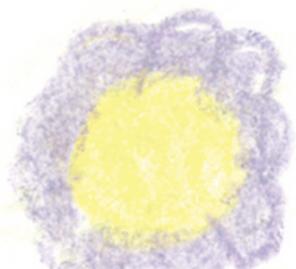




**TAKE
FIVE**
•••••
AT SCHOOL

STAND STRONG
BREATHE

Quantitative and Qualitative Report on the
Impact
of Take Five at School
in Glenwood Primary School, Belfast
during the Summer Term 2021



© Each Amazing Breath CIC



Feedback from teachers at Glenwood Primary School about the impact of Take Five.

“Calming after quarrels, helps with worry and stress.”

“I have a number of children who find elements of school difficult when interacting with others. Eg. Playground, PE, activity based learning, break time, dinner hall. I feel Take Five gives the children a strategy they can immediately use to help the situation and I have found my class do use it. Some have told me they use it at home. I have two children in particular who now take themselves to a ‘calming space’ outside our classroom where they will choose their favourite breathing technique to help. The children do enjoy participating in Take Five.”

“It helps the pupils to self-regulate. I had a pupil with autism last year whose behaviour at home was very challenging - his mum said that he was using the Take Five breathing to help him self-regulate at home.”

“It has a positive impact on the children with several commenting on how they use the breathing techniques at home or in other situations.”

“Positively. Children use when anxious at home. Parents messaged to say they used it when getting a PCR test done.”

“Children in my class are enjoying partaking in Take Five. Some are practising take Five in their own time. During Take Five children have been concentrating well and are engaged.”

“Very positively. Daily, children tell me when they have used it at home. When my class had to have a pcr test, two parents messaged to say that their child asked them to complete a breathing exercise in the health centre.”

“I had a pupil tell me that they used Take Five when feeling nervous about their first time at the opticians. I think it is very important that children have it as a tool to use when needed.”

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5) QUANTITATIVE EVALUATION RESULTS

Summary graphs of the impact of 4-week self-score resilience scales on P5 pupils

Children’s self-score data on:

Impact on stress in the body

Impact on ability to concentrate

Impact on how positive they feel about life

Impact on ability to cope with unexpected changes

Impact on how positive they feel about themselves

Impact on how calm they feel



An example of Take Five taking place in a classroom at Glenwood Primary.

SECTION 1 – INTRODUCTION BY BELFAST HEALTH DEVELOPMENT UNIT



**Jim Morgan Senior Project Development Officer
Belfast Health Development Unit**

Belfast Health Development Unit (BHDU) was again delighted to support this Take Five at School project at Glenwood Primary School, Belfast.

Previous work undertaken by Each Amazing Breath in Ligoniel Primary School, Springfield Primary School, Sacred Heart Primary School, Holy Trinity Primary School, St Clare's Primary School, St. Kevin's Primary School, Malvern Primary School and Springhill

Primary School demonstrated very clearly that this programme of work had a very positive impact and effect on pupils within the school family. More importantly the wider array of resilience building that has been developed as part of this roll-out is evident in the findings of the evaluation report. It must also be noted that because of the impact of Covid-19, this work took place in very challenging and sometimes uncharted waters. That being the case, additional praise must be given to Each Amazing Breath and how they adapted and changed their approach to meet these needs during Covid-19. Praise must also be given to School Principals and School Leadership Teams for their willingness, motivation and enthusiasm to embark on this new venture with BHDU and Each Amazing Breath at a time when they were being overwhelmed dealing with the challenges presented by Covid-19.

Belfast Health Development Unit secured finances from the Public Health Agency to support this important piece of work to allow more schools in Belfast to be part of this process and support our children in Primary Schools develop the tools, skills, and knowledge to achieve academically, by concentrating and focusing on learning; becoming more resilient and managing strong emotions; making better choices; respecting others and responding rather than reacting. Finally, from a personal development perspective the approach supports children's personal capacity to become more responsible, confident, and independent. Individually these are all very important to children's development and learning; however, collectively they enhance the opportunities for growth, development, learning and independence, which can only be a positive thing for the individual, their class and the school overall. The work of Belfast Health Development Unit is about health and social wellbeing, therefore what better place to start than with our children in school. If we create the space and opportunities for our children to develop and flourish, they will build the resilience, skills, knowledge and understanding to grow into confident, respectful and engaging adults. This programme of work provides that opportunity, an opportunity too good to be missed. We hope that the learning from the delivery of Each Amazing Breath in all the primary schools to date will continue to inform how we promote and develop the 'Take Five at School' concept going forward.

FORWARD

We are delighted to be able to welcome you to this impact report.

The report celebrates the children and staff at Glenwood Primary School and their Take Five at School journey. Glenwood Primary School began their journey in January, 2021, when Each Amazing Breath trained 5 staff to be Take Five Champions.

Covid-19 Due to the pandemic the Champions were trained virtually over two intensive days, and all resources were sent directly to the school. We would like to give special acknowledgment to all the staff at Glenwood Primary School who were willing to be trained in a new initiative at such a stressful and challenging time. They have done an amazing job and we were very impressed.

This report summarises the qualitative feedback on the benefits of Take Five as well as a comprehensive quantitative analysis. It provides the reader with tangible examples of how the children are growing in their sense of personal capacity and wellbeing, as well as evidence of sustainable whole school impact (through the professional views of the staff, and the richness of the quantitative data collected and analysed).

We are confident that any reader will be inspired by the school and its wonderful children and staff.

It has been a total pleasure to work with this amazing school and to witness how the Champions, staff and pupils have brought the programme alive so powerfully and impactfully.

We are very grateful to Belfast Health Development Unit, whose funding allowed all this to happen.



