



Weaving Well-Being

THE MORE YOU WEAVE... THE BETTER YOU FEEL!



Introduction to Weaving Well-Being

Welcome to the

Weaving Well-Being Empowering Beliefs Programme.

Soon we will be learning about how our **beliefs about ourselves** affect our well-being. Let's review what well-being means. If you have completed the Weaving Well-Being Programme before, you may remember this definition:



**Weaving
Well-Being**

THE MORE YOU WEAVE...
THE BETTER YOU FEEL!

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!

Our beliefs about ourselves can really make a difference to so many aspects of our well-being. These beliefs can help us to feel good and strong in our **minds and bodies**, to cope with the **little problems and disappointments in life**, enjoy life by **focusing on the positive** and to **accept that we are OK** just as we are. So let's get started and discover how our empowering beliefs can help us to weave our well-being!



Each week, we will learn about an empowering belief. Try out each belief for yourself and see what effect it has on your feelings and actions.



Lesson 1

What are Empowering Beliefs?

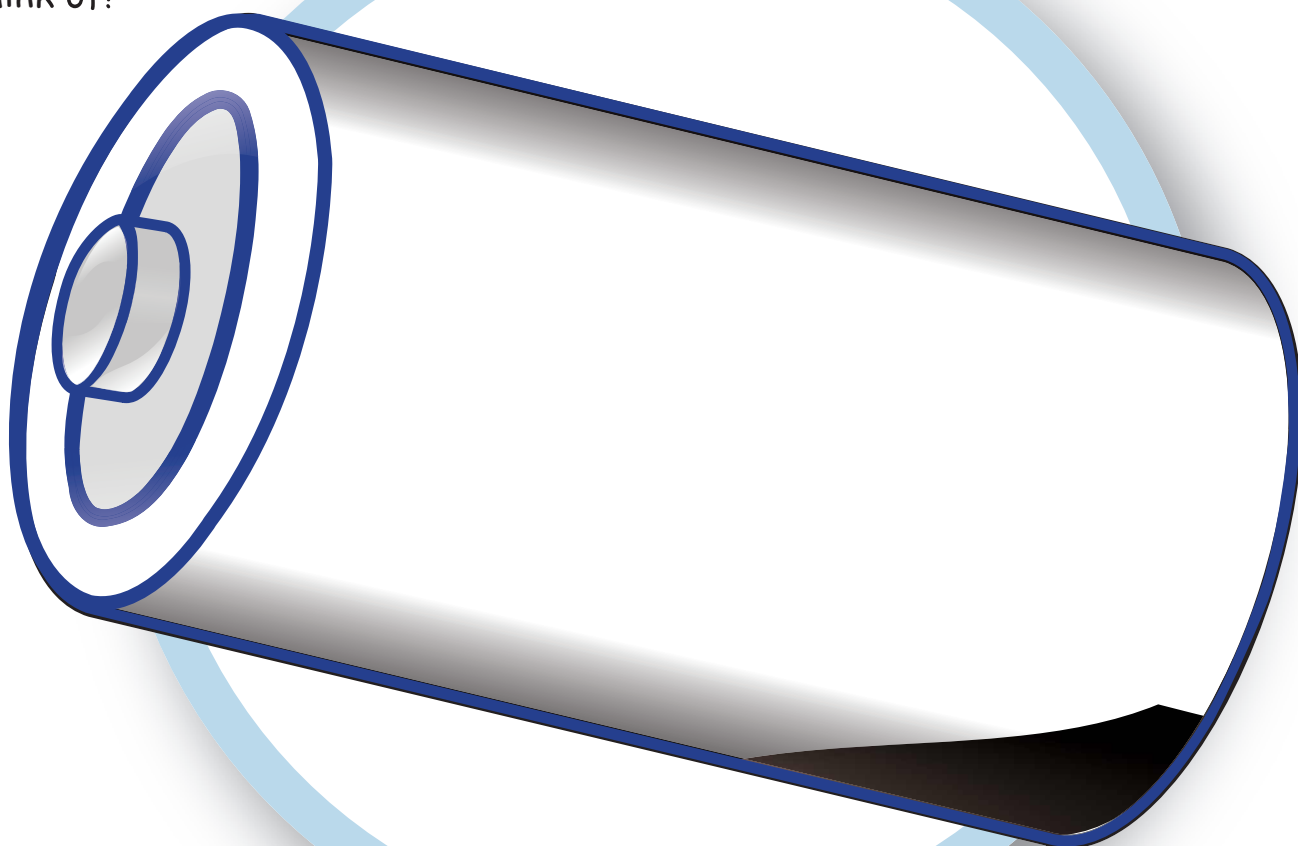


Empowering Beliefs are beliefs we have about ourselves which are **helpful, positive and accurate**. Empowering Beliefs give us **power** because they affect our thoughts, feelings and actions. They help us to take **positive action** and **feel good about ourselves**.

Activity 1

How are Empowering Beliefs like batteries?

We learned that **Empowering Beliefs** are like batteries in many ways. Write down some of those ways in the battery, along with any more you can think of!





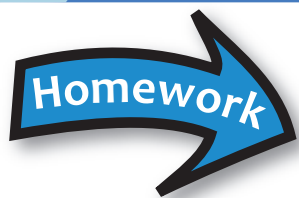
