

Coláiste De Lacy

Junior Cycle
Wellbeing
Programme



Version 2A: 2022



Introduction

The *Framework for Junior Cycle (2015)* provides for a new area of learning at Junior Cycle called *Wellbeing*.

Wellbeing is defined as follows:

“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 the wider community” (Wellbeing Guidelines, NCCA, 2017)

However, Wellbeing is not a state of being or destination. Rather, the whole school community is on a lifelong journey of *Well-becoming*.

‘Childhood can be seen as a process of ‘well-becoming’, where young people are gaining knowledge, skills, values, and attitudes that will sustain them throughout their lives. This is a learning journey, but one where schools play an important part’

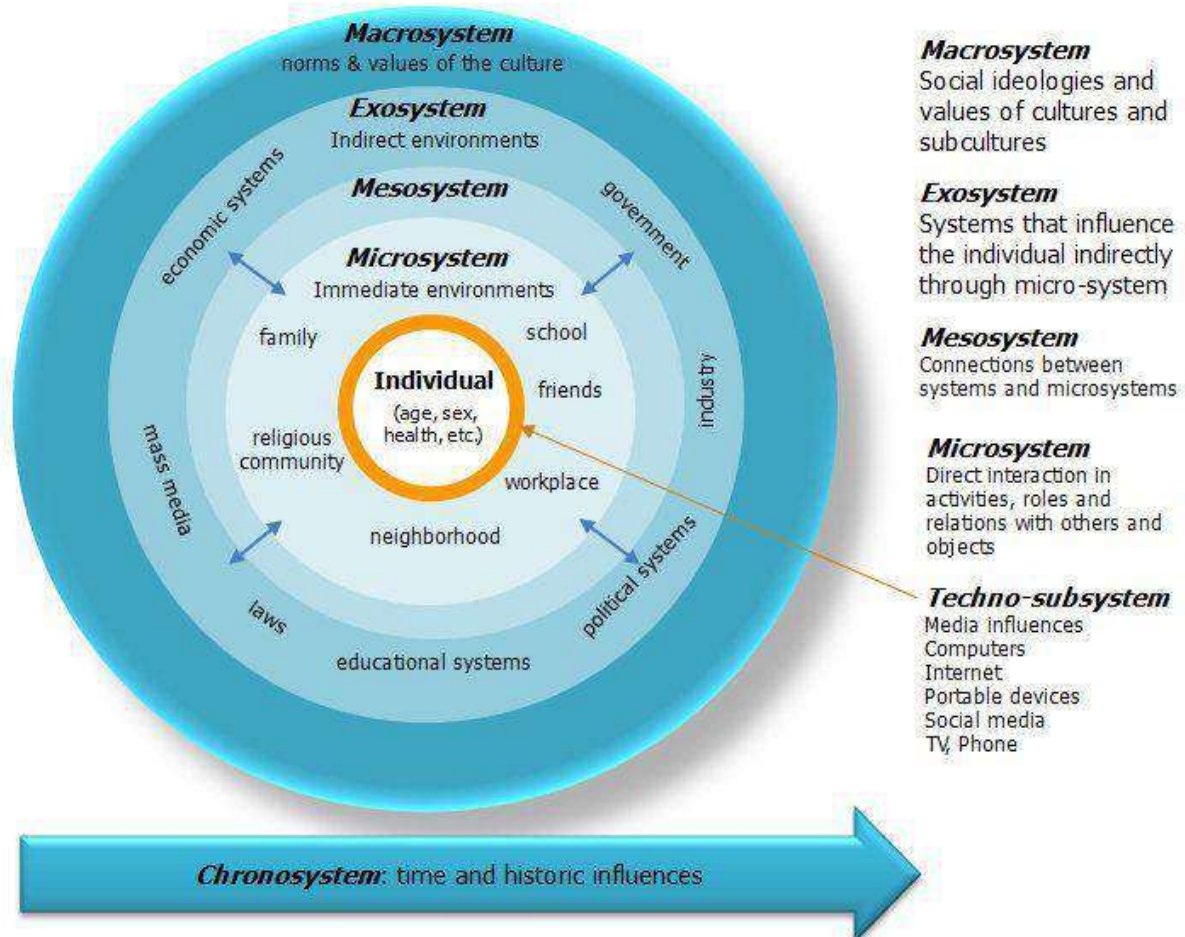
(Wellbeing Guidelines, NCCA, 2017)

The school plays a very important role in the process of *Well-becoming* for students and staff. Indeed, as an educational establishment in its early years, the school itself is on a process of well-becoming/flourishing as an organisation. Although the school was only established in 2014, wellbeing is at the core of Coláiste De Lacy. Coláiste De Lacy recognises that wellbeing is a lifelong journey and that wellbeing will never fully be realised. Coláiste De Lacy aims to support students in their individual journeys and nurture resilience and growth mind-set so that students can face the challenges that life will inevitably present at times. Coláiste De Lacy aims to prepare students for *“the tests of life and not a life of tests” (Art Costa, Educator)*.

However, Coláiste De Lacy cannot do this alone. In partnership with parents/guardians and the students themselves, the Wellbeing Programme will continually evolve. It is of utmost importance that the wider school community builds and shares a common understanding of wellbeing. Bronfenbrenner’s ecological model of human development is helpful as it provides a comprehensive systems-based approach to understanding wellbeing (see graphic below). It acknowledges the importance of the individual and his/her immediate relationships and then moves outwards to show how consideration of the wider community and social context is needed to accommodate a systems-based and holistic approach to wellbeing. This perspective recognises that sometimes the wellbeing of individuals is hindered by wider social, economic, or cultural factors and conversely, sometimes one’s own behaviour, choices or goals may harm the collective wellbeing, at both a local and global level. In a nutshell, this model demonstrates that to be human is to be relational and wellbeing is always realised in a community.



Bronfenbrenner's Bioecological Model of Human Development



https://www.google.ie/search?q=bronfenbrenner%27s+ecological+model+of+human+development&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwimsZj4bXeAhVLDMAKHQN4DRAQ_AUIDigB&biw=1745&bih=895&dpr=1.1#imgrc=jRPu6uTshO4C-M:&spf=1541163631453

The Indicators of Wellbeing

The Wellbeing Guidelines (NCCA, 2017) use six indicators to describe what is important for young people and their wellbeing. Each indicator has a small number of descriptors. The indicators are used to provide a common understanding and language, as a basis for analysis and to assist in school planning. The six indicators and their associated descriptors are shown below:





School Mission Statement

Coláiste De Lacy is a community of learners and leaders working together in a safe and inclusive learning environment that fosters positive relationships, good learning habits, growth mind-set, respect, and personal growth for all. Through the combined effort of our whole school community, we aim to nurture curious minds, caring hearts and responsible citizens.

School Ethos

Coláiste De Lacy is a school of academic excellence and as such, it implements a modern and innovative approach to teaching and learning. It aims to provide the best educational experience and developmental opportunities for its students. There is an incessant focus on teaching and learning within the Coláiste for everyone (*Ag foghlaim le chéile*). Students are encouraged to strive for excellence in a happy, supportive, positive, caring and challenging environment. The Coláiste De Lacy values include: effort, hard work, respect, positivity, personal responsibility, integrity and kindness. There is a particular focus on nurturing a growth mind-set as individuals and as an organisation.

Ár bhFís (Vision)

An overview of the vision for Coláiste De Lacy is outlined below:

- Student happiness, wellbeing and belonging are core
- Student pride and participation in their school
- Positive relationships and a positive school environment
- Safe and respectful environment supported by good order and organisation
- Valuing of hard work, effort and creativity
- Focus on positivity, responsibility, relationships and care
- All students achieve their individual best and experience success
- Centres of excellence and innovation for teaching and learning

Coláiste De Lacy is a school where students enjoy coming to school and learn in a safe, respectful and well-structured environment.



Suaithenthais Choláiste De Lacy (The Coláiste De Lacy Crest)



Although Coláiste De is still a relatively new school, its philosophical foundations are strong. The philosophical principles of the Coláiste are represented in the school crest and are as follows:

- *Fás* (growth as individuals and as a learning community)
- *Ag foghlaim le chéile* (a continual focus on learning for all)
- *Caidrimh dhearfacha* (positive relationships between all members of the school community will nurture its growth and ensure that it is a happy, safe and well-ordered place of optimal learning)
- *Solas agus Soirbheachas* (an emphasis on the positives and joy in life and learning).