*Lesley Howard, Lead Take Five Trainer for
Each Amazing Breath*



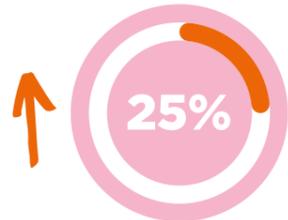
*The Take Five programme
comes with a very
comprehensive set of resources
for the Take Five Champions.
Here are some examples.*

SUMMARY OF EVALUATION RESULTS

ALL RESULTS = The percentage shifts that children felt after a TakeFive practice over 4 weeks across two classes.

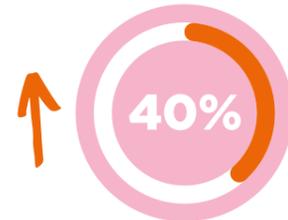
LPPS = (Low Pre-Practice Score) or the portion of class struggling the most before Take Five.

ABILITY TO COPE WITH CHANGE



WHOLE CLASS

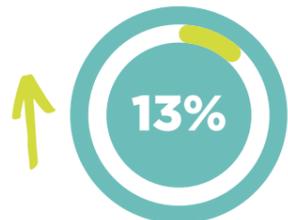
The whole class, on average, increased in their perceived ability to cope with change by 25% after a Take Five practice.



LPPS

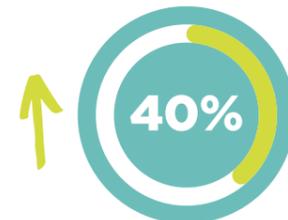
Children struggling the most, on average, increased in their perceived ability to cope with change by 40% after a Take Five practice.

FEELING POSITIVE ABOUT LIFE



WHOLE CLASS

The whole class, on average, increased in feeling positive about life by 13% after a Take Five practice.



LPPS

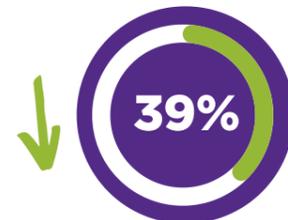
Children struggling the most, on average, increased in feeling positive about life by 40% after a Take Five practice.

HOLDING STRESS IN THE BODY



WHOLE CLASS

The whole class, on average, decreased the amount of stress in their body by 19% after a Take Five practice.



LPPS

Children struggling the most, on average, decreased the amount of stress in their body by 39% after a Take Five practice.

SUMMARY OF EVALUATION RESULTS

ALL RESULTS = The percentage shifts that children felt after a TakeFive practice over 4 weeks across two classes.

LPPS = (Low Pre-Practice Score) or the portion of class struggling the most before Take Five.

ABILITY TO CONCENTRATE



WHOLE CLASS

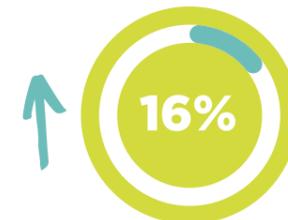
The whole class, on average, increased in their perceived ability to concentrate by 25% after a Take Five practice.



LPPS

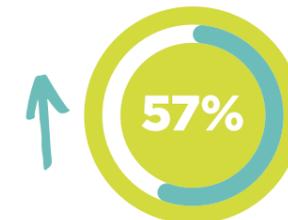
Children struggling the most, on average, increased in their perceived ability to concentrate by 51% after a Take Five practice.

FEELING POSITIVE ABOUT YOURSELF



WHOLE CLASS

The whole class, on average, increased in feeling positive about themselves by 16% after a Take Five practice.



LPPS

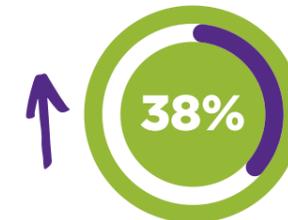
Children struggling the most, on average, increased in feeling positive about themselves by 57% after a Take Five practice.

FEELING CALM IN THE MOMENT



WHOLE CLASS

The whole class, on average, increased in how calm they feel by 26% after a Take Five practice.



LPPS

Children struggling the most, on average, increased in how calm they feel by 38% after a Take Five practice.

A CELEBRATION OF THE DATA

Schools and teachers showed up at a difficult time and succeeded!

The results achieved during this time are simply remarkable. Schools and teachers persevered despite the limitations and stressful circumstances of the pandemic. They were trained virtually, which meant less in-person support from us – and they began implementing practices earlier than usual. Despite this, they took Take Five head-on, implemented the practices, and collected the data seen here. We extend our deepest thanks!

Small practices everyday build capacity, resilience, and strength.

When you look at the graphs, week on week, you can see resilience-building taking place. Even if one week, the children had a lower shift, the next week they completely “bounce back”. The more awareness you cultivate of your body, emotions, and mind – the better equipped you are to respond rather than react and give yourself what you need.

Children struggling the most gain the most impact.

From a strength-based and trauma-informed approach, it is important to us that the children with the most stress and difficulty are able to fully access these practices. Often, as you begin to notice your emotions, you can become more aware of intense feelings; however, as you become more aware, you can safely apply a Take Five practice at your own pace. **The most vulnerable children begin to feel their inherent capacities to deal with stress, and feel positive about themselves and life.**



Natalie Price, PsyD, MPH
Director of EAB

Natalie is a Clinical Psychologist specialising in trauma-informed and public health approaches to emotional health and wellbeing. She works with individuals, communities, and organisations from a co-designed approach to create space, capacity, and skills to connect, and rewire towards self-agency, strength, resilience, and creativity.

ABOUT TAKE FIVE AT SCHOOL WHOLE SCHOOL RESILIENCE BUILDING PROGRAMME

Take Five at School is a trauma-smart, universal, strength based, skill-set based in a range of resilience building skills and pedagogies including, breathing, grounding and awareness.

Our whole school resilience building is a carefully crafted, needs-based Programme. Over a period of 6-12 months, we train and support schools to sustainably embed the impactful Take Five practices, in both universal and targeted settings within every school.

