 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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