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# Well-Being Post-primary School Programmes Catalogue 2024



**Junior Cycle**



**Wired for Well-Being**  
(Post-primary: First Year to Third Year)

**Senior Cycle**



**Tools to Thrive**  
(Post-primary: Fifth Year & Sixth Year)



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**Post-primary:**  
First Year to Third Year  
[www.otb.ie/w4w](http://www.otb.ie/w4w)



**Post-primary:**  
Fifth Year & Sixth Year  
[www.otb.ie/t2t](http://www.otb.ie/t2t)

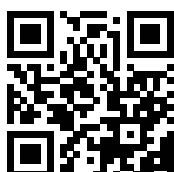
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Sample Pupil Reflective Journals can be  
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## About the Author

### Fiona Forman:



Fiona Forman is the author of the **Welcome to Well-Being, Wired for Well-Being** and **Tools to Thrive** programmes and co-author of the **Weaving Well-Being** programme.

She is an author, speaker, facilitator and trainer in the area of well-being and Positive Psychology. Having spent many years as a primary school teacher in Dublin, she is absolutely passionate about placing well-being at the heart of school life and she has seen first-hand the great benefits of empowering children, teachers and parents to understand, value and enhance their own mental health.

Fiona holds an M. Sc. in Applied Positive Psychology, the science of well-being, from the University of East London.

Fiona is also the mother of two young adults, which has deepened her awareness of the necessity to equip children with the support and skills that they need to develop resilience and to thrive and flourish in life.

Fiona is a regular media contributor on children's well-being and has spoken on this subject at conferences at both national and international level. She is available to deliver talks, workshops and CPD training to teachers and parents. For more information, please email co-author Fiona Forman at [fiona.forman@gmail.com](mailto:fiona.forman@gmail.com)

Website: [fionaformanwellbeing.com](http://fionaformanwellbeing.com)

## RESEARCH FINDINGS

Independent research studies on the programmes suggest very positive impact on student well-being, including the following findings:



### **Wired for Well-Being** (Forman, 2021)

- Significantly enhanced positive factors of well-being from baseline to post-intervention
  - Suitable alternative to My Friends Youth that demonstrates better feasibility and promising effectiveness
  - High levels of enjoyment and engagement by students
  - All teachers would recommend the programme
- Rice, 2021



[www.otb.ie/w4w-research-findings](http://www.otb.ie/w4w-research-findings)



### **Tools to Thrive** (Forman, 2024)

- **New programme** - Research to follow

## POST-PRIMARY SCHOOL PROGRAMMES

<b>Wired for Well-Being</b> - (Fiona Forman)	3 levels	1st – 3rd Year
<b>Tools to Thrive</b> - (Fiona Forman)	2 levels	5th – 6th Year

## Scope and Sequence Chart for the Wired for Well-Being and Tools to Thrive Programmes - Post-primary Schools

This chart shows the scope, sequence and linkage of 7 key skills and concepts across the *Wired for Well-Being* and *Tools to Thrive* programmes. This provides students with the opportunity to gain a deeper understanding of each concept as they progress through primary and second level education. Having a multi-year structure in which skills and competencies are reinforced throughout the levels is a key element of effective social and emotional learning programmes.

