How can we have a true impact on children’s health and wellbeing?
### Learning Outcome 1
Pupils demonstrate motivation and confidence to engage in daily physical activity.

### Learning Outcome 2
Pupils are moving for at least one hour a day (moderate to vigorous activity)

### Teaching
- Play helps to develop Physical Literacy in providing children opportunity for having fun whilst moving, and for the body to develop sub-conscious movement patterns.
- Movement patterns that challenge the children’s core muscles surrounding their spine support full body functional movement, which will help them with everyday movement and strength to counteract sitting all day.
- Depending on the position children start in, this can be very challenging physically – which is great – we want to challenge the children!
- Focusing on an immovable object may help them with balance.

### Human Twister
This is a take on the game Twister, but does not require you to throw down coloured spots (although you could if you wanted to challenge the children further). This could be used as part of a warm up in Physical Education, or as a stand-alone movement break from the classroom.

There are 10 positions children can start in (start with the whole class doing the same, then explore the children choosing their own positions):

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</table>

Once the children are in position, you call out two body parts that you want them to touch together – for instance, ‘finger and toe’ would be asking for the children to touch one of their toes with one of their fingers before returning to their original position. The challenge is for them to maintain their original position with as much control as possible.

Once they have done four challenges, change to a different position and continue the game. You could award points for the most control, or even add in some movement in that position – where the children have to pause to follow your command.

### Resources
- Space
Ilse Fullarton

Primary teacher for 12 years – PE, PSHE and Healthy Schools Lead
Primary Lead in SSP
Primary Expert Advisory Teacher for Active Essex

Personal Trainer and Nutrition Coach
Consultancy in Physical Education

Founder of The Children’s Health Project CIC
International School links – conferences in Dubai and Hong Kong
61 schools in Essex, Suffolk, Norfolk and Kent
Association for PE – Business Associate and regional Committee Member
The Children's Health Project

Our Vision
All children will have greater respect for their bodies, have the knowledge and confidence to make sustainable healthy choices, and have a true understanding of why it is important to be healthy.

Our Mission
To make a sustainable change in health education, with an emphasis on cross-curricular teaching, both online and in person, and offer real-life support for parents and families.

The schools we work with make a systemic change to their health and wellbeing education, looking at whole school development, and updating their health and wellbeing education to meet the current needs of pupils. We are a not for profit organisation – we build and nurture relationships and are focussed on the long term development as opposed to short lived success.
Key Aims

Pupils

• To increase the amount of **time** pupils have access to ‘health and wellbeing education’ – by encouraging a **four pillar system**, moving it from a subject taught within the timetable, to a subject at the forefront of education
• To **broaden and deepen** health and wellbeing education in primary schools by updating and improving the quality of **resources** and lessons taught in **PE, PSHE, Science and Food Technology**
• To support and enthuse pupils to understand health and wellbeing in the most holistic sense of **healthy movement, healthy eating, healthy habits and healthy thoughts**, and to provide them with the tools and mechanisms to make **healthier choices**

Teachers

• To improve teacher **subject knowledge and confidence** to deliver high quality lessons in the curriculum areas impacting **physical and mental health** (movement, nutrition, lifestyle and mindset in PE, Science, PSHE and Food Technology), and support all staff to ensure well informed delivery around the school
• To **develop school staff to act as role models** to pupils for improved health and wellbeing – improving both the **staff health and wellbeing** and pupil health and wellbeing
• To integrate the four principles of movement, nutrition, lifestyle and mindset into whole school development targets, building a healthy foundation for the whole school community
Exploring the impact we can have...

What is Health and Wellbeing?

The challenges we face

What we should aim for

Big wins for small costs
Exploring the impact we can have…

What is Health and Well-being?

