

Where and when:

Date: Monday, 13 May 2024

Time: 11:00

Duration: 30 minutes

Location: bbc.co.uk/livelessons

This programme is available to view from home or school, and no sign-up is required.

Simply visit the website on the day and follow the instructions on the page to watch. Subtitles will also be available.



Curriculum links:

England - KS2 Relationships Education, PE / Wales - Health & Wellbeing / Scotland - First to Second Level - Health & Wellbeing / Northern Ireland - KS1 & KS2 Personal Understanding & Mutual Understanding

Pupils should:

- Know how to recognise and talk about their emotions.
- Know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.
- Explain the way in which physical and emotional changes are connected.
- Support my physical and emotional health.
- Maintain and improve my wellbeing and health.
- Know that we all experience a variety of thoughts and emotion that affect how we feel and behave.
- Examine and explore our own and others' feelings and emotions.
- Know how to recognise, express and manage feelings in a safe and positive way.

Setup:

This Live Lesson can be watched on the CBBC channel at 11:00 on Monday, 13 May 2024, or on the BBC Teach website. It will remain online afterwards to be used as a teaching resource whenever you need it.

We will be running a live commentary page on BBC Teach during the broadcast to share contributions from children watching from home and school.

How much space and equipment is needed?

Pupils watching this Live Lesson should have space to move their bodies. The lesson will encourage pupils watching to join in as we follow along with select moments from [BBC Moodboosters](#) videos.

The lesson can be viewed in a classroom or at home with a device (computer, tablet or mobile

phone) linked to a reliable broadband connection or watched on a television on the CBBC channel. We will ask children to get involved in activities throughout the lesson and have provided downloadable [activity sheets](#) to help guide them through this.

You may wish to hand these out in advance, along with stationery such as pens and pencils. Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

Lesson content

Working in partnership with The Mental Health Foundation, this programme is designed to engage primary learners from age 7 to 11.

This programme covers learning objectives across:

- England: KS2 Physical Education and Relationships Education
- Northern Ireland: KS1 & KS2 Personal Development and Mutual Understanding
- Scotland: First to Second Level, Health and Wellbeing, Physical activity and health
- Wales: Health and Well-being, Progression Steps 2-3

Section 1- Introduction

From a green screen at Moodboosters HQ, our presenters, Shini Muthukrishnan and Ade Adepitan introduce the Team Moodboosters' mission: to create our own Live Lessons Moodboosters video composed of moves collected from across the show.

Throughout the programme, Shini and Ade are joined by BBC Radio 1's wellbeing expert, Dr Radha Modgil, and a group of local school children. Through activities set by the presenters, the audience will learn how to identify and acknowledge emotions, explore the relationship between feeling good and movement, and understand 'feel-good' hormones - endorphins. We also meet our celebrity sporting teammate, England men's captain Harry Kane, who'll appear throughout the episode.

Section 2 - Identifying emotions:

We begin by watching a video of well-known celebrities discussing the emotions they've experienced at different moments in their lives. Harry Kane then explains why it's important to recognise different emotions, like those of his teammates on a matchday. Next, we get up and move with dancing superstar Oti Mabuse, following along with a selection of moves from her [Moodboosters Dance Party Mega Mix](#). Pupils watching are encouraged to join in.

Shini introduces our expert, Dr Radha, and we learn how to recognise common emotions in other people and what they might feel like. As a quick challenge, our Moodboosters team in the studio plays a game - Wheely Emotional - where we match different emotions with faces demonstrating them. In this game, our team spins a wheel showing six faces and then decides which emotion matches the face where the wheel lands. Pupils watching can also join in this fun game from the classroom.

In activity 1, students are given four short scenarios and asked to draw the face that best represents how the scenario would make them feel.

Download activity sheet 1 [here](#).

Section 3 - Movement and endorphins:

In this part of the show, we explore the connection between moving our bodies and feeling good. Dr Radha shares some science about what happens in our brains when we get active. She explains that exercise releases endorphins, or 'feel-good' chemicals.

The presenters then introduce Olympic gold medallist, Sam Quek. She challenges a group of children in Merseyside to get their endorphins going by completing a fun, inflatable assault course. They then explore lots of other easy ways to get endorphins pumping by going on a local walk and showing off some of their favourite moves, like playing tag, doing some squats, or dancing.

Next, our studio Moodboosters team get their bodies moving as they follow along with a medley of moves from different Moodboosters videos. Pupils watching are encouraged to follow along and join in too.

For activity 2, pupils have one minute to talk to a partner and then write or draw their 2 favourite ways to move their body and get active.

Download activity sheet 2 [here](#).

Section 4 - The Cool Down:

This section begins with Shini and Ade discussing how gentle moves, like yoga, can be relaxing, before our Team Moodboosters in the studio follow along with a [Power Off Moodboosters routine with Dr Ranj Singh](#).

Next, we introduce activity 3 where pupils watching will follow a hand-breathing activity. This activity is presented as an animation on the screen with audio instructions guiding students through the one-minute activity.

Download activity sheet 3 [here](#).