Our approach is suitable for Primary, Secondary, and Special Schools, and where developmentally appropriate, we empower the children to play a proactive part in leading practices and sustaining the programme.



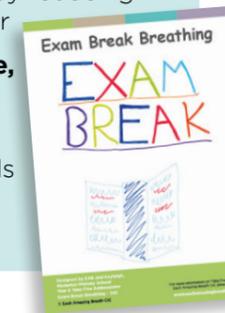
Examples of how Take Five impacts

Achieving Academically

Helps create an environment in which pupils are able to **focus on learning** by reducing disruptive classroom behaviour

Helps pupils **concentrate more, and be more committed to their learning**

Provides a practical tools pupils can use **independently to manage exam stress**

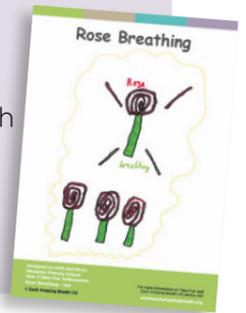


Resilience and Emotional Health and Wellbeing

Cultivates pupils' ability to be **resilient to setbacks, challenges and change** in their daily lives

Pupils feel **safer and more in control of themselves** through developing the capacity to **manage strong emotions**

Supports **emotional health and positive wellbeing**



Behaviour and Attitudes

Supports pupils to **reflect** on their own behaviour

Provides practical **de-escalation and self-soothing tools**

Cultivates the ability to **respond** rather than react, which aids **better choice making and respect of others**

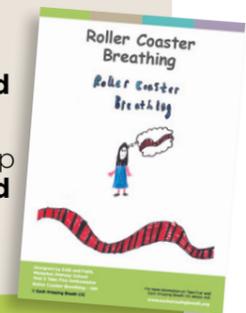


Personal Development

Fosters pupils' personal capacity to be **resilient, responsible, confident and independent**

Supports broader development through **self and peer leadership**

Provides practical tools to help pupils have a **success-focused mind-set**



ABOUT EACH AMAZING BREATH (EAB)

WHO WE ARE

Each Amazing Breath is a not for profit organisation that specialises in resilience and capacity building. We offer a range of services to help foster strength, focus, creativity, and vitality in diverse settings, including work, school, home, and the community so that everyone, including people with significant challenges, can grow stronger and more resilient.

Our approach facilitates needs-based mindful resilience building, and tailors a range of skills based in practical mindfulness that can be owned, valued, and sustainably, safely, and practically applied into people's daily lives.

We offer a range of services including a resilience building programme called Take Five.

OUR RESPONSE TO COVID-19

New programmes developed in 2020 to support children, families and schools during lockdown and working in 'bubbles'



St. Kevin's Primary School had access to **BUBBLE Take Five** to allow them to get started with Take Five even whilst working in 'bubbles'.

Virtual Take Five provides a range of practices and support that children can use when at home.



SECTION 2 - OVERVIEW OF TAKE FIVE AT GLENWOOD PRIMARY SCHOOL



Introduction by Principal Mr Wesley Wright

Take Five arrived at just the right time for Glenwood. With education being so disrupted in the past 18 months, we were keen to help our children to build resilience, reduce stress and enable them to help regulate their emotions. As a staff, we were keen for children to be aware of their feelings and give them tools to be in the best place to learn. There are five Champions in Glenwood Primary School due to the school being such a large community. This was advantageous in that the programme could be tailored to every key stage and learning need, and the teachers and pupils had a mentor to support them on the Take Five journey.

Our school Champions trained our staff, who embraced Take Five with great enthusiasm. All the children took to Take Five with great gusto and are learning these much needed skills in building their resilience and emotional literacy. The Ambassador training is now under way and the children are excited and motivated about leading the programme. Our children thrive on consistency and routine, and Take Five is now very much part of what we do at Glenwood. Take Five helps us create a calmer learning environment for the children, gives strategies for dealing with problems and makes school a happier place to be. I look forward to seeing the impact on the children as this becomes embedded in the months and years ahead.

Mr Wesley Wright, Principal at Glenwood Primary School





Take Five Champions at Glenwood Primary School
 Left to right: Jennifer Dunwoody (learning support), Laura Parks (Key Stage 1 coordinator), Deirdre Ritchie (Key Stage 2 coordinator), Jacqueline Leith (SENCO) and Siobhan Hawthorne (Foundation Stage coordinator).

Jacqueline Leith (SENCO), Glenwood Primary School

As a Champion of Take Five, I have been fortunate and delighted to see how the Programme has been embraced by Staff and Pupils alike. At Glenwood Primary School, we place significant emphasis on our Pastoral Programmes and ensuring the Social & Emotional Wellbeing development of our pupils, so it has been fantastic to see the already positive impact the programme is having throughout our classes and the school as a whole.

In the short time we have been embedding the programme, we can see how children are enjoying the experience it brings and are starting to use the strategies taught to self-regulate and bring calm into their own school day. The brief sessions fit well within the school day and help the children 'decompress' after their break and lunch playtimes. Teachers and Classroom Assistants are also benefiting from a more settled class, with improved concentration and attention after the Take Five session. We have been gratified to hear very positive feedback from our pupils, where they have been able to use these techniques outside the school environment when they feel anxious or upset. This transference of skills will hopefully and ultimately lead to greater resilience as they mature.

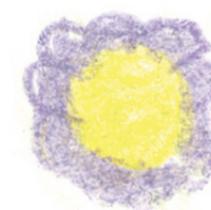
The programme also enhances its impact by advocating the training of children as Ambassadors, who then lead practices throughout the school. This sense of ownership allows the children to fully commit to and engage with the programme and has made the whole experience a very positive one. I look forward to seeing the continued effects of the programme on our school population as the classes move up through the years.