Aspects of Wellbeing in CDL

Culture:

- ✓ Mission Statement
- ✓ Ethos informed by our values & growth mind-set and represented by 4 principles in crest...values and principles constantly communicated and cultivated
- ✓ *Clár Fáilte* (Transition Programme)
- ✓ Sense of connectedness for students & staff
- ✓ *Clann/Caomhnóir* & Year Head System
- ✓ Student Council, Peer Ed Programmes
- ✓ Learning centred culture: *Building Learning Power* (philosophy & practices)
- ✓ *Clár Dearfáchas* (Awards Programme)
- ✓ *Restorative Practice* (Ubuntu Team)
- ✓ Positive Behaviour Programme (Check & Connect, Alert, GIT, Why Try?, Let's Go!...Etc.)
- ✓ Focus on CPD and T&L
- ✓ Physical environment/school building
- ✓ Themed weeks, events & speakers
- ✓ Broad range of extracurricular activities and co-curricular activities
- ✓ Weekly wellbeing & learning review in díalann

Curriculum:

- ✓ Prioritised broad curriculum
- ✓ Taster programme in first year (all year)
- ✓ Subject choice determined by student preference
- ✓ JCSA: 9 subjects, 3 short courses (CSPE, SPHE, PE), Wellbeing & OAL's
- ✓ Wellbeing Modules in 1st year on rotation
- ✓ *Enrichment Programme* for all first years and new staff (1 hr per week at present)
- ✓ +400hrs
- ✓ L1LP & L2LP programmes
- ✓ Broad range of extracurricular activities and co-curricular activities

Policy & Planning:

- ✓ SSE teams including Assessment & Reporting team
- ✓ *Anti-Bullying Policy*
- ✓ *Code of Conduct & Restorative Practice*
- ✓ *Critical Incident Management Plan*
- ✓ *Child Safeguarding Statement & Risk Assessment*
- ✓ RSE Policy
- ✓ Digital Literacy Team
- ✓ Student involvement in policy development
- ✓ Revised CDL Subject Department *Planning Template* re: Wellbeing & Anti-Bullying
- ✓ Focus of SSE (questioning by students & Visual Thinking Routines, No hands up)
- ✓ AUP & Twilight Agreement with parents
- ✓ *Covid 19 Response Plan & associated policies/practices*
- ✓ Growing Leadership Team

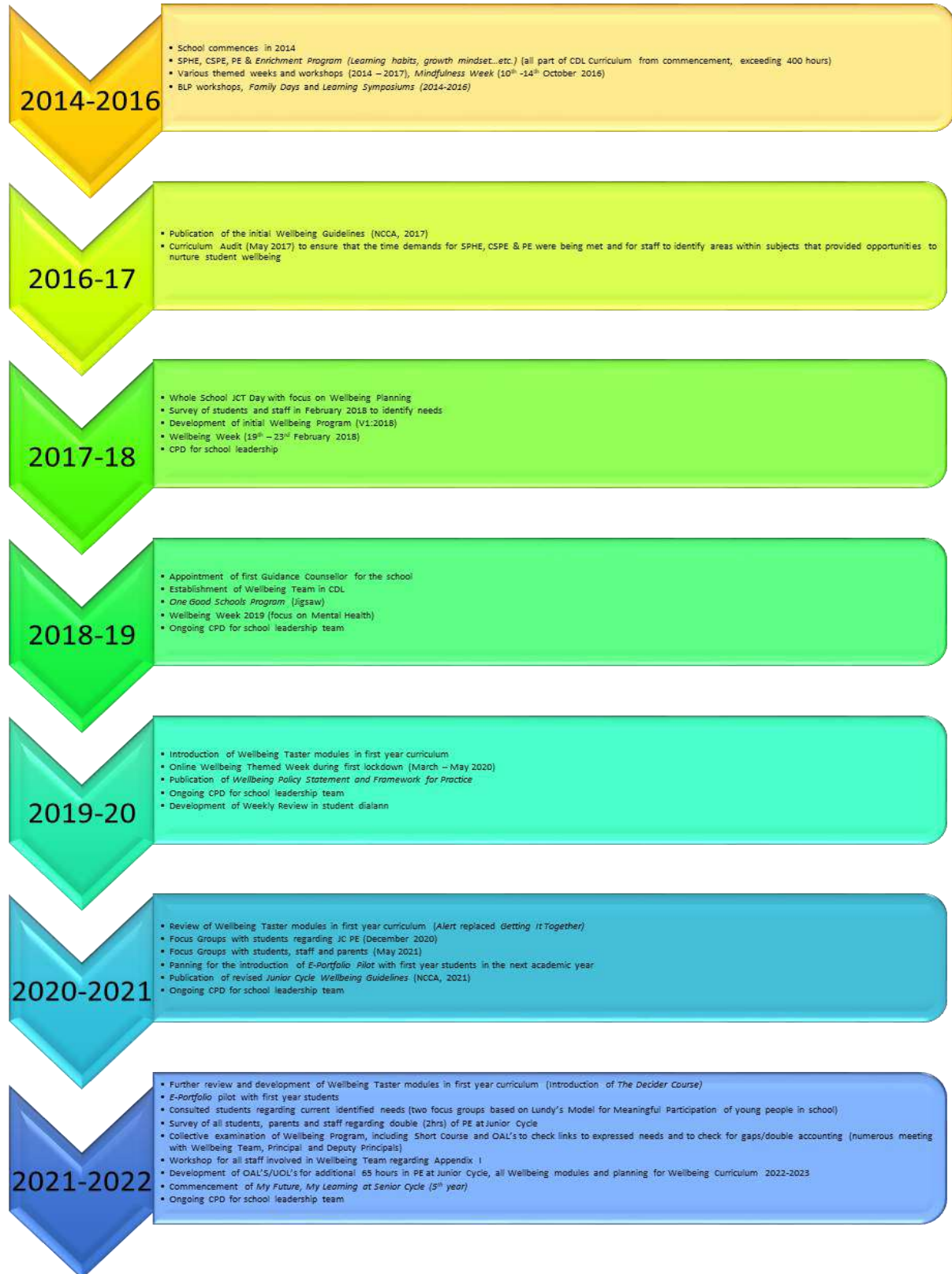
Relationships:

- ✓ 1/4 principles in crest...*Caidrimh Dhearfacha*
- ✓ Most teachers are a *Caomhnóir* and have a *Clann/Class*...Well becoming is everyone's responsibility
- ✓ Student Council, Peer Ed. Programmes
- ✓ *Restorative Practice* (Ubuntu Team, staff CPD, *Connect RP*)
- ✓ Positive Behaviour Programme (Check & Connect)
- ✓ Guidance & Counselling (including drop in service)
- ✓ Student Support Team and SEN supports (PBP, ASD, EAL, SET, SNA's, Psychotherapist, NEPS...etc.)
- ✓ *Anti-Bullying Team* (Policy & Programme)
- ✓ Communication with and involvement of parents e.g. Parent Association, BLP workshops for parents, Family Days & learning symposiums
- ✓ Student voice
- ✓ External agencies e.g. LAR, *Jigsaw*, HSE SUST, Paula O'Connor, Community Garda, Doneghmore Ashbourne GAA...etc.
- ✓ *Learning Conferences* during Covid 19
- ✓ Drotichead & staff induction programme



Development of the school Wellbeing Program

The graphic below summarises the schools Wellbeing Planning journey to date.





Details of the current Wellbeing Curriculum

Coláiste De Lacy offers an extensive range of Department of Education subjects. The opening of the school coincided with the implementation of reforms to the Junior Cycle. Coláiste De Lacy has been implementing these from day one, putting the school at the forefront of curricular design, innovation and implementation. The school promotes an integrated curriculum, the development of all key skills such as learning to learn, and the use of a range of research based assessment approaches that not only measure the progress of each student but also support the learning process. There is a whole-school approach to *Assessment for Learning* and regular progress reports are provided to parents/guardians. The school has one hour lessons for the vast majority of subject, however, Physical Education has two hours per week across first, second and third year.

