

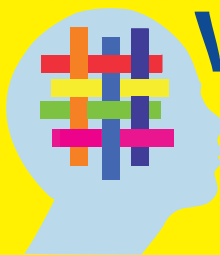
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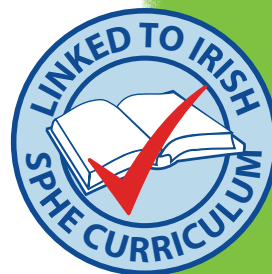
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# Weaving Well-Being

THE MORE YOU WEAVE...  
THE BETTER YOU FEEL!

Weaving Well-Being is the first Irish designed positive mental health programme of its kind which aims to enhance well-being in children aged from 8-12 years within the framework of the SPHE curriculum. Weaving Well-Being is grounded in Positive Psychology.



## VISIT OUR WEBSITE

Sample lesson plans, pages from the  
Pupil Books and videos from Irish classrooms  
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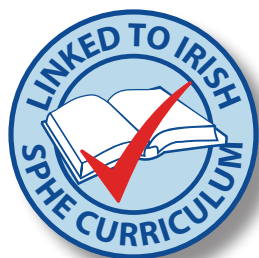


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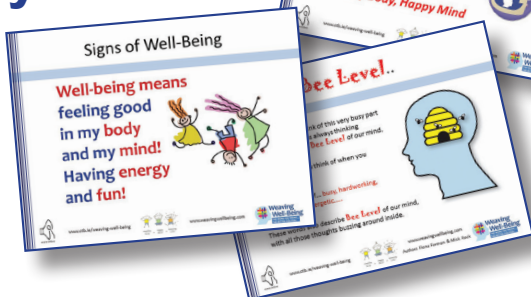
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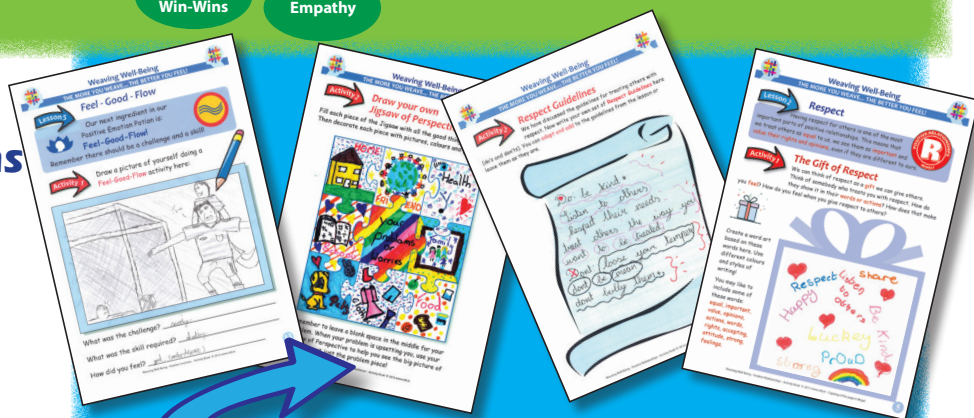
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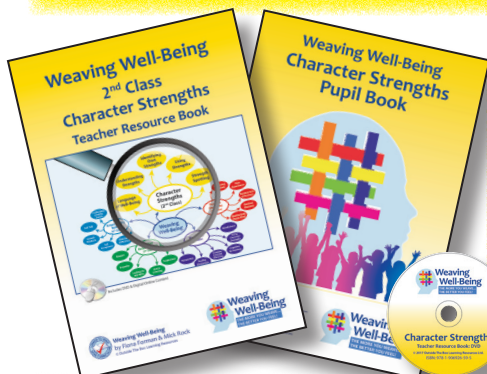
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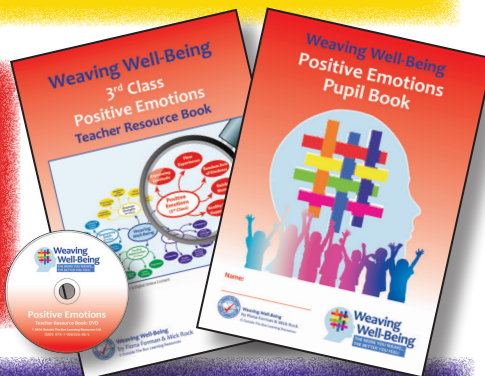
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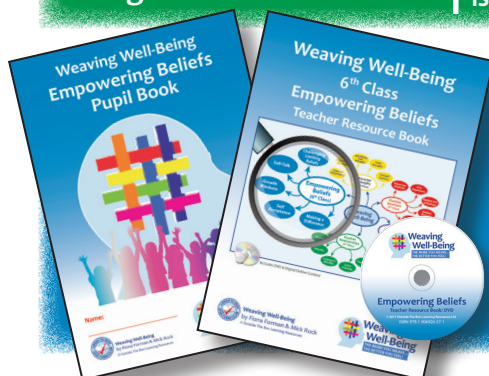
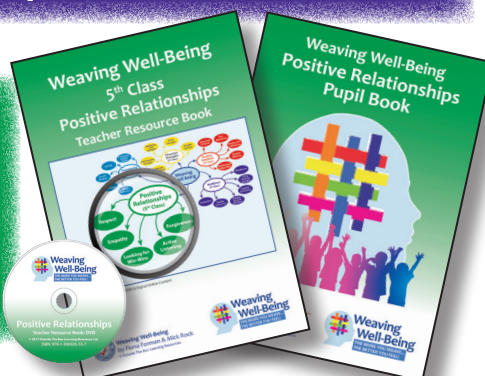
- Respect
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- Active Listening
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### 6th Class - Empowering Beliefs

