

# EYFS: Suggested Activities for Children's Mental Health Week (CMHW) 2026

## Theme: This is My Place

### General Guidelines

Across our primary resources for Children's Mental Health Week (CMHW) this year, we are inviting children to explore how we can build a sense of safety and belonging within our classrooms ('my place'). We are using the metaphor of eggs to visually represent children feeling supported and happy within their classroom environment (their 'nest'): with each child ('egg') being different, special and unique. Teachers and support staff can be represented by the birds tending to the eggs in the nest.

The activities suggested below are intended to support the youngest learners in school to connect creatively with the theme of belonging and safety in school. They are not prescriptive, and can be used flexibly throughout the week, in a way that fits best with your learners and the daily routines within your EYFS setting.

Some activities, such as the song and story, can be used across multiple days during CMHW, perhaps each morning or afternoon, to allow children sufficient time to become familiar with the material and connect with the themes at a manageable pace. The 'classroom nest' may be created towards the end of the week once the children have become familiar with the song and /or story and theme.

Before beginning the activities, create a group agreement with the children. This should include:

- Listen to each other
- Respect each other's opinions
- Any worries or big feelings, we will make time to discuss later

### Activity 1: 'This is Our Place' Song

#### Aim

Children will learn a simple song, which celebrates belonging, kindness and connection within our classrooms. The lyrics have been set to a familiar nursery rhyme ('Ba Ba Black sheep') to make the song easier to teach and learn. The act of group singing supports with, emotional expression, cooperation and peer relationships, because whilst singing together, children practise 'tuning in' to their feelings, themselves and others.



### What you'll need

- Basket of small percussion instruments e.g. hand bells, egg shakers, maracas, chimes, tambourines or wood blocks
- Resource 1: Song lyrics
- Supplementary song video [LINK](#)

Resources available at the end of this document

### How to deliver

Welcome the children warmly.

Briefly explain that this week we will be thinking about feelings; what and who can help us feel safe and happy in our classrooms; and how we can help everyone feel included.

Children can then be taught the song ([Resource 1](#)) line by line (call and response). The supplementary video [LINK](#) can be used to support the facilitator in teaching the song. Alternatively, it can be played to the children or used in the background, for children and staff to sing along to.

To extend the activity across the week, or for reluctant singers, children can be offered small percussion instruments to play along with. This could include any items available in school: hand bells, hand chimes, shakers or maracas.

## Activity 2: Class Story – Bertie Finds Their Place

### Aim

To introduce the theme 'My Place' through a gentle, imaginative story. To help children think about belonging, uniqueness and noticing what they need when they have big feelings.

### What you'll need

- Resource 2: Bertie Finds their Place story [LINK](#)

Resources available at the end of this document

### How to deliver

Explain that you're going to read a short story about Bertie the bean ([Resource 2](#) or use the [LINK](#)), who is trying to understand where they fit and what helps them feel safe and included.

Read the story slowly and warmly, pausing after key moments to let the children think.

After reading, briefly invite reflection using gentle prompts such as:

*"What helped Bertie feel happier in the nest?"*

*"Who helps you when you have big feelings?"*



*“What makes you special?”*

### Activity 3: Creating the Classroom Nest

#### **Aim**

Build a sense of belonging, safety and shared responsibility.

#### **What you'll need**

- Pencils, crayons, or other craft materials for children to decorate eggs
- A basket/bowl or a space on the wall/display to act as the nest
- Bird images or soft toys/puppets (optional)
- Calm background music track to support a reflective atmosphere
- Resource 3: Egg template
- Resource 4: Nest template

Resources available at the end of this document

#### **How to deliver**

Give each child an egg template ([Resource 3](#)) and ask them to decorate it with drawings, colours and their name. Children who are not yet able to write their name should be supported by an adult. Each egg will be unique and personal to each child, demonstrating how everyone in class is special and different; however, they belong together in ‘their place/the class nest’.