The challenges we face

Realistic impact we can expect to have

Big wins for small costs
Healthy Movement

Healthy Habits

Healthy Eating

Healthy Thoughts

The Children's Health Project
Captain Kinetic

Fundamental Movement Skills
Agility, Balance and Co-ordination
Kinetic Classrooms
Technique
Fitness
Creative Movement
Play
Strength, Speed and Power
Stamina and Endurance
Flexibility and Mobility

Healthy Movement
Nutrition Ninja

Macronutrients (proteins, carbohydrates & fats)
Micronutrients (vitamins & minerals)
Meganutrients (nutrient dense foods)
Mood (how food affects)
Organs (how food affects)
Muscles and Bones (how food affects)
Food Sources
Energy (calories)
Immunity (gut health)
Diversity
Agent Lifestyle

- Sleep
- Hydration
- Spending time outdoors
- Community
- Laughter

- Breathing
- Routine
- Hobbies
- Dental Health
- Moderation & Abundance

Healthy Habits
Mindset Warrior

- Body Image
- Gratitude & Reflection
- Dealing with Stress
- Mindfulness
- Positivity

- Role Models
- Motivation
- Emotions & Feelings
- Friendship & Teamwork
- Resilience & Tolerance

Healthy Thoughts
Exploring the impact we can have...

What is Health and Well-being?

The challenges we face

Realistic impact we can expect to have

Big wins for small costs
Children think good/bad health is...

<table>
<thead>
<tr>
<th>When I feel healthy, I...</th>
<th>When I feel unhealthy, I...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a few treats.</td>
<td>Have lots of sugary fruit.</td>
</tr>
<tr>
<td>Look nice and slim.</td>
<td>Have more and more fruit until I’m healthy</td>
</tr>
<tr>
<td>Feel like the strongest of people.</td>
<td>Feel like I am so weak.</td>
</tr>
<tr>
<td>Speak well</td>
<td>Stop you from doing exercise.</td>
</tr>
<tr>
<td>Feel great.</td>
<td>Exercise makes me sick.</td>
</tr>
<tr>
<td>Use up my batteries.</td>
<td>Apples and more apples.</td>
</tr>
<tr>
<td>Can run about.</td>
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</tbody>
</table>
Children think good/bad health is...

<table>
<thead>
<tr>
<th>When I feel healthy, I...</th>
<th>When I feel unhealthy, I...</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel re-energised and amazing also that I can do anything. I can smile at my weight when I weigh myself.</td>
<td>feel that I can't do anything and that I feel too heavy and un-energised.</td>
</tr>
</tbody>
</table>
Challenges we face

Childhood Obesity ‘a major public health challenge of the 21st Century’ (WHO) (30% overweight or obese in the UK)

90% of the children we’ve worked with say they have trouble sleeping

In the UK, 1 in 4 seven year old girls has tried to lose weight at least once

In the UK, 1/3 of boys aged 8-12yrs are dieting to lose weight

3% of 5-7yr olds and 23% of 8-11yr olds have a social media profile

Posting to social media an average of 26 times per day (5-15yrs)
Challenges we face

• One study showed that more than half of teachers have a diagnosed mental health issues
• Financial pressures as a school
• Excessive workload
• Rudimentary health advice “Eat 5 fruit and veg per day”, “Exercise more and eat less to lose weight”, “Sugar is bad for you”, “Reduce calorie consumption”, “All calories are equal”, “Eat a balanced diet”, “Get an early night”, “Don’t worry” – we ask why? “Because it’s good for you!” – lacks deep understanding and a breadth of knowledge
• Lack of training for students, teachers, support staff and
• Governors
Who are the children’s role models?

The Children’s Health Project
### Learning Outcome 10
Pupils show an awareness of mindfulness, and endeavour to be mindful in their daily lives.

### Learning Outcome 12
Pupils develop resilient attitudes and are tolerant of others.

#### Teaching
- One way in which children learn is by watching other people's behaviours, and imitating the behaviours themselves. We want to emphasise the behaviours of positive role models to children – in the healthiest sense.
- Healthy role models should not be selected for their appearance – far from it – they should be selected for their skills, their passion, their actions and their healthy habits.
- It’s quite likely that appearance will come up in conversation – please ensure you emphasise that you cannot tell how healthy someone is by their appearance, and they should not be valued or judged by it.

