

2 simple



Children's Mental Health Week

2026

Resources to support schools

Introduction

Children's Mental Health Week was launched in 2015. It is a week that is designed to empower, equip and give a voice to all children and young people in the UK.

The theme this year is 'This is My Place'. The aim is to support the systems around children and young people to help them feel they belong.

Beyond

purple
mash

 striver



Products and Partners

Beyond



Beyond are a youth mental health charity that exists to improve young people's mental health in the UK. They have a wealth of resources on their website. Beyond is powered by an impassioned youth board that is determined to instil new attitudes and are the heart and soul of the charity.

**purple
mash**

Purple Mash is an award-winning cross-curricular website for primary school children, enabling them to explore and enhance their knowledge in a creative way. It hosts an exciting mash-up of curriculum-focused activities, creative tools, programs and games and inspires creative learning every day.



Striver has been created with a sole purpose: to improve primary-aged pupils' long-term physical and mental wellbeing. It includes 6 wellbeing units for each year group (3 units for reception) alongside over 400 lessons to support the teaching of PE.

**purple
mash**

Resources

We have included a selection of free resources from within Purple Mash to be used in the classroom.



I felt like I belonged when...



Write about some of the places and times you have felt you 'belonged' or felt 'This is my place' - it could be at home with your family, with grandparents or auties and uncles.

Draw your Image here

Write in here

Draw your Image here

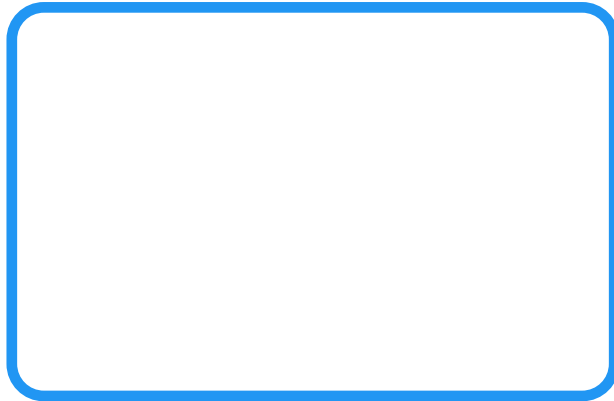
Write in here

Draw your Image here

Write in here

[Click Here to Access in Purple Mash](#)





What makes you happy

Think of 5 things which help to make you feel happy.



[Click Here to Access in Purple Mash](#)



Who to talk to



Create a poster for Children's Mental Health Week.
Share information about who people can talk to if they are worried or need support.

Title

Draw your Image here

Write in here

[Click Here to Access in Purple Mash](#)



**‘Let’s Talk About
Mental Health’**



A Parent’s Toolkit for Wellbeing.

Click here to download



Written by Nina Jackson and Kelly Hannaghan.



Striver was created with one sole purpose: to improve primary aged pupils physical and mental wellbeing, in the short and long term. It contains over 400 PE lessons which are supported by 6 wellbeing units. One of those units focusses on Mindfulness.

To tie in with the theme for Children's Mental Health week we have included two lessons that focus on being mindful outdoors.

Learning Objectives:

To practise a mindful exploration of the sounds around outdoors.

Success Criteria:

Pupils are beginning to be able to move their mind focus and attention to environmental aspects and then back to themselves.

Key Vocabulary:

Mindfulness, breathe, lungs, calm.

Resources:

- See Teaching Tips section for advice.
- If it is not possible to go outdoors, this session can be carried out in the classroom. Do not use the bubble solution indoors due to it being a slip hazard in large quantities and because bubbles that stay in the room are likely to over-excite the children rather than promote calm.
- Bubble solution and blow stick for each child (optional, see step 7, which has a variation on this).
- If you are outdoors and the surface is uncomfortable to sit on, children could take cushions to use or make use of any available outdoor seating so long as they can still hear you. Make whichever adaptations suit your class and your setting. Children could stand but might get more restless standing still than sitting.

