Sample Unit of Learning: ***Wired for Well-Being: Book C***

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 well-being 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**1.5** Identify short, medium and long-term goals and ways in which they might be achieved**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**4.4** Participate in an informed discussion about mental health issues experienced by young people and/or their friends and family**4.8** Practise a range of strategies for building resilience**4.9** Use coping skills for managing life’s challenges | **Skill 1 – Excel at Wellbeing*** Understand the meaning of well-being and how to excel at it
* Become familiar with the following feel-good neurotransmitters: Dopamine, Endorphins, Serotonin and Oxytocin and with activities to boost their production
* Identify the contributors and obstacles to well-being on a personal level and make a plan for desired changes

**Skill 2 – Cultivate Optimism*** Understand the benefits of optimism
* Understand the difference between **Optimistic Explanatory Style** and **Pessimistic Explanatory Style**
* Cultivate optimism by creating your own **Optimism Tool-Kit**

**Skill 3 – Get Good at Stress*** Understand why the way we view stress is vital
* Understand ways to use self-talk to reframe the stress response as helpful rather than harmful
* Understand the neurotransmitters released during the stress response and how our thoughts affect this process
* Become aware of personal coping strategies that help you to deal with stress

**Skill 4 – Make Your Goals Work for You*** Become aware of the benefits of goal setting
* Become aware of 3 ways to achieve your goals
* Set 3 goals and choose one to prioritise
* Be aware of and plan for any obstacles that might prevent you from achieving your goal

**Skill 5 – Evolve with Intent*** Understand that you can take control of the type of person you are becoming
* Be able to identify ten personal values to guide personal growth
* Understand the importance of having a **Growth Mindset** in reaching your potential

**Skill 6 – Stop and Drop*** Understand the 2 levels of the mind: **Thinking/Doing** and **Being/Sensing**
* Understand the benefits of mindfulness
* Experience the **Stop and Drop** approach to cultivating mindfulness

**Skill 7 – Believe you Make a Difference*** Reflect on the many ways that you already make a difference to the lives of others
* Gain a sense of purpose by reflecting on what matters to you most in life
* Reflect on your vision for a better world.

Explore how you can use your strengths and gifts to make the world a better place**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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