All first year students participate in a taster programme for optional subjects. Subject choice is determined by student preference at the end of first year and before entry to Leaving Certificate Year 1.

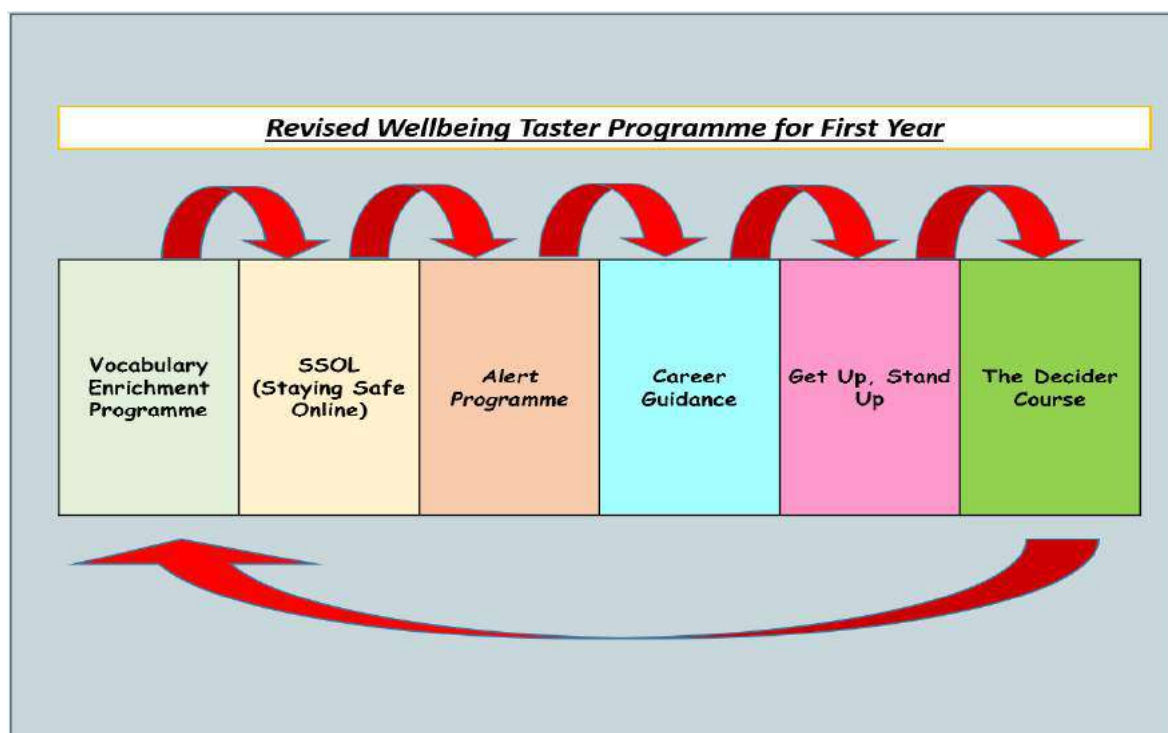
The Junior Cycle curriculum is as follows:

<p><u>Core Subjects</u> <u>(SEC Exam & CBA's)</u></p> <p>Gaeilge English Mathematics Science Geography French / Spanish History</p>	<p><u>Taster Programme (Yr 1)</u> <u>(SEC Exam & CBA's)</u></p> <p>Visual Art Home Economics Wood Technology Engineering Graphics Business Studies Religious Education Music</p> <p><i>(At the end of 1st Year, students will indicate their preference for 2 subjects they wish to study for their JCSA)</i></p>
<p><u>Wellbeing Subjects (CBA's)</u></p> <p>Social, Personal & health Education (SPHE) (SC) Civic, Social & Political Education (CSPE) (SC) Physical Education (PE) (SC)</p>	
<p>Enrichment Activities (no SEC exam or CBA)</p>	



Consequently, the hours for Junior Cycle Wellbeing Programme include:

Subject/Short Course	Timetabled	Hrs/wk.	Hrs across JC
CSPE (Short Course)	1 st , 2 nd & 3 rd Year	1	100
SPHE (Short Course)	1 st , 2 nd & 3 rd Year	1	100
Physical Education (Short Course & other Units of Learning)	1 st , 2 nd & 3 rd Year	2	200 (135 hrs for PE Subject & 65 hrs OAL's)
Enrichment Activities (Learning to Learn)	1 st Year only	1	33
Wellbeing Modules (including Guidance, SSOL, The Decider Course, Get Up, Stand Up, Alert, & VEP)	1 st Year only	1	33
TOTAL			466 hours



See Appendices for Units of Learning included in the CDL Wellbeing hours.



Two focus groups took place with students during the 2021-2022 academic year (in December 2021 and January 2022). Lundy's model for meaningful participation was adopted and the checklist for student participation (page 25, Wellbeing Guidelines, 2021) was utilised in the planning and preparation of the student focus group meetings. The aims of the two focus group meetings were as follows:

- to inform students about the curricular/time requirements of JC Wellbeing
- to find out what the current identified needs of students are
- to hear student voice regarding the suitability of the current JC Wellbeing programme in meeting their identified needs.

The updated JC Wellbeing Guidelines (NCCA, 2021) were distributed to students in advance of the focus group meetings. Overall, student feedback was extremely positive about the current JC Wellbeing programme. The students were asked for their input on areas that could be improved or where there is a deficit in meeting their needs. The following areas were suggested by the students and have been taken into account in planning the Wellbeing Programme for 2022-2023.

Student suggestions included the introduction/resumption of:

- Modules to support skills development re. presentation, communication, research
- Stress management (particularly for exam years), meditation and relaxation
- The resumption of extra-curricular activities and school events to pre-Covid 19 status. Students really appreciated how many extracurricular activities had been offered before the pandemic and they communicated clearly that they missed these and other whole school activities
- Life skills such as computer repairs, taxes & finance...etc. (only two students)
- Drama course (only one student)
- Class dedicated to talking about how students are getting on (only one student).

A number of planning meetings took place between the PE department, the Wellbeing team and the senior leadership team in order to plan how the additional 65 hours of PE would be utilised at Junior Cycle. The PE department considered all of the findings from the student focus groups that took place in December 2021 and January 2022. The PE department drafted a programme of Units of Learning for the addition 65 hours that are scheduled at JC. The PE department will continue to engage in continual professional development and to plan for the introduction of the following programme in August 2022.

Number of hours PE per week at JC	2 hours (double)
Total number of hours for PE across JC	200 hours
Number of hours for delivery of JC PE programme/Short Course	135 hours
Surplus timetabled hours for other areas/Units of Learning	65 hours



Unit of Learning	No of Hrs	How it meets the identified needs of students?	Relevant year Group	Notes
<i>People Skills</i> (NCSE programme)	10	Provides students with training in: <ul style="list-style-type: none"> • social skills • communication skills • recognising their own emotions • recognise and manage anxiety • It will also help students with their organisation and self-presentation 	1 st year	All PE teachers will be trained during Term 4 2021-2022 by an NCSE associate
<i>My Friends Youth</i> (NEPS programme)	10	Resilience building course	2 nd years	4 members of the PE department have received training to date from NEPS
<i>Active Being: Inclusive Physical Activity</i>	10	Student presentation and coaching as part of the assessment Building empathy	3 rd years	All PE teachers involved Link will be developed with Meath Sports Partnership
Irish Heart Foundation- <i>YPath – PE for me</i>	Total 18 (6 hrs in each year of JC)	Encourages reflection and helps student to improve their fundamental motor skills. This will promote an active lifestyle and prolonged involvement in sport. As a result, the module will build student confidence with sport, support the management of anxiety and building resilience	1 st 2 nd & 3 rd year groups	FM – Waiting for the in person day to complete the final module MB?
Yoga and Meditation Modules	10	Breathe work to help aid/promote stress management (due to state exams), anxiety and relaxation Student presentation as part of the assessment	3 rd years	All PE teachers involved
<i>Restorative Practice</i>	3	Key part of school ethos; fostering the students connection to school	1 st years	All PE teachers involved



		and the nurturing of positive relationships		
Contemporary Issues in sport	7	Sports psychology and motivation to help build resilience and promote a growth mindset	1 st years	WC GH and FM (Covered the module working in other schools)
Total across JC	68 hours			

A small number of students also raised concerns regarding the content and delivery of the current SPHE (Short Course). They were very pleased to hear that a review has taken place of the SPHE (Short Course) and that training for teachers is due to be rescheduled (due to Covid 19).



