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

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**  **2.4** Distinguish between appropriate care giving and receiving  **2.8** Use the skills of active listening and responding appropriately in a variety of contexts  **Strand 3: Team Up**  **3.2** Establish what young people value in different relationships and how this changes over time  **3.3** Recognise their capacity to extend and receive friendship  **Strand 4:  My Mental Health**  **4.1** Explain what is meant by positive mental health  **4.2** Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour  **4.3** Practise some relaxation techniques  **4.8** Practise a range of strategies for building resilience | **Skill 1 – Get Good at Well-Being**   * Understand why it is vital to prioritise well-being * Become familiar with the following feel-good neurotransmitters: Dopamine, Endorphins, Serotonin and Oxytocin and with activities to boost their production * Identify activities (Mood-Boosters) to boost the   production of these neurotransmitters   **Skill 2 – Tackle Your Thoughts**   * Understand what **Thinking Traps** and **ANTS** are * Use the **Recognise and Reframe** method to tackle **ANTS** and **Thinking Traps** * Understand the neurotransmitters released during positive, accurate thinking   **Skill 3 – Embrace Imperfection**   * Understand why we need to take the pressure to be perfect off ourselves and embrace the idea of being ‘good-enough’ * Recognise why and how popular culture sends messages to us about the importance of being perfect * Understand the **ANTS** associated with perfectionism   **Skill 4 – Tame Your Emotions**   * Understand that the changes of adolescence can lead to intense and overwhelming emotions * Understand what happens in the brain during an amygdala hijack * Understand and be able to use the **S.O.S.** method to deal with an amygdala hijack * Become aware of a number of constructive ways to express strong emotions   **Skill 5 – Know Your Strengths**   * Become aware of the 24 **Character Strengths** of Positive Psychology * Be able to identify your own top 5 strengths * Understand the benefits of identifying and using your top 5 strengths   **Skill 6 – Connect and Uplift**   * Understand the importance of connection and positive relationships to your well-being * Understand the importance of listening to and connecting with others * Be able to use the **Active Listening Technique** to help build connection with others * Be aware of steps you can take to uplift others   **Skill 7 – Reboot your Resilience**   * Understand the meaning of resilience * Understand that we are all more resilient than we realise * Reflect on the challenges you have overcome * Reflect on 10 behaviours of resilient people and choose some to develop   **Skill 8 – Become Wired for Well-Being**   * Review your understanding of well-being * Review the 7 well-being skills previously covered * 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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