<table>
<thead>
<tr>
<th>I See You – I Hear You</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the children to think of someone who they think is really healthy. It might be a friend, a relative, or perhaps someone famous. After time to think, children can then discuss who they thought of, with the person they’re sitting next to. Encourage the children to ask each other why they chose that person – what makes them healthy? How do you know? Invite several children to share their ‘healthy person’, and the reasons why they identified them as healthy.</td>
<td></td>
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<tr>
<td><strong>Step 1</strong> – Children to then draw a picture of their healthy role model in a large eye shape on paper (could be drawn in advance).</td>
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<tr>
<td><strong>Step 2</strong> – Ask the children to think of things that their healthy role model would be doing, and capture that idea within the eye – either written, with drawings, or adults could annotate (prompt as appropriate – would your healthy role model be sitting watching TV? Would they be eating sweets? Would they be staying up all night playing on their iPad? Would they be saying nasty things to a friend?).</td>
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</tr>
<tr>
<td><strong>Step 3</strong> – On a separate page, children to draw a large ear shape (could be drawn in advance). Ask, what do you hear your healthy hero say? Children then write down some of the things the healthy person would talk about. Children could work in mixed ability groups here, with confident writers taking on the role of scribe. Alternatively, this could be a paired discussion. Children should be selected to present their ideas to class. This could also form part of an assembly.</td>
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</table>

*Healthy Thoughts // 6 // Role Models // Year 1 & 2*
Exploring the impact we can have...

What is Health and Well-being?

The challenges we face

Realistic impact we can expect to have

Big wins for small costs
Health Literacy

“The personal characteristics and social resources needed for individuals and communities to **access**, **understand**, **appraise** and **use** information and services to make decisions about health.”

World Health Organisation, 2015
Access and use...

Gathering enough information to help us function with basic health on a daily basis: e.g. go to the doctor if we’re unwell, go to sleep if we’re tired, take some medicine if we feel pain...

The personal characteristics and social resources needed for individuals and communities to access, understand, appraise and use information and services to make decisions about health.
Appraise and use...

Looking into information, and starting to apply this to our own lives – we search for new information and derive meaning: e.g. we start to research why pain might be occurring frequently, we begin to track patterns in our health, we seek information from other areas than just medicine.

The personal characteristics and social resources needed for individuals and communities to access, understand, appraise and use information and services to make decisions about health.
We start to use the information, advice, skills, experience we have gained to really influence life-changing behaviours – we start to have more control over life events and situations: e.g. we choose to eat foods that make us feel good, we select who we spend our time with, we change jobs if it’s causing us ill-health, we influence others’ knowledge and behaviours to help them improve their own lives.

The personal characteristics and social resources needed for individuals and communities to access, understand, appraise and use information and services to make decisions about health.
Where do the pupils currently sit on this scale? 
Where do their families currently sit on this scale? 
Where do the teachers & staff currently sit on this scale?

How can we ensure the flux in Health Literacy has a strong foundation?

- Deep education in a broad range of health subjects
- Respond to real life, modern challenges
- Act as the hub of the community
- Set whole school development targets
- Engage experts
12 Realistic Outcomes

**Healthy Movement**

LO1 Pupils demonstrate motivation and confidence to engage in daily physical activity

LO2 Pupils are moving for at least one hour a day (moderate to vigorous activity)

LO3 Pupils feel knowledgeable about their body

**Healthy Eating**

LO4 Pupils demonstrate an awareness of healthy and less healthy foods

LO5 Pupils make healthy food choices most of the time

LO6 Pupils demonstrate an understanding of how food affects their body, in terms of mood, energy and immunity

**Healthy Habits**

LO7 Pupils have a range of tools to improve their health through daily habits such as sleep, hydration, breathing techniques and dental health

LO8 Pupils show an awareness of their feelings, and have strategies to deal with emotional difficulties

**Healthy Thoughts**

LO9 Pupils demonstrate a positive body image

LO10 Pupils show an awareness of mindfulness, and endeavor to be mindful in their daily lives

LO11 Pupils exude positivity and motivation

LO12 Pupils develop resilient attitudes and are tolerant of others
The Children’s Health Project has had a noticeable impact on our children and staff. Our PSHE lessons have been enriched by frank discussions with our children about body image, self esteem and aspirations. Our children have learnt to be amazed by their bodies and what they can do. Children from every year group have benefited from our mindful club which enables children to think deeply about their bodies and mind. We have seen a reduction in stress in some children and parents have noted an improvement in sleep as well as food choices. Our teachers take time to use the scheme’s resources in line with their curriculum lessons. As a result children often refer to and recognise that the four areas of health can be attributed to their daily lives and not just in those specific lessons. Our children have loved getting to know the four Health Champions. The Year 3 pilot class is now in Year 6 and take on the role of introducing them to our new Year 3 pupils. The older children have moved through the school developing a deeper understanding of their health and wellbeing each year. I feel confident that the fundamental message, that the project delivers, will remain with them as they grow into young adults."