Approach to Teaching & Learning: Building Learning Power

“Thinking about learning for wellbeing requires that we consider not only what students learn but also how they learn it. Learning for wellbeing can be nurtured in all subjects and by all teachers” (Wellbeing Guidelines, NCCA, 2017)

Teaching and learning are the core business of schools and as such, a continual focus on the improvement of teaching and learning is a core tenet of Coláiste De Lacy. In keeping with the best national and international practice, it is whole school policy to encourage the use of various active pedagogic strategies that further the quality of education which our students receive. The school has been working with a leading educationalist on the development of *Building Learning Power*. The staff of Coláiste De Lacy orchestrate their lessons to nurture learning habits, develop key skills, challenge and actively engage students in their learning.

In Coláiste De Lacy our practices include:

- An emphasis on the development of the key skills for Junior Cycle and BLP learning habits
- Thorough planning and preparation of lessons for BLP. Teachers prepare split-lesson plans (lesson plan and subject department planning templates have been provided to all staff as a support/scaffold)
- The use of collaborative and active learning strategies
- High quality differentiation to facilitate all learning styles and capacities in mixed ability classes
- Professional collaboration as members of highly organised subject departments
- Engagement in cross-curricular planning
- Innovative and effective use of ICT in order to deepen learning for students
- Facilitation of students with SENs and gifted/talented students
- Team teaching
- Teachers model learning, growth mindset and ‘*getting unstuck*’
- Communicative approach to teaching all languages
- Peer observation and sharing of best-practice with colleagues
- Continual professional development and dialogue
- Reflective practice as individual teachers
- School self-evaluation and improvement

The school has previously held workshops for parents/guardians with a leading educationalist on the *learning powered approach of BLP*. The school has also held a number of *Family Days* (student brought an older family member to school for the day) and student-led symposiums on learning.

As part of this building learning powered approach, all first-year students are timetabled for *Enrichment*. This is a module, where the students explore various learning challenges and



learn about their own mindset (growth versus fixed), how to change mindset, the learning powered brain and the associated learning habits. This module develops the students' metacognition and provides them with a basic vocabulary to converse about their own learning. As part of the weekly review that takes place between the student and their Caomhnóir, students are encouraged to reflect and to talk about their learning and well-becoming that week.

Co-curricular and Extracurricular Events/Programmes (not included in 400 hrs)

Many whole school and year group specific events occur throughout the academic year on an annual or ephemeral basis (depending on contemporary issues or student needs). The list below represents the most frequently occurring events but is not exhaustive:

Themed Awareness Week	Month <i>*(Subject to Change on an annual basis)</i>
Study Habits/Skills Week	September
Diversity / Multicultural Week	October
Friendship / Anti-Bullying Week	October/November
Stand Up (LGBTQI+) Week	November
College & Career Awareness Week	November
Supporting Our Mental Health Week	January
Staying Safe On-line Week	February
Programme Choice Workshops	February
Subject Choice Workshops	March
Active Week	April
	May

In addition, many extracurricular events and activities take place and staff give very generously of their time to organise these. The vast majority of extracurricular activities take place after school and include; boys Gaelic football, ladies Gaelic football, soccer (boys & girls), basketball, athletics, choir, Grúpa Comhrá (Irish conversation club), table tennis, art club, hurling...etc.

Assessment Practices and Student Wellbeing

A variety of both formative and summative assessment practices take place in Coláiste De Lacy, however, *Assessment for Learning* (formative practices) occurs most frequently in lessons on a daily basis. Summative assessment (exams, CBA's, projects...etc.) occurs at various times throughout the year and feedback is provided for students. A specially designed cover sheet/table is included with all summative assessments to prompt reflection and to



structure formative dialogue between the student and the teacher. A school SSE task group is currently reviewing and revising assessment and reporting practices. This task group have gathered data from staff, students and parents/guardians. Actions for improvement have already been implemented including an online booking system for Parent-Teacher Meetings, more frequent reporting points, CPD regarding the language of reporting, CPD regarding the NCCA Assessment Toolkit, assessing and supporting EAL students...etc.

Students undertake Cognitive Ability testing (CAT4) in first and third year. These are administered by members of the SET team and the Guidance Counsellor. CAT4 exams are standardised tests that are used to support the school in understanding the students' developed abilities and to advise on possible further areas of study. They also help to identify potential areas where a small number of students may need targeted support/challenge. Students cannot "study" for these exams in advance. These tests do not test any particular subject or area of knowledge. Instead, these standardised tests assess a student's **potential** in different areas of reasoning (verbal, non-verbal, quantitative and spatial ability reasoning). The tests are digital and done online during school time. The Guidance Counsellor also uses the results to advise on career choices and/or third level courses. Tracking of students takes place on a term basis using the SAS score from the CAT4 assessment.

With regards to assessment of Junior Cycle Wellbeing and other areas of learning, the Wellbeing Team have developed an e-Portfolio system using MS Teams. This has been piloted with 1st year students (2022-2023). An MS Teams as has been created for each subject/short course within each 1st Year class groupings. Here students can record and showcase their wellbeing journey and feedback for all of their subjects in their Wellbeing Notebook. The SPHE lessons are also facilitating space for students to reflect and continuously upload Other Areas of Learning experiences.

The weekly review in the school dialann invites students to and provides a scaffold for students to individually reflect upon and record both their wellbeing journey and learning journey for that week. Students are then supported by the Caomhnóir to set targets for themselves. The wellbeing journey reflection can also be used to prompt a conversation between the student and the Caomhnóir.



WEEKLY REVIEW: Week beginning 28th August 2017 Page 34

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					

L	Late	TP	Tutor Pass	● Great Learning, Well Done!
NE	No book, copy or equipment satisfaction	TMP	Temporary Journal	
HW	Homework not done	MWP	Meeting with Parents	● Learning Progressing Well!
VW	Verbal Warning	UNF	Not in full uniform	
D	Disruptive	SP	SP not changed	● Concern(s) regarding learning!
UB	Unacceptable Behaviour			
PLB	Positive Learning Behaviour			

Positive Contribution to CDs: ♥

What I will try to do differently next week?

Parents signature: _____

Caomhnóir's signature: _____

WEEKLY REFLECTION: Week beginning 28th August 2017 Page 34

My Learning Journey

My Wellbeing Journey

Please tick/circle which of the above emotions best describes how you feel about your Wellbeing this week. Then complete a reflection on your Wellbeing Journey below.

This week I was/felt _____ (tick which Wellbeing Indicators apply to you this week!)

ACTIVE

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

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?

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?

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?

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?

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?

Schools Pastoral Care Structures/Supports

Many supports are put in place for students as part of the school's Pastoral Care Programme. Each class (Clann) is assigned a Caomhnóir (tutor). The school's *Clann* structure/time ensures that each *Caomhnóir* gets to know their students really well and develops a good relationship with them. Different themed activities take place on various mornings throughout the week, e.g. literacy, numeracy, Restorative Practice/relationship building, BLP challenges...etc. The Caomhnóir also monitors the student's dialanns and deals with low level issues. Caomhnóirs complete a weekly review with the students of their progress, attitude and conduct (see graphic above). Various events throughout the school year often have a Clann element to them, e.g. Clann challenge in Science Week, Halloween Hoolie, Active Week...etc. This nurtures a sense of connectedness for students and their Caomhnóir. Clanns meet every morning and whole school assemblies take place on a term/needs basis.

Each year group is assigned a Year Head. The Year Head has special responsibility for the year group. They have a pastoral and disciplinary role to play for the students in their year group. Year Heads usually deal with more serious issues and arrange the provision of targeted supports.

