

# Healthy High 5 Award

## Secondary Schools KS3 & 4

### Purpose

Feedback from schools have cited increasing constraints on time and resources and onerous monitoring processes as a barrier to engaging with the Healthy High 5 Award. The purpose of revising the Healthy High 5 Award is to simplify the award while still making a difference to every child's health and wellbeing.

### The concern.

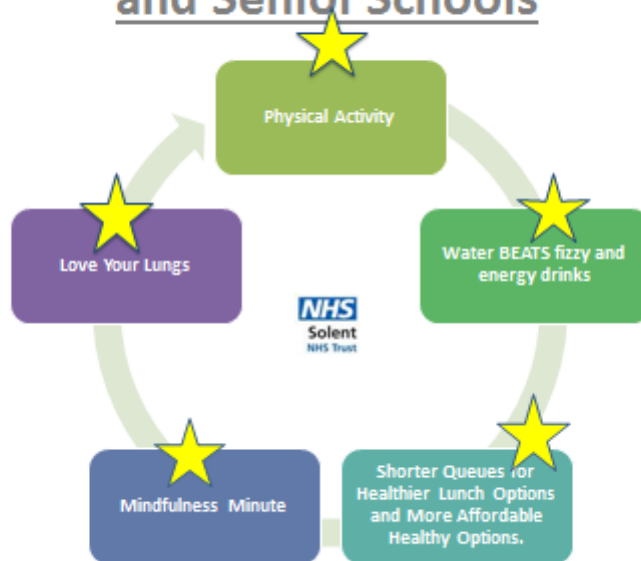
- 22.4% of children in Southampton in reception are overweight or obese (similar to England average). <sup>[1]</sup>
- 39.8% of year 6 children in Southampton are overweight or obese (higher than England average) <sup>[1]</sup>
- Historic rates of year 6 excess weight in Southampton have been **similar or significantly higher** than the England Average since 2016/17. In 2022/23 this **gap grew wider. [28]**
- **Southampton** has seen a **16% increase** in year 6 excess weights **since 2016/17**. Rates in **England** have increased by **7%** over the same period and have been on a **downward trajectory** for the **last 2 years. [28]**
- Children consume too much sugar <sup>[2]</sup>, with teenagers in England being the biggest consumer of sugar-sweetened drinks in Europe <sup>[3]</sup>
- Smoking continues to be a public health concern for young people and is the leading cause of preventable death in England <sup>[4]</sup>

### The Aim

A model with 5 achievable elements that when all achieved will have a genuine impact on the health and wellbeing of individual pupils. It is expected that a school would do all 5 elements to achieve the award and maintain or improve on these to continue to receive the award status. The award asks for schools to demonstrate improvements in the five areas. The Healthy High 5 award follows on from the themes of the Healthy Early Years Award (HEYA) which pre-school

settings are currently working towards. If you require additional information or further support for pupils with additional / different needs, please do not hesitate to contact [healthyhigh5@solent.nhs.uk](mailto:healthyhigh5@solent.nhs.uk) to discuss how the award can be adapted to support the needs of your pupils.

## Healthy Schools Award Secondary and Senior Schools



### Physical Activity

#### Rationale

Children need to be active for at least 60 minutes every day to maintain good health <sup>[5]</sup>. However, we know that one third of children are active for less than 30 minutes a day <sup>[7]</sup>. The Department of Health Childhood Obesity: A Plan for Action states that 30 minutes of physical activity should be delivered everyday by schools <sup>[6]</sup>.

#### What needs to be done to achieve this?

The school to take part in The Daily Mile, a school led mile or alternative physical activity for 10 minutes each day 4 x per week in addition to P.E lessons. Ideas of alternative activities that can used to meet this star can be found in the Appendix.

The Daily Mile is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends.

Evidence shows that The Daily Mile...

