

INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- 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?



CONNECTED

- 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?



RESILIENT

- 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?



RESPECTED

- 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?



AWARE

- 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?

Wellbeing Indicators

The indicators are central to Wellbeing in junior cycle. The indicators make what is important explicit for students, teachers, parents and the wider school community. Each indicator has a small number of descriptors.

The indicators and their descriptors can be used in a number of ways:

- to review current provision for learning in wellbeing
- to plan teaching and learning within a school's Wellbeing programme
- to plan conversations about how the school's Wellbeing programme might best support young people's wellbeing and well-becoming with stakeholders including students, parents and teachers
- to scaffold conversations with students about learning in the Wellbeing programme
- to frame the student's self-assessment about their learning in Wellbeing
- to report on learning in Wellbeing.

(Junior Cycle Wellbeing Guidelines 2017, pg. 44)