After the activity, display children’s eggs within a ‘class nest’ ([Resource 4](#)) by either sticking them to a display on the wall, or placing the eggs in a basket. This can be extended further by adding birds (images, puppets or soft toys) beside the nest. The birds represent the teaching staff who care for the eggs/children within the classroom.

Prompts for reflection:

*“Eggs sit next to each other in a nest. What do we need in our classroom nest to make it safe and happy?”*

*“How can we take care of our nest/classroom/each other every day?”*

*“What can adults do to help our classroom feel safe?”*



# CMHW Early Years Song: This is our Place

**Sing along to the tune of 'Baa baa black sheep'**

Come together, let's all sing a song  
Here in school we all belong

With our friends, we grow and play  
Using kind words every day

A place for you and a place for me  
Here we can feel safe and free



Resource 1

**Connect-Ed**

**Bertie finds his place**





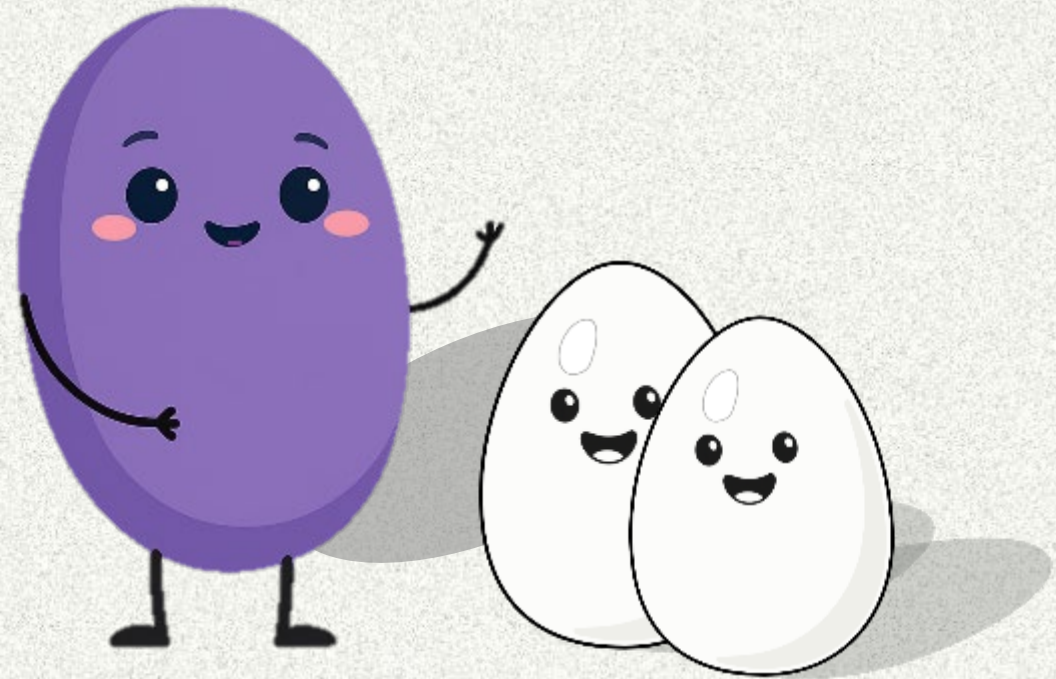
Bertie the bean felt out of place.  
The eggs didn't always want to play  
Bertie's games or sing his songs.

Sometimes, because of this, Bertie had  
big feelings and didn't know what to do  
with them.

Bertie decided to be brave and ask the  
eggs in their nest for some help.

Bertie asked Greggory, "What helps you when you feel left out and alone?".

Greggory said, "Hmmm I usually speak to my Nana about it, she listens to me and helps me feel better. We play a special game together and then I feel more included".





