

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Leadership
CPD

Wellbeing
Programme

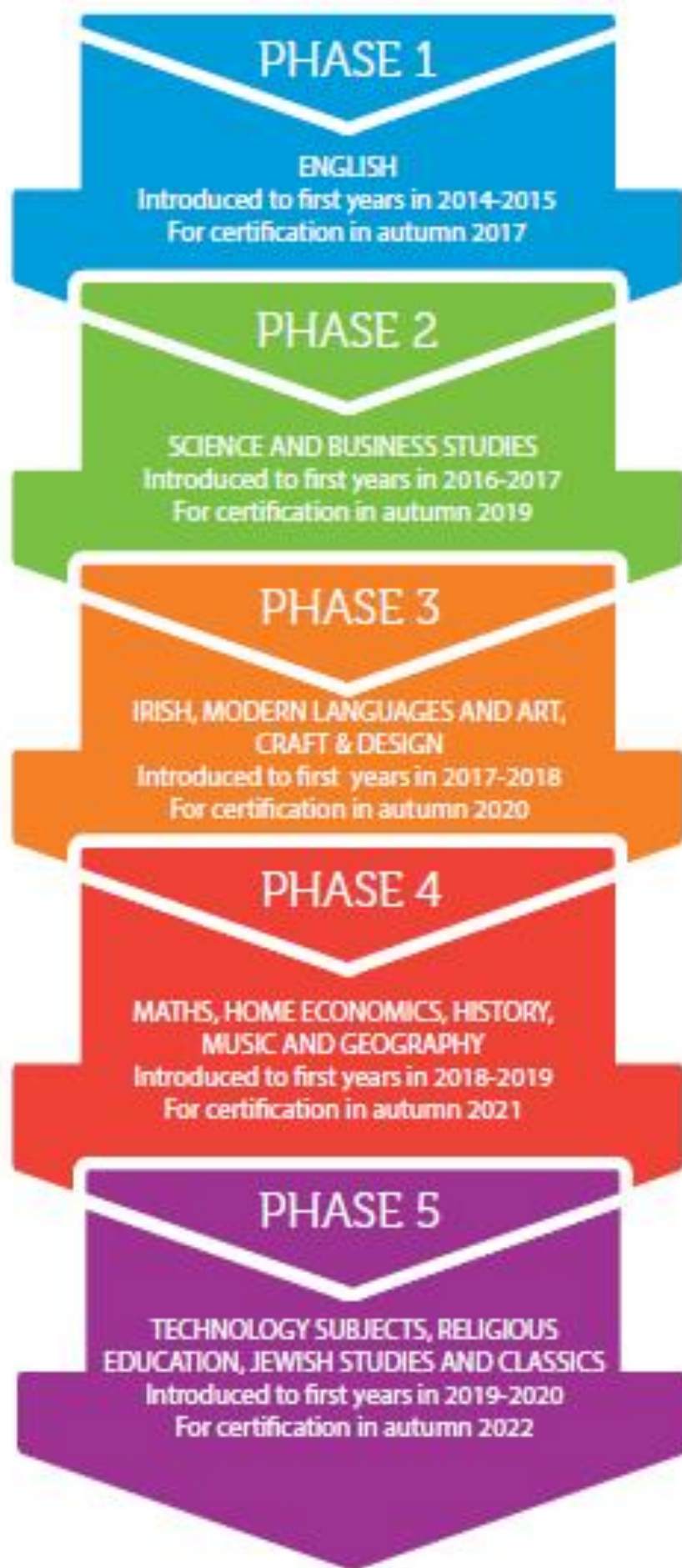


www.jct.ie

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Junior Cycle Subject Roll Out



Activity 1 Post It

What is the one question that you would like answered on the wellbeing guidelines?

