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Description automatically generated Sample Unit of Learning: ***Wired for Well-Being: Book A***

With thanks to: Selina Conway, Curragh Post Primary School, Co. Kildare

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| **Month & Weeks** | **JC Statement of Learning** | **SPHE Strand & Learning Outcomes** | **Learning Outcomes** | **Classroom Strategies & Activities** | **Assessment** | **Wellbeing Indicators** | **DEIS Targets** |
|  | **11**  Takes action to safeguard and promote his/her wellbeing and that of others  **Junior Cycle Key Skills**   * Communicating * Staying well * Managing myself * Managing information & thinking | **Strand 1: Who am I**  **1.1** Appreciate the importance of building their own self-esteem and that of others  **1.3** Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence  **Strand 2:  Minding Myself & Others**  **2.1** Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and well-being  **Strand 4:  My Mental Health**  **4.1** Explain what is meant by positive mental health  **4.3** Practise some relaxation techniques  **4.8** Practise a range of strategies for building resilience | **Skill 1 - Understand Your Well-Being**   * Understand the meaning of the concept of well-being * Identify all the things you are **already** doing that help your  well-being * Assess your well-being on  6 indicators   **Skill 2 – Nurture Neuroplasticity**   * Understand what neuroplasticity means * Become familiar with the four neurotransmitters * Understand the benefits of physical activity to well-being   **Skill 3 – Savour Your Sleep**   * Understand why sleep is so important for well-being * Understand some barriers to sleep * Identify the steps you need to take to get a good night’s sleep   **Skill 4 – Prioritise Positivity**   * Understand the brain’s negativity bias * Understand why we need to retrain our brains to prioritise positivity * Become aware of the importance of savouring the small positive events of daily life * Become aware of a number of positive emotions and their benefits to well-being   **Skill 5 – Choose Kindness**   * Understand the benefits of kindness to well-being * Identify ways to practise kindness daily * Be aware of the neurotransmitters released when we practise kindness   **Skill 6 – Be Your Own Best Friend**   * Become aware of your **Inner Bully Voice** and how it makes you feel * Learn and use strategies to deal with your **Inner Bully Voice** * Understand how self-compassion affects our brains and helps our  well-being * Learn how to use your **Inner Best Friend Voice** to help you to feel stronger and more accepting of yourself   **Skill 7 – Tame Technology**   * Understand the advantages and disadvantages of technology * Understand the effect of too much screen-time on the brain * Understand the need to balance or tame technology * Monitor and reduce your technology use if necessary   **Skill 8 – Become Wired for Well-Being**   * Review your understanding of  well-being * Review the well-being skills previously covered * Complete the **Well-Being Self-Assessment** again and reflect on any differences and progress you’ve made. Decide on which skills you find most helpful to you personally and commit to using them every day | * *PowerPoint* * Questioning * Video clips * Meditation * Discussion * Handouts * Student support book * Group work | * Engagement with class activities and monitoring of progress * Homework activities * End of unit assessment – format will be decided by class teacher (podcast, newspaper article summary, booklet, poster, formal test etc.) |  | * Literacy * Numeracy * Retention |

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