

## The Growth Mindset and Wellbeing Lesson - Live

Date: Thursday 10<sup>th</sup> October 2019

Time: 2pm

Duration: 30 minutes (approx.)

Location: [bbc.co.uk/teach](http://bbc.co.uk/teach)

### Curriculum links

#### Key Stage 2/1st and 2nd Level

After the lesson, pupils will be able to:

- Describe things that positively and negatively affect our physical, mental and emotional health
- Describe some good and not so good feelings, and use a wider range of vocabulary to explain both the range and intensity of feelings to others
- Explain that they might feel conflicting emotions, and when they might need to listen to these emotions and when they might need to overcome them
- Explain when and how to ask for help if they need it

### Setup

#### Teacher guidance: ensuring a safe and supportive learning environment

Teachers should ensure that the learning environment is safe and supportive for all pupils during viewing, especially when they are asked to share ideas, feelings and emotions.

Ensure the environment is safe and supportive by:

- discussing/reminding pupils of ground rules. Pupils should feel confident that anything they share is valued and not judged by staff or classmates. Negotiate or reiterate agreed ground rules for discussion and behaviour before viewing.
- being sensitive and aware that there may be pupils who express difficult emotions, or become distressed. Sensitivity is important even if you are not aware of any existing personal circumstances in the class – always work on the basis that there is at least one child who may be vulnerable, or not feeling okay. You may wish to notify members of staff such as the school counsellor, teaching assistants and designated safeguarding lead of programme content before viewing. You may also wish to provide comfort items, or a safe

space for anyone who does become distressed. Please pay particular attention to any students known to be living with mental ill-health or other vulnerabilities.

- offering reassurance: Pupils should not feel under pressure to share their ideas, feelings or emotions publicly if they do not want to do so. Consider providing an alternative, anonymous way to share feelings, such as a closed box or post-its.
- following up: make yourself available for pupils if they want to discuss anything with you afterwards, and ensure pupils know where else they can get support, both in and out of school. If necessary, consider providing a safe and private space for pupils who may experience difficult emotions, and discuss their reactions with parents if this is appropriate.
- ensuring you follow your school's safeguarding and confidentiality policies and procedures; this is especially important if a pupil says anything that causes you concern, or makes a disclosure. If you are unsure of the procedures, seek advice from your Designated Safeguarding Lead, or contact the NSPCC on 0808 800 5000.

For further detail on establishing safe teaching and learning procedures, see guidance offered by the **PSHE Association**.

### **How much space and equipment is needed?**

The lesson can be viewed in a classroom with a large screen linked to a reliable broadband connection. Good audio equipment is not essential but will make the event more enjoyable.

As we'll be asking pupils to get involved in activities throughout the lesson, it would be beneficial if pupils had the accompanying activity sheets to hand to guide them through the activities, as well as stationery such as pens and pencils.

### **How many pupils can participate?**

We'd like to get as many pupils across the country as possible engaged in this lesson, but it's completely up to you how many pupils you have participating in the session in your class or school. Space might be a consideration if you have a very large group.

### **How to prepare for the lesson**

In this 30-minute live, interactive lesson we'll be exploring how to **recognise different emotions**, and introducing 7-11 year olds to **developing a growth mindset** and **tips for mental and emotional self-care**.

## **Section 1: Recognising and expressing your emotions**

In the first section of the programme, we'll be exploring how pupils are able to recognise their emotions and discussing ways in which they can express them.

Pupils will be asked to identify how they're feeling at that very moment by circling or drawing an emotion on the downloadable activity sheet.

With the help of our expert, we'll go on to discuss ways in which we are able to express our feelings, including through poetry and art. The pupils will be challenged to create something (through writing or drawing) about an emotion they have felt, or the way something that has happened to them has made them feel.

You might want to encourage pupils to use other mediums of self-expression after the lesson – including sculpting with dough, music or dance.

## **Section 2: Developing resilience**

In this section we explore two different types of mindsets: a fixed mindset and a growth mindset. We will explore the differences between the two, and illustrate how our brains can be flexible and also trained to act in a certain way.

We will discuss different ways to challenge our thoughts and think positively. The pupils will then be asked - either individually, in groups or as a class - to choose one scenario from the second activity sheet and think of the advice that they would give to that person.

## **Section 3: Self-care**

The final part of the lesson will see us explore ways in which we are able to take care of ourselves, physically, mentally and emotionally.

To do this, we explore a range of self-care methods that the pupils can use both inside and outside of school. We will focus on a technique of mindfulness called 'finger breathing', and pupils will be invited to get involved in a mass mindfulness exercise practising this technique lead by our expert in the studio. This method may not work for everyone, but you can choose whether to practise and develop it further with your pupils after the programme.

## Contact us

**We need your ideas!** Send us your ideas or examples of how you teach emotional wellbeing to [teach.bbc@bbc.co.uk](mailto:teach.bbc@bbc.co.uk). We'll be sharing some of your ideas throughout the programme.

Get in touch with us throughout the show via [teach.bbc@bbc.co.uk](mailto:teach.bbc@bbc.co.uk) or tweet us @BBC\_Teach or use the hashtag #BBCTeachLesson. If you're going to be watching, send in the name of your school and class and you could see your school's name mentioned on the show.

*If you are sending in any images or videos that feature pupils, please ensure that you have parental permission, as they may be shown during the lesson and on our website. Please be aware that the BBC may ask you to demonstrate that you have received verifiable parental consent. **In the email, please confirm your official relationship to the child/pupils featured, e.g. teacher, Brownie group leader, sports coach etc. and confirm that you have sought prior parental consent.** Please also ensure the material is not sensitive or controversial. Read our Terms and Conditions for more information.*