Activity 2: Multi-faceted dimensions of Wellbeing

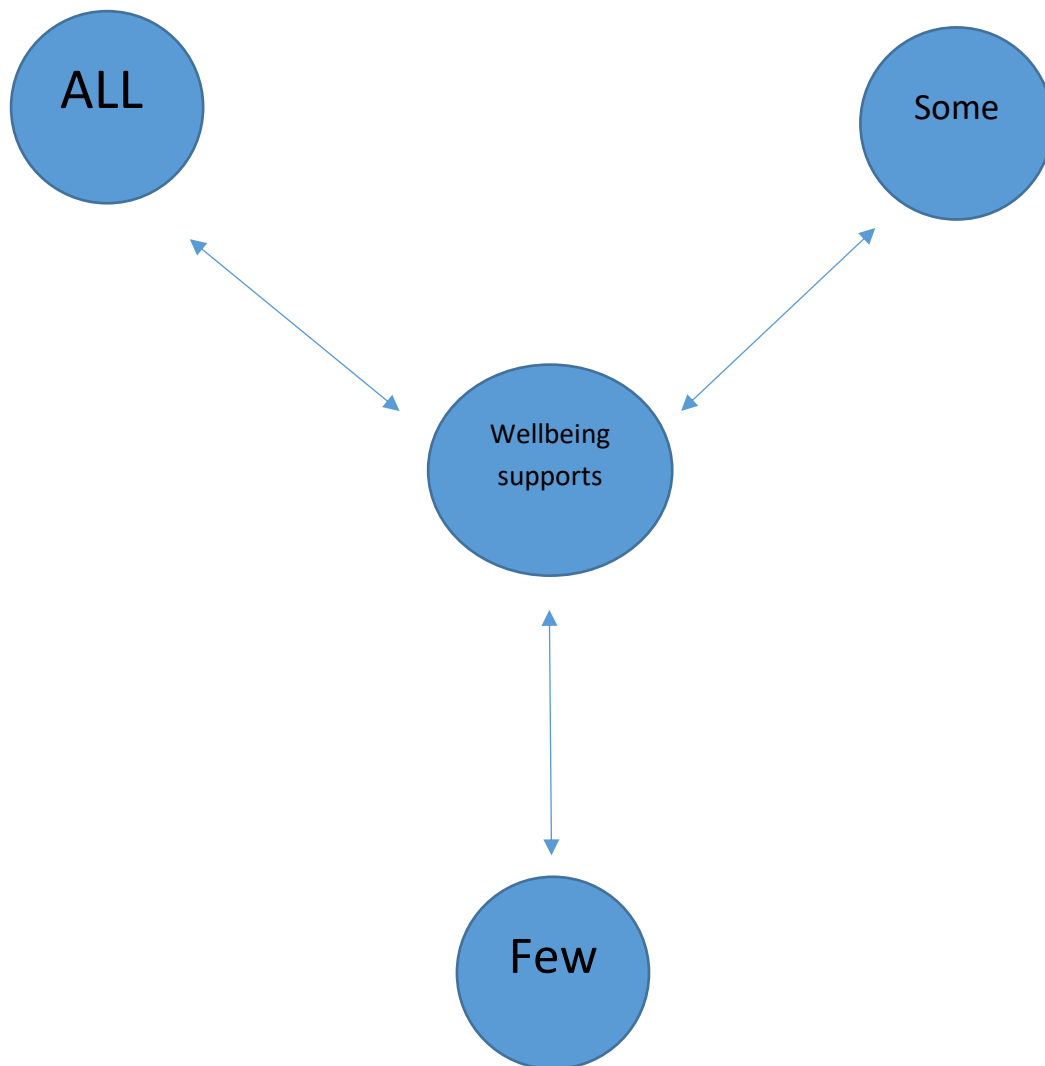
At your table, examine two of the aspects detailed on the slide and discuss their impact on the wellbeing of students.

Aspect	Impact of student wellbeing
1.	
2.	

Activity 3: Student support systems in schools

On the diagram below, detail the student support systems in your school that enhance students wellbeing.

What supports are available for all students, some students and few students.



Activity 4: Flourishing

When do we see, students flourishing in the classroom?

Activity 5: School culture

How might school leaders challenge cultural norms?

In groups discuss your findings.

Activity 6: Using Appendix H to support School Self-evaluation

Appendix H: On your own read through the questions on school culture and relationships below. Discuss with colleagues at the table.

(Consider using this tool when planning your Wellbeing programme in your school)

APPENDIX H: WELLBEING IN JUNIOR CYCLE: SELF-EVALUATION QUESTIONNAIRE FOR SCHOOL MANAGEMENT AND STAFF⁸⁴

This checklist can be used to reflect on and evaluate what the school is doing well and what needs to be improved in the four key aspects of wellbeing in junior cycle: culture, relationships, curriculum and policy/planning. Schools should use all available evidence from a range of people including students, teachers, parents/guardians to review the extent to which it meets the features set out in the questionnaire.

