

An tSraith Shóisearach do Mhúinteoirí

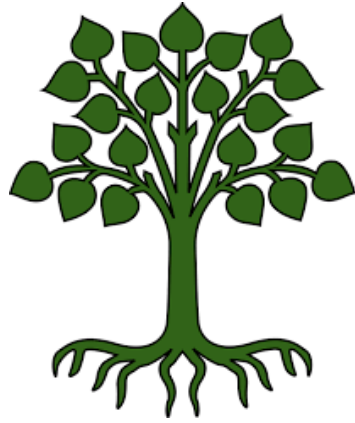
Junior **CYCLE** for teachers

**Level 2
Learning
Programmes:**

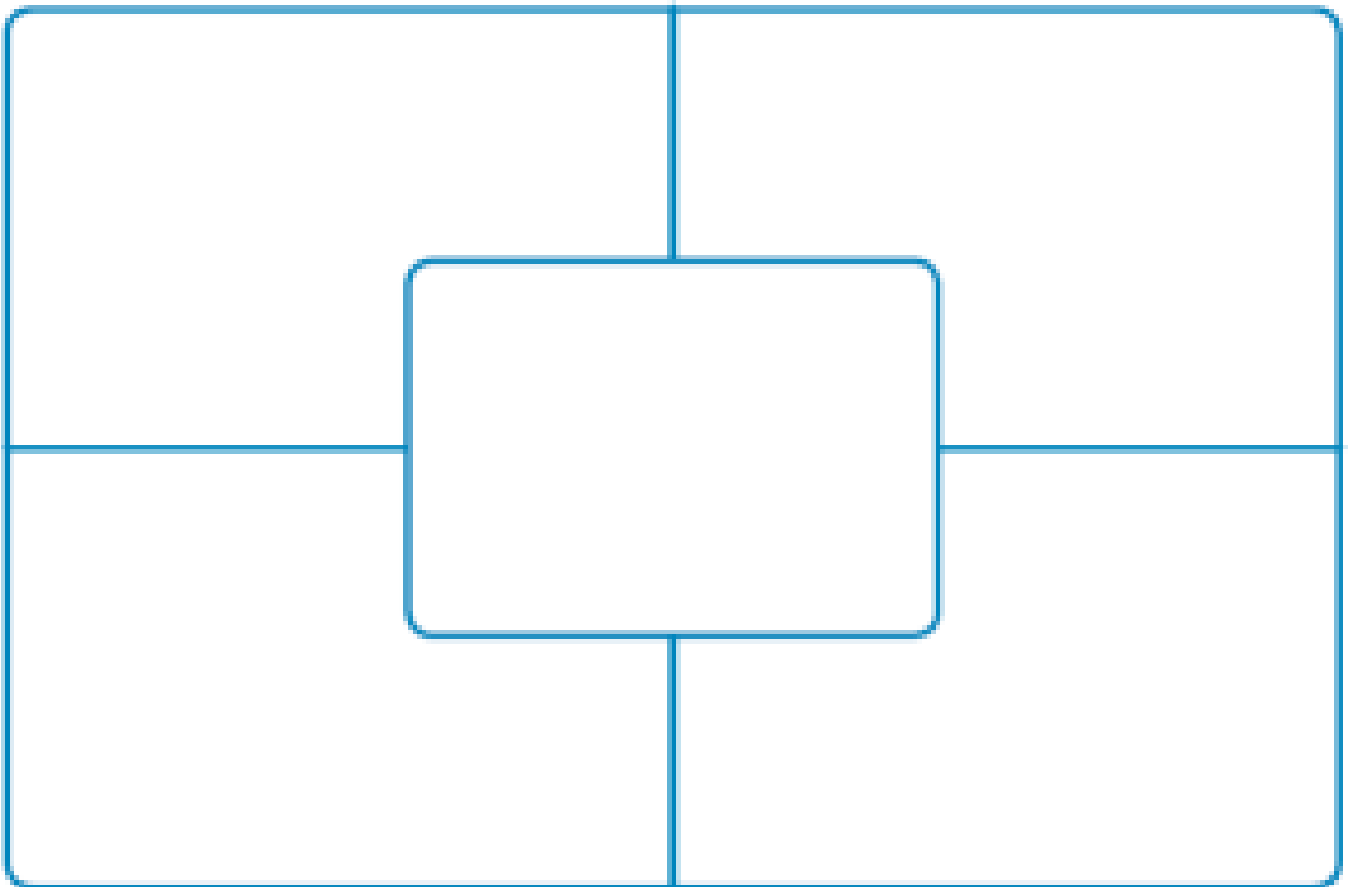
Wellbeing



Activity 1: What does wellbeing mean to you?