Introduction (3 Minutes)

- 1 Depending upon your chosen location, the arrangements will be different. Pick the location, then follow the steps as instructed.
- 2 If you are indoors continue here. If you are outdoors go to step 4.
- 3
 - Find a comfortable sitting position in a chair with your feet flat on the floor*.
 - Shut your eyes if you are comfortable to do so.
 - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
 - Rest your hands gently on your legs.
 - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
 - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
 - Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
 - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.
- 4 If you are outdoors continue here. If you are indoors go to the main section.
- 5 Ask the class to arrange themselves in a circle, standing up.
- 6 Everyone should take a step back so that they all are at a distance from one another in their own space.
- 7 Everyone should turn around so that they are not facing each other, this is their own quiet space.
- 8 Instruct children to sit with their legs crossed if the surface is comfortable; see the Resources section for more guidance about positioning the class.

TEACHER NOTES

The introduction for indoor sessions is kept deliberately very similar so that children can learn how to get into the physical position to begin mindfulness. Give as much or as little guidance as you feel your class needs.

- 9
- Shut your eyes if you are comfortable to do so.
 - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
 - Rest your hands gently on your lap.
 - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
 - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
 - Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
 - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.

- 10
- Breathe quietly through your nose, feel your lungs fill and empty. Sit quietly just concentrating on your breathing for a while. Clean air coming in to your lungs, feel your lungs expanding like balloons and then silently let the air out again and feel your lungs contracting.

Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?

Breathe silently for a few moments.

TEACHER NOTES

If children are standing, they could stand in yoga mountain pose:

Stand up tall and strong with hands by your sides and feet about hip-width apart. Spine should be long with a straight back. Breathe in and lift your shoulders up towards your ears, breathe out and rotate your shoulders backwards and down to lengthen your neck.

The Mountain pose is the starting point of all standing poses in yoga.

VARIATION

If children have a blocked nose, they should breathe in whichever way is most comfortable. Breathing should be quiet.

Main (10 Minutes)

- 1
- Now bring your focus to any sounds that are around us. Continue listening for a few moments. Firstly, focus on loud sounds around us. Continue your breathing while you let these sounds come into your mind, then try to bring your focus back to your breathing.

- 2
- Now, try to listen for some quiet sounds.

- 3
- Can you focus on the sounds of nature?

- 4
- Explain that you are going to play the chime sound. Listen to the sound, see if you can focus on it until you can't hear the chime any longer.
Ring the chime.

- 5
- Everyone should keep their eyes closed if possible and raise one hand. Keep your hand up until you can no longer hear the chime, then put it back in your lap. Remember this is personal to you, it is not a test, you don't need to compare yourself with others.
Play the chime again.

TEACHER NOTES

Use examples from your own environment; children in another class, cars on a busy road etc.

TEACHER NOTES

Use examples from your own environment; for example, can you hear a clock tick, a tap drip, the hum of a computer, birds in the trees, a distant plane?

TEACHER NOTES

This will depend upon your setting.

6 Now, can you bring your focus back to the sounds around you for a few moments.

Now bring your attention just to your breathing again.

8 I have placed a bubble pot on the floor in front of you. Can you open the pot and try blowing some bubbles.

9 Each time you blow, pick a bubble to watch. Watch the journey of the bubble as far as you can see it.

10 Now try to make the biggest bubble you can, try to blow slowly and steadily to make it as big as possible.

11 Take in a deep, slow breath, and breathe out steadily to fill the bubble.

12 I am going to play a chime in a moment, this will be the sign to put away your bubbles and bring your attention back to the class. Play the chime.

TEACHER NOTES

Place the bubbles on the floor in reach of each child while they are quietly breathing.

VARIATION

If you do not have bubble mix to use, you can do the exercises below but as a visualisation, asking children to imagine that they are blowing bubbles, to picture the size and the journey of the bubbles as they blow them.

Conclusion (2 Minutes)

1 Talk about the sounds that children heard, the loud sounds and the quiet ones.

2 Ask children to reflect briefly upon how they feel now. What aren't you thinking about when you are being mindful?

TEACHER NOTES

Responses will depend upon your class' experiences but could include arguments in the playground, worries about things - this is an opportunity to express how Mindfulness can be used to help you to calm your worries and settle your emotions.

Lesson Overview

Learning Objectives:

To practice mindfulness outdoors.

Success Criteria:

Pupils are developing the ability to control their attention from the overview to the detail and from the external to the internal.

Key Vocabulary:

Attention, noticing, details, focus.

Equipment & Resources:

See Teaching Tips section for advice.

- The activity for this session will depend upon your school facilities and upon the weather. Ideally the session will take place outdoors and children will be able to take a short walk. This could be through the school grounds or outside the school if this is possible. If you have fields and trees then take a route through them. An alternative is given for an indoor session.
- The indoor session takes place barefoot, ensure that there is space for this and no potential safety issues.

Introduction (5 minutes)

| | |
|--|--|
| <ol style="list-style-type: none">1 Prepare for your walk and explain to the children that they are going to be taking a mindful walk. If you are staying indoors, children should remove their shoes and socks.2 Ask children to find a space to start in and stand up in their space.3 Spread their toes on the ground and feel their strong body balancing and the Earth supporting them. | |
|--|--|

Main (7 minutes)

| | |
|--|---|
| <ol style="list-style-type: none">1 Outdoor Plan (if you are indoors go to step 15)<ul style="list-style-type: none">• Ask children to be quiet when walking and to keep a space around themselves free - not to walk closely in groups or pairs.• Precise timings are not given, decide for yourself when to move through the stages of the walk depending upon the route and the time available.• Re-order the foci if your route suits it.• Begin the walk and ask children to focus on the feeling of their feet when walking, how does the ground feel beneath their feet; hard, soft, crunchy*2<ul style="list-style-type: none">• Stop walking, and listen.• Bring your gaze down to the ground or close your eyes.• What can you hear around you? | <p>VARIATION</p> <p>*This will vary depending upon the ground cover, try to take the children over grass if possible and even twigs and fallen leaves.</p> |
|--|---|

16 Now concentrate on the way their feet move when they walk. Focus on the way the heel touches the floor and the rest of the foot rolls onto the floor.

Walk like this for a minute.

17 Can children spread their toes when they touch the floor and stretch out every toe. Continue to walk mindfully for a while.

18 When you walk, think now about how your spine is stretching or curving. Pull in your tummy muscles if you can and feel these muscles helping to hold your spine up straight.

19 Continue to walk with your tummy muscles supporting your spine. Now roll your shoulders back so the top of your spine is straight and tall and your chest is opened up, how does it feel? Stop and take some breaths like this, your spine supported by your tummy muscles and straightened by your shoulders. Take some deep breaths, full of energy.

20 Now, standing on the spot, children should alternate bringing their body-weight onto their heels with toes raised and then onto their toes with toes spread, then raise heels to tip-toe and reverse and repeat.

Concentrate on how this feels.

21 Explain that you are going to ask them to move more quickly in a moment. When they hear the chime they should do this. When they hear the chime for the second time, they should stop and stand still.

22 When they stop, ask the children to bring their focus to the breathing and notice if it has changed due to the faster activity?

23 Can they try to bring their breathing back to the slow deep breathing and notice how this makes their body and mind feel. Having eyes closed may help with this.

24 Give children time to calm their breathing before proceeding.

VARIATION

Depending upon the space available, this might be running, jogging, fast walking or dancing. Instruct children as to the best method.

VARIATION

You can use music as an alternative to the chime if you wish. When the music stops, they should stop.

Conclusion (3 minutes)

1 Were children able to control their attention to bring their focus onto the various external and internal objects/sounds/smells?

2 Did their mind wander at times and were they able to regain their focus?

3 Does it feel good to be able to be in control of your attention and focus?



Mindfulness Pocket Postcards

Where Everyone's Mind, Matters

Produced by Nina Jackson and Kelly Hannaghan (Voices of Wellbeing) for 2Simple.