- Challenging Limiting Beliefs
- Self-Talk
- Growth Mindsets
- Making a Difference
- Self Acceptance

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LEARNING RESOURCES

# Weaving Well-Being Programme - Lesson Plans

Weekly Lesson Plans	Character Strengths (2nd Class)	Positive Emotions (3rd Class)	Tools of Resilience (4th Class)	Positive Relationships (5th Class)	Empowering Beliefs (6th Class)
	<b>Lesson 1:</b> Language of Well-Being <b>Lesson 2:</b> Language of Well-Being <b>Lesson 3:</b> Introduction to 24 Character Strengths <b>Lesson 4:</b> Understanding Strengths 1 to 4 <b>Lesson 5:</b> Understanding Strengths 5 to 8 <b>Lesson 6:</b> Understanding Strengths 9 to 12 <b>Lesson 7:</b> Understanding Strengths 13 to 16 <b>Lesson 8:</b> Understanding Strengths 17 to 20 <b>Lesson 9:</b> Understanding Strengths 21 to 24 <b>Lesson 10:</b> Identifying and using my top 5 Strengths	<b>Lesson 1:</b> What is Well-Being? <b>Lesson 2:</b> Positive Emotions <b>Lesson 3:</b> Positive Emotion Potion <b>Lesson 4:</b> Attitude of Gratitude <b>Lesson 5:</b> Feel-Good-Flow <b>Lesson 6:</b> Random Acts of Kindness <b>Lesson 7:</b> Rainbow Moments <b>Lesson 8:</b> Healthy Body, Happy Mind <b>Lesson 9:</b> Positive Emotion Potion - Mix and Enjoy <b>Lesson 10:</b> Review	<b>Lesson 1:</b> Why do we need Resilience? <b>Lesson 2:</b> Jigsaw of Perspective <b>Lesson 3:</b> Lucky Dip of Distraction <b>Lesson 4:</b> Planning Pen ( <i>Problem Focused Planning</i> ) <b>Lesson 5:</b> Helpful Thinking Helmet ( <i>Cognitive Reframing</i> ) <b>Lesson 6:</b> Key of Character Strength <b>Lessons 7 - 9:</b> Mindfulness Switch - Parts 1 - 3 <b>Lesson 10:</b> N.A.B.B. (Name, Accept, Breathe, Body)	<b>Lesson 1:</b> The Importance of Positive Relationships <b>Lesson 2:</b> Respect <b>Lesson 3:</b> Empathy <b>Lesson 4:</b> Look for Win-Wins <b>Lesson 5:</b> Active Listening <b>Lesson 6:</b> Try to forgive <b>Lesson 7:</b> Interest in Others <b>Lesson 8:</b> No More Snap Judgements! <b>Lesson 9:</b> Give, Give, Give! <b>Lesson 10:</b> Taking All the Steps	<b>Lesson 1:</b> What are Empowering Beliefs? <b>Lesson 2:</b> Belief 1 - I can choose helpful self-talk <b>Lesson 3:</b> Belief 2 - My effort is as important as my ability <b>Lesson 4:</b> Belief 3 - I can recognise Thinking Traps <b>Lesson 5:</b> Belief 4 - I can act 'as if' <b>Lesson 6:</b> Belief 5 - I can choose to focus on the positive <b>Lesson 7:</b> Belief 6 - I can accept that I am OK just as I am <b>Lesson 8:</b> Belief 7 - I can make a difference <b>Lesson 9:</b> Belief 8 - My actions are powerful <b>Lesson 10:</b> Charging up my batteries - Empowering Beliefs in action
