

Weaving Well-Being

5th Class

Positive Relationships

Teacher Resource Book

by Fiona Forman & Mick Rock



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Part 1: Introduction to Weaving Well-Being

About the Authors

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Background to Programme

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Reinforcement and Progression of Core Concepts

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Aims of the Programme

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Teacher Well-Being

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What SPHE strands and strand units are covered?

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Structure and Methodologies

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**A Practical Guide to
Getting the Most Out of the Programme**





Part 1

Introduction to Weaving Well-Being



About the Authors

Fiona Forman



Fiona is a primary school teacher from Dublin. She graduated from St. Patrick's College, Dublin in 1987 and since then has taught all class levels, including resource and learning support. She holds an honours B.Ed. degree and a Diploma in Montessori Education. She has also worked as a Teaching Practice supervisor of student teachers of St. Patrick's College, Dublin. Fiona is also a trained and experienced facilitator of the Rainbows programme which supports children who have experienced loss.

Fiona's keen interest in children's well-being and mental health led her to undertake a M.Sc. in Applied Positive Psychology (MAPP) with the University of East London. As a result of her studies, she began to introduce practical and child-centred Positive Psychology concepts into her classroom, with immense positive feedback from children and parents alike. She then began her collaboration with Mick on the creation of the **Weaving Well-Being** programme.

Fiona delivers talks and training on children's well-being to schools and teachers and has spoken at conferences at both national and international level. She is a regular media contributor on her experience of putting well-being and mental health at the heart of the classroom.

Fiona is also the mother of two teenage children. She feels passionate about equipping children with evidence-based life skills to allow them to develop resilience and to thrive and flourish. She can be contacted through her website www.fionaforman.com

Mick Rock



Mick is a qualified Executive and Life Coach and a Motivational Speaker who has helped hundreds of people to enhance their lives and achieve a wide variety of goals. As the parent of two sons, Mick is extremely passionate about working with and helping children to deal with the various challenges in their lives, to increase their happiness and well-being and to fulfil their true potential.

Mick has a wide range of qualifications in the area of Personal Development. He completed a three year M.Sc. in Applied Positive Psychology with the University of East London (with distinction). His final dissertation was a research project on the use of Positive Psychology Interventions in primary schools.

Together with his wife Linda, who is a primary school teacher, he set up New Horizons Montessori School in 2002 and this has become established as one of the leading Montessori schools in North Dublin. He has worked with children's charities and served as the Chairperson of the Board of Management of a primary school for four years.

Mick is also the owner of Act Now, a company that delivers motivational talks, training programmes and one to one coaching to adult participants. These sessions have a strong focus on Positive Psychology Interventions. Before setting up Act Now he held various management roles including five years as Training and Development Manager within the financial services sector.



Part 1

Introduction to Weaving Well-Being



Background to Programme

What is Well-Being?

'A state of Well-Being in which the individual realises his or her own abilities; can cope with the normal stresses of life; can work productively and fruitfully and is able to make a contribution to his or her own community.'

This is the definition of well-being outlined by the DES in their 2015 *Guidelines for Mental Health Promotion; Well-Being in Primary Schools*.

A more child centred definition of well-being is used throughout this programme as follows:

"Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life. It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!"



A **Well-Being Self-Assessment Check-Up Table**, using indicators based on this definition is provided at the back of the children's Pupil Book. A copy is also included in this Teacher Resource Book (SW11B - page 87). This is an optional tool that can be used by each teacher at their discretion. A video showing children engaging in this Self-Assessment activity can be found at <https://vimeo.com/166080713>. Teachers may find it useful to show it in class.

A video of the **Weaving Well-Being Rap**, (SW11A - page 86) a song which teaches children this definition as part of this Fifth Class programme, is available on the Outside the Box Learning Resources Ltd. website at www.otb.ie/wwb

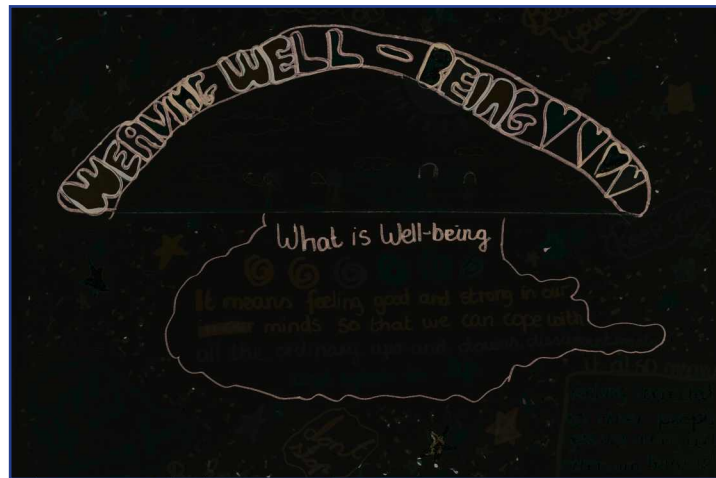


Part 1

Introduction to Weaving Well-Being



Weaving Well-Being is an SPHE programme designed to teach children skills and strategies which develop positive mental health, and so promote well-being, in accordance with this definition. The skills are based on current research from the field of Positive Psychology.



