

# Wellbeing and Geography

*The goal of wellbeing is human flourishing (Nel Noddings, 1984)*

## Students' Wellbeing

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. (Junior Cycle Wellbeing Guidelines, 2017)

## What does it mean for a student to flourish?

The student over time, becomes:

- curious and eager to learn
- creative and imaginative
- connected and empathetic
- good team players
- confident about who they are
- resilient and persistent
- positive about themselves

## The role of schools in promoting and supporting wellbeing

Schools have a central role in supporting and promoting their students' learning **about** wellbeing *and for* wellbeing.

Learning about wellbeing takes place through specific areas of the curriculum, namely,  
Civic, Social and Political Education  
Social, Personal and Health Education  
Physical Education  
Guidance Related Learning  
Other Areas of Learning

Learning for wellbeing takes place through students' whole experience of school life including day-to-day interactions within and beyond the classroom. This is not only what the students learn but how they learn it.  
(Junior Cycle Wellbeing Guidelines)

## Learning Outcomes and Wellbeing

'The learning outcomes are written in terms of learners and their development, rather than in terms of what is to be taught'  
(Biesta and Priestly, 2013)



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Indicators of Wellbeing		Examples of Possible Learning Activities/Teaching Methodologies
 <p><b>Active</b> Am I a confident and skilled participant in physical activity?  How physically active am I?</p>	<ul style="list-style-type: none"> <li>Gathering data during a field investigation</li> <li>Developing map reading skills through orienteering</li> <li>Walking tours to experience geographical concepts</li> </ul>	
 <p><b>Responsible</b> Do I take action to protect and promote my wellbeing and that of others?  Do I make healthy eating choices?  Do I know where my safety is at risk and do I make right choices?</p>	<ul style="list-style-type: none"> <li>Participating in formative assessment</li> <li>Reflecting upon and learning from formative feedback</li> <li>Participation in group activities</li> <li>Showing respect for those around them</li> <li>Assessing safety measures to be taken during field investigations/outdoor activities</li> <li>Understanding our individual and collective impact on issues such as climate change and the exploitation of natural resources</li> </ul>	
 <p><b>Connected</b> Do I feel connected to my school, my friends, my community and the wider world?  Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?</p>	<ul style="list-style-type: none"> <li>Students being aware of how their decisions and actions impact on local and global sustainability</li> <li>Participating in group/project work</li> <li>Displaying class work for the wider school community</li> <li>Developing an understanding of life chances for young people in other economies/societies</li> <li>Participating in school based, regional and national competitions</li> <li>Developing an appreciation of the causes and consequences of migration and it's impact on the individual</li> </ul>	
 <p><b>Resilient</b> Do I believe that I have the coping skills to deal with life's challenges?  Do I know where I can go for help?  Do I believe that with effort I can achieve?</p>	<ul style="list-style-type: none"> <li>Students' knowing what to do when they don't know what to do, when engaging with and reflecting upon new topics/concepts/activities</li> <li>Goal setting</li> <li>Analysing the success criteria for activities</li> <li>The student is provided with the safe opportunities to ask questions/seek clarification in a variety of ways</li> <li>The student engages in reflective practice</li> </ul>	
 <p><b>Respected</b> Do I feel that I am listened to and valued?  Do I have positive relationships with my friends, my peers and my teachers?  Do I show care and respect for others?</p>	<ul style="list-style-type: none"> <li>All students have a voice in the development of a cooperative learning charter for learning activities</li> <li>The student feels confident to actively participate in group work, pair work and peer assessment/feedback</li> <li>The student is actively involved in his/her learning and takes responsibility for it</li> <li>Fundraising in response to a natural, economic or social crisis which students have studied</li> </ul>	
 <p><b>Aware</b> Am I aware of my thoughts, feelings and behaviours and can I make sense of them?  Am I aware of what my personal values are and do I think through my decisions?  Do I understand what helps me to learn and how I can improve?</p>	<ul style="list-style-type: none"> <li>Reflecting on how he/she approached an activity and learning from it</li> <li>Understanding the interactions and interconnections between human and environmental processes.</li> <li>Understanding the implications for their decision making and that of others</li> <li>Becoming geoliterate</li> </ul>	