KEY ASPECT: CULTURE

How are we doing? Apply rating 1 – 3 taking into account the criteria in the second column. *(1. Needs attention, 2. Acceptable, 3. Excellent)*

FOCUS	SOME CRITERIA TO LOOK FOR:	NEEDS		
		ATTENTION	ACCEPTABLE	EXCELLENT
School mission and ethos	The wellbeing of the whole school community is at the heart of the school's mission statement.			
	The wellbeing of the whole school community is at the heart of the school's mission statement.			
	Everybody in the school community is valued and has opportunities to flourish.			
	All staff contribute to promoting a caring and inclusive environment within the school that is supportive of student wellbeing.			
	There is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities rather than simply focusing on problems and weaknesses.			
	Respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.			
	There are structures in place designed to support the wellbeing of students, e.g. a Student Support Team.			

FOCUS	SOME CRITERIA TO LOOK FOR:	NEEDS		
		ATTENTION	ACCEPTABLE	EXCELLENT
Physical and social environment	The physical environment conveys a message of warmth, welcome and inclusion.			
	The school is a safe place for all students.			
	There are spaces for students to congregate socially and to have quiet time.			
	The school building is accessible for all students.			
	Students and staff take pride and care in maintaining the physical environment.			
	The school environment is conducive to promoting physical activity and healthy eating choices.			
Classroom culture	Teachers have high expectations for all students.			
	There are open, positive, supportive relationships between teachers and students in class and outside.			
	A culture of collaboration and cooperation is promoted through day-to-day teaching, learning and assessment practices.			
	Students feel safe, secure and respected in their classrooms.			
Teaching, learning and assessment	Students are actively engaged in their learning and enjoy being at school.			
	Students receive regular formative feedback about their learning and how they can improve.			
	Students have regular opportunities to talk about their learning and what helps them to learn.			
	Teachers use active methodologies to develop the key skills in their subjects.			
	Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.			

Which of the aspects of **Culture** outlined above should be prioritised in planning for Wellbeing in junior cycle?

What are we going to do?

Who is going to do it?

Review date:

KEY ASPECT: RELATIONSHIPS

How are we doing? Apply rating 1 – 3 taking into account the criteria in the second column.
 (1. Needs attention, 2. Acceptable, 3. Excellent)

FOCUS	SOME CRITERIA TO LOOK FOR:	NEEDS		
		ATTENTION	ACCEPTABLE	EXCELLENT
Student teacher relationships	Student teacher relationships are friendly, caring and respectful.			
	The whole school staff feel confident, as individuals, about their potential role as the ‘one good adult’ that students may turn to for support and help.			
	Students know where to get support and how to access the ‘care’ structures in the school.			
	There is a positive discipline policy where discipline issues are resolved with care, respect and consistency.			
	There is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities rather than simply focusing on problems and weaknesses.			
Peer relationships	Students show respect, care and concern for each other.			
	Students feel safe and supported amongst their peers.			
	Teachers feels supported and cared for amongst their colleagues.			
Student voice	There are different structures in place where students can have their voices heard, e.g. in class, tutor meetings, student -voice focus groups, prefect meetings, Student Council.			
	Students know that their feedback is valued because it is acted on.			
	All students have an opportunity to have their voice heard and are involved in making decisions about their life in school.			
Partnership with parents/guardians, community and wider supports	Parents/guardians feel welcome, respected and listened to as partners in the education of their children.			
	Parents/guardians have opportunities to learn about the school’s Wellbeing programme in junior cycle and how they can support their child’s wellbeing.			
	Parents/guardians are actively encouraged to get involved in the planning and evaluation of the Wellbeing programme.			
	The school has developed positive, proactive links with groups and clubs in the community involved in supporting young people’s wellbeing.			

