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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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