SECTION 3 - QUALITATIVE EVALUATION

Quotes from Teachers:

“A great engagement – the children relished in the time of quiet and calm.”

“There was a calm, relaxed atmosphere.”



“The children were noticeably quieter, calmer and their body language was less tense.”

“Settled, ready to work.”

“Very calm and relaxed – ready for the next lessons.”

“Those who had been frustrated at lunch over football were very engaged, closed their eyes and enjoyed the alone time.”



“As the children are gaining more confidence with the programme, they are more engaged during the session, in turn reaping the benefits.”

“Calm + Relaxed.”



“Breathing makes them feel calm, relaxed, focused, happy.”

SECTION 4 - IMPACT EVALUATION METHODOLOGY

ABOUT THE QUANTITATIVE EVALUATION

Measuring resilience

The aim of Take Five is to grow your skills in the awareness of yourself in each moment.

It is being able to recognise and self-reflect when we are feeling out of balance or out of our own power, and then having choices to know what we need to do in that moment, whether it is breathing, grounding, or walking away. **It only makes sense to measure these shifts as it relates to the present moment.**

Longitudinally, resilience and growing stronger is difficult to measure as we shift and adjust to the process of life. It is our hope, that over time, **young people will grow in their knowledge of themselves moment to moment**, and to know what is best for them to cope and deal with the stresses and transitions of life.

Self-score resilience scales

Quantitatively, we developed a self-report resilience scale to administer before and after a breathing practice. The scales were tested by the school as to age appropriateness and where required, support was provided by the school, so all pupils could participate.

The two functions of the scales are as follows:

- 1. To gain one point-in-time self-score pre and post practice.**
- 2. To build resilience and self-reflection as a practice in itself, through a self-report or “check-in” tool.**

The resilience scales are meant to be focused in the present time and reflect the individual in that moment.

The following six questions were asked:

- Are you holding stress in your body at this time?
- Do you feel able to concentrate at this time?
- In this moment, how positive do you feel about life?
- In this moment, do you feel able to cope with unexpected changes?
- Do you feel positive about yourself at this time?
- How calm do you feel in this moment?

All questions had a scale range of 0-7 and pupils were asked to self-score themselves immediately before a Take Five practice and immediately afterwards, ideally at the same time each week.

About pre-post practice shifts

As Human Beings, being able **to grow into our abilities to notice, through gentle self-inquiry, our state in any moment, is a resilience building skill.**

What we mean by Pre-practice: A pre-practice score is a self-report resilience scale score filled in immediately prior to a Take Five practice

What we mean by Post-practice: A post-practice score is a self-report resilience scale score filled in immediately following a Take Five practice.

About people who report Medium - High Pre-Practice Scores. Those who score a 0-3 on Question One and score a 4-7 on remaining questions are classified as Medium to High Pre-Practice Scorers. This could mean many things, but we generally interpret this to mean young people are self-reporting that they feel somewhat to fully optimal before completing a Take Five practice. Positive shifts for young people who score in this range can be useful in many ways, such as feeling optimal in terms of focusing, calmness, and general feelings of well-being

About people who report Low Pre-Practice Self Scores - LPPSS. Conversely, young people who score a 4-7 on Question One and score a 0-3 on remaining questions are classified as Low Pre-Practice Scorers (LPPSS). Positive shifts may include very practical benefits such as being able to manage anxiety, or increased capacity to respond rather than react.

The following Year groups were involved:

- Class 1 - P6 with 23 Pupils
- Class 2 - P4 with 24 Pupils

All children completed the scales once a week for 4 consecutive weeks.



SECTION 5 - QUANTITATIVE EVALUATION RESULTS

Summary graphs of the impact of self-score resilience scales on P4 and P6 over 2 classes.

P6

Mrs. Shortt's Class 23 Students over 3 weeks

Reduction in
'Stress in the body'
Average **Whole Class**
reduction of 36%
Average **LPPSS*** pupils
reduction of 45%

Increase in
**'Feeling able to
concentrate at this time'**
Average **Whole Class**
increase of 23%
Average **LPPSS*** of 41%

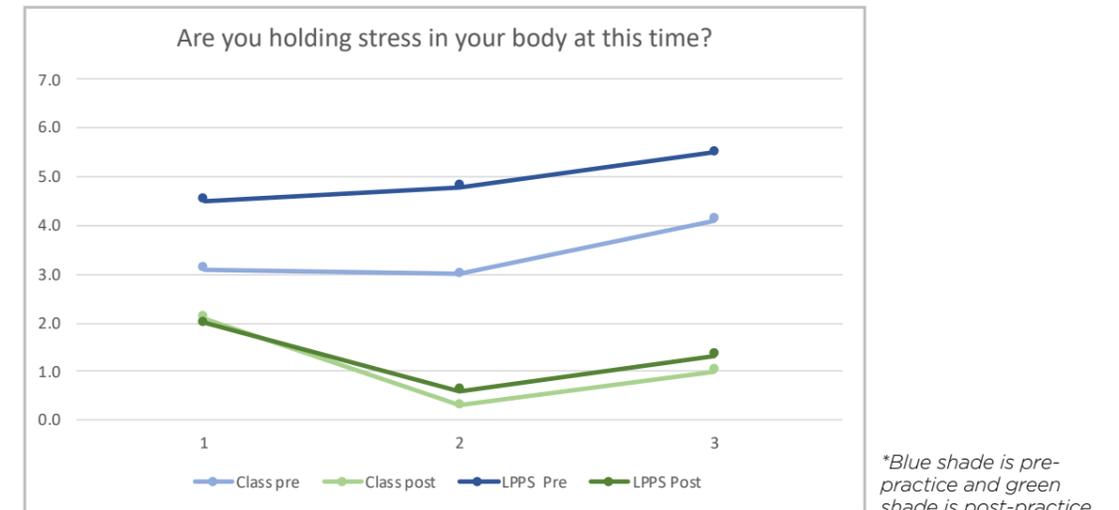
Increase in
'How calm they feel'
Average **Whole Class**
increase of 29%
Average **LPPSS*** of 35%

See the six graphs on the following pages for more details and more highlights from Mrs. Shortt's class.

