 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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