KEY ASPECT: CURRICULUM

How are we doing? Apply rating 1 – 3 taking into account the criteria in the second column.
 (1. Needs attention, 2. Acceptable, 3. Excellent)

FOCUS	SOME CRITERIA TO LOOK FOR:	NEEDS		
		ATTENTION	ACCEPTABLE	EXCELLENT
CSPE, PE, SPHE	There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE as part of the Wellbeing programme in junior cycle.			
	There are regular opportunities where teachers can work collaboratively in planning for CSPE, PE and SPHE.			
	Students' and parents' voices inform planning in CSPE, PE and SPHE.			
	Teachers are supported and encouraged to participate in continuing professional development in CSPE, PE and SPHE.			
	Teachers are consulted before being assigned to teach SPHE and/or CSPE.			
Guidance	Guidance-related learning is an important aspect of the Wellbeing curriculum in junior cycle.			
	The guidance counsellor works collaboratively with the wellbeing team in planning the Wellbeing programme in junior cycle.			
	The guidance counsellor has opportunities to get to know and to support students in junior cycle.			
	The guidance counsellor co-ordinates the appropriate sharing of relevant information about students with their teachers in support of their wellbeing.			

KEY ASPECT: POLICY AND PLANNING

How are we doing? Apply rating 1 – 3 taking into account the criteria in the second column.
(1. Needs attention, 2. Acceptable, 3. Excellent)

FOCUS	SOME CRITERIA TO LOOK FOR:	NEEDS ATTENTION	ACCEPTABLE	EXCELLENT
School policies	School policies are developed and reviewed in partnership with students, parents and staff.			
	Wellbeing-related policies including policies in relation to behaviour, internet safety, extra-curricular activities, SPHE (including RSE) and anti-bullying are in place and are regularly reviewed.			
	Policy documents are accessible and are shared with students and parents/guardians.			
	Policies are enacted with fairness and compassion.			
School self-evaluation (SSE)	In school planning, time is made available for planning in Wellbeing.			
	Explicit links are made between planning for Wellbeing and SSE.			
Subject and whole-school planning	Planning documents for Wellbeing are collated and saved in support of WSE in Wellbeing.			
	Wellbeing in junior cycle is an important feature of whole school and subject planning.			
Continuing professional development (CPD)	Teachers are encouraged and supported to participate in CPD in support of student wellbeing.			
	Teachers are encouraged and facilitated to share their learning in CPD with colleagues.			
	In school CPD includes opportunities for teachers to share their work in junior cycle Wellbeing with colleagues.			

Which aspects of **Policy and planning** should be prioritised in planning for Wellbeing in junior cycle?

What are we going to do?

Who is going to do it?

Review date:

Activity 7 Making connections between the keyskills and the wellbeing indicators

Watch the Strategy video (KWL) and using the elements of the key skills opposite, tick off which elements are evident in the video.

Now look at the wellbeing indicators below, highlight which indicators have been met by the teacher using a key skills approach to teaching.

Tick
Below

 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 	

Activity 7 Making connections between the keyskills and the wellbeing indicators

<p>Being Creative</p> <p>Imagining</p> <p>Exploring options and alternatives</p> <p>Implementing ideas and taking action</p> <p>Learning creatively</p> <p>Stimulating creativity using digital technology</p>	<p>Managing Information and Thinking</p> <p>Being curious</p> <p>Gathering, recording, organising and evaluating information and data</p> <p>Thinking creatively and critically</p> <p>Reflecting on and evaluating my learning</p> <p>Using digital technology to access, manage and share content</p>	<p>Managing Myself</p> <p>Knowing myself</p> <p>Making considered decisions</p> <p>Setting and achieving personal goals</p> <p>Being able to reflect on my own learning</p> <p>Using digital technology to manage myself and my learning</p>	<p>Communicating</p> <p>Listening and expressing myself</p> <p>Performing and presenting</p> <p>Discussing and debating</p> <p>Using language</p> <p>Using number</p> <p>Using digital technology to communicate</p>
<p>Working with others</p> <p>Developing good relationships and dealing with conflict</p> <p>Co-operating</p> <p>Respecting difference</p> <p>Contributing to making the world a better place</p> <p>Learning with others</p> <p>Working with others through digital technology</p>	<p>Staying Well</p> <p>Being healthy, physical and active</p> <p>Being social</p> <p>Being safe</p> <p>Being spiritual</p> <p>Being confident</p> <p>Being positive about learning</p> <p>Being responsible, safe and ethical in using digital technology</p>	<p>Being Literate</p> <p>Developing my understanding and enjoyment of words and language</p> <p>Reading for enjoyment and with critical understanding</p> <p>Writing for different purposes</p> <p>Expressing ideas clearly and accurately</p> <p>Developing my spoken language</p> <p>Exploring and creating a variety of texts, including multi-modal texts.</p>	<p>Being Numerate</p> <p>Expressing ideas mathematically</p> <p>Estimating, predicting and calculating</p> <p>Developing a positive disposition towards investigating, reasoning and problem solving</p> <p>Seeing patterns, trends and relationships</p> <p>Gathering, interpreting and representing data</p> <p>Using digital technology to develop numeracy skills and understanding</p>

Activity 8: Curriculum for a wellbeing programme:

What programmes do you currently teach in your school that could be developed in to units of learning for a wellbeing programme?