The graphic below serves as 'ladder of referral' for parents and is frequently used in presentations and school documentation. Most issues are generally dealt with by subject

teachers or by the Caomhnóir. However, it is useful for parents to see the organisation of the school community and levels of support.



Specific supports/interventions are also provided for students in accordance with the continuum of support model. These supports are in addition to the wellbeing modules in first year and they include (but are not limited to):

- One-to-one counselling
- Specific school based supports such as *Check & Connect*, *Alert*, *Letting It Together*, *Why Try? Lets Go!*, *My Future*, *My Learning....*etc. A huge number of CDL staff have been trained in these NBSS/NCSE programmes to support students.
- Psychotherapy (the school employed the services of two private psychotherapists during the 2021-2022 academic year)
- Referral to the *Student Support Team*
- Referral to external agencies such as Pieta House, Jigsaw, LAR, SUST, Primary Care, NEPS.... etc.



- Collaboration with external agencies such as CAMHS, TENI Ireland, BelongTo, Shout Out, Body Wise....etc.

Every school has limited access to supports and resources. The provision of supports is underpinned by a recognition that Wellbeing occurs along a continuum of varying needs and duration. Therefore, the school’s response to the needs of students is also provided/prioritised along a continuum, from whole school and preventative approached to individualised and specialist approaches. A graphic representation of the Continuum of Supports is shown below.



There are also many opportunities for students to demonstrate leadership in the Coláiste and to develop a true sense of belonging and importance to the school community. Students can demonstrate leadership in their Clanns, student focus groups, student task groups, engagement with Student Council and extracurricular activities. For example; two different extracurricular activities have been set up by students.

The school Awards Programme is based on the school values/principles, contribution to the school, etc. and not on superlative academic success. The awards programme is used to recognise student development, kindness, effort, hard work, leadership and to reinforce clearly that these are the values that matter in our school.



Collaboration with External Agencies

Coláiste De Lacy has already established relationships with many community and government agencies. To date the Coláiste has worked closely with:

- Jigsaw Meath
- National Educational Psychological Service (NEPS)
- National Council for Special Education (NCSE)
- Special Education Support Service (SESS)
- PDST EAL Advisor
- LAR (Laytown, Ashbourne & Ratoath Foróige Project funded by Department of Justice and Equality)
- Substance Use Service for Teens (SUST)
- National Behaviour Support Service (NBSS)
- Educational Welfare Officer (EWO), Túsla
- Child and Adolescent Mental Health Service (CAMHS)
- Donaghmore-Ashbourne GAA Club
- Ashbourne Rugby Club
- Prosper Meath
- Junior Cycle for Teachers (JCT)
- Graham Powell (BLP Educationalist)
- Child and Family Agency (Túsla)
- Various Psychologists, Occupational Therapists, support agencies...etc.
- All local schools (primary & post-primary)

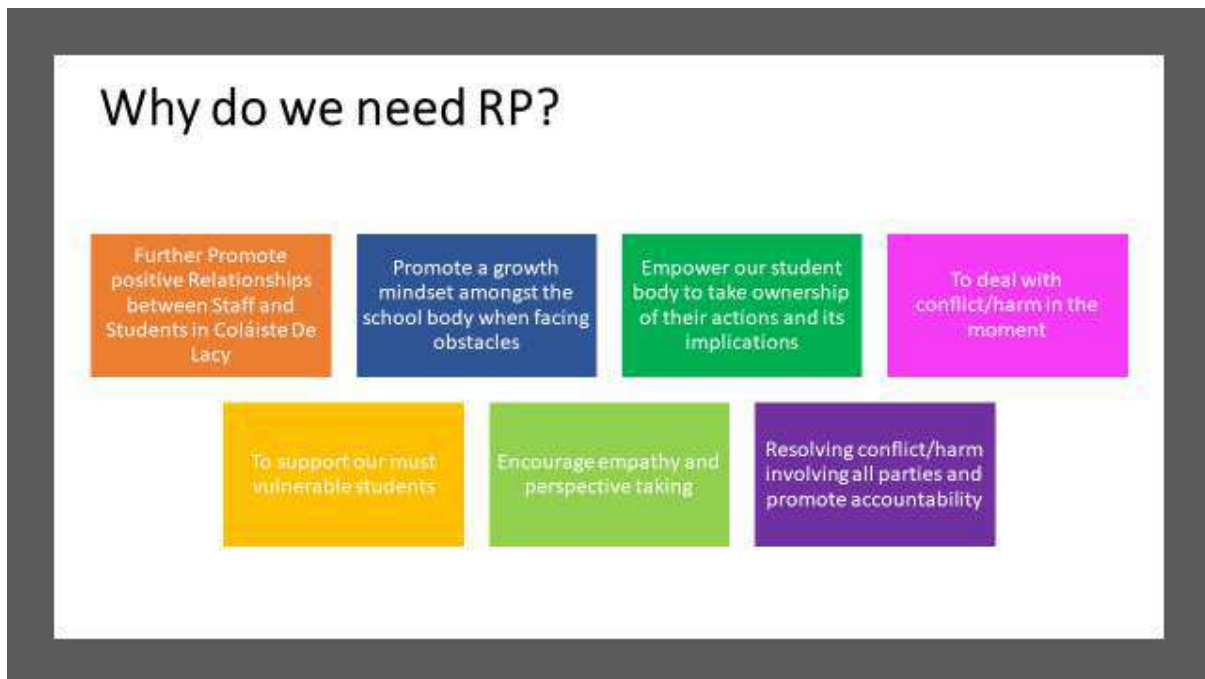


The Current School Context

The following section highlights just some of the cultures and practices of Coláiste De Lacy that promote the wellbeing of the students and staff.

Restorative Practice and CDL

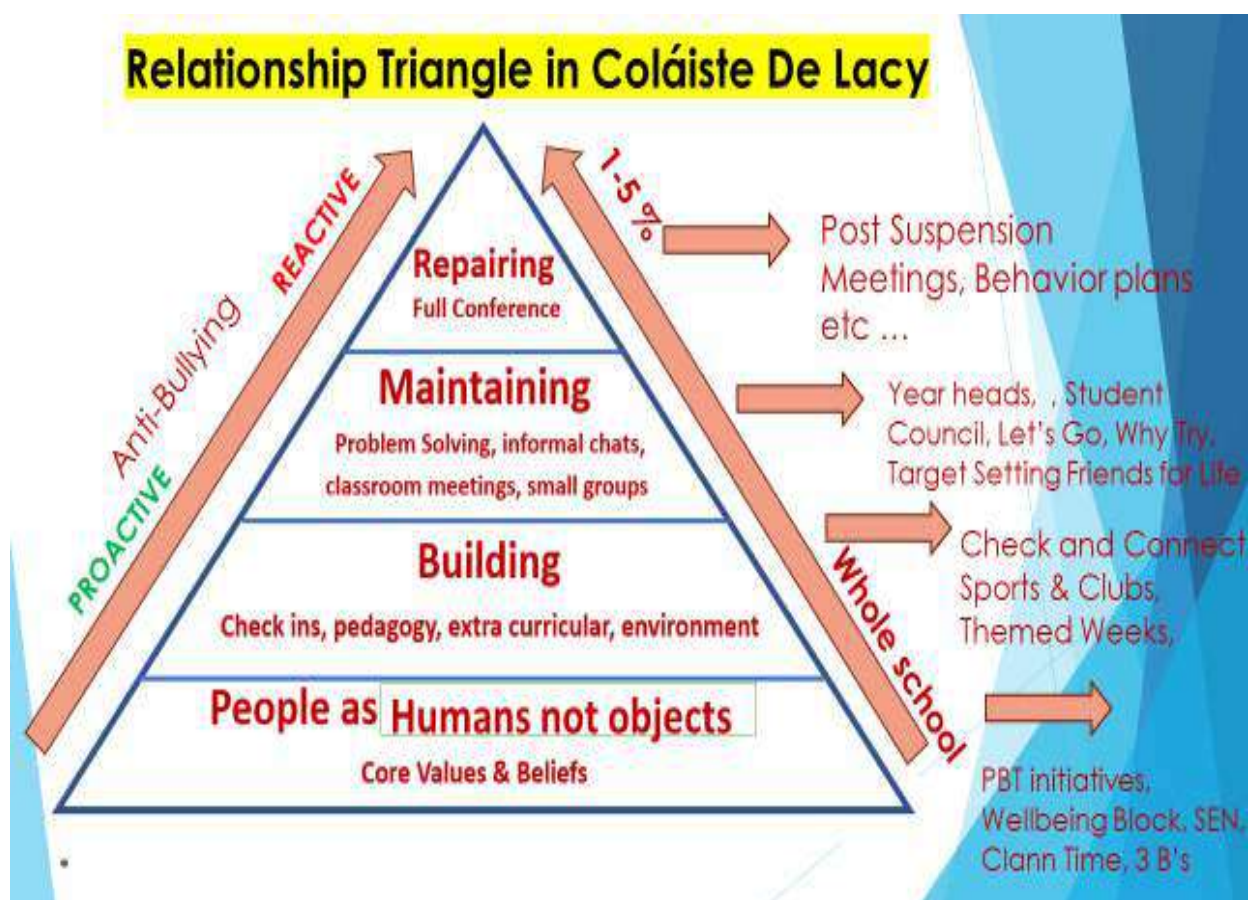
Restorative Practice is a values-based philosophy; it aims to consciously build relationships, respond to harm/conflict in a way that honours relationships, and CONNECT us to our best selves and to one another. The values of this philosophy promote relational ways of being, it informs how we think, engage, speak, listen, and approach situations in school. There are a set of explicit observable practices that breathe life into the restorative values so that we are living values-in-action; the explicit language also facilitates and scaffolds this restorative way of being.