Maria Rumsey - Headteacher at St Michael's Junior School
HEGGY POTS

Ingredients:
- 300g black treacle
- 200g sugar
- 400g self-raising flour
- 300g butter

Method:
1. Preheat the oven to 180°C.
2. Mix all ingredients together in a bowl.
3. Place mixture in a baking tray and bake for 25 minutes.

POWER PORRIDGE

Ingredients:
- 1 cup quinoa
- 1 cup red lentils
- 2 cups water
- 1 tbsp honey
- 1/2 tsp cinnamon

Method:
1. Cook quinoa and red lentils in water for 20 minutes.
2. Add honey and cinnamon to taste.

SO EASY - 50 MAN-MADE HEALTHY SNACKS ON A DOLLAR OR LESS!
**SUGAR**

How much sugar should we be consuming?

<table>
<thead>
<tr>
<th>Age group</th>
<th>Sugar limit</th>
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<tbody>
<tr>
<td>4-6 yrs</td>
<td>19g</td>
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<tr>
<td>7-10 yrs</td>
<td>24g</td>
</tr>
<tr>
<td>11+ yrs</td>
<td>30g</td>
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</table>

Sugar may be identified as:

- glucose, sucrose, maltose, corn syrup, honey, hydrolysed starch, invert sugar, fructose, molasses, dextrose, fruit juice, golden syrup, maltodextrin, maple syrup, sorbitol

Look at Carbohydrates (of which sugars):

- For every 100g, more than 22.5g of sugar is HIGH
- For every 100g, less than 5g of sugar is LOW

Don't forget portion sizes:

- Look at how much sugar there is per portion
- Check the portion size
- Remember this is an adult/very active child's portion size!

**Healthy Eating**

www.childrenshealthproject.com

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**GETTING ENOUGH SLEEP AND WATER**

Children cannot thrive without a decent amount of sleep, and enough water.

But how much should they be having of each?

- At a minimum: Foundation Stage 11-12hrs, Years 1-4 10-11hrs, Years 5-6 9-10hrs
- Age 4-6 yrs 11 - 13 litres
- Age 7 yrs 15 - 17 litres

*Water is best*

**Healthy Habits**

www.childrenshealthproject.com

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**BETTER SLEEP**

If your child struggles to get to sleep, or stay asleep, some of these tips may help.

- Keep your child's bedtime and waking time as regular as possible
- Keep the bedroom as dark as possible
- Encourage children to wear 'Blue Light Blocking Glasses' in the bedroom if they really struggle to sleep
- Set a routine at the end of the day without any screen time
- Make reading a bad time routine - you read to them, they read to you
- Make sure to have a bedtime book ready
- Keep the lights on

*With children, it’s not just our eyes*

*It’s a hormone imbalance as well...*

Sleep is key for growth, but it can also affect your child's mood, memory, and overall development.

*How do you know if your child is feeling tired?*

- If they’re irritable, moody, or have trouble concentrating
- If they’re having trouble sleeping or staying asleep

*What can you do to help?*

- Establish a consistent bedtime routine
- Create a cozy, comfortable sleep environment
- Limit screen time before bed
- Encourage physical activity during the day

*You’re not alone!*

*Helping children sleep well isn’t easy!*
What we can have an impact on...

Less so – Obesity, family choices, home environment, who they are influenced by...

More so – Knowledge about the body, listening and understanding their own body, communication of health, tools to help with anxiety, tools to help with sleep, experiences, opportunities, positivity, who they choose as their healthy role models
Exploring the impact we can have...

What is Health and Well-being?

The challenges we face

Realistic impact we can expect to have

Big wins for small costs
Teach the children about their body…

- Digestive tube
- Mucus in the lining of their gut – where the bacteria live!
- Gut protects the body from anything that could harm us – we should help it out with fibre, water, vitamins & minerals

- Our heart is a muscle that needs exercising
- That our brain shrinks when it is dehydrated

- That every time they walk over a different surface their body is learning
- That we can’t choose our emotions, but we can choose our actions and reactions, most of the time
Create a toolbox with them...

Breathing - how and when
- Diaphragmatic hands
- 4/4
- 4 – 7 – 8 or 3 – 5 – 7
- Hand breathing

Strategies to reduce anxiety
- 10 – 10 – 10
- Mindful activities

Start to address sleep and end of the day routines
- Reducing blue light
- Cool, dark room
- Relaxation techniques
- Gratitude stone
Listen and communicate...