	<b>Concepts Covered:</b> Language of Well-Being · Understanding Strengths · Identifying Own Strengths · Strength Spotting (Lessons 4 - 10) · Using Strengths	<b>Concepts Covered:</b> Expressing Gratitude · Flow Experiences · Random Acts of Kindness · Rainbow Moments · Healthy Body, Happy Mind	<b>Concepts Covered:</b> Perspective · Healthy Distraction · Problem Focused Planning · Cognitive Reframing · Using Character Strengths · Mindfulness	<b>Concepts Covered:</b> Respect · Empathy · Looking for Win-Wins · Active Listening · Forgiveness	<b>Concepts Covered:</b> Challenging Limiting Beliefs (Lessons 1 - 10) · Self-Talk · Growth Mindsets · Self-Acceptance · Making a Difference



# Reinforcement and Progression of Core Concepts through the Weaving Well-Being Programme



The following chart shows the progression and reinforcement of eight key concepts which are at the core of the **Weaving Well-Being** programme. Each concept is reinforced and revised at subsequent year levels, which provides opportunities for the children to gain deeper engagement and understanding as they progress through the primary school system. Having a multi-year structure which provides opportunities for re-engagement with skills and concepts throughout the levels has been shown to be a key element of effective programmes. (Weissberg, R. P., Goren, P., Domitrovich, C., & Dusenbury, L. (2013). CASEL guide -Effective social and emotional learning programs: Preschool and elementary school edition. Chicago, IL: CASEL.)

Growth Mindset	Language of Well-Being	Self- Efficacy	Character Strengths	Cognitive Reframing	Emotional Competence	Social Competence	Making a Difference
2 <sup>nd</sup> Class: All Lessons	2 <sup>nd</sup> Class: Lessons 1 & 2	2 <sup>nd</sup> Class: Lesson 2	2 <sup>nd</sup> Class: Lessons 3 - 10		2 <sup>nd</sup> Class: Lessons 4, 5 & 10	2 <sup>nd</sup> Class: Lessons 5, 6 & 10	2 <sup>nd</sup> Class: Lesson 10
3 <sup>rd</sup> Class: All Lessons	3 <sup>rd</sup> Class: Lesson 1	3 <sup>rd</sup> Class: Lesson 3	3 <sup>rd</sup> Class: Lesson 4		3 <sup>rd</sup> Class: Lessons 2 - 10	3 <sup>rd</sup> Class: Lessons 4 & 6	3 <sup>rd</sup> Class: Lesson 6
4 <sup>th</sup> Class: All Lessons	4 <sup>th</sup> Class: Lesson 1	4 <sup>th</sup> Class: Lessons 2 - 10	4 <sup>th</sup> Class: Lesson 6	4 <sup>th</sup> Class: Lesson 5	4 <sup>th</sup> Class: Lessons 7 - 10	4 <sup>th</sup> Class: Lesson 10	4 <sup>th</sup> Class: Lesson 1
5 <sup>th</sup> Class: All Lessons	5 <sup>th</sup> Class: Lesson 1	5 <sup>th</sup> Class: Lesson 10	5 <sup>th</sup> Class: Lesson 6	5 <sup>th</sup> Class: Lesson 8	5 <sup>th</sup> Class: Lesson 3	5 <sup>th</sup> Class: Lessons 2 - 10	5 <sup>th</sup> Class: Lesson 9
6 <sup>th</sup> Class: All Lessons	6 <sup>th</sup> Class: Lesson 1	6 <sup>th</sup> Class: Lessons 1-10	6 <sup>th</sup> Class: Lesson 5	6 <sup>th</sup> Class: Lessons 1, 2 & 4	6 <sup>th</sup> Class: Lesson 7	6 <sup>th</sup> Class: Lesson 7	6 <sup>th</sup> Class: Lesson 8

