

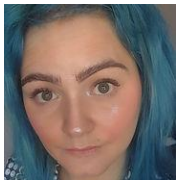


BINGLEY BUBBLE COMMUNITY PARTNERSHIP

'Enhancing emotional wellbeing in Bingley Primary Schools'

Step 2 Young People's Health is partnering with Bingley Bubble to deliver a programme which is free to your school and is being commissioned until March 2026. The programme aims to foster emotional resilience among children in collaboration with their school communities. Its primary objective is to equip primary school students with essential tools & skills to effectively manage their emotional well-being, enabling them to tackle future challenges, particularly transition to secondary school, more adeptly.

Group work will be offered in small groups of 8-10 students, in each group. These sessions focus on a diverse range of children, including those showing early signs of emotional dysregulation and those who could potentially become peer mentors. The groups will encourage sharing of personal experiences, coping techniques and positive connections. Each programme will last a minimum of six weeks (half a term) and cover topics such as self-esteem, stress, anger, early identification, impacts on health and wellbeing and coping strategies.



These sessions will be delivered by 2 of our staff team members. Linda who is our specialist Relationship and wellbeing worker, and Chloe who has a degree in social care and has experience working with children and young people from various backgrounds.

Please find attached an outline of the session content and some of the resources that have been used in the sessions.

If anyone requires any further help or has any questions, please email Chloe – chloe@step2.org.uk

Session Outline –

WEEK 1 – Introduction to the course, Introduction to the staff.

Introduction to the course. Why are we here, how can we help others with their emotions?

What is Mental Health? How are emotions and mental health connected?

Ice Breaker – each says their name and picks a number for the list, then gets to answer the question.

Children think of a positive name to describe themselves, i.e Amazing Anna.

Brainstorm all the emotions you can think of, how many are good ones, how many are bad ones.

Emoji Charades – Each child picks an emotion, and they have to describe a time when they have felt this way. The other children have to guess the emotion.

Facial Expressions – How easy is it to know how someone is feeling? Why is it important? Look at sheet and name emotion for each face, compare results. Why do we have different ones?

How do you feel today?



THE QUESTION WEB

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person now living, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget?
9. Name one thing you really like about yourself.
10. What's your favourite thing to do in the summer?
11. Who's your favourite cartoon character, and why?
12. Does your name have a special meaning and or were you named after someone special?
13. What is the hardest thing you have ever done?
14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
15. What was the best thing that happened to you this past week?
16. If you had this week over again what would you do differently?
17. What is the first thing that comes to mind when you think about God?
18. What's the weirdest thing you've ever eaten?
19. If you could ask Christ to change one problem in the world today, what would you like him to change?
20. What book, movie or video have you seen/read recently you would recommend? Why?

We all have an emotional tank or jar, some are big, some are small.
 We all have emotions in it all the time, sometimes more than other times.
 Sometimes our emotions are like very big stones, the tank quickly, sometimes they are small, so fit a lot in.
 We are all at risk of the tank overflowing if it gets full. That could be one big emotion or lots of one.



big,

and fill
we can

too
small

Have a look at the pictures below and think about what emotions are in your tank now, and a time when your jar overflowed, what was happening? What did you do?

WEEK 2 – Self Esteem and Confidence
 Discussion with the children:

What do we mean by Self Esteem.

What would somebody be like who had high self – esteem.

What would somebody be like who had low self-esteem.

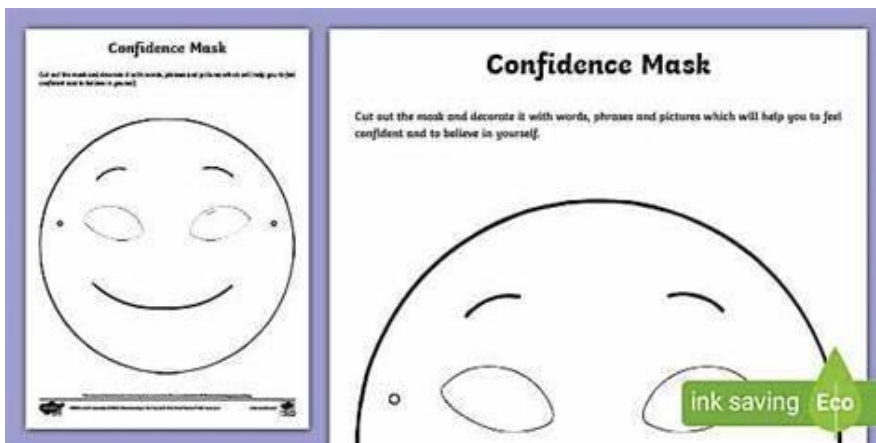
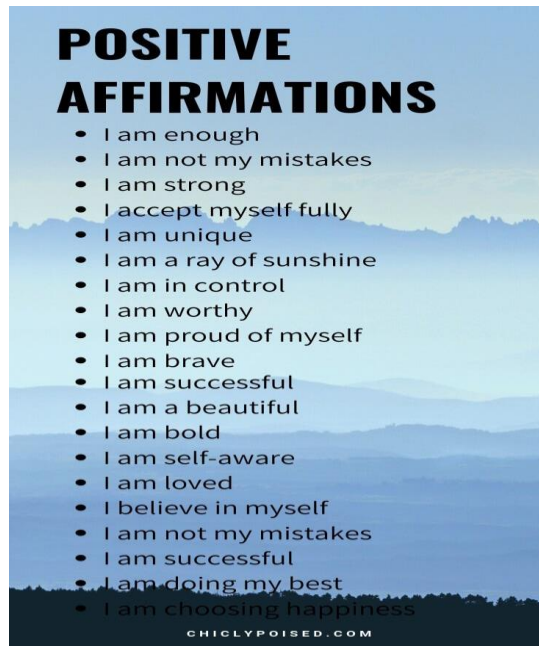
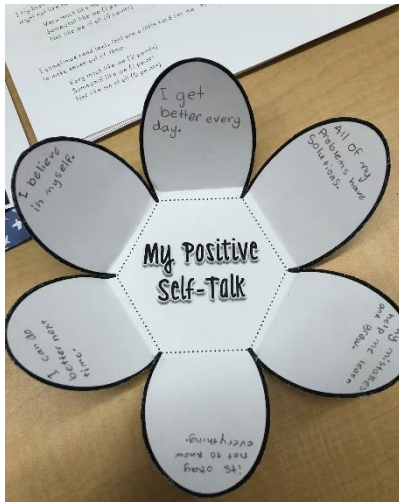
How do we increase our self - esteem and confidence?

Can self esteem and confidence go up and down throughout life?

Positive affirmations – What are they? Go through a list of positive affirmations and pick your favourite.

Do an activity that encourages children to think positively about themselves, and helps them to identify their own strengths.

- Positive self- talk flower
- Confidence mask (Twinkl website)



WEEK 3 – Anger

Discussion with the children:

- What is anger?
- How does it feel?
- Where do we feel it in our body?
- What type of things can make people angry?
- How can people calm down/distract themselves when they feel angry?

The Anger Game:

For every 1 dot say one thing that makes you angry.

For every 2 dots say one thing that you can do to cool off when you are angry.

For every 3 dots say one way you can show self control at school.

For every 4 dots describe a time when it was hard for you to show self control.

For every 5 dots describe a not so good choice you made when you were angry.

For every 6 dots describe a good choice you can make when you are angry.

Activity: Play the anger dice game with the children. Each child takes it in turns to roll the dice.

Activity: Get the children to complete an anger thermometer which helps them to identify their early warning signs and to rate their anger on a scale.

Activity: Create an anger catcher with coping techniques.

Your name _____

Anger Map

What kind of face do you have when you are angry? ▼

What things do you say? ▼

How do you behave when you're angry? ▼

What happens to your body when you're angry? ▼

Other ways of handling my anger

What could your anger help you to achieve? ▼

Have you learnt anything about your anger? ▼

What helps when you're angry?

Anger Thermometer

10 _____

9 _____

8 _____

7 _____

6 _____

5 _____

4 _____

3 _____

2 _____

1 _____

RebeccaChenKidd.com

BROWN Get a drink of water and splash cold water on your face.	ORANGE Listen to music.	YELLOW Imagine a beautiful and peaceful place.
RED Tell yourself: "Calm down, you can handle this!"	GREEN Take a few deep breaths.	BLUE Write down everything you are feeling.
PINK Talk it out with a trusted adult.	PURPLE Take a few deep breaths.	

ANGER CATCHER DIRECTIONS

1. Cut out the anger catcher and turn it face down.
2. Fold each corner towards the center so that the numbers and colors are facing you.
3. Turn it over and again fold each corner into the center so that the color names are visible.
4. Fold it in half so that the color names are touching and the numbers are on the outside. Now open it and fold it in half the other way.
5. Insert your thumb and first finger of each hand (pinching motion) under the number flaps.
6. Close the anger catcher so only the numbers show.

TO USE: Pick a number and open and close the anger catcher that number of times. Next, pick a color and spell out the color name, opening and closing the anger catcher for each letter. Then pick a color that is visible and open that flap. Read what it says and practice that anger management technique! This game can be played with one or two players and is a great way to teach self-soothing techniques.