Bring health to the forefront – listen to your body and mind:
  • Health diaries – food, and overall health
  • Question a day
  • Counteract sitting with movement and stretching
  • Muscular reactions to movement – slow, purposeful or fast and energetic (heart, lungs, what they prefer, why both are important, what do they need today?)

Consider the choices we make:
  • Consequences of good health choices and bad health choices in short and long term

Who their role models are – who is guiding them:
  • Athlete – what else is happening in their world (5Ws)
  • Family member – ask them the big questions, provide cheat sheets
  • Teacher/school - caterpillar
<table>
<thead>
<tr>
<th>Affirmation for today…</th>
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<tr>
<td>60 mins moderate – vigorous activity today included:</td>
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<td>Nourishing foods I ate today:</td>
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<td>People I enjoyed spending time with today:</td>
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<td>Today I drank:</td>
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<tr>
<td>Three things that made me laugh today:</td>
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<td>•</td>
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<td>Today, I learnt…</td>
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<td>Things I noticed today:</td>
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<td>I will go to bed feeling grateful for:</td>
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<td>Wisdom I will take into my day tomorrow:</td>
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The CONSEQUENCES

1-5 years
- Eating too much sugar
- Spending lots of time outdoors in nature
- Rarely moving

5-20 years
- Helping others to see the positives in life
- Criticising yourself for how you look
- Being aware of how you’re feeling about things
- Not drinking enough water

20 years +
- Loving and respecting yourself
- Feeling stressed
If you could create something to improve people’s health, what might it be?

If someone is feeling low in energy, and not very happy, what would you suggest they did over the course of a week to feel better?

What effect does it have on your adult life if you’re healthy as a child?

In what ways might sugar and fat be good for you?

If you could move in any way, wherever you wanted, whenever you wanted, what might a healthy movement programme include for you?

What does a professional athletes life need to include to be victorious?

What could you do now to help yourself live a healthier and happier life when you’re 100 years old?

Who are the five people that have positively influenced your health and wellbeing?

What aspects of your life need to change in order for you to become even healthier?

If you were in charge of the country, how would you ensure people felt well physically and mentally?
The 5 Ws

WHO supports an athlete like this?

WHAT did she need to do after the race?

WHERE would she go to relax?

WHEN does an athlete like this start preparing for their race?

WHY should she be proud of herself?

Pictures of:
Winning
Losing
Injury
Bench
Team-mate
Coach
Official
TV/Media
Organiser
Commentator
Challenge

Challenge the students physically and mentally everyday

Ask

Ask questions relevant to children’s health and wellbeing; provocative questions,

Take care

Take care of your own wellbeing, as well as the students’

Lead by example – how can we expect the children to be healthy if we’re not?

Refuel

Nourish your body with nutrient dense foods

Be mindful with each student, listen (silent), enjoy, celebrate moments

Move with the students – Mile a Day
(not challenging enough? Obstacles, challenges, timings)

Endeavor to learn one new thing about yourself – physically or mentally each day – something about your body/how it works, your personality through reflection etc.

Increase HR

Attribute changes in mood, energy, focus to healthy/less healthy practices

Either get outside together for at least 10 minutes, or complete a mindful breathing activity in class

Routine

Set routine, and break routine. Balance of the two – value both in your classroom. For stability and for resilience.
<table>
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<tbody>
<tr>
<td>Fundamental Movement Skills</td>
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<tbody>
<tr>
<td>Sleep</td>
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<td>Hydration</td>
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<tr>
<td>Spending time in Vitamin N</td>
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<td>Community</td>
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<td>Laughter</td>
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<td>Breathing</td>
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<td>Routine</td>
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<td>Hobbies</td>
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<td>Dental Health</td>
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<td>Moderation &amp; Abundance</td>
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<td>Gratitude and Reflection</td>
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<td>Resilience &amp; Tolerance</td>
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<th>Healthy Habits</th>
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<td>Healthy Thoughts</td>
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Become one of our Health Ambassadors

25th Jan & 1st Feb – Suffolk
11th & 12th Feb – Norfolk
Offer your staff Personal Health Development

Twilight training

INSET for individual schools

Health Conferences (INSET) for groups of schools
A healthier day...
Home: Parent Workshops in the community
- for several schools
Lunch: MDA & Health Champion Training & Resources
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