Activity 9: Looking at our school 2016-2020: Learner Outcomes



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...is human flourishing and flourishing rests on the following...

- Positive emotion
- Engagement
 - Relationships
 - Meaning
 - Accomplishment



Seligman, M. from the NCCA Wellbeing Guidelines 2017

Reflecting on the above slide, which you will have seen earlier in the presentation, highlight or underline the words in the Domain 1: Learner Outcomes below which you feel support students flourishing in the classroom.

The statements of practice – teaching and learning

DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Students enjoy their learning, are motivated to learn and expect to achieve as learners</p> <p>1</p>	<p>Students' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p>	<p>Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework.</p>
<p>Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p> <p>2</p>	<p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required.</p> <p>Students demonstrate an enquiring attitude towards themselves and those around them.</p>	<p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.</p> <p>Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.</p>

Activity 10: School Policies

Read the school self-evaluation policy check list below. Reflect on how many of them impact on student's wellbeing.

Appendix to School Self-Evaluation report: policy checklist

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy ¹ Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Annual attendance report to National Educational Welfare Board and Parents' Association	Section 21, Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

Health and Safety Statement	Health and Safety Act 2005 Section 20	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs / Inclusion policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005)) Circular 0070/2014	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	

³ Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.”

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.

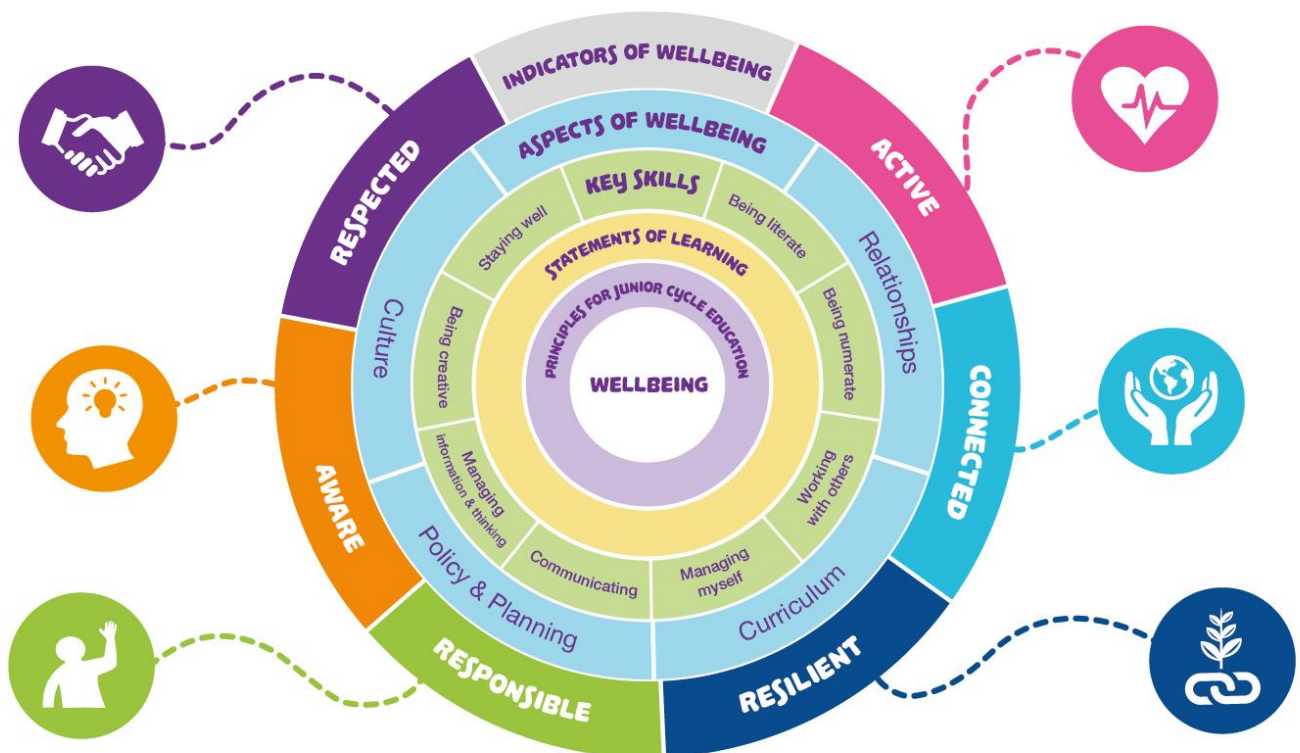
When policies are reviewed through the lens of student wellbeing, it prompts questions such as:

- How are school policies developed? Are they developed with a couple of people or in partnership with the whole school community?
- How are school **policies written**? Is the language accessible to all? Is it punitive or positive in tone?
- How are they shared? Are they explained and made accessible to all? Are they linked to a **shared set of values**?
- How are they enacted? Are they put in to practice with fairness and compassion?

(Junior cycle wellbeing guidelines p. 36)

Activity 11: Planning time.

Take time to reflect on what are the next steps for your school in planning your wellbeing programme



Additional resources:

Curriculum for a wellbeing programme.

The Induction programme aims to support students physical, mental, emotional and social wellbeing. The transition from Primary to Post Primary can prove challenging for students and this unit aims to support students smooth transitioning into secondary school. The key themes that form the basis of this unit include: Myself, Communication, Friendship, Change and Goal setting. The duration of this unit is 25 hours , however, due to the flexibility of the Wellbeing Programme (designed to meet student's needs) this can be altered to suit a schools unique and individual context.

In addition to this, students will have an opportunity to engage with and experience the following indicators: Aware, Connected, Resilient, Respected, Responsible (see suggested learning outcomes from template).

Appendix I template is contained on page 104 of the Wellbeing Guidelines and can be used by a school to design or capture any aspect of a schools Wellbeing Programme that is being delivered through short units.

Unit of learning: Transition to post primary school.

The following is a planning document for a unit of learning on transition to post primary school using appendix I to support the planning process.

Appendix I: Template to support schools in planning shorter units of learning in Wellbeing

Title of unit: First Year Induction	Duration: 20 hours aprox and 5 hour bonding day=25 hours Week 1- 8 hours Week 2- Week 21 (18 wks X 40 mins =12 hours)
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Aim of the unit

To provide students with tools and skills to successfully transition to Post Primary

Links

The following tables show how First Year Induction may be linked to the central features of learning and teaching in junior cycle.

Statement of learning	Example of related learning in the unit

<p>SOL 7</p> <p>7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts</p>	<p>Myself: traits, skills, hobbies, interests, challenges</p> <p>Communication: team building, listening, speaking</p> <p>Friendship formation, school anti – bullying charter, RAK acts,</p>
<p>SOL 11</p> <p>11. takes action to safeguard and promote her/his wellbeing and that of others</p>	<p>New Surroundings and Change</p> <p>Coping with the challenges of a new school environment and structure of day.</p>
<p>SOL 5</p> <p>5. has an awareness of personal values and an understanding of the process of moral decision making</p>	<p>Goal Setting</p> <p>Behaviour and skills for success, rules, routines, respect.</p>

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident	Making new friends- Activity- Who is It, Taking Ownership. Bonding Day booklet and activities
Working with others	Develop good relationships	Coping with Change, Stress Management, Anxiety
	Dealing with conflict	Activity- The Card Tower, Taking Ownership

Managing Myself	Knowing Myself	Activity: Finding my way
	Setting and Achieving Personal Goals	Activity: multiple intelligences Goal setting and tracking Skills for Learning
Communicating	Listening and expressing	Behaviour skills for success including rules and routines. Communications exercise 4,5,6,7.

The wellbeing indicators make explicit what is important learning in Wellbeing.

Suggested Learning outcomes

- At the end of this unit, students will be able to...
- Recognise their own ways of learning and their learning habits, interests, strengths and weaknesses- **Aware**
- Recognise their own wellbeing journey and that of others- **Connected**
- Be able to goal set and track their progress- **Resilient**
- Recognise skills, attitudes and values of friendship- **Respected**
- Appreciate individuality my own and others- **Responsible**
- Understand what effective communication is including listening and speaking- **Respected, Connected**

Assessment

Students will show evidence of their learning when they...