Linking beliefs with thoughts, feelings, actions and results

We have seen how **beliefs** affect **thoughts**, which in turn affect **feelings**, **actions** and **results**.

Now link each thought with a corresponding feeling, action and result. The first one is done as an example.

Never Under-estimate Yourself
- Carolyn Mackler

| Belief | Thought | Feeling | Action | Result |
|-------------------------------|--|----------------------|----------------------------|--|
| I should never make a mistake | I've made a mistake somewhere. I can recheck | Disappointed, lonely | Goes to party | Poor result on test |
| Mistakes are part of learning | I'm nervous about the party, but I will go | Stressed and upset | Doesn't go to party | Learns from mistake |
| I am shy and always will be | I've made a mistake, that's really bad | Nervous but excited | Rechecks and finds mistake | Misses chance to practise being brave |
| I am shy but I can act brave | I don't want to go to the party | Calm and in control | Hard to concentrate | Acts brave and feels proud. Enjoys party |



Lesson 1 Homework: *Empowering Beliefs about myself*

You will be learning about many empowering beliefs over the next number of weeks. Before that, **choose some empowering beliefs for yourself** by filling in the sentences below. Think about them and use them over the next week. See what effect they have.

I believe that I am a _____ person.

I believe that I can

I believe that I don't always have to

I believe that I can make a difference by

I believe that I can be kinder to myself by

Parental signature/comment:

Parents should sign this box to show that they have discussed each homework activity and to give any feedback if they wish.