- Improves bone health and muscle strength in children.
- Enhances fitness and improves heart health.
- Reduces body fat and promotes healthy body composition.
- Support self-esteem and happiness
- Reduces anxiety and increases confidence.
- Improves focus and concentration and can help improve classroom behaviour.
- Improves memory function, maths, problem solving and performance.
- Support improved academic attainment and cognitive performance.
- Children report feeling happier, more awake and calmer after doing the Daily Mile <sup>[8]</sup>

Watch the Daily Mile Video

<https://www.youtube.com/watch?v=EAIXW3m5G9Q>

To sign up to The Daily Mile

<https://thedailymile.co.uk/school-signup/>

For more information visit

<https://thedailymile.co.uk/>

### What needs to be done to achieve this?

The school to take part in 10 minutes of additional physical activity 4 x per week. Alternative physical activity to be offered in extreme / unsuitable weather conditions. You may choose to hold one tutor group a week outside while walking / jogging the mile or coordinating it with another learning-based activity.

### How will it be measured?

Completion per class to be documented on the school's timetable or in a school policy. Designated staff members to coordinate and ensure staff members facilitate and take part to positively role model the activities. Designated staff members to ensure participation is documented and evidenced and sent to award leads at regular intervals.

Members of the School Nursing Team will also enquire as to your progress and ask to view physical activity in action when visiting the school and will be able to offer support and signposting if needed.

### Water BEATS Fizzy and Energy Drinks

#### Rationale

Teenagers have a similar water intake requirement to adults, meaning they need 1.5-2 litres of fluid a day<sup>[10]</sup>.

Dehydration, even if only mild, can cause tiredness, headaches, lethargy, lack of concentration, reduces mental performance and is a catalyst for dry skin<sup>[11,12]</sup>. Even mild dehydration, 1-3% of body weight can impair many aspects of the child's brain function, including attention span, motor skills and memory<sup>[13]</sup>.

Teenagers in England being the biggest consumer of sugar-sweetened drinks in Europe<sup>[14]</sup>. Drinking too much sugar leads to consuming more calories, increasing risk of tooth decay, and is associated with type 2 diabetes and increased weight in children<sup>[15]</sup>

Additional evidence is growing regarding the health concerns about energy and high sugar fizzy drinks. Increased caffeine consumption can cause:

- increased blood pressure,
- sleep disturbances/insomnia,
- headaches,
- stomach aches,
- sensation-seeking behaviour
- self-destructive behaviour<sup>[16]</sup>.

High levels of caffeine can lead to several symptoms including palpitations, high blood pressure, nausea, and vomiting, in severe cases convulsions. A high consumption of caffeine reduces insulin sensitivity which can increase the risk of type 2 diabetes and negatively affect children and young people's neurological and cardiovascular system. Frequent use of Energy and Fizzy drinks is also associated with obesity<sup>[16]</sup>.

Drinking water as opposed to other drinks can help prevent tooth decay.

Dental erosion is the wearing away of a tooth due to frequent exposure to acidic foods or drinks. This can happen in multiple ways:

High erosive effect: Carbonated drinks (except non flavoured sparkling water), fizzy water with fruit flavouring or lemon, energy/ sport drinks and fruit-based sauces e.g., tomato ketchup

Low erosive effect: Unflavoured water (still and sparkling), milk, tea, and coffee.

Worsening factors include length of time involved and number of acidic attacks per day.

Fluoride is a naturally occurring mineral found in water in varying amounts, depending on where in the UK you live. It can help prevent tooth decay, which is why it's added to many brands of toothpaste and, in some areas, to the water supply through a process called fluoridation. It is important to remember that the **water in Southampton City is non-fluoridated**, so the only available source of fluoride is via toothpaste or fluoride varnish (applied by a dentist).

The recommended strength of fluoride for children over seven and younger children at higher risk of decay is 1350 to 1500 ppm (parts per million) – this can be found on the back of a tube or box of toothpaste.

It is important to brush at least twice a day with fluoride toothpaste - last thing at night or before bedtime and one other time, avoiding rinsing after brushing. This combined with a low frequency sugar intake will help to lower the risk of tooth decay.

School Food Standards include provisions for healthier drinks provided by schools across the whole school day (including breakfast, mid-morning break and after school clubs), as well as from vending machines and tuck shops. These provisions state that free, fresh drinking water should be provided at all times<sup>[17]</sup> For other drinks that are permitted during the school day see the appendix.