Introduction

Mindfulness helps our whole wellbeing. It can support us as human beings to foster more healthy living habits and understand our unique emotional and physical needs. Mindfulness improves mental health by alleviating stress, anxiety, sleep issues, blood pressure and the daily challenges that we face as individuals. Mindfulness can stream the thoughts and feelings we experience, and bring balance into our daily lives. Mindfulness is recommended by the National Institute for Health and Care Excellence (NICE) as a way to prevent depression and other types of mental health issues.

When we practice Mindfulness it helps us to become more aware of the present, the world around us, and understand ourselves better. When we become more aware of the present moment, we begin to experience fresh things that we take for granted. With the return of pupils to school, practising mindfulness can give more insight into emotions, boost attention and concentration, and improve relationships with self and others in the home and at school.

Included in this pack you will find a lesson that can be used to introduce mindfulness to your children as well as 6 Mindfulness Pocket Postcards, these 'Pocket Postcards' are for anyone. For school, for home, or for self. Created for different settings to be able to reach, read, use, and action. They are purposeful, practical, and easy to use for a variety of ages and environments. If you are a Striver Subscriber, 12 more pocket postcards will be added to your subscription to use with your children over the summer term.

Printing your own Pocket Postcards

1 Select print. To print double sided, tick double sided followed by the pages you require e.g. 6-7, 8-9, etc

2 Press print and your pocket postcards will be ready to use.

Mindful Music



Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Visit: help.2simple.com



A Mindful Welcome



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Mindful Music

This can be used in the classroom or assembly

1

Invite pupils to sit comfortably, and upright on a chair.

2

Ask all pupils to close their eyes or to focus on a spot in front of them, before you play the music.

3

Remind pupils to focus on the shapes and sounds within the music so that they either have guided imagery from the journey and are aware of emotional changes.

4

For calming music, choose a piece which is instrumental and has 80-100 BPM (Beats Per Minute)
Examples such as: 'Gabriel's Oboe' from the Mission
'Adagio for Strings' - Barber
'Schindler's List' - Williams

5

When the music has ended, ask the pupils to take some slow deep breathes to keep their thoughts focused.

6

Open up a discussion on how the music made them feel within their bodies and in their minds.



Mindful School #MindfulMusic

A Mindful Welcome

This can be used in the classroom or assembly

1

Have a check-in system as the pupils arrive. This could be a space or place where a child can let you know how they are feeling emotionally.

2

Have 5-minutes quiet time to support the transition from home to school. This could be a simple body scan.

3

Now ask each pupil to choose their own special positive 'Welcome Word' or 'Welcome Acknowledgement' to share with others.

4

Ask the pupils to place the palms of their hands either flat on the desk or on their laps whilst continuing to be quiet, so they can scan the room to feel safe and secure in their environment.

5

Remind the pupils to take slow deep breathes in and out as they adjust to their surroundings.

6

The final stage is to welcome the class environment into their space by noting three things they can see, hear and touch.



Mindful School #AMindfulWelcome

Bear Hug Breathing



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Tel: +44(0)208 203 1781 | Email: support@2simple.com | Visit: help.2simple.com



Worry Eaters



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Bear Hug Breathing

Suitable for children aged 3 - 7

1

Find a Teddy or special Hug Toy that you can have with you when doing this mindful breathing activity.

2

Look for a safe space or place where you can sit, or lay comfortably.

3

Place your special Hug Toy or Teddy on your belly.

4

Start to take deep breathes in counting 1,2 and 3. Notice what happens to your special Hug Toy or Teddy.

5

Breathing out on 1, 2 and 3, notice once again what happens to your Hug Toy or Teddy. Repeat this many times.

6

When you have completed several 'inout' Bear Hug breathes, sit up slowly and give your special toy a huge hug.

Mindful Self #BearHugBreathing



Worry Eaters

Suitable for children aged 5 - 11

1

Notice any worries that you are carrying around with you.

2

Do you know what to do or how to get rid of these worries?