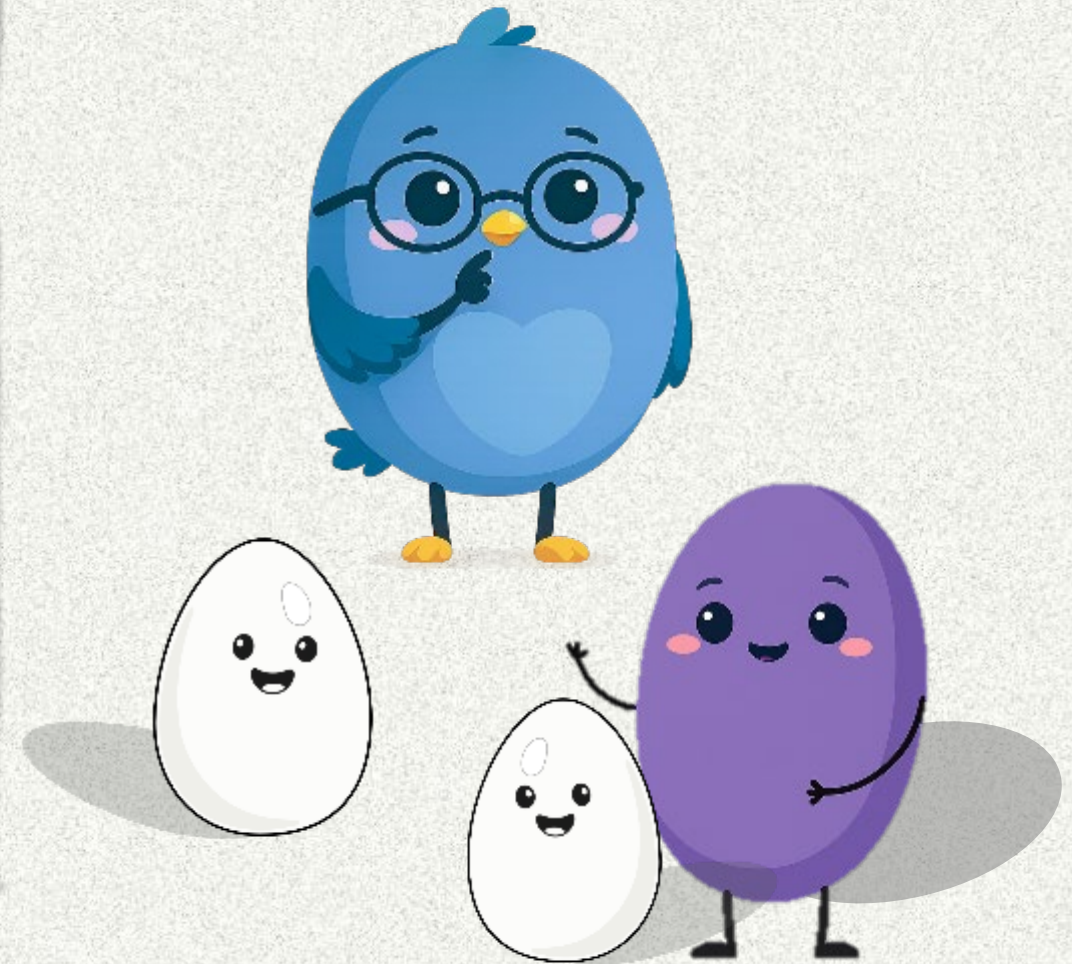
There's only  
one me!!

Bertie asked Meggan, "What do you do when you feel different from the other eggs?".

Meggan thought for a moment and then she said, "It's really hard to feel different, it can be so lonely. What I do is think about what makes me special and unique. It helps me to remember that everyone is different and there is only one me!"

Bertie had one more question, so they decided to ask their teacher Ms Finneggan,

"What do I do with my big feelings?."





You can always ask me for help if you need it.

Ms Finneggan smiled and said, “Our big feelings are so important! They let us know we need some help. When I have a big feeling I try really hard to take 4 deep breaths before deciding what to do. When I feel a bit calmer it's easier to know what to do next.”

“You must remember you are just a small bean Bertie and small beans need extra help with their big feelings. You can always ask me for help if you need it.”

Bertie felt so much better in the nest after hearing how the eggs managed these tricky situations.

He knew that he was special and unique and **this was his place.**