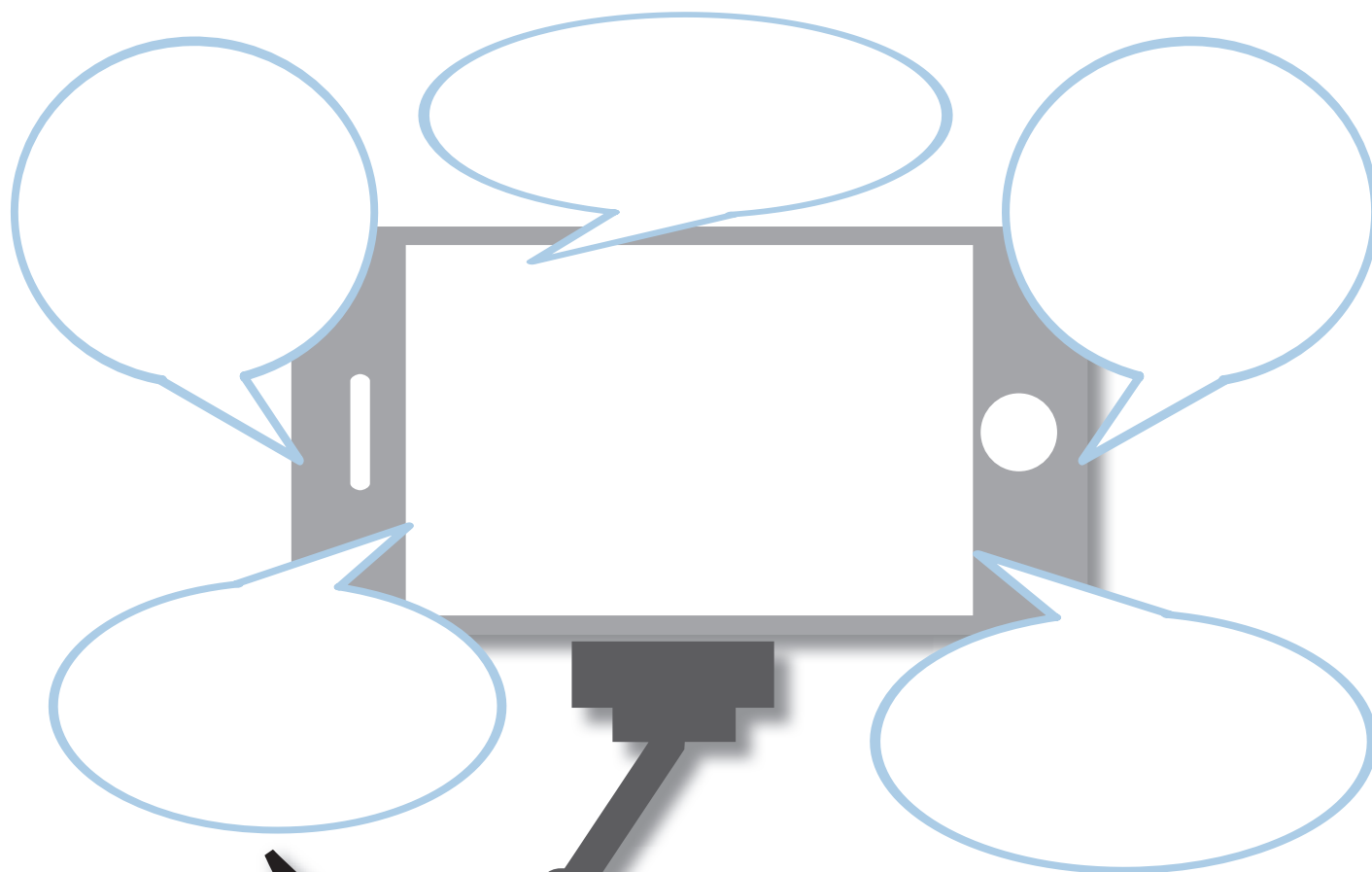


Belief 1: I can choose helpful self-talk



Self-talk is when we talk to ourselves, **about ourselves**, in our minds. Self-talk can be **helpful**, when it is **accurate** and leads us to take positive action. It can also be negative and unhelpful, when we **criticise** ourselves and doubt our own abilities. Sometimes we are not even aware we are doing it!

'I Can Choose Helpful Self-Talk' is an empowering belief because it shows us that we can become aware of, question and **replace** negative self-talk with **accurate** and **encouraging** self-talk. We need to encourage ourselves with our self-talk!



Self-talk selfie!

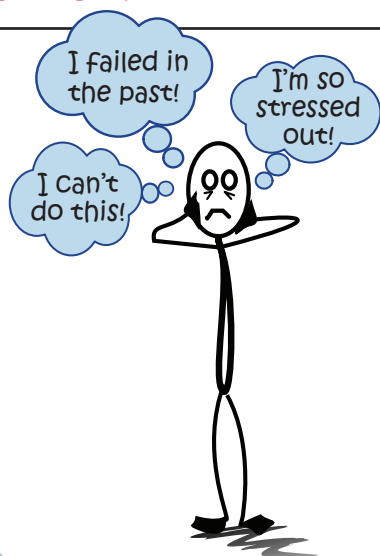
Draw a selfie in this mobile phone. If you are nervous or in a difficult situation what can you say to yourself to help yourself to cope? Maybe you could say '**Keep going!**' '**Don't give up!**' '**I can cope with feeling uncomfortable**', '**I have coped with stuff like this before**', '**One step at a time!**' Write some helpful self-talk phrases in each bubble.