If you are concerned that a child/young person is not drinking enough or excessively thirsty, please seek advice from your School Nurse or General Practitioner (G.P.)

#### What needs to be done to achieve this?

- Young people must have consistent access to drinking water during lessons, when having their lunch and at morning and after school clubs.
- Schools must encourage drinking water and staff members should role model drinking water and keeping hydrated as one way to help keep healthy.
- You might want to update or improve existing water fountains if needed.
- Schools should encourage parents to send young people to school with a water bottle to drink during lessons (in some Southampton Schools this is provided) and at mealtimes (if not facilitated by the school).

To encourage good oral hygiene:

- A focus on dental hygiene, newsletters home to parents with dental health messages, school assemblies focusing on oral health, posters in school (these could be designed by the Young People), PSHE curriculum.

#### How will this be measured?

Designated staff members to ensure children and young people have access to water and this to be documented in a school policy. School to show improvement (when needed) or continued evidence of meeting this award element. During visits, the School Nursing Team will enquire with designated staff members as to how the school has maintained or improved during the school year. Members of the school nursing team will be able to offer support and signposting if needed.

Vending machines containing Energy drinks and Fizzy drinks are not permitted on school premises.

## **Shorter Queues for Healthier Foods at Lunchtime and More Affordable Healthy Food Choices**

### **Rationale**

There is emerging evidence to suggest that children and young people are more likely to make healthier food choices if they are more visible, more accessible (quicker to access) and more affordable for pupils. This is the concept behind this star.

Secondary school pupils struggle with long queues and no time to eat their food before lunch is over and need to go back to their classroom<sup>[18]</sup>. This forces young people to choose between spending their time in the queue for food, which will provide vital nutrition to help them concentrate for their afternoon lessons or skip eating lunch to spend more time being with their friends and snack on high sugar/calorie snacks instead.

### **How can this be achieved?**

Demonstrate improvement on what your school is currently offering (this may be small but impactful changes) or justify why you have maintained what you are doing. Your school might consider reorganising foods which are considered to be healthier options within lunch halls and canteens to make them more accessible (quicker and easier to purchase). Consider meeting with your chefs, cooks, and catering supplier all together. How can the menu reflect more of variety of healthy foods and swap some of the less healthy options? Are the healthier foods displayed and more clearly promoted within the menu? Ensure menus comply with the School Food Standards or demonstrate progressive steps to comply with the School Food Standards.

During visits, the School Nursing Team will enquire with designated staff members as to how the school has maintained or improved during the school year.

### Consider

Meeting with the staff team as a whole to see how your school can demonstrate improvement within this area for the award or asking the pupils as part of a project to make improvements. What projects can be undertaken regarding educating pupils on healthy foods and healthy food choices. How can your catering companies help you offer foods that are healthy and balanced but affordable for pupils.

More information can be found in the appendix.

### Mindfulness Minute

#### Rationale

It is widely known that children's emotional health impacts dramatically on cognitive development and learning <sup>[19]</sup>. Mental health difficulties are increasing in children; one in eight (12.8%) 5- to 19-year-olds had at least one mental health disorder when assessed in 2017 <sup>[20]</sup>. Mindfulness has proven to be a positive effect on children's emotional wellbeing; they are more focused, more able to approach situations from a fresh perspective, use existing knowledge more effectively and pay attention <sup>[21]</sup>. Mindful activities are often free/very cheap to introduce and are fast to have a positive impact on both pupils and staff <sup>[21]</sup>.

Mindfulness means to focus on 'now' and this star asks for just one minute of the school day. Growing evidence behind the practice includes developing concentration, increasing focus attentions, and listening skills and relaxation <sup>[21]</sup>. The mindfulness minute will offer a small insight into the practice of mindfulness using the senses (smell, sight, hearing, taste, and touch). There are full training programmes that your school can access should your staff and pupils wish to invest further in this process.



### Mindful Minute Ideas

Matching Breaths – The number of seconds you breath in for matches the number of seconds you breathe out for (e.g., breathe in 2,3 and breath out 2,3). Finish with a shoulder roll.

Paying attention to a sound; <https://www.youtube.com/watch?v=Ercl6NiqyPA> what do you notice within the sound clip? Listen to classical music for 1 minute; <https://www.youtube.com/watch?v=YgVNP-WIJTA> For more information, ideas and useful websites/APPs please see the appendix.

### What needs to be done to achieve this?

Pupils to have access to and be encouraged to practice a ‘mindfulness minute’ or ‘minute for the mind’ at least 4 times within a school week. This could take place within classrooms, outside classrooms or as an element of a whole school assembly.

### How will this be measured?

Designated staff members to ensure participation is documented in timetables or in a school policy and evidenced anecdotally or viewed by your school nurse when visiting the school who will be able to offer support and signposting if needed.

### Love your Lungs.

#### Rationale

This element of the award encourages pupils to think about how to keep their bodies healthy, in particular their lungs. This can be done through awareness of how smoking and vaping affects our health and the health benefits exercise and keeping physically active has on our lungs.

#### Rationale

Among adult smokers, two-thirds of them started before the age of 18<sup>[22]</sup>. Of those who try smoking between one-third and one-half will become regular smokers. Most people start smoking and become addicted to nicotine when

they are still children <sup>[23]</sup>. Children who start smoking at the youngest ages are more likely to smoke heavily and find it harder to give up. These smokers are at the greatest risk of developing smoking related diseases <sup>[24]</sup>.

Smoking is one of the biggest causes of death and illness in the UK, with 7 out of 10 cases of lung cancer being caused by smoking <sup>[25]</sup>.

Smoking can cause the following diseases.. <sup>[25]</sup>				
Mouth Cancer	Oesophagus Cancer	Cervix Cancer	Stomach Cancer	Coronary Heart Disease
Throat Cancer	Bladder Cancer	Kidney Cancer	Pancreas Cancer	Heart Attack
Voice box (Larynx) Cancer	Bowel Cancer	Liver Cancer	Peripheral Vascular Disease	Stroke

Young people have identified that their teachers are the second most helpful sources of information about smoking, first being parents, highlighting the importance of teachers promoting this aspect of the award <sup>[26]</sup>.

### E-Cigarettes and Vaping

Use of e-cigarettes among young people is increasing, in 2020 16.4% of 11–18-year-olds have tried vaping, compared to 15.4% in 2019 and 12.7% in 2015 <sup>[27]</sup>. Although awareness of e-cigarettes is high, 93.7% in 2021, regular use remains very low <sup>[27]</sup>, however it is important to note that long term effects of vaping are still not well known.

For more information and useful websites, including how young people can measure their lung capacity please see the appendix.

### How can this be achieved?

This star can be linked to the curriculum and particularly sits well with biology and P.E. subjects. Encouraging simple changes such as walking to school in the morning (and reducing pollution), joining in with The Daily Mile. Pupils should be exposed to a form of smoking/vaping cessation information once a term. This element links in well with the 'Life Lab Programme'.

### Logos for the award



Logos can be used by the school on any digital or physical document, for example, school paperwork, documentation, and the school website.

#### Working Towards – Bronze Award

This means the school is working towards the award. They are not fully achieving all aspects of the stars yet.

#### Achieving – Silver Award

When your school is achieving the award, it means they are consistently implementing small changes and improvements in all 5 stars.

#### We're Gold – Gold Award

Gold is achieved when schools have been achieving the award for 3 consecutive terms.

Your school will need to submit pieces of anecdotal/photographic evidence via into a folder on Google Drive. Your school nurse will assist with monitoring and spot checking when they are in school and can offer support and signposting if at any time throughout the year.

Your school will also be presented with a certificate you can display when you have achieved the award each year. Since the award commenced in May 2019 we have had several schools that have achieved **gold** award status. A celebration event is held in the Mayors Parlour to acknowledge the achievements of schools that are at all stages of the award. This is an annual event to celebrate the progress schools are making.