***LPPSS: Low Pre-Practice Self-Score.** These are the pupils who scored themselves the lowest before the Take Five practice. i.e. they were struggling the most.

Mrs. Shortt: P6

Question 1: Are you holding stress in your body at this time?



Highlights of Whole Class

Average improvement of 2.90 (36%)

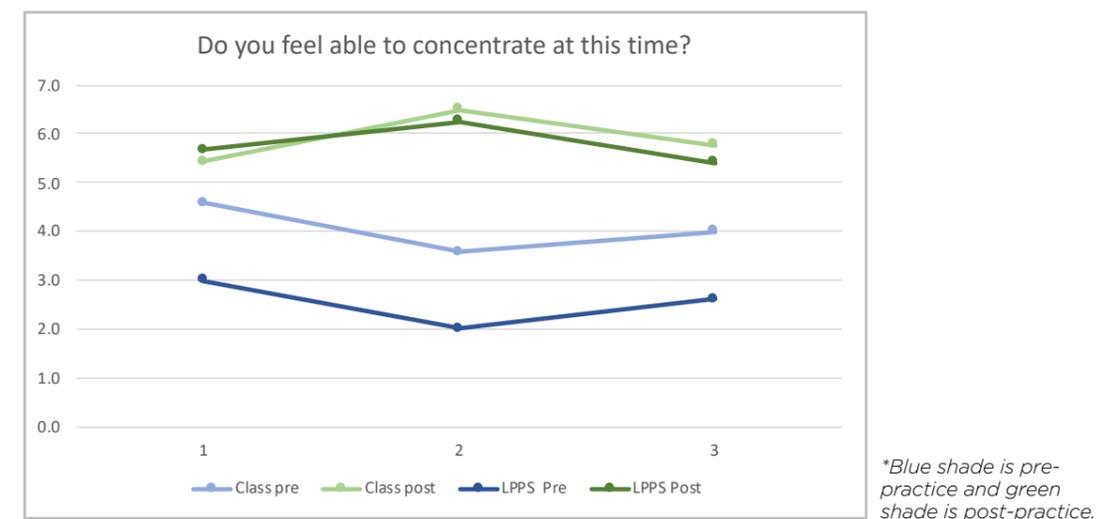
Largest improvement was week 3 with a 3.10 point improvement (39%)

Highlight of LPPSS

Average improvement of 3.62 points (45%)

Largest improvement was week 2 with a 4.20 point improvement (53%)

QUESTION 2: Do you feel able to concentrate at this time?



Highlights of Class

Average improvement of 1.84 (23%)

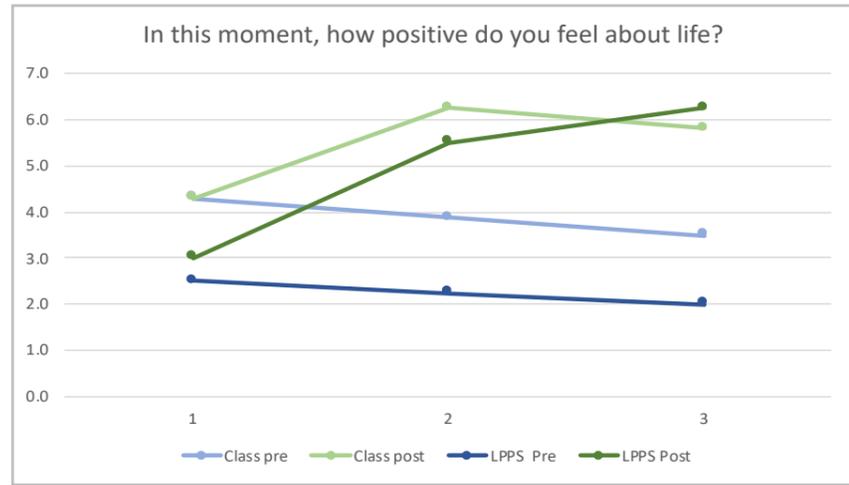
Largest improvement was week 2 with a 2.92 point improvement (27%)

Highlight of LPPS

Average improvement of 3.24 points, (41%)

Largest improvement was week 2 with a 4.25 point improvement (53%)

QUESTION 3: In this moment, how positive do you feel about life?



*Blue shade is pre-practice and green shade is post-practice.

Highlights of Whole Class

Average improvement of 1.56 (20%)

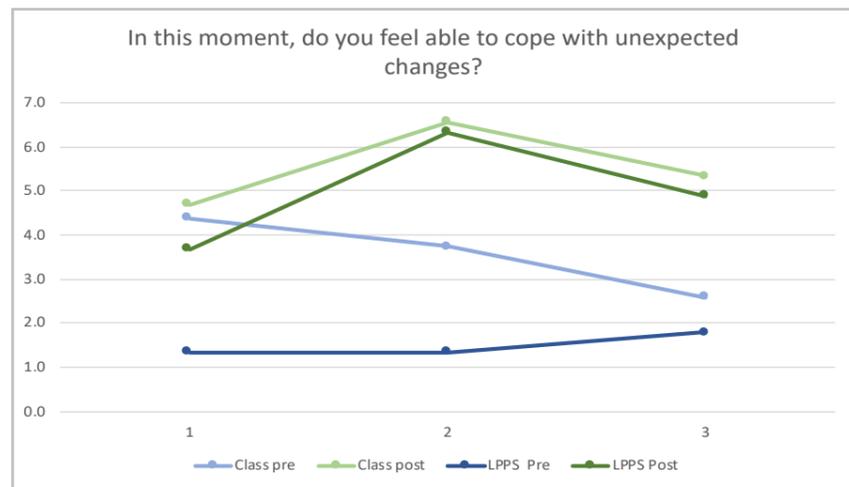
Largest improvement was week 2 with a 2.38 point improvement (29%)

Highlight of LPPSS

Average improvement of 2.67 points, (33%)

Largest improvement was week 3 with a 4.25 point improvement (53%)

Question 4: In this moment, do you feel able to cope with any unexpected changes?



*Blue shade is pre-practice and green shade is post-practice.

Highlights of Class

Average improvement of 1.96 (25%)

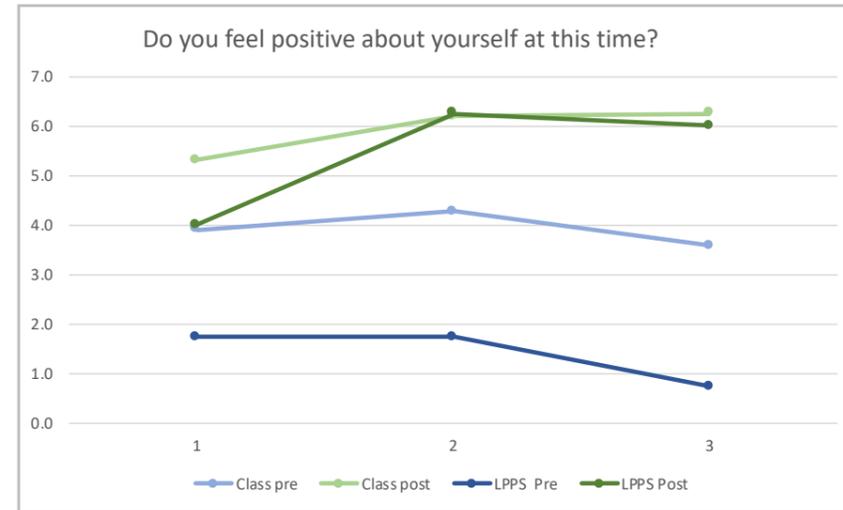
Largest improvement was week 2 with a 2.82 point improvement (35%)

Highlight of LPPS

Average improvement of 3.48 points, (44%)

Largest improvement was week 2 with a 5.00 point improvement (63%)

Question 5: Do you feel positive about yourself at this time?



*Blue shade is pre-practice and green shade is post-practice.

Highlights of Whole Class

Average improvement of 1.99 (25%)

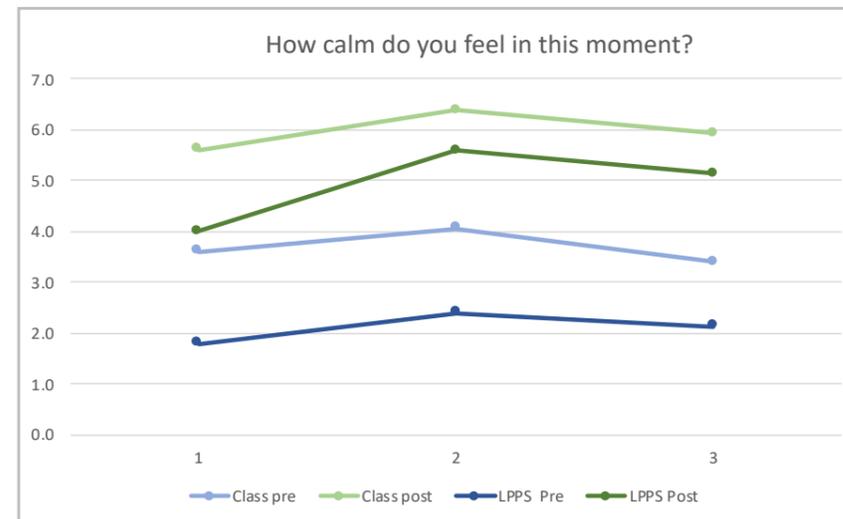
Largest improvement was week 3 with a 2.67 point improvement (33%)

Highlight of LPPSS

Average improvement of 4.00 points, (50%)

Largest improvement was week 3 with a 5.25 point improvement (66%)

Question 6: How calm do you feel in this moment?



*Blue shade is pre-practice and green shade is post-practice.

Highlights of Class

Average improvement of 2.28 (29%)

Largest improvement was week 3 with a 2.53 point improvement (32%)

Highlight of LPPS

Average improvement of 2.80 points, (35%)

Largest improvement was week 2 with a 3.20 point improvement (40%)

P4

Mrs. Parks' Class 24 Students over 4 weeks

Reduction in
'Stress in the body'
Average **Whole Class**
reduction of 7.5%
Average **LPPSS*** pupils
reduction of 33%

Increase in
**'Feeling able to
concentrate at this time'**
Average **Whole Class**
increase of 26%
Average **LPPSS*** of 60%

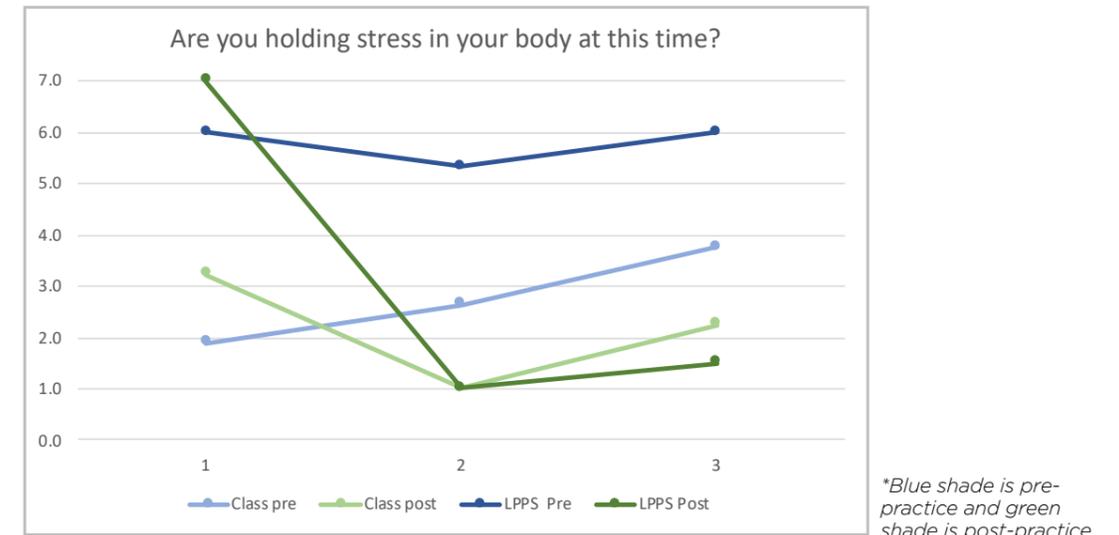
Increase in
'How calm they feel'
Average **Whole Class**
increase of 22%
Average **LPPSS*** of 46%

See the six graphs on the following pages for more details and more highlights from Mrs. Parks' class.

***LPPSS: Low Pre-Practice Self-Score.** These are the pupils who scored themselves the lowest before the Take Five practice. i.e. they were struggling the most.

Mrs. Parks: P4

Question 1: Are you holding stress in your body at this time?



Highlights of Whole Class

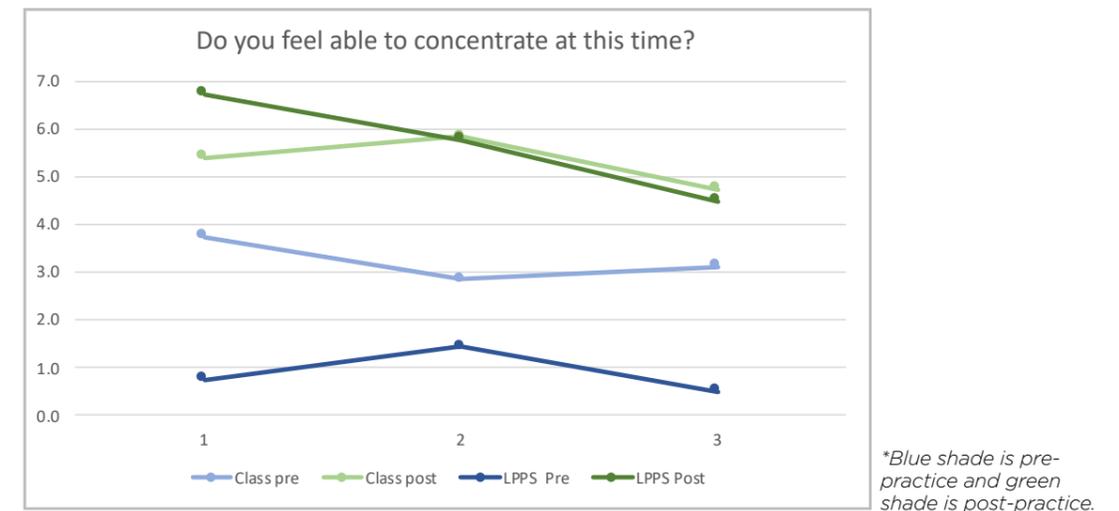
Largest improvement was week 2 with a 1.64 point improvement (21%)

Highlight of LPPSS

Average improvement of 2.61 points, (33%)

Largest improvement was week 3 with a 4.5 point improvement (57%)

QUESTION 2: Do you feel able to concentrate at this time?



Highlights of Class

Average improvement of 2.10 (26%)

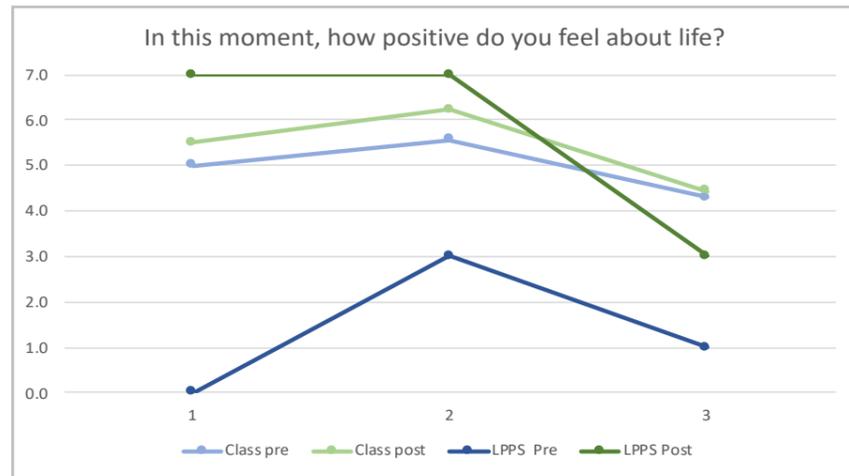
Largest improvement was week 2 with a 3.00 point improvement (38%)

Highlight of LPPS

Average improvement of 4.78 points, (60%)

Largest improvement was week 1 with a 6.00 point improvement (75%)

QUESTION 3: In this moment, how positive do you feel about life?



*Blue shade is pre-practice and green shade is post-practice.