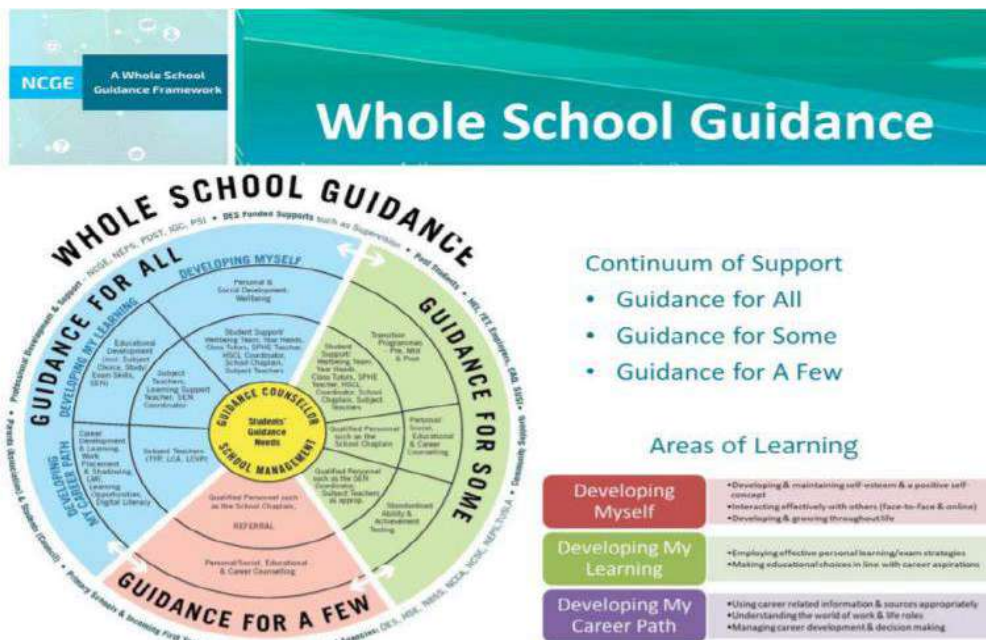
The school aims to nurture a culture of care and respect that allows people to flourish and connect in community. Relational thinking and practices encourage high expectations to be one's own best self and to offer the support and care needed to reach this potential. Restorative Practice uses the restorative values as a compass; when dealing with conflict, it moves people away from blame and attack, and instead ignites a path towards connection, solutions and empathy. A restorative approach cultivates active responsibility and accountability over conformity and compliance. It also develops the capacity to regulate,

recognise and communicate emotions. Ultimately, the schools commitment to restorative practice is about connection - to the self and to others.

As stated previously, the development and cultivation of authentic, positive relationships is a main principle of Coláiste De Lacy. Restorative practice provides a common language to explore beliefs, values, and practices. It cannot be distilled down into one single statement or code. It involves the commitment of the school community to be as relational as possible while still implementing a Code of Conduct for the common good.



Guidance and Counselling



This is the WSG wheel which presents the continuum of support model – guidance for all, for some and a few.

Additional Personal Counselling

Students have access to the Guidance Counsellor and external psychotherapists (LMETB approved panel). Similarly, students still have access to the Guidance service and supports both face-to-face and via Teams.

The school Guidance Counsellor has also established a Student Support Service, Drop-In. It currently takes place every Thursday morning from 8:30-9:00, where students can drop-in to speak with the Guidance Counsellor in relation to all areas of Guidance (Vocational, Educational and Personal Counselling supports). From here students are welcome to then make formal appointments with the Guidance Counsellor should they so need to.

Critical Incidents Management Plan

Following the guidelines recommended by NEPS the Critical Incidents Management Plan was updated to incorporate CI during COVID-19. The Critical Incidents Management Team meet annually to plan and review actions, responsibilities and the plan for the coming academic year.



Student Voice

The school commenced in August 2014 with just thirty-nine students. During the initial years, it was relatively easy to elicit student voice and the students had a significant input into the development of various structures and practices in the school. As the school community has grown to in excess of 720 hundred students, there are many more voices to be heard. An informal Student Council existed between 2017 and 2019 where students volunteered to participate. However, in 2019, CDL's Student Council was officially established, (members elected) and it represented each year group. The Student Council is supported by members of the CDL teaching staff and has made presentations to staff and the Board of Management.

In addition to the Student Council, various student task groups and student focus groups have worked on and contributed to policy development and different initiatives. For example; one student task group assisted in the development of the *Anti-Bullying Policy* and provided workshops for their peers on the policy and associated practices. Another student task group worked on the *Substance Misuse Policy*...etc. Students have also been surveyed on numerous topics, e.g. use of iPads in CDL, Jigsaw Programme, organisation of the school day, uniform, LGBTQi+ issues, etc.

Coláiste De Lacy is one of a handful of school's participating in the Jigsaw Meath *Peer Education Project*. In 2018 four Transition Year students and a School Liaison teacher were selected to attend training. The students then had to deliver Jigsaw's '*It's Time to Start Talking*' programme to every class in the school. Since 2018, additional training has taken place and Jigsaw Peer-Ed mentors have delivered presentations to all of the current student body as well as 6th class students within the Ashbourne Education Campus. In total over eight hundred students have received this presentation.

As part of SSE, teachers have been requested to plan for and routinely include time for students to ask questions about/comment on the learning in each lesson. The purpose of this is to increase engagement, to nurture curiosity and to authentically listen to all students. This will also incite a cultural change of the teacher not being expected to know all the answers but rather to deepen student thinking about topics and challenge them to problem solve when they don't know the answer. The school also has a *No Hands Up* practice so that all students are equally invited to participate in learning and not just the minority of students who usually know the text book answer to teacher questions.

Each subject department is provided with a *Subject Department Planning Template* which they complete and review annually. The planning template requires the subject department to consider and document how the relevant subject supports and nurtures wellbeing. The document also prompts teachers to consider how their subject can support the schools Anti-



Bullying policy and practices. The subject co-ordinator presents the planning document to the senior leadership team during term 1 each year.

Staff Wellbeing

“Wellbeing in school starts with the staff. They are in the front line of the work and it is hard for them to be genuinely motivated to promote emotional and social wellbeing of others if they feel uncared for and burnt out themselves” (NCCA, 2019, page 29).

The staff in Coláiste De Lacy are already committed to supporting the wellbeing of their students. This is evident in many forms e.g. the range of extra-curricular activities, co-curricular activities, the relationships between Year Head, Caomhnóir and Clann members, engagement with students during themed weeks and in the general work-rate and commitment of all staff in caring for our students.