### **What do you need to do now?**

- Register your school by emailing [healthyhigh5@solent.nhs.uk](mailto:healthyhigh5@solent.nhs.uk).
- You will be encouraged to have discussions as a staff group, with parents and pupils, amongst your governors, with your catering services and before and after school providers to agree how your school can achieve all 5 stars of the award.
- Please drop evidence as and when into your school's Google drive folder throughout the year to ensure your achievements have been recognised.
- Your school nurse will undertake spot checks when they are in school and will ask to speak to students and staff about the award and the activities they take part in to achieve it.
- Once your school has achieved the award you will continue to participate with the award and continue to provide evidence to demonstrate ongoing participation each year.
- If you need assistance with any of the 5 stars please do not hesitate to contact [healthyhigh5@solent.nhs.uk](mailto:healthyhigh5@solent.nhs.uk)

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## Appendix

### 1. Physical Activity

- The Daily Mile
- A School Initiated Mapped Mile
- Bleep Test

Alternative 10 minutes physical exercise in addition to P.E. sessions.

- Joe Wicks P.E Videos
- GoNoodle <https://www.gonoodle.com/>
- BBC Super Movers <https://www.bbc.co.uk/teach/supermovers>
- Cosmic Kids Yoga <https://cosmickids.com/>
- Energise Me <https://www.energiseme.org/>
- Change 4 Life <https://www.nhs.uk/change4life/activities>
- Disney Dance Along <https://www.thisgirlcan.co.uk/activities/disney-workouts/>

Try combining your Daily Mile with an academic activity, for example with singing/phonics.

### 2. Access to Water

Recommended daily fluid intake:

Gender	Age	Amount of fluid (drinks only)
Boys and girls	4 to 8 years	1.1-1.3L
Girls	9 to 13 years	1.3-1.5L
Boys	9 to 13 years	1.5-1.7L

<https://www.nutrition.org.uk/healthyliving/hydration/hydration-for-children.html#:~:text=The%20amount%20of%20fluid%20a,by%20food%20in%20their%20diet>

If you are concerned that a child is not drinking enough or excessively thirsty, please seek advice from you're the Public Health Nursing Team or advice the parent to contact their GP.

Healthy Hydration Poster:

[https://www.nutrition.org.uk/attachments/article/588/14922%20BNF%20Hydration%20Poster\\_Children\\_1.pdf](https://www.nutrition.org.uk/attachments/article/588/14922%20BNF%20Hydration%20Poster_Children_1.pdf)

### Dental Erosion

<https://www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention>

The only drinks that School Food Standards permit during the school day are:

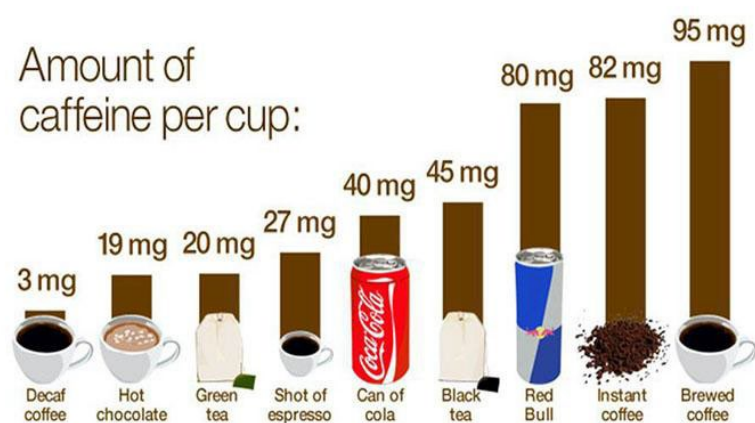
- Plain water (still or carbonated).
- Lower fat milk or lactose-reduced milk.
- Fruit or vegetable juice (max 150mls).
- Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g., yogurt) drinks.
- Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey).
- Combinations of fruit juice and lower fat milk or plain low-fat yoghurt, plain soya, rice, or oat drinks enriched with calcium.
- Cocoa and lower fat milk; flavoured lower fat milk all with less than 5% added sugars or honey.
- Tea, coffee, hot chocolate

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/847621/School-Food-Standards-Guidance-FINAL-V3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/847621/School-Food-Standards-Guidance-FINAL-V3.pdf)



Age (years)	Average body weight	Daily caffeine intake (mg) raising no safety concern
7	23	69
12	32	96
14	50	150

<https://www.nutrition.org.uk/nutritioninthenews/headlines/childrenenergydrinks.html>



<https://www.billi-uk.com/caffeine-content-favourite-drinks/>

### 3. Healthy Lunch, Breakfast and After School Clubs

Department of Health Food Standards Resources

<https://www.gov.uk/government/publications/school-food-standards-resources-for-schools>

Resources and advice for all schools and caterers. They offer practical guidance on how to apply the school food standards and make sure healthy options are always available for pupils.

The resources include:

- guidance for schools
- food standards poster
- guidance for governors
- advice on creating a culture of healthy eating.
- guidance on food portion sizes
- headteacher and school lunch checklists
- guidance on food allergies

Change 4 life portion sizes for school food

<https://campaignresources.phe.gov.uk/schools/resources/food-groups-portion-sizes>

#### **4. Mindfulness**

##### Suggested Mindfulness Minutes

1. Focus on their breathing for 1 minute. Does it feel heavy, loud, shallow, quick slow, what do you notice about your own breathing? Finish with a shoulder roll.
2. Lazy 8's. Whereby the children in class are asked to make a figure of 8 with their hand in their desk or in the air or find some space in front of you and trace it with your foot. Breathing in for the first half of the 8 and out for the second half.
3. Shoulder rolls for one minute.
4. Matching breaths with retention. Breath in, hold the breath for 3 seconds, and breath out.
5. Mindfulness eating (check for allergies) give each pupil one raisin or alternative. Eyes closed or open, what is the shape, colour, texture, or

temperature, what does it smell like? What does it feel like if you squash it between your fingers? Chew the food as slowly as you can, is it sour or sweet? & eventually swallow the food.

6. Discuss with your Home Economic and Science teachers as to how they can incorporate and element of mindfulness within their classes using the senses of (using foods, textures, while conducting experiments).
7. Ask students to shut their eyes for 1 minute. Remain as still as they can and focus on their breath.

#### Useful Apps.

- 'Head Space' (available on IOS and Android) provides 10 free guided mindfulness sessions.
- 'Calm' (available on IOS and Android).

<http://youthmindfulness.org/> - a project that delivers courses in mindfulness to children in schools. Testimonials and feedback on the website.

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org) - This project does not deliver mindfulness directly in schools themselves but provides training to adults to teach its pupils.

<https://www.bemindfulonline.com/> - Offers an online course for teachers.

#### Mindfulness Exercises

- <https://www.bbcgoodfood.com/howto/guide/10-mindfulness-exercises-kids>
- [https://alderhey.nhs.uk/application/files/9815/8515/7280/Mindfulness\\_activities\\_for\\_kids.pdf](https://alderhey.nhs.uk/application/files/9815/8515/7280/Mindfulness_activities_for_kids.pdf)
- <https://www.headspace.com/mindfulness/activities-for-kids>

#### Evidence / Further information.

<https://mindfulnessinschools.org/research/> - This links research studies/papers to support mindfulness.

Listen online <http://www.bbc.co.uk/learningenglish/thai/features/6-minute-english/ep-170615>

# what is mindfulness?




Have you ever noticed that when you are doing quite familiar and repetitive tasks, like driving your car, or vacuuming, that your mind is often miles away thinking about something else? You may be fantasising about going on a vacation, worrying about some upcoming event, or thinking about any number of other things.

In either case you are not focusing on your current experience, and you are not really in touch with the 'here and now.' This way of operating is often referred to as **automatic pilot mode**.

**Mindfulness** is the opposite of automatic pilot mode. It is about experiencing the world that is firmly in the 'here and now.' This mode is referred to as the **being mode**. It offers a way of freeing oneself from automatic and unhelpful ways of thinking and responding.

## Benefits of Mindfulness

By learning to be in mindful mode more often, it is possible to develop a new habit that helps to weaken old, unhelpful and automatic thinking habits. For people with emotional problems, these old habits can involve being overly pre-occupied with thinking about the future, the past, themselves, or their emotions in a negative way. Mindfulness training in this case does not aim to immediately control, remove, or fix this unpleasant experience. Rather, it aims to develop a skill to place you in a better position to break free of or not 'buy into' these unhelpful habits that are causing distress and preventing positive action.