Skills and Concepts							
Programmes	Language of Well-Being	Self-Efficacy and Resilience	Character Strengths	Cognitive Reframing	Emotional Competence and Regulation	Social Competence	Self-Compassion and Self-Worth
 Post-primary: First Year - Third Year  Wired for Well-Being Forman, 2022	<b>Levels A and B:</b> Reinforcement of the language and key indicators of well-being Well-Being Self-Assessment <b>Level C:</b> Further exploration of a variety of definitions of well-being Well-Being Self-Assessment	<b>All levels:</b> Informal approach to building self-efficacy through provision of an array of strategies and skills based on neuroplasticity <b>Level B:</b> Further exploration and development of specific resilience skills, including emotional regulation and cognitive reframing <b>Level C:</b> Further exploration and development of skills for coping with stress	<b>Level B:</b> Exploration of all 24 strengths and identification of top 5 strengths <b>Level C:</b> Revision of all 24 strengths and cultivation of the specific strength of optimism	<b>All Levels:</b> Further development and exploration of helpful self-talk, Thinking Traps and dealing with ANTs, based on neuroplasticity	<b>All levels:</b> Further development and reinforcement of emotional regulation skills and strategies, including further exploration of 'Amygdala Hijack' and mindfulness, based on neuroplasticity	<b>All levels:</b> Further development and reinforcement of pro-social behaviours and skills, including kindness, uplifting others and making a difference, based on neuroplasticity	<b>All Levels:</b> Further development and reinforcement of self-compassion, embracing imperfection, connection to personal values and awareness of personal Character Strengths, based on neuroplasticity
 Post-primary: Fifth Year - Sixth Year  Tools to Thrive Forman, 2024	<b>Both Levels:</b> Formal introduction and reinforcement of the language of well-being and thriving, with specific reference to nervous system regulation Exploration of the challenges to well-being and thriving posed by contemporary culture	<b>Both Levels:</b> Formal approach to the development of self-efficacy and resilience through provision of an array of skills and tools to support and soothe the nervous system <b>Level B:</b> Further exploration of methods and tools to support the nervous system in order to build resilience	<b>Both Levels:</b> Introduction to all 24 strengths, identification of top 5 personal strengths <b>Level B:</b> Exploration of the link between Character Strengths and resilience	<b>Both Levels:</b> Exploration and development of 6 specific Thinking Traps Challenging ANTs	<b>Both Levels:</b> Exploration and understanding of emotions in terms of survival emotions/thriving emotions <b>Level B:</b> Specific tools for mood management and coping with stress	<b>Both Levels:</b> Definition of and exploration of importance of social well-being <b>Level B:</b> Further development of social competence through the promotion of assertive communication	<b>Both Levels:</b> Exploration of the importance of developing self-compassion and self-worth through tools including compassionate self-talk, identification of unique Character Strengths and value-based decision-making

For further information on the above Post-primary School programmes go to:

**Wired for Well-Being:** [www.otb.ie/w4w](http://www.otb.ie/w4w)

**Tools to Thrive:** [www.otb.ie/t2t](http://www.otb.ie/t2t)



# WIRED FOR WELL-BEING

By Fiona Forman

Junior Cycle well-being programme based on Positive Psychology, the science of well-being

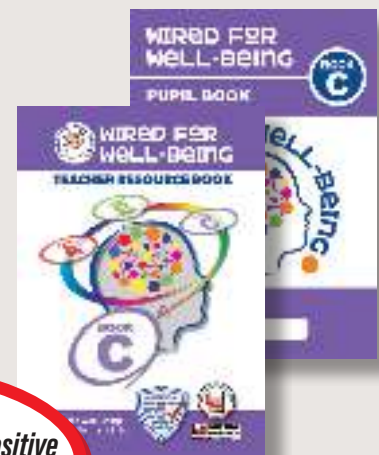
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[www.otb.ie/tasters](http://www.otb.ie/tasters)



Independent research indicates very positive impact on student well-being ✓

**\* 3 LEVELS \***

**Wired For Well-Being** is a three-year SPHE and well-being programme designed for Junior Cycle students. Although the programme is incremental in nature, each level is also stand-alone. It aims to teach students to understand and enhance their own well-being through a range of evidence-based strategies and skills. It consists of 3 Teacher Resource Books and 3 corresponding Pupil Books. The Teacher books include digital content including PowerPoints for the 8 lesson plans in each book.

Author: Fiona Forman

It was created in line with the revised **SPHE curriculum Learning Outcomes** (2023) and the Well-Being indicators outlined in the **Well-Being Guidelines for Junior Cycle** (2021).

**Wired for Well-Being** is incremental in nature. Concepts and skills are reinforced and revised throughout the 3 levels. The programme is drawn from the fields of Positive Psychology and Neuroscience, in order to develop positive well-being habits for life.

Recommended ages: 12 to 15+

## Each level has 8 lessons, containing the following elements:

- **Lesson plans** - containing relevant SPHE modules and DES well-being indicators (Resilient, Connected, Respected, Active, Aware and Responsible), lesson outcomes, resources, Body and Mind Check-in meditation, warm-up activities, subsequent development and supplementary photocopiable resources.
- **PowerPoint slides** - containing all relevant material for the presentation of the lesson including a multi-media element and links to online research articles for further information if required. All of these are contained on a comprehensive **Digital Companion Page** – one for each of the three levels.
- **Pupil Book** - containing four pupil activity pages per lesson including key message, self-assessment and homework activity. Some lessons also include 'Replay' sections to remind the students of previous levels of the programme.
- **Parent/Guardian/Carer Guide** - a pull-out section for parents to learn about and support their child in using the new skills.
- **Digital Companion Pages** - containing downloadable PowerPoints, supplementary worksheets, videos and other valuable materials to support the delivery of each level of the programme.