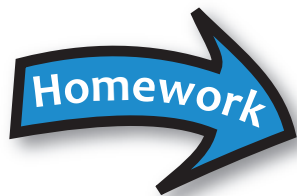
Replacing unhelpful self-talk

Anna wants to run for the Student Council and has lots of great ideas. However, she hates making speeches in front of large groups. She is just about to make her speech in front of two classes and is having lots of **negative, unhelpful and critical** self-talk. This is making her stressed and nervous. If you were Anna, what would you **replace** each of these unhelpful self-talk phrases with? Work in pairs or by yourself.

| Unhelpful Self-talk (criticising) | Helpful Self-talk (encouraging) |
|--|--|
| I'm so stressed! My heart is racing and I have butterflies in my tummy! Why am I doing this? | These signs of stress show me that my body is getting ready for a challenge. I don't need to panic, my body is helping me! |
| I'm so bad at speaking in front of groups. Nobody will listen! | I can do this. I've got lots of good ideas. |
| I don't think I have prepared properly. I will probably forget what to say! | |
| I can't do this! I'm too nervous! | |
| Everybody else is better than me at giving speeches. | |



If you completed the **Tools of Resilience** programme, you might remember that how we think about stress is really important. It is good to remember that stress reminds us that we care about something. The signs of stress mean our bodies are getting ready for a challenge, so we don't need to panic when we feel them!



Lesson 2 Homework: *I can choose helpful self-talk*

Tune into your self-talk this week. Decide if it's helpful or unhelpful. Try to replace unhelpful self-talk with helpful self-talk. Spend some time thinking about these helpful self-talk phrases so that it becomes easier for you to replace the unhelpful ones. Tick the ones that you used and think about the effect they had on your feelings and actions.

| Helpful Self-Talk Phrase | Tick if you used it |
|--|---------------------|
| I don't need to panic if I feel stressed. I can remember that my body is helping me for the challenge ahead. | |
| I can cope with feeling uncomfortable. | |
| These feelings will pass eventually. | |
| I can cope with this. What do I need to do first? | |
| My negative thoughts are often not true. | |
| I can learn from this, even if it's a difficult situation. | |
| I'm doing my best, that's all I can do. | |

Remember to try out your new belief this week and notice any effect it has.

Parental signature/comment:



Belief 2: My effort is as important as my ability



Sometimes we can feel that our intelligence and our talents are fixed and cannot change very much. This is a **Fixed Mindset**. While it is true that we all have different strengths and abilities, when we realise that we can improve ourselves in every area of our life through hard work and effort then we can start to achieve our potential. This is a **Growth Mindset**.



Self talk

Consider the following statements and decide which of these come from a **Growth Mindset** or a **Fixed Mindset**:

1. I am just not very good at Irish.

Fixed or Growth

2. I learn a lot from my mistakes.

3. My brother is not very academic.

4. My sister is a genius.

5. I am practising every day to try to make football team.

6. I will never be able to get enough points for college.

Now, working in pairs, discuss and agree your answers. Then consider the fixed mindset statements that you identified and come up with a growth mindset statement to replace each one.



Your past Growth Mindset success

Think of an area in your life where you improved your skills. It could be in school, sports, social skills or any other area.

Now answer the following questions.



1. What was the area you improved?

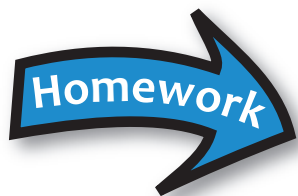
2. What action or effort did you take to improve?

3. How often did you take action?

4. What was the result of making this extra effort?



5. Can you see the link between your effort and your enhanced ability?



Lesson 3 Homework: Plans for future improvements

Now that you know that you can improve in any area of your life, if you decide to work harder and make an effort, let's see how we can use this information to achieve personal growth.



Write down an area that you would like to improve in future.

List any steps or actions that you could take to improve in this area.

How will a Growth Mindset help you to achieve the improvement you are looking for?

Parental signature/comment:

