operate in a number of ways. It can be playful and bouncy just like a puppy. It can be agitated and snappy like a Chihuahua, or it can be really tired and sleepy like an old dog lying by a fire

# Activity 3

- Ask pupils to think about a time when their minds have been really buzzing and over active  
Can they give examples of how it felt?
- Ask them to think of a time when their minds felt really tired, sleepy and lazy  
Can they give examples of how it felt?
- Ask them to think of a time when their minds were calm, aware and present  
Can they give examples of how it felt?
- Give each pupil a copy of 'Mind States' (see *Support Resource 1*)
- Divide the class into three groups
- One group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is really buzzing and overactive
- Another group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is really tired, sleepy and lazy
- The final group should work on filling their 'Mind States' pictures with words, images and colours that might represent a mind that is calm, aware and present
- Display all the completed pictures in a prominent place in the classroom. Invite the pupils to look carefully at all the pictures and point out what they notice about each of the different 'Mind States'

## Discussion Prompts

- Are there any noticeable differences between the pictures that represent the mind that is really buzzing and overactive, and the mind that is really tired, sleepy and lazy?
- What do you notice about the pictures that represent a mind that is calm, aware and present?
- Do you think it is a good idea for us all to become more aware of how our minds are feeling? Why/Why not?
- Explain to pupils that it is normal for our minds to have all these different states, and we shouldn't judge ourselves 'too hard' about it. The important thing is for us to begin to take notice of our different mind states so that we can understand them better