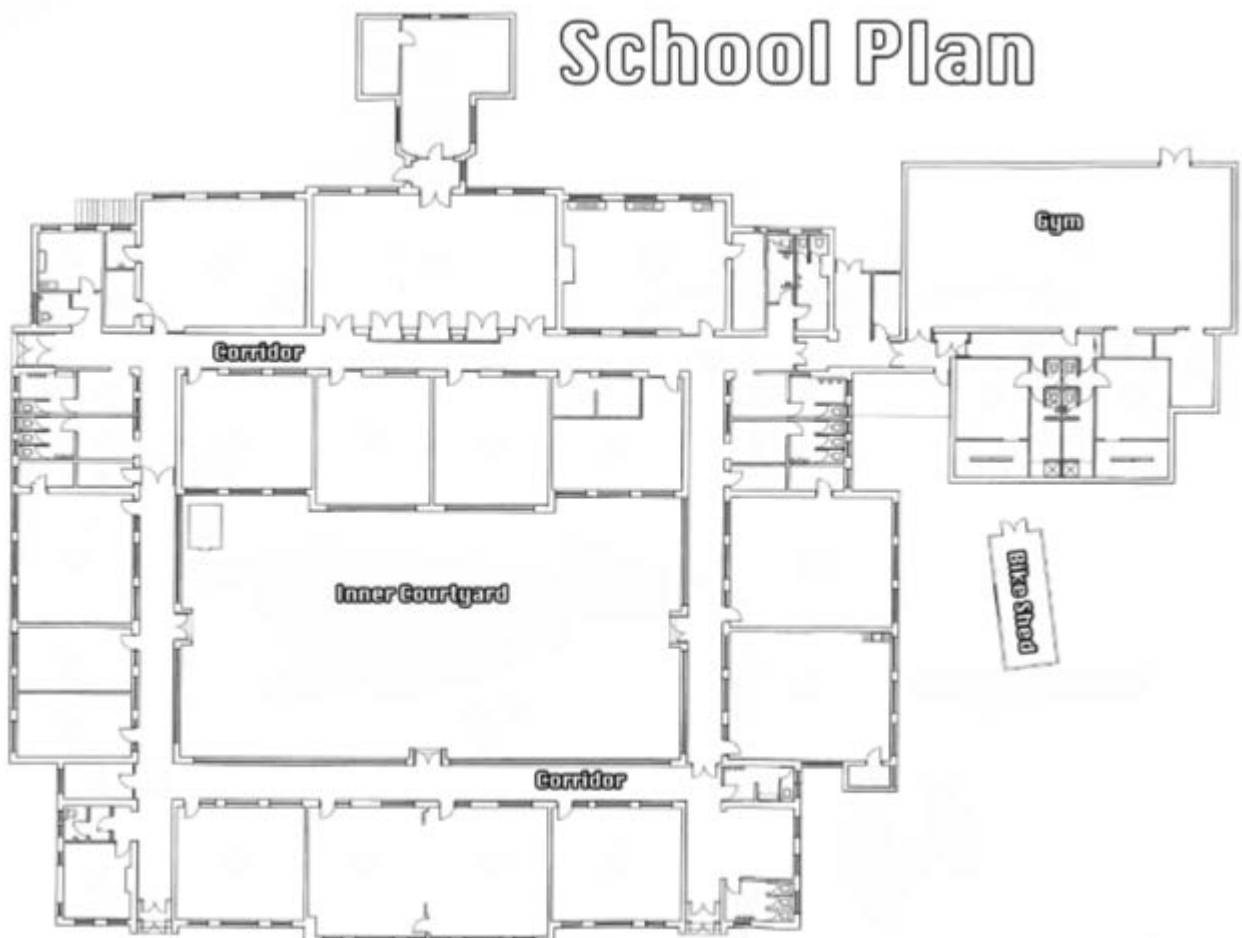
Activity 2: Why does wellbeing matter?



Activity 3: What do you think the difference is between learning *about* wellbeing and learning *for* wellbeing?



Activity 4: Where does wellbeing happen in your school? See map









Activity 5: Using the questionnaires reflect on what your school is doing well?

Activity 6: How do you promote the indicators in your own practice?

APPENDIX D: USING THE WELLBEING INDICATORS TO REVIEW SCHOOL PRACTICE

The following questions may be helpful in supporting groups such as the whole staff, subject departments, teachers of a year group, the wider school community, including administrative and ancillary staff, to reflect on current practices and how they, individually and/or collectively, contribute or could contribute to supporting students' progress in relation to each of the indicators.

In my role and in my relationships with students, how do I support their learning journey towards		Yes	To some extent	Not yet
 ACTIVE	<ul style="list-style-type: none"> • being a confident and skilled participant in physical activity • being physically active 			
 RESPONSIBLE	<ul style="list-style-type: none"> • being able to take action to protect and promote their wellbeing and that of others • making healthy eating choices • knowing when and where their safety is at risk and enabling them to make the right choices 			
 CONNECTED	<ul style="list-style-type: none"> • feeling connected to their school, their friends, community and the wider world • understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts 			
 RESILIENT	<ul style="list-style-type: none"> • feeling confident in themselves and having the coping skills to deal with life's challenges • knowing where they can go for help • believing that with effort they can achieve 			
 RESPECTED	<ul style="list-style-type: none"> • showing care and respect for others • having positive relationships with friends, peers and teachers • feeling listened to and valued 			
 AWARE	<ul style="list-style-type: none"> • being aware of their thoughts, feelings and behaviours and being able to make sense of them • being aware of their personal values and able to think through their decisions • being aware of themselves as learners and knowing how they can improve 			

Reflecting on this exercise consider:

Which wellbeing indicators do you feel you are most supporting?	
Which wellbeing indicators need your attention?	
What one/two changes will you make to support students' progress in relation to the indicators?	
What surprised you doing this exercise?	

Activity 7: What are you doing in school that could be shorter units of wellbeing? (remember appendix I)

Activity 8: Hours of wellbeing? How much are you doing?

Priority Learning Units/Subjects	Short Course	Wellbeing Units
Total Hours:	Total Hours:	Total Hours:

Activity 9: Wellbeing Plan of Action?

What do we want to achieve?	What needs to be done?	By when?	By who?

Notes

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