

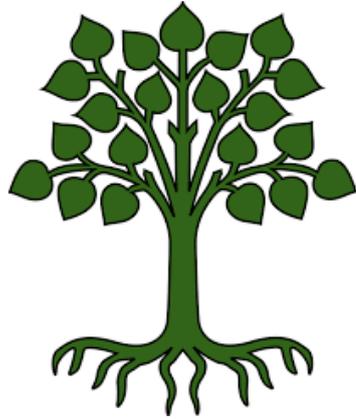
An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Junior Cycle Wellbeing in Special Schools



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?

Activity 8: Timetabling Wellbeing

Our timetabled Wellbeing Curriculum plan for Incoming 1 st years 2020					
		1 st Year	2 nd Year	3 rd Year	Total hours
SPHE	No. of Hours				
	Option Followed				
CSPE	No. of hours				
	Option Followed				
PE	No. of hours				
	Option Followed				
Other units of learning	No. of hours				
Total Hours					400

Activity 9: Wellbeing Plan of Action?

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

