

## Bizzy Breaks, the Wellbeing Framework and SPHE

**Table 1** below highlights some examples of the contribution of Bizzy Breaks to wellbeing, in line with the *Wellbeing Policy Statement and Framework for Practice 2018–2023* (October 2019).

See **Table 2** for further detail on links between SPHE Strands/Strand Units and Bizzy Breaks activities/additional resources

**Table 1: Wellbeing Framework for Practice and Bizzy Breaks**

Key Area	Statement of Effective Practice	SPHE	Bizzy Breaks link
1 - Culture and Environment	There is a positive approach to discipline where issues are resolved with care, respect and consistency.	<b>Strand:</b> Myself and Others. <b>Strand Unit:</b> Relating to others	-Respecting the rights and space of self and others.  -Developing a better awareness of one's body, thoughts and feelings.  -Cultivating mindful attitudes and values (e.g. patience, trust, empathy).
	The school environment is conducive to promoting healthy eating choices.	<b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body  (DES Circular 0013/2016)	-Recognising the importance of fruit and vegetables; understanding a balanced diet through the <i>Healthy Food for Life</i> Food Pyramid (Department of Health, 2016)
	The wellbeing of the whole school community is central to the school's mission statement and management take responsibility to promote wellbeing.	<b>Strands:</b> Myself, Myself and others and Myself and the wider world  (DES Circulars 0022/2010, 0013/2016)	-Participating in daily enjoyable physical activity throughout every school day for a healthy body and mind.  -Practicing mindfulness in the context of a school community.  -Bringing a mindful approach to day-to-day activities in the classroom.  -Exploring the importance of food for promoting growth, keeping healthy and providing energy.

<b>2 - Teaching and Learning</b>	Teachers use opportunities to promote wellbeing across the curriculum.	DES Circulars 0022/2010, 0013/2016	-Discovering links between mindfulness/physical activity and different curriculum areas.
	Children and young people's enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.	<b>Strand:</b> Myself <b>Strand Units:</b> Self-identity; Growing and changing	-Cultivating a positive approach to learning, improving and overcoming challenges.  -Understanding that mindfulness is a skill and requires regular practise.  -Recognising the body as a tool through which to explore and understand concepts in different subject areas.
<b>4 – Relationships and Partnerships</b>	Mentoring systems are in place whereby more senior young people mentor younger children offering practical, social and/or emotional support.	<b>Strand:</b> Myself and others <b>Strand Units:</b> My friends and other people; Relating to others <b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing citizenship	-As pupils develop mindfulness skills, attitudes and values, they are better able to support themselves and each other socially and emotionally.

**Table 2: Links between SPHE Strand Units and Bizzy Breaks Activities/Additional Resources**

(Yellow = Junior classes; Green = Middle classes; Purple = Senior classes)

SPHE Strand	Strand Unit	Sub-unit	Bizzy Breaks Activity	Additional Resources
Myself	Taking care of my body	<i>Knowing about my body</i>	Teddy Tap (Jr, p. 19/20) Arm Dance (Mid, p. 22) Shuffle (Sr, p. 35)	<ul style="list-style-type: none"> <li>Teddy Tap (My Body)</li> <li>Muscles Card</li> <li>Pulse Experiment</li> </ul>
		<i>Food and nutrition</i>	Funky Fruit (Jr, p.12) Tasty Tunnel (Jr, p. 16)	<ul style="list-style-type: none"> <li>Fruit and Veg Flashcards</li> <li>Odd One Out</li> <li>Fruit &amp; Vegetable Classification Game (PPT)</li> <li>Food Letters</li> <li>Food Preference</li> <li>Fruit Salad Sequence (PPT and worksheet)</li> </ul>
		<i>Health and well-being</i>	Step Sequence (Mid, p. 27) Precious Pearl (Mid, p. 28/30) Easy-Peasy-Squeezy (Mid, p. 29/30) Shuffle (Sr, p. 35)	<ul style="list-style-type: none"> <li>How much Physical Activity?</li> <li>What Does Healthy Mean?</li> <li>Easy Peasy Squeezy (Ways to Relax/Breathing Exercises)</li> </ul>
	Growing and changing	<i>Feelings and emotions</i>	Finger Surf (Jr. p. 18/20) Teddy Tap (Jr, p. 19/20) Balloon Breathing (Sr, p. 40)	<ul style="list-style-type: none"> <li>Teddy Tap (When I'm Upset/Take a Stretch)</li> <li>What I am Thankful For (Gratitude Diary/My Hero)</li> </ul>
	Making decisions		Line as you Like (Sr, p. 34) Mystery Mover (Sr, p. 36)	<ul style="list-style-type: none"> <li>Printable signs</li> </ul>
Myself and others	My friends and other people		Floating Fabric (Jr, p. 17) Mystery Mover (Sr, p. 36)	External resources* (Walk Tall)
	Relating to others	<i>Communicating</i>	Hand Jive (Mid, p. 26) Opposites Game (Sr, p. 32)	External resources* (Walk Tall)

<b>Myself and the wider world</b>	Developing Citizenship	<i>Environmental care</i>	Active Outdoors (Mid, p. 25)	External resources* (Walk Tall, Heritage in Schools, Green Schools, Repak)
	Media Education		Line as you Like (Sr, p. 34)	External resources* (Walk Tall, Safefood)

\*Irish Heart Foundation additional resources for the strands of **Myself and others** and **Myself and the wider world** are currently in development and will be available shortly.

**Note:** The contents of these tables are examples of meaningful links between the Wellbeing Policy Statement and Framework for Practice and SPHE within the Irish Heart Foundation Bizzy Breaks programme and are not meant to be exhaustive.