Child's art showing elements of well-being.

Framework of the Weaving Well-Being Programme

The chart below shows the main topics included in the full programme from Second to Sixth Class. Due to the overlap of strands and strand units in the SPHE curriculum, there is room for a certain amount of flexibility regarding the suitability of the lessons for different class levels. Teachers could also decide to use the lessons in different year levels based on the specific needs and abilities of their individual classes.





Part 1

Introduction to Weaving Well-Being



Reinforcement and Progression of Core Concepts through the Weaving Well-Being Programme

The following chart shows the progression and reinforcement of seven key concepts which are at the core of the Weaving Well-being programme. Each concept is reinforced and revised at subsequent year levels, which provides opportunities for the children to gain deeper engagement and understanding as they progress through the primary school system. Having a multi-year structure which provides opportunities for re-engagement with skills and concepts throughout the levels has been shown to be a key element of effective programmes. (Weissberg, R. P., Goren, P., Domitrovich, C., & Dusenbury, L. (2013). CASEL guide -Effective social and emotional learning programs: Preschool and elementary school edition. Chicago, IL: CASEL.)

Growth Mindset	Language of Well-Being	Self-Efficacy	Character Strengths	Cognitive Reframing	Emotional Competence	Social Competence	Making a Difference
2 nd Class: All Lessons	2 nd Class: Lessons 1 & 2	2 nd Class: Lesson 2	2 nd Class: Lessons 3 - 10		2 nd Class: Lessons 4, 5 & 10	2 nd Class: Lessons 5, 6 & 10	2 nd Class: Lesson 10
3 rd Class: All Lessons	3 rd Class: Lesson 1	3 rd Class: Lesson 3	3 rd Class: Lesson 4		3 rd Class: Lessons 2 - 10	3 rd Class: Lessons 4 & 6	3 rd Class: Lesson 6
4 th Class: All Lessons	4 th Class: Lesson 1	4 th Class: Lessons 2 - 10	4 th Class: Lesson 6	4 th Class: Lesson 5	4 th Class: Lessons 7 - 10	4 th Class: Lesson 10	4 th Class: Lesson 1
5 th Class: All Lessons	5 th Class: Lesson 1	5 th Class: Lesson 10	5 th Class: Lesson 6	5 th Class: Lesson 8	5 th Class: Lesson 3	5 th Class: Lessons 2 - 10	5 th Class: Lesson 9
6 th Class: All Lessons	6 th Class: Lesson 1	6 th Class: Lessons 1-10	6 th Class: Lesson 5	6 th Class: Lessons 1, 2 & 4	6 th Class: Lesson 7	6 th Class: Lesson 7	6 th Class: Lesson 8

Growth Mindset: The concept of growth mindset was developed by psychologist Carol Dweck of Stanford University. To have a growth mindset is to believe that personal qualities and abilities can change, develop and improve with sustained effort. This is in contrast to having a fixed mindset, which is to believe that abilities are fixed and do not really change over time. This concept is developed formally in the Sixth Class programme, however it is a central concept throughout the entire programme; growth mindset underpins the process through which the children learn that their well-being can be enhanced and improved through a range of activities and strategies.

Language of Well-Being: The *Weaving Well-Being* definition of well-being is introduced in the Second Class programme. This allows for conversations on the topic of mental health and well-being to be normalised from a young age. It is reinforced in the Third Class programme and is then referred to in all the subsequent levels. Class posters showing this definition are included in the Teacher Manual for each level. A pupil self-assessment sheet, based on this definition, is also included at the back of each Pupil Book and can be used at the teacher's discretion at various intervals during the year.

Self-Efficacy: Self-efficacy is the belief that a person has in their own ability to achieve their goals and succeed in challenges. The *Weaving Well-Being* programme aims to equip children with a wide range of practical strategies which they can use to boost their well-being and overcome challenges and limiting beliefs. This concept is introduced in Second Class and reinforced formally throughout all subsequent levels.