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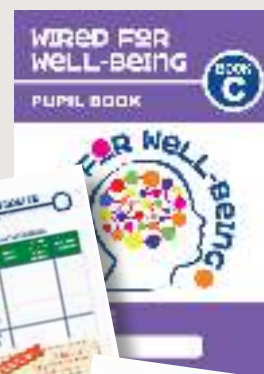
## WIRED FOR WELL-BEING (First Year to Third Year)

Book A (First Year)		Book B (Second Year)		Book C (Third Year)	
Skill 1	Understand Your Well-Being	Skill 1	Get Good at Well-Being	Skill 1	Excel at Well-Being
Skill 2	Nurture Neuroplasticity	Skill 2	Tackle Your Thoughts	Skill 2	Cultivate Optimism
Skill 3	Savour Your Sleep	Skill 3	Embrace Imperfection	Skill 3	Get Good at Stress
Skill 4	Prioritise Positivity	Skill 4	Tame Your Emotions	Skill 4	Make Your Goals Work for You
Skill 5	Choose Kindness	Skill 5	Know Your Strengths	Skill 5	Evolve with Intent
Skill 6	Be Your Own Best Friend	Skill 6	Connect and Uplift	Skill 6	Stop and Drop
Skill 7	Tame Technology	Skill 7	Reboot Your Resilience	Skill 7	Believe You Make a Difference
Skill 8	Become Wired for Well-Being	Skill 8	Become Wired for Well-Being	Skill 8	Become Wired for Well-Being



# WIRED FOR WELL-BEING

Sample pages  
from Pupil  
Books



**FREE Well-Being Lesson Plans available on:**

[www.otb.ie/tasters](http://www.otb.ie/tasters)

**FREE Pupil Book Samples available on:**

[www.otb.ie/samples](http://www.otb.ie/samples)



**W4W**

**APP:**

Book A has an optional, accompanying APP

APPs for Book B & Book C are under construction



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# WIRED FOR WELL-BEING Poster Sets

**WIRED FOR WELL-BEING**  
**Poster Sets**  
**€19.95**



Enhance your school's *Wired for Well-Being* programme with these sets of 11 full-colour A3 stimulus posters featuring the tools and strategies introduced in each level of the programme.



[www.otb.ie/w4w](http://www.otb.ie/w4w)

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To trial a free lesson plan from each level - use the QR code above or go to:

[www.otb.ie/tasters](http://www.otb.ie/tasters)

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	ISBN	PRICE
<b>Wired for Well-Being Book A (First Year)</b>		
Teacher Resource Book	9781913225131	€ 29.95
Pupil Book	9781913225162	€ 4.95
Pupil Book (Pack of 10)	9781913225162x10	€ 44.50
Poster Set A	9781913225193	€ 19.95
<b>Wired for Well-Being Book B (Second Year)</b>		
Teacher Resource Book	9781913225148	€ 29.95
Pupil Book	9781913225179	€ 4.95
Pupil Book (Pack of 10)	9781913225179x10	€ 44.50
Poster Set B	9781913225209	€ 19.95
<b>Wired for Well-Being Book C (Third Year)</b>		
Teacher Resource Book	9781913225155	€ 29.95
Pupil Book	9781913225186	€ 4.95
Pupil Book (Pack of 10)	9781913225186x10	€ 44.50
Poster Set C	9781913225216	€ 19.95



**Tools to Thrive** is a two-level positive mental well-being programme, based on Positive Psychology and neuroscience. It is aimed at students aged 15 and older.

By **Fiona Forman**

Additional material by **Laura Meehan (Graduate Diploma SPHE)**

*Supports all of the Learning Outcomes of 2 of the 3 strands of the Revised Senior Cycle SPHE curriculum.*

**\* 2 LEVELS \***



**Tools to Thrive** is a 2-level positive mental well-being programme for Senior Cycle SPHE. Each level has 8 lessons which are designed to be taught consecutively where possible. Each lesson may be taught over a one-hour class period, or maybe be split over 2 lesson periods if desired also.