**Growth Mindset:** The concept of growth mindset was developed by psychologist Carol Dweck of Stanford University. To have a growth mindset is to believe that personal qualities and abilities can change, develop and improve with sustained effort. This is in contrast to having a fixed mindset, which is to believe that abilities are fixed and do not really change over time. This concept is developed formally in the Sixth Class programme, however it is a central concept throughout the entire programme; growth mindset underpins the process through which the children learn that their well-being can be enhanced and improved through a range of activities and strategies.

**Language of Well-Being:** The **Weaving Well-Being** definition of well-being is introduced in the Second Class programme. This allows for conversations on the topic of mental health and well-being to be normalised from a young age. It is reinforced in the Third Class programme and is then referred to in all the subsequent levels. Class posters showing this definition are included in the Teacher Manual for each level. A pupil self-assessment sheet, based on this definition, is also included at the back of each Pupil Book and can be used at the teacher's discretion at various intervals during the year.

**Self-Efficacy:** Self-efficacy is the belief that a person has in their own ability to achieve their goals and succeed in challenges. The **Weaving Well-Being** programme aims to equip children with a wide range of practical strategies which they can use to boost their well-being and overcome challenges and limiting beliefs. This concept is introduced in Second Class and reinforced formally throughout all subsequent levels.

**Character Strengths:** The 24 Character Strengths from Positive Psychology are introduced and developed at an in-depth level throughout the Second Class programme. They are then referred to in all subsequent levels including a detailed revision lesson in the Fourth Class programme.


**Cognitive Reframing:** Cognitive Reframing forms the basis for Cognitive Behavioural Therapy and refers to the idea of challenging unhelpful and inaccurate negative thoughts. These thoughts can then be reframed in a more accurate and helpful way. This concept involves children reflecting on their own thinking, which is known as metacognition. Due to the complexity of this concept, it is not introduced until Fourth Class. It is then reinforced in Fifth Class and developed at an in-depth level in Sixth Class. It is important to note that cognitive reframing does not always mean replacing negative thoughts with positive ones, as this may be unrealistic and counter-productive. The aim is to challenge inaccurate negative thoughts and replace them with more logical and accurate ones.

**Emotional Competence:** Emotional competence refers to the concept of understanding and expressing emotions appropriately. Emotional competence is introduced in the Second Class programme and forms the basis of the Third Class programme. Many of the skills associated with it, including emotional awareness and self-regulation, are developed throughout all subsequent levels of the programme.




**Social Competence:** Social competence refers to the ability to interact positively with others. This concept is introduced in Second Class and all subsequent levels provide opportunities for developing social skills. Social and relationship skills form the basis of the Fifth Class programme.

**Making a Difference:** The concept of making a difference involves the idea of contributing, helping others and making the world a better place. It involves looking beyond the self and focusing on the wider context. This concept is introduced in the Second Class programme and is reinforced formally at all subsequent levels.

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