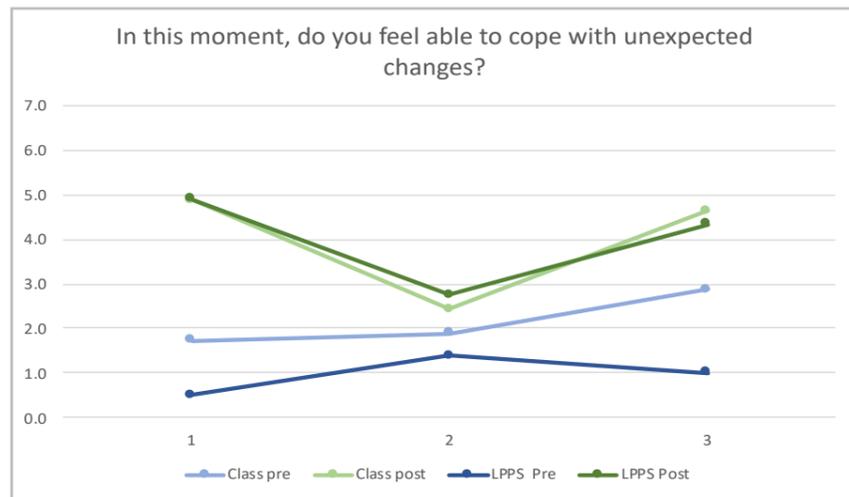
Highlights of Whole Class

Average improvement of 0.44 (6%)
 Largest improvement was week 2 with a 0.67 point improvement (8%)

Highlight of LPPSS

Average improvement of 4.33 points, (54%)
 Largest improvement was week 1 with a 7.00 point improvement (88%)

Question 4: In this moment, do you feel able to cope with any unexpected changes?



*Blue shade is pre-practice and green shade is post-practice.

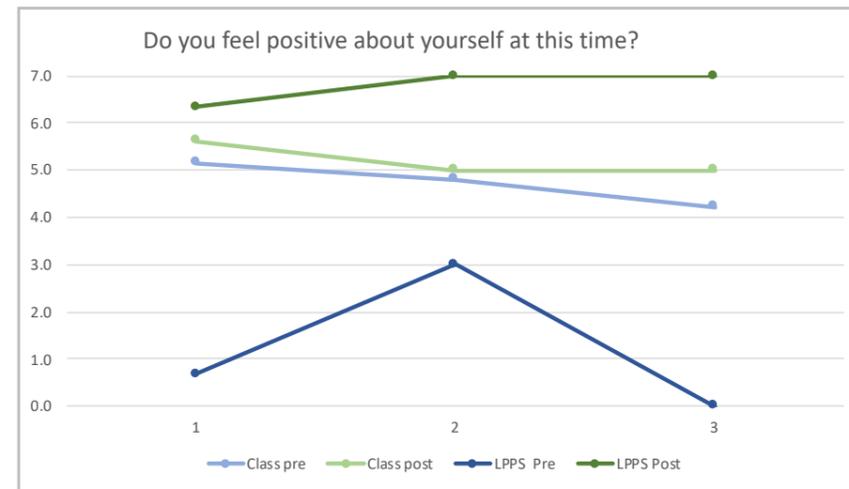
Highlights of Class

Average improvement of 1.81 (23%)
 Largest improvement was week 1 with a 3.13 point improvement (39%)

Highlight of LPPS

Average improvement of 3.04 points, (38%)
 Largest improvement was week 1 with a 4.40 point improvement (55%)

Question 5: Do you feel positive about yourself at this time?



*Blue shade is pre-practice and green shade is post-practice.

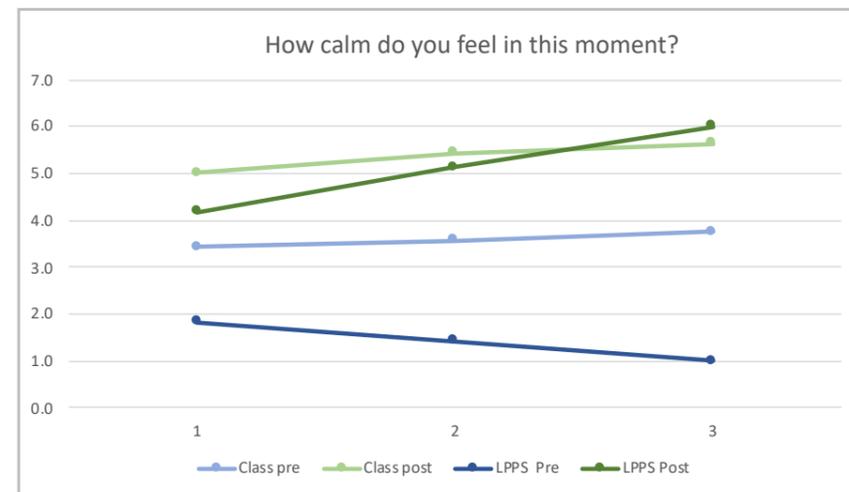
Highlights of Whole Class

Average improvement of 0.48 (6%)
 Largest improvement was week 3 with a 0.78 point improvement (10%)

Highlight of LPPSS

Average improvement of 5.56 points, (70%)
 Largest improvement was week 3 with a 7.0 point improvement (88%)

Question 6: How calm do you feel in this moment?



*Blue shade is pre-practice and green shade is post-practice.

Highlights of Class

Average improvement of 1.77 (22%)
 Largest improvement was week 3 with a 1.88 point improvement (24%)

Highlight of LPPS

Average improvement of 3.68 points, (46%)
 Largest improvement was week 3 with a 5.0 point improvement (63%)

This report shares the voices of staff and children at Glenwood Primary School as they share their experience of Take Five.

In addition, the report summarises over 12 graphs the findings of a four-week quantitative study in two classes at the school. The graphs share details of the impact of Take Five on the capacity to improve an individual's ability to concentrate, release tension in the body, self-calm and improve how positive they feel about themselves and life.

We are confident that any reader will be inspired by the impact of Take Five at this amazing school.



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BREATHE**

For more information contact:

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