Research also shows that having a high level of well-being is the greatest predictor of happiness and success in life for both adults and young people (*Layard et al., 2014*).

However, young people face ever-increasing challenges and demands as they grow into adulthood; there is a vital need to equip them with the skills and strategies that will help them to flourish and thrive despite these challenges.

The **Tools to Thrive** programme aims to introduce adolescents to these evidence-based skills (tools), drawn from the field of Positive Psychology, to develop positive well-being habits for life. Each lesson also indicates the neuroscience behind each tool, in order to give students an understanding of what is happening in the brain as each tool is utilised.

The programme is designed in alignment with the 4 key features of effective teaching and learning in SPHE - **awareness, dialogue, reflection and action** (NCCA, 2023)



The programme aims to support teaching in all of the Learning Outcomes of 2 of the 3 strands of the Revised Senior Cycle SPHE curriculum, namely, **Health and Well-Being** and **Into Adulthood**.

The majority of these Learning Outcomes (11 of the 16), are covered within Levels A & B of the programme. The remaining 5 are covered in **Tools to Thrive: Level B Follow-On**, which comprises of 3 further online lessons.

**Recommended Ages: 15 to 17+**



	ISBN	PRICE
Tools to Thrive Teacher Guide: Book A (5th Year)	9781805160489	€ 29.95
Tools to Thrive Reflective Journal: Book A (5th Year)	9781805160472	€ 4.95
Tools to Thrive Poster Set A (5th Year)	9781805160830	€ 19.95
Tools to Thrive Teacher Guide: Book B (6th Year)	9781805160502	€ 29.95
Tools to Thrive Reflective Journal: Book B (6th Year)	9781805160496	€ 4.95
Tools to Thrive Poster Set B (6th Year)	9781805160847	€ 19.95

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To trial a free lesson plan from each level - use the QR code or go to: [www.otb.ie/tasters](http://www.otb.ie/tasters)

[www.otb.ie/t2t](http://www.otb.ie/t2t)

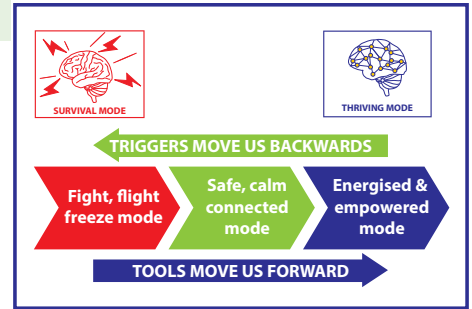




# Tools 2 Thrive

## Aim of the programme:

**Tools to Thrive** aims to introduce young people to skills and strategies from the fields of Positive Psychology and neuroscience to empower them to become active participants in understanding, creating and maintaining their well-being and resilience. A key element of the programme is its focus on helping students to understand and regulate their own nervous systems through use of a variety of evidence-based tools.



## BOOK A

- Lesson 1:** How to Thrive
- Lesson 2:** Tool 1: Soothe Your Survival Brain
- Lesson 3:** Tool 2: Activate Your Thriving Brain
- Lesson 4:** Tool 3: Boost Your Thriving Emotions
- Lesson 5:** Tool 4: Train Your Thoughts
- Lesson 6:** Tool 5: Embody Your Values
- Lesson 7:** Tool 6: Believe in Yourself
- Lesson 8:** It's Time to Thrive



## BOOK B

- Lesson 1:** From Surviving to Thriving
- Lesson 2:** Tool 1: Manage Your Mood
- Lesson 3:** Tool 2: Activate Your Goals
- Lesson 4:** Tool 3: Control Your Attention
- Lesson 5:** Tool 4: Communicate to Connect
- Lesson 6:** Tool 5: Embrace Stress
- Lesson 7:** Tool 6: Cultivate a Resilience Mindset
- Lesson 8:** It's Time to Thrive



## Structure of Programme

The programme has 8 lessons, each with the following components:

- **Lesson plan** - containing relevant SPHE outcomes, lesson outcomes, introduction, subsequent development, suggested supplementary resources and posters
- **PowerPoint slides** - containing all relevant material for the presentation of the lesson, including a multi-media element
- **Student Reflective Journal** - containing 2 reflections per lesson, key message, and end of week reflection. *This Reflective Journal is confidential to the student and sharing reflections with the class or teacher should always be optional*
- **Online Parent/Guardian Guide**
- **Digital Companion Pages** - containing downloadable PowerPoints, supplementary worksheets, videos and other valuable materials to support the delivery of each level of the programme
- **Posters**



**Timing:** The lessons are best suited for delivery in a one-hour time frame over 8 consecutive weeks if possible. Some lessons made need to be split over 2 time periods or adapted as necessary by the teacher.



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# •Tools 2 Thrive•

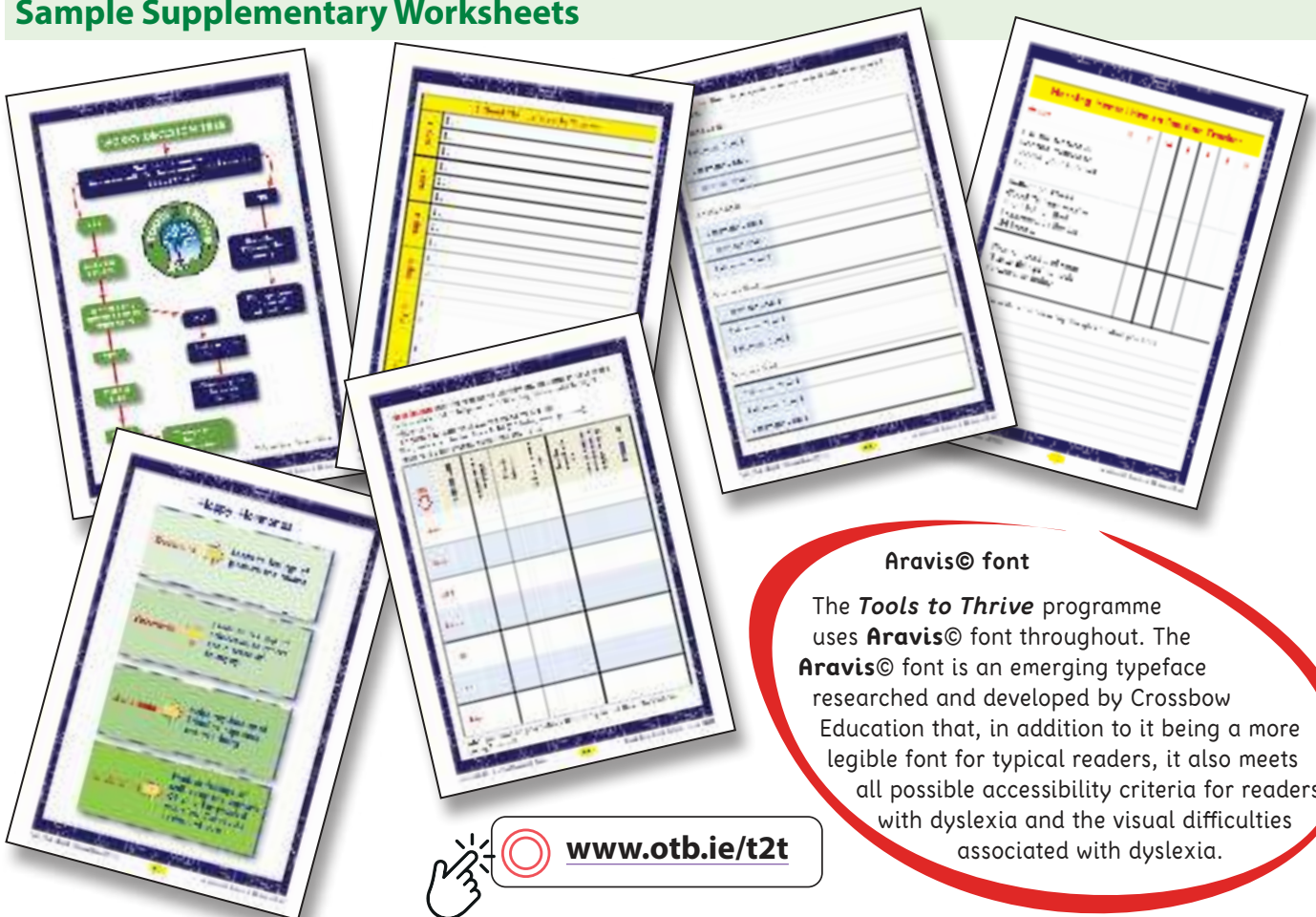
The following definition of thriving is introduced and explored throughout the programme:

To **thrive** is to have good levels of **well-being** and to mostly feel **confident, happy** and **good about yourself** and **your life**. When you are thriving, you are growing into the best version of yourself and **reaching towards your potential**. You **feel connected to others** and you **understand that you** can have a **positive impact** on the people around you and the wider world too. You feel **resilient** and **trust yourself** to be able to cope with the challenges and difficulties of life. You **believe in yourself** and know that you are **good enough**, just as you are.

Thriving doesn't mean feeling happy and positive **all of the time**, it means understanding that **all of your emotions are important** and having helpful ways to deal with difficult emotions.

In order to thrive, you must first make sure that you know how to guide your **brain** and **nervous system** into thriving mode, which means feeling **safe, calm** and **connected**. This is known as **regulating** the nervous system. From this calm state, you can then guide yourself to become **energised** and **empowered** whenever you need to.

## Sample Supplementary Worksheets



### Aravis© font

The *Tools to Thrive* programme uses **Aravis©** font throughout. The **Aravis©** font is an emerging typeface researched and developed by Crossbow Education that, in addition to it being a more legible font for typical readers, it also meets all possible accessibility criteria for readers with dyslexia and the visual difficulties associated with dyslexia.



[www.otb.ie/t2t](http://www.otb.ie/t2t)



## Well-Being Check-In Posters

The new **Well-Being Check-In Posters** for post-primary schools by author Fiona Forman are a pair of large, A1 Size Laminated Posters (841 x 594 mm) designed to assist teenagers and adolescents to identify their mood and then offer them suggested strategies that will help them to improve their mood.

The posters have an accompanying **Digital Companion Page (DCP)** which allows the teacher to show the posters on an interactive whiteboard. The **DCP** also includes further suggested ideas from the author on the use of the posters.

Posters are sold in pairs (A & B) and are not available as single posters. This is because Poster A is a mood self-identification tool for the student and Poster B is a 'remedy' for improving mood once identified, should they wish to do so.

For prices and to order scan the QR code here, or go to:  
[www.otb.ie/well-being-check-in-pp](http://www.otb.ie/well-being-check-in-pp)



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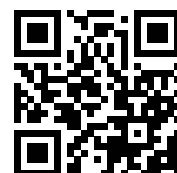
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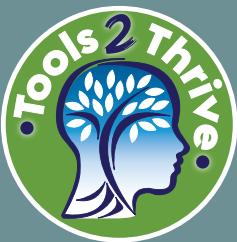
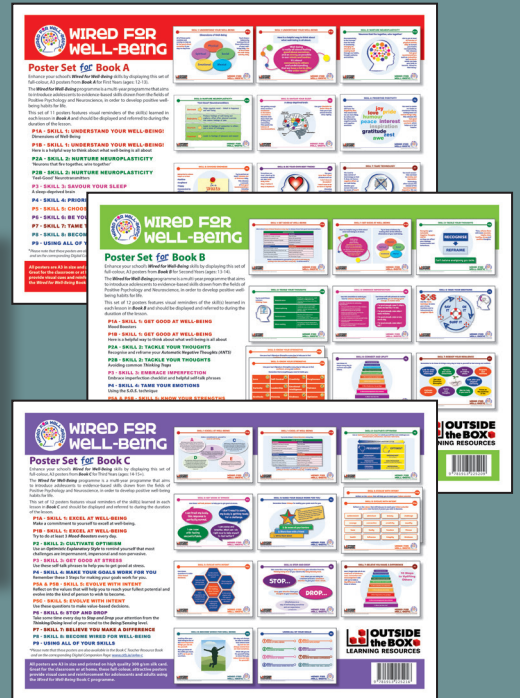
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# Well-Being Post-primary School Programmes



## Wired for Well-Being (Post-primary; First Year to Third Year)



## Tools to Thrive (Post-primary; Fifth Year & Sixth Year)