Reflect on what they have learned about wellbeing and for wellbeing using reflection journal

Recognise the wellbeing indicators that students are making the most progress in

Recognise the indicators that need more attention

Use appendix E and self assessment

Useful resources, web links and community links

www.Toastmasters.org - Youth leadership

www.nbss.ie -Friends for Life Programme

www.juniorcycle.ie

www.jct.ie

www.youngsocialinnovators.ie

www.curriculumonline.ie

www.pdst.ie

www.sess.ie

Possible implementation plan for wellbeing:

Aspects of wellbeing	2017	2018	2019	2020
Curriculum programme	300 hours wellbeing subjects	300 hours wellbeing subjects	300 hours wellbeing subjects	400 hours wellbeing subjects
Policies: Wellbeing lens	Review of code of behaviour policy	Review of whole school guidance policy	Teaching learning & assessment policy	Review of SPHE and RSE policy
Culture and relationships: Taking aspects of teaching, learning and assessment (wellbeing as the focus)	Assessment	Assessment Digital key skills	Assessment Digital Key skills Student motivation in the classroom	Digital key skills Student motivation in the classroom

This plan incorporates elements in which the school has a DES requirement with which to engage.

- Under the circular letter *40/2016 Continuing Implementation of School Self-Evaluation 2016-2020 – Post Primary*, schools are required to focus on between 2 and 4 aspects of teaching and learning for whole school improvement between 2016- 2020.
- School Boards of management have a requirement to review or develop policies every year as part of their commitment to school improvement. The list of required policies is part of this document.

Statements of Learning and associated learning experiences

5. has an awareness of personal values and an understanding of the process of moral decision making

I can see where my own values come from and the different influences that have shaped them. I respect the values of others while holding my own as special to me. I have an understanding of how moral decision making works in my own life and in the lives of others based on their particular values. I can discuss different day-to-day ethical and moral decisions and comment on them.

7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

I understand how government and politics works in Ireland and elsewhere. I understand that as citizens we all have rights and responsibilities. I respect the rights of minority groups in society. I feel inspired when I learn about ways that active citizens can contribute to building a better world within their local communities and in the wider world. I am willing and able to think carefully about and take action for change on issues that concern me or my community

10. has the awareness, knowledge, skills, values and motivation to live sustainably

I understand that the natural world is beautiful and of great significance and importance to the lives of everybody on the planet. I take responsibility for the choices I make about how I live and these choices have consequences for the environment and quality of life in my locality and beyond in the wider world. I try to 'think globally and act locally'. I can help my community play its part in improving our environment but can see that other communities have different concerns and I try to take those into account.

11. takes action to safeguard and promote her/his wellbeing and that of others

I know how to make decisions that are good for my physical, mental, emotional and spiritual health and my relationships with others. I can assess and manage risk and understand the impact of risk-taking behaviour. I feel confident and I can cope with different challenges and setbacks. I can ask for help when I need it. I accept that people are different and that it is everyone's responsibility to challenge discrimination and bullying, and the school can support me to do this.

12. is a confident and competent participant in physical activity and is motivated to be physically active

I participate in energetic physical activities and sport on a regular basis and I know that this allows me to develop and apply a range of social and motor skills, to learn in a different way, develop my fitness and manage my body. It helps me to relax and feel better, especially in the activities and contributes to my health and well-being. Being able to take part in various physical activities also helps me to meet and be with others. I look forward to having more opportunities to be involved inside school and in my community.

13. understands the importance of food and diet in making healthy lifestyle choices

I choose to eat a variety and balance of foods and drinks. I can make healthy food choices and try to eat well on my own and with others. I appreciate the important role of food for different social and cultural groups. I understand that the dietary needs of individuals and groups vary through life stages. I am aware of the many factors that influence food choices and attitudes to food and eating.

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**

for teachers

Contact details

Administrative Office:
Monaghan Ed. Centre,
Armagh Road,
Monaghan.
www.metc.ie

Director's Office:
LMETB,
Chapel Street,
Dundalk.

For all queries please contact
info@jct.ie

Follow us on Twitter



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www.curriculumonline.ie

www.schoolself-evaluation.ie