

Where and when:**Date:** Friday, 9 May 2025**Duration:** 28 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.

Curriculum links:

National Curriculum, England - Key Stage 2 - Primary Mental Wellbeing & PSHE

National Curriculum, Northern Ireland – Key Stage 2 - Personal Development and Mutual Understanding

Curriculum for Excellence, Scotland - Mental, Emotional, Social and Physical Wellbeing

Curriculum for Wales - Progression steps 2 and 3 - Health and Well-being

Learning Outcomes:

- Understanding that mental wellbeing is a normal part of daily life.
- Knowing that there is a normal range of emotions that all humans experience.
- How to recognise and talk about emotions.
- How to judge whether what they are feeling is appropriate and proportionate.
- Where and how to seek support if they are worried about their own or someone's mental wellbeing.
- Enabling children to become confident in their ability to achieve well and persevere, even in the face of setbacks, and to respond calmly and rationally to challenges.

Setup:

This Live Lesson can be watched on Friday 9 May 2025 at 11:00 on the CBBC channel and from 09:00 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 live broadcast to share contributions from children watching from home and school.

Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

Children will be asked to join in with Moodboosters videos, in advance consider if there is enough space for pupils to stand up and stretch out.

Lesson content:

This programme supports work around mental wellbeing and is designed to engage primary learners aged 7-11. It is linked to the curricula of England, Wales, Scotland, and Northern Ireland. The lesson is designed in partnership with [Moodboosters](#) and [BBC Children in Need](#).

Section 1 - Worries and mindfulness

- This section looks at how worries can make our minds feel busy and how practising mindfulness can help our mental and physical wellbeing.
- Children are encouraged to focus on their senses in order to help them be present in the moment whilst joining in with [this Moodboosters video](#).
- We also demonstrate letting go of worries and unhelpful thoughts by creating a 'worry jar'.
- On activity sheet 1 we ask children to write down or draw unhelpful thoughts or worries they are having. These can then be added to a group or individual 'worry jar' after the lesson.

Download Activity 1 [here](#)

Section 2 - Anxiety and breathing

- In section 2 we explore how anxiety is a normal human emotion which can be helpful in some scenarios but too much stress and anxiety can have a negative effect on our health.
- Children are encouraged to join in with [this Moodboosters video](#) which explores breathwork and conscious movement.
- For activity 2, children can practise slowing their breath whilst tracing a variety of shapes with their finger, or get creative and create their own shape to help slow their breath in the future.
- Please note, for some children with neurodivergence, focusing on their breath can be uncomfortable and can make them more anxious. It's important to encourage pupils to listen to their body and recognize what works for them and what doesn't. If focusing on their breathing makes them feel more stressed or anxious they should stop and return to normal breathing.

Download Activity 2 [here](#)

Section 3 - Self-belief and affirmations

- This section focuses on resilience and growth mindset.
- We explore how positive affirmations can be a great way to rewrite our negative beliefs and change our mindset so that we feel more positive and capable of doing hard things.
- Children are encouraged to join in with [this Moodboosters video](#) which leads pupils through a series of strong and empowering poses, each one associated with a positive affirmation.
- On activity sheet 3 children can create affirmations which are personal to them. They can cut these out and stick them somewhere they can see them regularly e.g. a classroom wall.

Download Activity 3 [here](#)

Useful links:

- BBC Children in Need - [Mindfulness Hub](#)
- Bitesize - [What is mindfulness?](#)
- Bitesize - [How to tackle anxiety](#)

Follow-up activities:

Write a worry plan

- Teach the students how to carry out a worry plan if they are struggling to let go of a big worry. This is a great activity to do in small groups or one to one.
- Step 1 – identify the worry and plan for what to do if the worst version of the worry comes true. This helps us to feel reassured that we will be ok even if our worry comes true because we have a plan in place to help us cope.
- Step 2 - explore the best version of their worry and imagine a great outcome instead.
- Step 3 - then think about what will probably happen – this is a reality somewhere in between the worst and best-case scenario. You can write the worry plan down on a piece of paper to refer to if the worry pops up again.

Colour Breathing

- Colour breathing is a lovely visual breathing exercise that students can use any time, anywhere!
- Students choose a colour to represent an uncomfortable emotion like stress or worry – they imagine this colour in their body and as they exhale they visualise blowing this colour out of their body and letting it go.
- Students also choose a colour for the comfortable emotion they would like to feel instead, for example calm or brave. On their inhale they can visualise this colour as a fluffy cloud in front of them, which they breathe into their body.
- They can repeat these inhalations and exhalations imagining the colour of the uncomfortable emotion leaving their body and the colour of the comfortable emotion filling their body up.
- They could make a poster of their colours and emotions.

Pattern Breathing

- Pattern breathing incorporates creativity through drawing/colouring and slow breathing.
- Take a piece of A4 paper and draw a few large figures of 8 around the middle of the page to create sections that you can colour in or draw patterns inside.
- Take a pen or crayon and fill a section with a pattern of your choice – making sure that you draw as slowly as you can whilst breathing slowly and gently. It's like someone has pressed your slow-motion button!
- This activity helps you to be present in the moment whilst slowing down and finding your calm.

Circle of Compliments

- This activity works well as a whole class or in groups.
- Practise the power of positive praise and positive self-talk with a circle of compliments.
- Sitting in a circle if possible, each student gives themselves a compliment in front of the group.
- This can feel strange for many students so ensure you explain that this is not a boastful or big-headed thing we are doing – but an act of kindness towards ourselves and each other.
- Have some sentence starters on display to help students – for example ‘I am proud of myself for...’, ‘I am a _____ person’, ‘I tried really hard in...’
- You can also go round the circle giving compliments to each other – this is a lovely way to raise each other’s self-esteem.

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](#).