

# 1 Burst the bubble!

## Summary

This session explores how we feel and behave when we are worried. It encourages pupils to reflect on how they build firm foundations and strategies for overcoming challenges.

## Focus

Developing control and confidence

## Outcome

To identify how we feel when we are worried

To develop strategies to build resilience

## Resources

Teaching slides: Year 2 Session 1

Handout: Bubble template

Bubble mixture and bubble wand

## Session

- 1 Using the **first teaching slide**, reveal the word 'worry' on the board and ask the pupils to discuss with their talk partner:

*What does the word 'worry' mean?*

Explain to the pupils that there are no right or wrong answers and that you are just interested in hearing their opinions. Listen carefully to the discussions and then ask pupils for feedback on their thoughts.

- 2 Develop the discussions further by posing the question:

*How do you behave when you are worried?*

You may ask the pupils to respond by answering the question or by demonstrating how they might behave:

*Tell me.*

*Show me.*

Listen carefully to the discussions and then ask pupils for feedback on their thoughts.

Using the **next teaching slide**, share with the pupils the image of a child blowing bubbles. Ask them:

*What is happening in the picture?*

Take feedback from the pupils.



- 3 Explain to the pupils that everyone has worries and concerns, and reassure them that is normal. Explain that we can use bubbles to represent these worries and concerns.

### Visible Thinking



Model sharing something that you are worried about. Share how you feel and record your worry in a bubble.

- 4 Distribute the **handouts** and ask the pupils to record one of their worries in a bubble. If pupils do not have a worry at this time, you could ask them to record a worry from the past or something they think people worry about.
- 5 Once the pupils have recorded their worries in their bubbles, you could ask for volunteers to share their worries. It is important only to ask pupils who are happy to share their worries to do so.
- 6 Use the bubble mixture and bubble wand to blow some bubbles and ask someone else to pop the bubbles. Explain that they are helping you by popping your worries.
- 7 Ask the pupils to discuss with their talk partners:  
*How we can manage our worries and 'burst the bubbles'?*  
*Can you think of practical ways in which we can help each other with our worries?*  
 Gather feedback from the pupils.
- 8 You may wish to develop the discussions further by focusing on one of the pupils' responses and asking the pupils to reflect more specifically on how they can support the pupil with their worry. Ask the pupils:  
*What would you say to ... if they were worried about ...?*  
*What would you suggest they do?*

### Follow up

The pupils' worry bubbles could be displayed in the classroom along with the strategies for 'bursting the bubbles' and reducing their worries. This can be used as a reference point to reinforce the pupils' positive behaviours.

### Pupils' responses

What does the word 'worry' mean?

- ‘Being unsure about something.’
- ‘You are scared of something that is going to happen. You don't want it to happen.’
- ‘If you broke the rules, you'd be worried about being told off.’
- ‘Worry means – you could be worried if you forgot to practise your maths and everyone else did.’
- ‘Frightened.’



### How do you behave when you are worried?

- ‘You may be quiet.’
- ‘Bite your nails.’
- ‘Too scared to talk about it.’
- ‘Not sleeping.’

### How can we manage our worries and ‘burst the bubbles’?

- ‘Try to do something to overcome your worry – for example, try to make new friends.’
- ‘Try thinking of happy things if you can’t get to sleep.’
- ‘Once you’ve tried something new it gets easier.’
- ‘Talk to someone.’

### What would you say to someone if they are worried about learning to tell the time?

- ‘Practise.’
- ‘Ask for help – from a teacher, friend or parent.’
- ‘Try your best.’
- ‘Tell someone.’

### What would you say to someone if they are worried about your friend not being in school and having no one to play with?

- ‘Tell them “other people can play with you and make you happy”.’
- ‘Make new friends – it’s good to have lots of friends.’
- ‘Don’t worry – they might not be absent.’

### What would you say to someone if they are worried about moving to a new house?

- ‘Tell them “you’d get a new bedroom”.’
- ‘It could be exciting.’
- ‘Talk to your parents/family.’



A pupil's bubble worry  
'I struggle in maths a lot.'



A pupil's bubble worry  
'We might move house!'