Session 4 – Worry and stress

Discussion on:




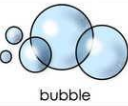




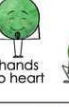









- **Group to understand what is meant by stress and anxiety**
- **Understand what sort of things cause anxiety**
- **Group to understand what we can do to when we feel stressed/anxious**

ACTIVITIES:

- Play roll a worry strategy game.
- Blow bubbles and practice breathing exercises.
- Review the circle of control – what we can and can't control.
- Review the worry tree/Worry cloud activity

- Children to create and decorate a worry box, where they can write their worries inside on pieces of paper and keep it safe.

ROLL A **worry strategy**

	BREATHING hand over heart 	 butterfly	 bubble
	GROUNDING Tell us 3 things you hear and 2 things you smell.	Tell us 3 things in the room that are green, 2 things that are blue, and one thing that is red.	Wrap your arms around yourself in a hug and say the day, date, and where you are.
	STRETCHING  kite	 chair	 hands to heart
	MOVING  frog	 triangle	 warrior
	SUPPORT Tell us one person who supports you at school.	Tell us one person who supports you at home.	Tell us a friend who supports you.
	AFFIRMATION  I am safe.	 I am brave.	 I can handle this moment.

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My Circle of Control

My Worry Cloud

WRITE DOWN WHAT'S IN YOUR WORRY CLOUD. THEN, WRITE DOWN THINGS THAT YOU CAN DO TO HELP YOUR CLOUD GET SMALLER!

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WEEK 5 – Bullying

- **Group to understand what is meant by bullying**
- **Understand why someone might bully**
- **Group to understand what we can do to stop bullying**
- **Group to understand what someone being bullied may feel like**

ACTIVITIES





















- Buddy or Bully worksheet
- My helping hand worksheet
- Go through bullying scenarios – What is classed as bullying?
- **Assertive, Passive, Aggressive**

- Do the quiz individually to work out which of the above they are. Discuss this sensitively and encourage them to be assertive. Look at ways in which they can become assertive and how being aggressive or passive can limit them.
- Assertive people:
 - * know what's important to them
 - * Know how to deal with anger
 - * Know how to say no and mean no
 - * Like themselves
 - * Know how to ask for things they want

Name _____

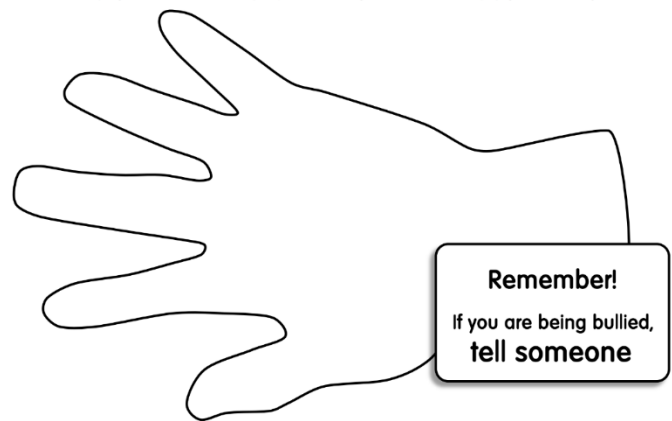
Buddy or Bully?

Read each statement. If it describes a buddy, color in the happy face. If it describes a bully, color in the sad face.

Cares about how other people feel.	 
Laughs when other people mess up.	 
Takes turns and shares.	 
Plays with everyone.	 
Is kind and respectful.	 
Tries to make others look dumb or not cool.	 
Uses polite or nice words.	 
Pushes, hits or punches other people.	 
Calls people mean names.	 
Helps other people.	 

My Helping Hand

On each finger write the name of a person who you can ask to help if you are being bullied.



Verbal Communication: Aggressive, Passive, and Assertive

PASSIVE	AGGRESSIVE	ASSERTIVE
		
Scared to stand up for themselves	Only cares about themselves	Stands up for themselves and others
Doesn't share how they feel	Gets mad at others	Shares how they feel respectfully
Doesn't make eye contact	Glares at others	Makes good eye contact
Low confidence	Hurts others	They are confident
Very quiet or doesn't say anything	Very loud and says mean things	Uses appropriate language and tone of voice
Allows others to take advantage of them	Unwilling to compromise	Willing to compromise

THINK
before you speak

T is it TRUE?

H is it HELPFUL?

I is it INSPIRING?

N is it NECESSARY?

K is it KIND?

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WEEK 6 - Coping Strategies

-
- What would you do if you were having a really bad day?
- What have we learnt to do so far, has anyone used any? Share examples
- **Group to have identifies positive coping strategies and how to use them**
- **Group learn to look for good qualities, praise themselves and others in the group**

ACTIVITIES:

- Complete my feelings mini book.
- Complete emotional wellbeing booklet.
- Everyone creates a card with their name on it, and then everyone in the group writes a positive comment in the card.