3

You have the power to create your own Worry Eater ,who will munch away your worries.

4

Create and draw a picture of your own unique Worry Eater and give it a name.

5

Stick your picture to a cardboard box and cut out a hole for the mouth of your Worry Eater.

6

When you're feeling worried, draw or write your worry, and post it through the Worry Eater's mouth. Munch, Crunch, Gobble, Gone!

Mindful Self #WorryEaters



Magical Mountain Journey



Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Visit: help.2simple.com



A Listening Walk



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Magical Mountain Journey

One chosen member of the family need to guide this journey.

1

Invite your family to come together, close their eyes, be very still, and imagine there is the tallest of mountain in front of you.

2

Slowly, start to climb up your mountain step by step and notice how high the mountain is, as it touches the clouds.

3

You are doing really well, keep going and keep climbing until you reach the top, and take a deep breath when you arrive.

4

From the top of your special mountain you can see the entire world around you. It's so calm and so peaceful.

5

Take a few moments to enjoy the fresh air. Breathe in, and breathe out the clean mountain air.

6

You have the power to send rays of light to the world below, filled with love and peace. Stay here as long as you like.

7

As you walk back down your mountain, remember you are taking all of those positive, calm feelings with you, and you can return to the top of your special mountain any time that you choose.



Mindful Home #MagicalMountainJourney

A Listening Walk

You can do this as a family or just by yourself

1

Your Listening Walk can be taken at any time, any place. You can do this by yourself, with someone, or even as a whole family.

2

When setting out for your walk, take notice of your starting point and listen to all the sounds that are around you before you begin your journey.

3

Notice the contact that your feet have with the ground below you as you walk. Start to listen to the sounds that your feet create when they move.

4

Take gentle breathes as you walk and start to listen to the sounds of your breath.

5

Now start to notice the sounds that you can hear around you. Focus on how different they are.

6

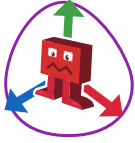
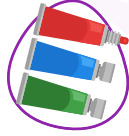
Take a moment to stop and pause. You may want to close your eyes to take in all the sounds around you as you continue your mindful breathing.

7

As you return to your starting point, take notice of the quietest sounds and the loudest sounds that you can hear. Well done for taking your Listening Walk.



Mindful Home #AListeningWalk



purple mash

Bring the whole curriculum to life

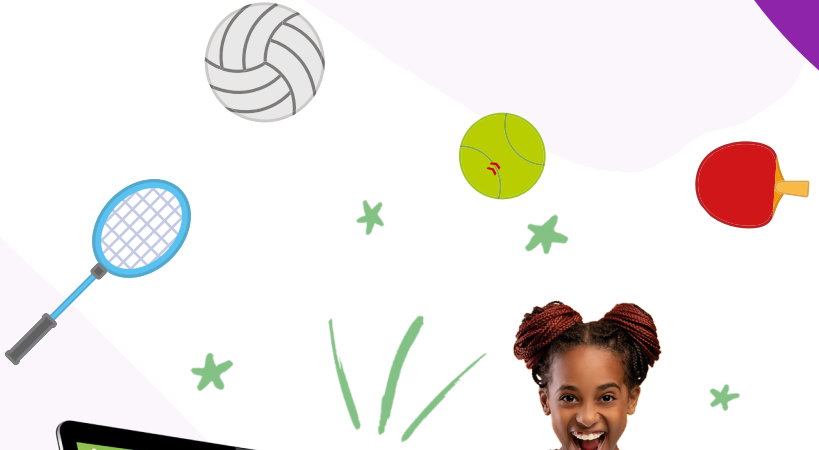
Your easy-to-use platform for learning. Optimised for primary learners and overflowing with award-winning tools and teaching resources.



striver

PE & wellbeing in one place

Striver has been created with a sole purpose: to improve primary aged pupils' long-term physical and mental wellbeing. We do that by ensuring children of all abilities feel motivated and engaged, and teachers of all experience levels feel confident and in control.



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