Character Strengths: The 24 Character Strengths from Positive Psychology are introduced and developed at an in-depth level throughout the Second Class programme. They are then referred to in all subsequent levels including a detailed revision lesson in the Fourth Class programme.

Cognitive Reframing: Cognitive Reframing forms the basis for Cognitive Behavioural Therapy and refers to the idea of challenging unhelpful and inaccurate negative thoughts. These thoughts can then be reframed in a more accurate and helpful way. This concept involves children reflecting on their own thinking, which is known as metacognition. Due to the complexity of this concept, it is not introduced until Fourth Class. It is then reinforced in Fifth Class and developed at an in-depth level in Sixth Class. It is important to note that cognitive reframing does not always mean replacing negative thoughts with positive ones, as this may be unrealistic and counter-productive. The aim is to challenge inaccurate negative thoughts and replace them with more logical and accurate ones.

Emotional Competence: Emotional competence refers to the concept of understanding and expressing emotions appropriately. Emotional competence is introduced in the Second Class programme and forms the basis of the Third Class programme. Many of the skills associated with it, including emotional awareness and self-regulation, are developed throughout all subsequent levels of the programme.

Social Competence: Social competence refers to the ability to interact positively with others. This concept is introduced in Second Class and all subsequent levels provide opportunities for developing social skills. Social and relationship skills form the basis of the Fifth Class programme.

Making a Difference: The concept of making a difference involves the idea of contributing, helping others and making the world a better place. It involves looking beyond the self and focusing on the wider context. This concept is introduced in the Second Class programme and is reinforced formally at all subsequent levels.



Part 1

Introduction to Weaving Well-Being



Weaving Well-Being Programme - Lesson Plans									
Weekly Lesson Plans	Character Strengths (2nd Class)	Positive Emotions (3rd Class)	Tools of Resilience (4th Class)	Positive Relationships (5th Class)	Empowering Beliefs (6th Class)				
Week 1	Concepts Covered: Language of Well-Being · Understanding Strengths · Using Strengths · Identifying Own Strengths · Strength Spotting (Lessons 4 - 10)	Concepts Covered: Expressing Gratitude · Flow Experiences · Random Acts of Kindness · Rainbow Moments · Healthy Body, Happy Mind	Concepts Covered: Perspective · Healthy Distraction · Problem Focused Planning · Cognitive Reframing · Using Character Strengths · Mindfulness	Concepts Covered: Respect · Empathy · Looking for Win-Wins · Active Listening · Forgiveness	Concepts Covered: Challenging Limiting Beliefs (Lessons 1 - 10) · Self-Talk · Growth Mindsets · Self-Acceptance · Making a Difference				
Week 2						Lesson 1: What is Well-Being?	Lesson 1: Why do we need Resilience?	Lesson 1: The Importance of Positive Relationships	Lesson 1: What are Empowering Beliefs?
Week 3						Lesson 2: Positive Emotions	Lesson 2: Jigsaw of Perspective	Lesson 2: Respect	Lesson 2: Belief 1 - I can choose helpful self-talk
Week 4						Lesson 3: Positive Emotion Potion	Lesson 3: Lucky Dip of Distraction	Lesson 3: Empathy	Lesson 3: Belief 2 - My effort is as important as my ability
Week 5						Lesson 4: Attitude of Gratitude	Lesson 4: Planning Pen (Problem Focused Planning)	Lesson 4: Look for Win-Wins	Lesson 4: Belief 3 - I can recognise thinking traps
Week 6						Lesson 5: Feel-Good-Flow	Lesson 5: Helpful Thinking Helmet (Cognitive Reframing)	Lesson 5: Active Listening	Lesson 5: Belief 4 - I can act 'as if'
Week 7						Lesson 6: Random Acts of Kindness	Lesson 6: Key of Character Strength	Lesson 6: Try to forgive	Lesson 6: Belief 5 - I can choose to focus on the positive
Week 8						Lesson 7: Rainbow Moments	Lessons 7 - 9: Mindfulness Switch - Parts 1 - 3	Lesson 7: Interest in Others	Lesson 7: Belief 6 - I can accept that I am OK just as I am
Week 9						Lesson 8: Healthy Body, Happy Mind	Lesson 10: N.A.B.B. (Name, Accept, Breathe, Body)	Lesson 8: No More Snap Judgements!	Lesson 8: Belief 7 - I can make a difference
Week 10						Lesson 9: Positive Emotion Potion - Mix and Enjoy		Lesson 9: Give, Give, Give!	Lesson 9: Belief 8 - My actions are powerful
	Lesson 10: Review			Lesson 10: Taking All the Steps	Lesson 10: Charging up my batteries - Empowering Beliefs in action				