In the same way that student wellbeing is influenced by many factors (see *Bronfenbrenner’s Bioecological Model of Human Development* on page 3).

“Teacher wellbeing is shaped by individual, relational and contextual factors. At an individual level, teacher wellbeing is concerned with a need for autonomy, having a sense of competence, a capacity for emotional intelligence, a positive attitude and a healthy work-life balance. At a relational level, the quality of staff student interactions and positive professional working relationships have been identified as essential for teacher wellbeing. The importance of a whole-school inclusive culture with positive and affirming leadership is also important in this context. As with students, teachers’ sense of belonging and connectedness to their school is also fundamental to their wellbeing. Finally, there are contextual factors such as policy initiatives and school culture that impact on teacher wellbeing” (NCCA, 2017, page 29).

The school continually seeks to cultivate and nurture positive relationships among all members of the school community but particularly between staff. As a growing school, it is imperative that a culture of authentic collaboration and teamwork is nurtured. Some of the ways in which Coláiste De Lacy has fostered teacher wellbeing to date include:

- CPD in Wellbeing, Mental Health, Self-Care and Restorative Practice
- Peer support (AP1 Communication Groups, Triads, Droichead programme, mentoring of new staff)
- Induction programme for new staff
- Judiciously celebrating successes and contributions
- Organising school-based CPD that showcases and celebrates the creativity, innovation and talents of staff
- Other CPD for staff (Graham Powell, JCT, PDST, SESS, NBSS, Jigsaw Meath...etc.)



- Cross-curricular planning
- Professional Time
- Provision of documents/templates to support planning e.g. lesson plan templates, subject department plan templates, scheme of work templates, staff handbook (digital), *Health & Safety Statement and associated Risk Assessments*
- Themed events e.g. team building activities, *Friendship Week, Wellbeing Week, Active Week*, etc.
- Continual formal and informal dialogue and feedback regarding issues; duration of lessons, provision of taster programme in first year, curriculum, organisation of school week...etc.
- Support meetings for staff.



Current School Building

Phase 1 of Coláiste De Lacy's permanent building was completed in November 2016. Phase 1 is built for 450 students and consists of a bright, spacious two storey building with lots of natural light and good ventilation. Phase 1 contains:

Number of general classrooms	16
Number of Specialist Rooms	3 x Science 1 x Art 1 x Woodwork 1 x Tech Graphics 1 x Engineering 1 x Home Economics 2 x Music 2 x Multimedia Suite of specialist rooms for 2 special classes (ASD)
Number of Offices	1 x Admin 1 x Principal 1 x Deputy Principal 1 x Caretaker 1 x Career Guidance & Counselling Other office spaces
Number of Staff Toilets	1 x unisex (total cubicles = 3)
Number of Student Toilets	6 x Male (containing a total of 12 cubicles & 12 urinals) 6 x Female (containing a total of 12 cubicles) 2 x Unisex 8 x Universal Access
Other	1 x Halla (GP Area) 1 x Staff Room 1 x Caretakers Store

Additional temporary accommodation was installed by Coláiste De Lacy in 2019-2021 in order to accommodate increasing numbers of students.

Number of general classrooms	8
Number of Specialist Rooms	1 x Science Lab 1 x Art 1x Home Economics Room

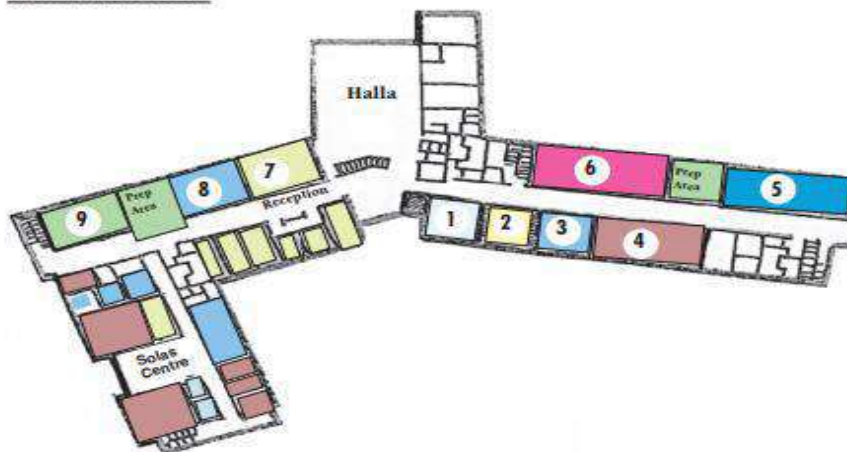


	1 x Construction
Number of Offices	N/A
Number of Staff Toilets	1 x unisex (total cubicles = 1)
Number of Student Toilets	1 x Universal Access 1 x Male (containing a total of 3 cubicles & 3 urinals) 1 x Female (containing a total of 3 cubicles)
Other	3 x Teacher Pods

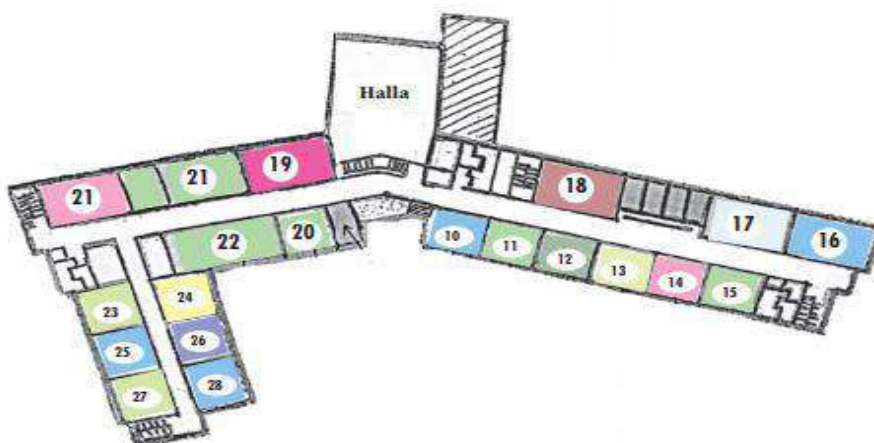
A significant building project is planned for Phase 2 of the permanent building which will include additional learning spaces, practical rooms, a fitness suite and a Sports Hall. Additional temporary accommodation will be required in the interim.

Permanent Building (Phase 1)

