

S.P.H.E. Department Belvedere College S.J.



T.Y. Scheme of Work (15 lessons)

2019

THEME	LEARNING INTENTIONS	RESOURCES	TEACHING METHODOLOGIES	WELLBEING
UNIT A: SUBSTANCE ABUSE				
Lesson 1: Cannabis	<ul style="list-style-type: none"> Students will study the effects of cannabis on the body with a focus on the teenage brain, mental health its prevalence in Ireland and the supports that are available. 	<ul style="list-style-type: none"> Drugs.ie Health promotion.ie Under the Influence (PDST resource) Common resources on the SPHE TEAMS 	<ul style="list-style-type: none"> Video resources Group work Debates Study of statistics Reflection on personal experiences 	<ul style="list-style-type: none"> <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know where my safety is at risk and do I make right choices?</i>

		<ul style="list-style-type: none"> • Youtube • Talk to Frank (HSE website) 		<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Aware)</u> – <i>‘Am I aware of what my personal values are and do I think through my decisions?’</i> • Students will be equipped to make educated choices around cannabis use thereby protecting their wellbeing. • They will be aware of the many supports available for someone effected directly or indirectly by cannabis use.
Lesson 2: Alcohol	<ul style="list-style-type: none"> • Students will study the effects of alcohol on the body with a focus on the teenage brain and mental health, its prevalence in Ireland and the 	<ul style="list-style-type: none"> • Drugs.ie • Health promotion.ie • Under the Influence (PDST resource) • Common resources on 	<ul style="list-style-type: none"> • Video resources • Group work • Debates • Study of statistics • Reflection on personal experiences 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know where my safety is at risk</i>

	<p>supports that are available.</p>	<p>the SPHE TEAMS</p> <ul style="list-style-type: none"> • Youtube • Talk to Frank (HSE website) • AA website 	<ul style="list-style-type: none"> • AA questionnaire about dangerous alcohol use 	<p><i>and do I make right choices?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u> – <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Aware)</u> – <i>‘Am I aware of what my personal values are and do I think through my decisions?’</i> • Students will be equipped to make educated choices around the dangers of alcohol use thereby protecting their wellbeing. • They will be aware of the many supports available for someone effected directly or indirectly by alcohol use.
<p>Lesson 3: Guest Speaker</p>	<ul style="list-style-type: none"> • Eoghan Keogh as guest speaker 	<ul style="list-style-type: none"> • Eoghan will address the use of drugs among the teenage population and the 	<ul style="list-style-type: none"> • Guest speaker • Lecture theatre • Video resources 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know</i>

		possible impact on the lives of individuals and family members		<p><i>where my safety is at risk and do I make right choices?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u> – <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • Students will develop a deeper understanding of the impact of drug use on the lives of individuals and their families.
Lesson 4: Other substances and accessing support	<ul style="list-style-type: none"> • Students will know where to access further information on illegal substances on their effects • Students will learn how and where to access support for those negatively impacted by substances abuse. 	<ul style="list-style-type: none"> • Drugs.ie • Health promotion.ie • Talk to Frank • NA website 	<ul style="list-style-type: none"> • Video resources • Group work • Debates • Reflection on personal experiences 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know where my safety is at risk and do I make right choices?</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i>

				<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Aware)</u> – <i>‘Am I aware of what my personal values are and do I think through my decisions?’</i> • Students will know how to protect their wellbeing by accessing information on all illegal substances • They will be aware of how to contact support services if and when they need them in the future. • Students will learn their relevance and impact of this issue among their year group by listening to the personal experiences of their peers.
UNIT B: RSE				
Lesson 1: Relationships/Coming Out	<ul style="list-style-type: none"> • Students will understand the process, for a young LGBTQI person of coming out to themselves and others. • Be able to understand and empathise with some of the difficulties involved in coming out. 	<ul style="list-style-type: none"> • Growing Up Module (Lesbian, Gay, Bisexual and Transgender) Lesson 2 and 3 • Coming out to Self and Coming out to Others from the 	<ul style="list-style-type: none"> • Watching DVD • Discussion • Personal reflection using worksheets • Pair work • Brainstorming 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u>– <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i>

		<p>Growing Up: LGBT DVD and worksheets.</p> <ul style="list-style-type: none"> • Common SPHE resources in SPHE TEAMS. 		<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I believe that I am listened to and valued?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I have positive relationships with my friends, my peers and my teachers’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i> • Students will develop their understanding of what it is like for young gay person to understand and accept their sexual orientation. • They will understand the difficulties in communicating this to others (‘coming out’)
<p>Lesson 2: Transgender Identity</p>	<ul style="list-style-type: none"> • Students will have the appropriate vocabulary for discussing transgender issues. 	<ul style="list-style-type: none"> • Growing Up Module (Lesbian, Gay, Bisexual and 	<ul style="list-style-type: none"> • Watching DVD • Discussion • Personal reflection using worksheets • Pair work 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my actions and interactions impact on my own wellbeing and that</i>

	<ul style="list-style-type: none"> Students will have developed some insights into the issues faced by people who are transgender 	<p>Transgender) Lesson 5</p> <ul style="list-style-type: none"> Coming out to Self and Coming out to Others from the Growing Up: LGBT DVD and worksheets. Common SPHE resources in SPHE TEAMS. 	<ul style="list-style-type: none"> Brainstorming 	<p><i>of others, in local and global contexts?’</i></p> <ul style="list-style-type: none"> Wellbeing Indicator (Resilient) – ‘Do I know where I can go for help?’ Wellbeing Indicator (Respected) – ‘Do I believe that I am listened to and valued?’ Wellbeing Indicator (Respected) – ‘Do I show care and respect for others?’ To enable students to understand transgender issues and to introduce them to the appropriate language to discussing these issues. Students will develop empathy for those who are questioning their identity and will therefore be more understanding and tolerant of the difficulties faced by people in this situation.
Lesson 3: STI’s	<ul style="list-style-type: none"> Students will know more about the various categories of STI’S Students will know the causes, transmission routes 	<ul style="list-style-type: none"> Saint James’ website Contraception.ie HSE.ie TRUST module (Talking 	<ul style="list-style-type: none"> Watching DVD Discussion Personal reflection using worksheets Pair work Brainstorming STI quiz 	<ul style="list-style-type: none"> Wellbeing Indicator (Responsible) – ‘Do I take action to protect and promote my wellbeing and that of others?’ Wellbeing Indicator (Responsible) – Do I know where my safety is at risk

	<p>and treatments of a range of STI'S</p> <ul style="list-style-type: none"> • Students will understand some of the barriers of people accessing STI services. 	<p>relationships understanding sexuality teaching resource.) Lessons 19, 20</p> <ul style="list-style-type: none"> • Common SPHE resources in SPHE TEAMS • B4udecide.ie • B4udecide quiz • TRUST DVD 	<ul style="list-style-type: none"> • Study of symptoms, diagnosis, treatment, effects and risk reduction of STI'S through website and information sheets. • Review of case studies 	<p><i>and do I make right choices?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u>– <i>'Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?'</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>'Do I know where I can go for help?'</i> • <u>Wellbeing Indicator (Respected)</u> – <i>'Do I show care and respect for others?'</i> • <u>Wellbeing Indicator (Aware)</u> – <i>'Am I aware of what my personal values are and do I think through my decisions?'</i> • To enable students to have an awareness of various sexually transmitted infections in order to inform their decision making regarding sexual activity and thereby protect their wellbeing.
<p>Lesson 4: Contraception</p>	<ul style="list-style-type: none"> • Students will be aware of the range of methods of 	<ul style="list-style-type: none"> • TRUST module (Talking relationships 	<ul style="list-style-type: none"> • Watching DVD • Brainstorming • Discussion • Pair work 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>'Do I take action to protect and</i>

	<p>contraception currently available.</p> <ul style="list-style-type: none"> • Students will be able to differentiate between hormonal, barrier and other methods of contraception. • Students will have an appreciation of the difficulties that couples might experience in discussing contraceptive issues. • Students will have explored gender stereotyping in relation to responsibility for contraception. 	<p>understanding sexuality teaching resource.) Lessons 16, 17.</p> <ul style="list-style-type: none"> • Trust DVD • Contraception.ie • Common resources on SPHE TEAMS. • Hse.ie 	<ul style="list-style-type: none"> • Review of case studies • Study of methods, responsibility, efficacy, effects, risks associated with the use of varying methods of contraception through website and information sheets. 	<p><i>promote my wellbeing and that of others?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know where my safety is at risk and do I make right choices?</i> • <u>Wellbeing Indicator (Connected)</u>– <i>Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?</i> • <u>Wellbeing Indicator (Respected)</u> – <i>Do I show care and respect for others?</i> • <u>Wellbeing Indicator (Aware)</u> – <i>Am I aware of what my personal values are and do I think through my decisions?</i> • To increase students' awareness of the range of available contraceptive methods and to explore communications about contraceptive use in the context of an intimate relationship • Students will be better equipped to protect their wellbeing both physically
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				and emotionally regarding the appropriate use of contraception.
Lesson 5: Consent	<ul style="list-style-type: none"> • Students will know that in Ireland the age of Consent is 17. • Students will be aware that laws exist in this country to protect them in this regard • Students will understand the different ways the law treats boys and girls regarding consent. • Students will have an understanding of what constitutes consent in a variety of circumstances. • Students will understand the importance of having their personal boundaries respected and respecting those of others. 	<ul style="list-style-type: none"> • B4udecide consent quiz • TRUST module (Talking relationships understanding sexuality teaching resource.) • Youtube clip on consent • Case studies on consent 	<ul style="list-style-type: none"> • Brainstorming • Discussion • Pair work • Youtube video • Review of case studies 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I know where my safety is at risk and do I make right choices?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I believe that I am listened to and valued?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i>

				<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Aware)</u> – <i>‘Am I aware of what my personal values are and do I think through my decisions?’</i> • Students will have a raised awareness of the rights and responsibilities regarding the issue of consent and will thereby be better equipped to protect their wellbeing. • Students will have a better understanding of their rights and responsibilities legally in Ireland regarding consent.
Lesson 6: Pornography	<ul style="list-style-type: none"> • Students will reflect upon the impact of widespread use of pornography on the following: (a) Gender Stereotyping (b) understanding of appropriate expression of sexuality (c) its impact on mental health 	<ul style="list-style-type: none"> • BBC.com- article pornography desensitising young people’ • SPHE training notes 	<ul style="list-style-type: none"> • Individual reflection anonymously on the use of pornography among teenagers today • Pair work • Whole class discussion • Individual reflection anonymously • Statistics 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u>– <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Responsible)</u> – <i>Do I know where my safety is at risk and do I make right choices?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show</i>

				<p><i>care and respect for others?’</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Aware)</u> – <i>‘Am I aware of what my personal values are and do I think through my decisions?’</i>
UNIT C: MENTAL HEALTH				
Lesson 1: Dealing with Emotions	<ul style="list-style-type: none"> • Students will identify a range of emotions • They will explore how their body reacts to emotions • They will discuss and learn how they can use the ‘take five’ strategy • They will learn how to manage their emotions in particular situations 	<ul style="list-style-type: none"> • Mindout 2.0 Module Lesson 2 • Mindout 2.0 power-point lesson 2 • Mindout 2.0 worksheets and handouts • Audio clips: Walking in my Shoes • Video clips • Jigsaw • Aware.ie • Common resources • SPHE TEAMS 	<ul style="list-style-type: none"> • Study of power-points • Brainstorming • Discussion • Worksheets 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Connected)</u> – <i>‘Do I feel connected to my school, my friends, my community and the wider world?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I believe</i>

				<p><i>that I am listened to and valued?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I have positive relationships with my friends, my peers and my teachers?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i> • Students will be better equipped to identify their emotions. • They will learn how to employ effective strategies to manage their emotional health. • Students will learn from the experience of others through group discussion
<p>Lesson 2: Challenging Thoughts</p>	<ul style="list-style-type: none"> • Students will examine the link 	<ul style="list-style-type: none"> • Mindout 2.0 Module Lesson 3 	<ul style="list-style-type: none"> • Study of case studies 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and</i>