Section 5 - Live Lessons Moodboosters routine:

In the final part of the Live Lesson, Team Moodboosters in the studio reflect on what they've learned, and then get their bodies moving as they follow along with our own Live Lessons Moodboosters routine!

The routine is comprised of moves collected throughout the show, and features moves from Harry Kane, our presenters, and both our Merseyside and studio Team Moodboosters children.

Our 60 second active routine starts off with warm-up moves, moving on to fun and energetic endorphin-releasing exercises, and ending with a relaxing cool-down. Pupils watching are encouraged to join in and follow along with the routine on the screen.

BBC MOODBOOSTERS LINKS

We will be playing extracts from Moodboosters videos throughout the programme including:

- [Power Up with Rhys Stephenson & Joe Tasker](#)
- [Dance Party Mega Mix with Oti Mabuse](#)
- Compilation of favourite moves:
 - 1. [Signature Moves with Amy Dowden](#)
 - 2. [We Are Champions with Bethany Shriever](#)
 - 3. [Copy Me with Rhys Stephenson and George Webster](#)
 - 4. [Carnival Connect with Evie Pickerill](#)
- [Power Off with Dr Ranj Singh](#)

Follow-up activities:

Endorphin experiment

- After a still and quiet part of the school day, pupils assess how happy or content they are feeling using a simple 1-10 scale, (10 being very happy). Create a tally chart or bar graph of the results.
- Enjoy some physical exercise as a class. This could be any form of physical activity which raises the heart rate, for example: a sports match, running, energetic dancing or races. After the activity, pupils reassess how they are feeling using the 1-10 scale. Discuss your findings as a class. What do the results show? How has the exercise impacted how we are feeling?

Emotions check-in

- Incorporate some time into the school day for an emotions or feelings check-in. This can be done at the beginning of the day or during an appropriate quiet time, perhaps after a transition.
- Pupils could add their name or photo to a 'feelings board', opt to use a simple sheet to record how they are feeling or simply take some 'thinking time' to acknowledge their emotions and consider reasons behind them.
- It may be possible for pupils to speak to a trusted adult during this part of the day or be reminded that they can do so whenever they feel the need.

Journaling

- Provide each pupil in the class with their own small book, pad of paper or set of stapled pages. This will be their own, private journal for use during a designated quiet and calm time, ideally each day.
- Pupils can make and decorate a journal cover and may use their journal to write, doodle or draw to express their emotions.
- Sometimes, the journaling can be given a focus through a set question OR 'journal prompt' such as 'what am I thankful for?' or 'what did I find challenging today?'.
- There is no right or wrong way for a pupil to journal.

If your students need support:

You should always tell someone about the things you're worried about. You can tell a friend, parent, guardian, teacher, or another trusted adult.

If you're struggling with your mental health, going to your doctor can be a good place to start to find help. Your doctor can let you know what support is available to you, suggest different types of treatment and offer regular check-ups to see how you're doing.

If you're in need of in-the-moment support you can contact [Childline](#), where you can speak to a counsellor. Their lines are open 24 hours a day, 7 days a week.

There are more links to helpful organisations on [BBC Action Line](#).

Guidance for teachers from the Mental Health Foundation:

We hope that Mental Health Awareness Week will be a fun week which will help to spark conversations about mental health and the benefits of movement for mental health nationwide.

However, please keep in mind the following:

- Many pupils may be prompted to reflect on their own emotions and experiences and so you may notice an uptick in disclosures about any problems they might be having this week.
- As ever, remain vigilant, remind pupils of the different ways they can share a problem with a trusted adult and follow your safeguarding protocol if needed.
- For parents and carers accessing the Live Lesson from home, seek advice from your local authority or third sector organisations if needed.
- Body image concerns (i.e. dissatisfaction with the way your body looks or functions) have been found in children as young as under six years old. Pressure to look a certain way can lead to poor self-esteem and mental illnesses such as the development of eating disorders.
- Try to steer conversations about the benefits of movement and exercise towards the health and mood benefits rather than the physical changes that regular exercise can make to your appearance.
- Be mindful that over-exercising can be problematic and is considered a form of self-harm. We are not encouraging drastic lifestyle changes, but use the benchmark of the 'hour a day' of movement guidance from the Chief Medical Officer, and promote that moving more is a brilliant way to keep your body and mind well.
- The exercises shown within the live lesson can be modified so that all pupils can participate, regardless of any physical difference or disability. Where exercises need to be modified for individuals, encourage the whole class to do the modified version so that everyone can be included (rather than setting different movements for a select few which may reduce their feelings of belonging and inclusion).
- Stigma and discrimination around experiencing poor mental health still exists, and the language we use can perpetuate it. Avoid using labels when talking about poor mental health (e.g. say "people experiencing poor mental health" rather than "mentally ill people"). Please see a link to further information about this below.

Useful links:

- [Physical activity and mental health | Mental Health Foundation](#)
- [Why the language we use to describe mental health matters | Mental Health Foundation](#)
- www.youngminds.org.uk
- www.nspcc.org.uk
- [The UK's Eating Disorder Charity - Beat](#)
- [BBC Moodboosters](#)
- [BBC Supermovers](#)
- [GoNoodle](#)
- [Cosmic Kids](#)