## Core Features of Mindfulness

### Observing

The first major element of mindfulness involves observing your experience in a manner that is more direct and sensual (**sensing mode**), rather than being analytical (**thinking mode**). A natural tendency of the mind is to try and think about something rather than directly experience it. Mindfulness thus aims to shift one's focus of attention away from thinking to simply observing thoughts, feelings, and bodily sensations (e.g., touch, sight, sound, smell, taste) with a kind and gentle curiosity.

### Describing

This aspect of mindfulness relates to noticing the very fine details of what you are observing. For example, if you are observing something like a tangerine, the aim is to describe what it looks like, what is its shape, colour, and texture. You might place a descriptive name to it, like "orange", "smooth", or "round". The same process also can be applied to emotions (e.g., "heavy", "tense").

### Participating Fully

An aim of mindfulness is to allow yourself to consider the whole of your experience, without excluding anything. Try to notice all aspects of whatever task or activity you are doing, and do it with your full care and attention.

### Being Non-Judgemental

It is important to adopt an accepting stance towards your experience. A significant reason for prolonged emotional distress relates to attempts to avoid or control your experience. When being more mindful, no attempt is made to evaluate experiences or to say that they are good, bad, right, or wrong, and no attempt is made to immediately control or avoid the experience. Accepting all of one's experience is one of the most challenging aspects of mindfulness, and takes time and practice to develop. Bringing a kind and gentle curiosity to one's experience is one way of adopting a non-judgmental stance.



### Focusing on One Thing at a Time

When observing your own experience, a certain level of effort is required to focus your attention on only one thing at a time, from moment to moment. It is natural for distracting thoughts to emerge while observing, and there is a tendency to follow and 'chase' these thoughts with more thinking. The art of 'being present' is to develop the skill of noticing when you have drifted away from the observing and sensing mode, into thinking mode. When this happens it is not a mistake, but just acknowledge it has happened, and then gently return to observing your experience.

## How to Become Mindful

Mindfulness is a skill that takes time to develop. It is not easy, and like any skill it requires a certain level of effort, time, patience, and ongoing practice. Mindfulness can be taught in a number of ways. Meditation is one of the key techniques used in mindfulness training, but not the only technique. Contact your mental health professional for further information on mindfulness training and whether it may be suited to your needs.



## 5. Love Your Lungs

Measure your Lung Capacity

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zm3xh39>

To find out more about Life Lab, click this link

<https://www.southampton.ac.uk/lifelab/index.page>

Public Health England- Stop Smoking

<https://www.gov.uk/government/publications/health-matters-stopping-smoking-what-works/health-matters-stopping-smoking-what-works>

A Guide for Under 18s to Stop Smoking

<https://www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide/>

Southampton Stop Smoking

<https://www.southampton.gov.uk/health-social-care/health/stopping-smoking/>

## Nicotine myths

**4 in 10** smokers and ex-smokers **mistakenly believe** that nicotine in cigarettes is the cause of most of the smoking-related cancer

**3** main causes of mortality from smoking are:

Lung cancer

COPD

Cardiovascular disease

**None** are caused primarily by nicotine

## How smoking harms the body

**Heart**  
Doubles the risk of having a heart attack



**Brain**  
Increases risk of having a stroke by at least 50%



**Lungs**  
It causes 84% of deaths from lung cancer and 83% of deaths from COPD



**Mouth and throat**  
Increases risk of cancer in lips, tongue, throat, voice box and gullet (oesophagus)



**Circulation**  
Increase blood pressure and heart rate



**Stomach**  
Increases chance of getting stomach cancer or ulcers



**Fertility (men)**  
Smoking can cause impotence in men



**Fertility (women)**  
Smoking can make it harder to conceive



**Bones**  
Can cause bones to become weak and brittle and increases the risk of osteoporosis in women



**Skin**  
Prematurely ages skin by between 10 and 20 years



<https://www.gov.uk/government/publications/health-matters-stopping-smoking-what-works/health-matters-stopping-smoking-what-works>