	<p>between thoughts, feelings and actions</p> <ul style="list-style-type: none"> • Students will explore skills to challenge unhelpful thoughts and make them more realistic. 	<ul style="list-style-type: none"> • Mindout 2.0 power-point lesson 3 • Mindout 2.0 worksheets • Video: Ditch the Monkey and Famous Failures • Case studies/scenarios • Jigsaw • Aware.ie • Common resources SPHE TEAMS • Reachout.ie • Spunout.ie 	<ul style="list-style-type: none"> • Watching Ditch the Monkey Video and Famous Failures • Viewing power point • Group discussion • Personal reflection 	<p><i>promote my wellbeing and that of others?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I feel connected to my school, my friends, my community and the wider world?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I believe that I am listened to and valued?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I have positive relationships with my friends, my peers and my teachers’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i> • Students will be better equipped to identify the variety of negative thoughts relevant to their peer group. • Students will personally reflect on when they have experienced negative thoughts and the impact that had on them.
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<p>Lesson 3: Coping with Challenges</p>	<ul style="list-style-type: none"> • Students will identify different types of coping strategies that can be used to deal with stress. • Students will discuss and reflect on how people cope differently • Students will compare which coping strategies are likely to be more or less effective in different situations. 	<ul style="list-style-type: none"> • Mindout 2.0 Module Lesson 4 • Mindout 2.0 power point lesson 4 • Mindout 2.0 worksheets • Irish Times personal story ‘A Letter to my younger self’ • Jigsaw • Aware.ie • Pieta house website • Common resources SPHE TEAMS Reachout.ie • Spunout.ie • Coping cards (Mind out) 	<ul style="list-style-type: none"> • Relay game • Brainstorming 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – ‘Do I take action to protect and promote my wellbeing and that of others?’ • <u>Wellbeing Indicator (Responsible)</u> – Do I know where my safety is at risk and do I make right choices? • <u>Wellbeing Indicator (Connected)</u> – ‘Do I feel connected to my school, my friends, my community and the wider world?’ • <u>Wellbeing Indicator (Connected)</u>– ‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’ • <u>Wellbeing Indicator</u> – ‘Do I believe I have the coping skills to deal with life’s challenges?’ • <u>Wellbeing Indicator (Resilient)</u> – ‘Do I know where I can go for help?’ • <u>Wellbeing Indicator (Resilient)</u> – ‘Do I believe that with effort I can achieve?’
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Lesson 4: Walking in Someone Else’s Shoes Giving and Getting Help	<ul style="list-style-type: none"> • Students will become more aware of the thoughts and feelings of others • Students will understand that people feel 	<ul style="list-style-type: none"> • Mindout 2.0 Module Lesson 6 • Mindout 2.0 power point lesson 6 • Mindout 2.0 worksheets • Jigsaw 	<ul style="list-style-type: none"> • Group discussion • Stand up-sit down activity • Below the water activity • Power point presentation 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I feel connected to my school, my</i>

	<p>emotions differently</p> <ul style="list-style-type: none"> • They will learn the importance of respecting each other's feelings • Students will reflect on the person actions they can take in order to show support for other people. 	<ul style="list-style-type: none"> • Aware.ie • Pieta house website • Common resources SPHE TEAMS Reachout.ie • Spunout.ie • Coping cards (Mind out) 		<p><i>friends, my community and the wider world?</i></p> <ul style="list-style-type: none"> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator</u> – <i>‘Do I believe I have the coping skills to deal with life’s challenges?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I have positive relationships with my friends, my peers and my teachers’</i> • <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i> • <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and</i>
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				<p><i>behaviours and can I make sense of them?’</i></p> <ul style="list-style-type: none"> • Students will develop greater empathy in their dealing with others. • Students will be more mindful of the wellbeing of others
<p>Lesson 5: Happiness and Wellbeing</p>	<ul style="list-style-type: none"> • Students will explore the importance of promoting happiness and reflect on what they are grateful for • Students will appreciate their own personal strengths as well as the strengths of their classmates 	<ul style="list-style-type: none"> • Mindout 2.0 Module Lesson 11 • Mindout 2.0 power point lesson 11 • Mindout 2.0 worksheets • Video ‘An Experiment on Gratitude’ • ‘Three Good Things’ Article • Spunout.ie • Reachout.com 	<ul style="list-style-type: none"> • Discussion • Personal reflection • Watching video • Three Good Things discussion 	<ul style="list-style-type: none"> • <u>Wellbeing Indicator (Responsible)</u> – <i>‘Do I take action to protect and promote my wellbeing and that of others?’</i> • <u>Wellbeing Indicator (Connected)</u> – <i>‘Do I feel connected to my school, my friends, my community and the wider world?’</i> • <u>Wellbeing Indicator (Connected)</u>– <i>‘Do I appreciate that my action and interactions impact on my own wellbeing and that of others, in local and global contexts?’</i> • <u>Wellbeing Indicator</u> – <i>‘Do I believe I have the coping skills to deal with life’s challenges?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I know where I can go for help?’</i> • <u>Wellbeing Indicator (Resilient)</u> – <i>‘Do I believe</i>

				<p><i>that with effort I can achieve?’</i></p> <ul style="list-style-type: none">• <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I believe that I am listened to and valued?’</i>• <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I have positive relationships with my friends, my peers and my teachers’</i>• <u>Wellbeing Indicator (Respected)</u> – <i>‘Do I show care and respect for others?’</i>• <u>Wellbeing Indicator (Aware)</u> - <i>‘Am I aware of my thoughts, feelings and behaviours and can I make sense of them?’</i>• Students will be better equipped to manage their feelings and to become more creative in their abilities to solve problems and improve their ability to build and maintain their relationships.• They will understand that happiness is about finding positive experiences and satisfaction with life.
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