Ground Floor

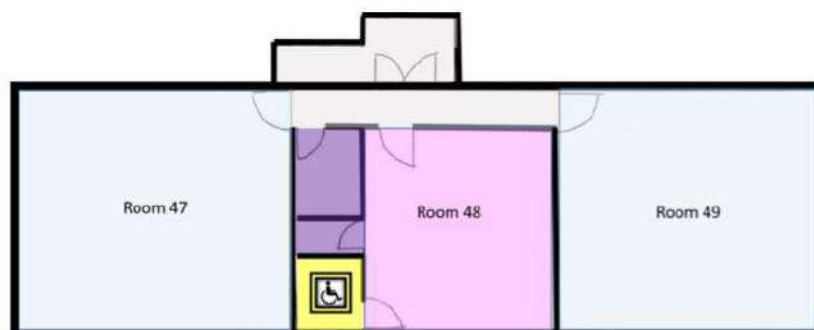
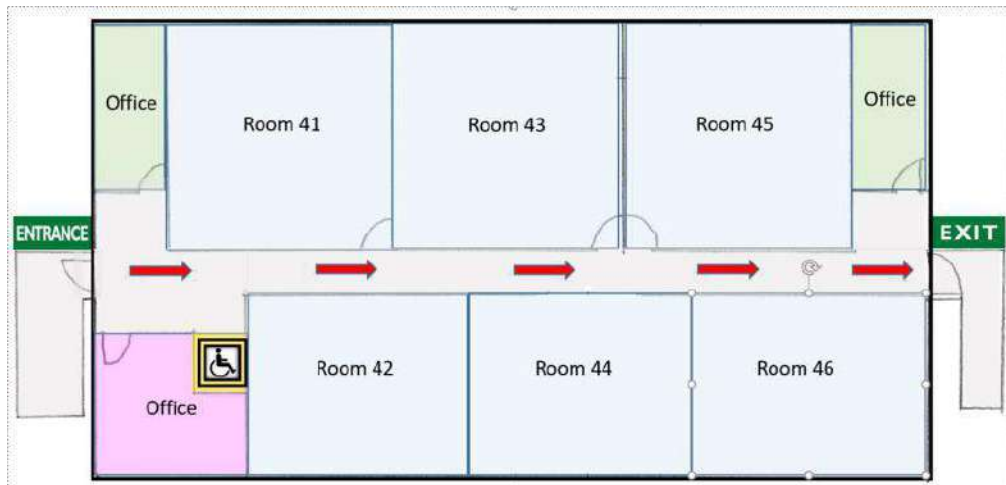
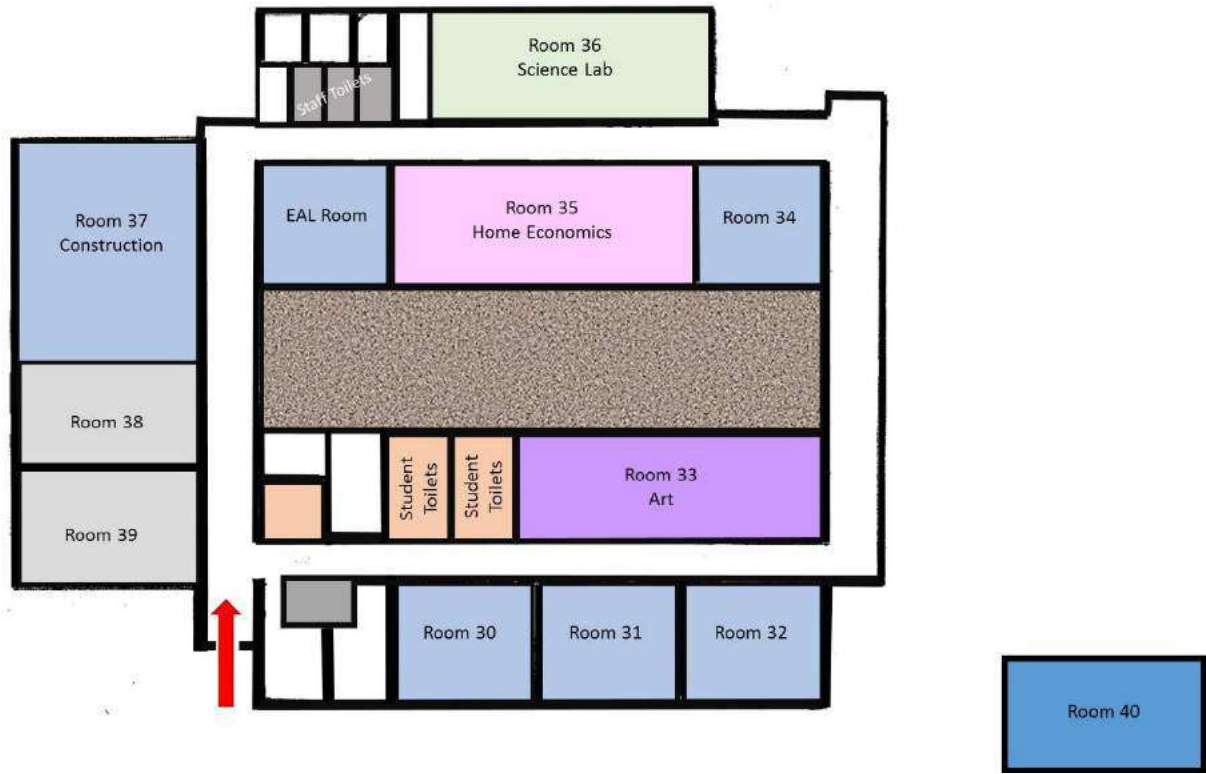


First Floor





Temporary Accommodation (2019-2021)





The interior of the school building is light and airy with wide corridors on the ground floor in particular. Students have created and designed Wellbeing posters/displays which are displayed around the school. There is a *Wellbeing Wall* located in the halla, where student's art work carried out in various wellbeing lessons is displayed and updated throughout the year.

Due to temporary space /classroom allocations, the CDL Library has been temporarily converted into a classroom. In order to continue and promote literacy and students reading for pleasure within our school, CDL have developed alternative ways for students to access the school Library. This is currently in development, through the remit of a mobile library.



Organisation of the School Day/Week

Lessons are mainly of one-hour duration in Coláiste De Lacy. In a small number of subjects, two hour lessons occur, e.g. P.E. The length of lessons has been reviewed each year and will continue to be reviewed on an annual basis as the school develops its programmes.

The school currently does not operate on a bell system. All students and teachers have devices and teacher should pace their lessons to include an appropriately timed plenary (to include assignment of extension learning).

The organisation of the school week is shown below.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45 - 8:57	Clann Time/Tionól				
9:00 - 10:00					
10:00 - 11:00					
11:00 - 11:15	Break				
11:15 - 12:15					
12:15 - 13:15					
13:15 - 13:45	Lunch				
13:45 - 14:45					
14:45 - 15:45					

The duration of lessons and the absence of a bell sounding, have contributed to the school being a relatively calm environment. At break times, students can go outside for some fresh air, to sit at benches, to walk and to play various games with their friends. The majority of extracurricular activities e.g. training for teams, takes place after school. The teachers give very generously of their time and students enjoy a broad range of activities.

Clann Time takes place each morning from 08:45 to 08:57am. Each day of the week has a theme, e.g. Literacy, Numeracy, BLP, RP, Wellbeing Reviews...etc. Relevant activities are prepared and disseminated in advance of each Clann Time. In 2021-2022, the Caomhnóir's and Year Heads fed back that Clann Time was too busy with formal/structured activities and that time needed to be allowed for explicit relationship building and dealing with concerns/issues that arise. The Assistant Principals and senior leadership team recognise the



need for a balance between the formal/planned activities and opportunities to develop the role of the Caomhnóir and nurture relationships.

Temporary Timetable (2020- to present date)

During the remediation works, which was followed by the Covid-19 pandemic, many changes were necessary to reopen the school safely. The Covid 19 measures introduced aimed to minimise the introduction and spread of the Covid-19 virus. As part of the schools Covid 19 Response Plan, the structure of the school day was altered slightly to increase social distancing and decrease interaction. This resulted in staggered and shortened break times (2 x 15 minute breaks) and the formation of Clanns based on core class. The Structure of the School Day during Covid 19 is shown below.

<i>Structure for Day in CDL 2021-2022</i>		
Clann Time	08:45 - 08:55	Clann Time will take place in assigned rooms
Locker Time	08:55 - 09:00	Lockers will be located in relevant Zone for each year group
Period 1	09:00 - 10:00	Timetabled lesson as normal
Period 2	10:00 - 10:15	First Year Students have break in halla/outside
	10:15 - 10:20	Cleaning of halla
	10:20 - 10:35	Second Year Students have break in halla/outside
	10:35 - 10:40	Cleaning of halla
	10:40 - 10:55	Third Year Students have break in halla/outside
	10:55 - 11:00	Cleaning of halla
	11:00 - 11:15	Senior Students have a break in halla/outside
Period 3	11:15 - 12:15	Timetabled lesson as normal
Period 4	12:15 - 12:30	First Year Students have break in halla/outside
	12:30 - 12:35	Cleaning of halla
	12:35 - 12:50	Second Year Students have break in halla/outside
	12:50 - 12:55	Cleaning of halla
	12:55 - 1:10	Third Year Students have break in halla/outside
	1:10 - 1:15	Cleaning of halla
	1:15 - 1:30	Senior Students have a break in halla/outside
Period 5	1:30 - 2:30	Timetabled lesson as normal
Period 6	2:30 - 3:30	Timetabled lesson as normal (Tues & Wed only)

A survey of students and staff was carried out in May 2021 and again in March 2022 to elicit views regarding the two short breaks per day. The majority of students and staff wanted to retain the two short across both surveys. Feedback from both NEPS and CAMHS has been positive regarding the advantages of the shorter breaks, particularly for students with social anxiety. This will be reviewed again in Term 4/5 of 2022-2023.



Wellbeing Action Plan (2022-2025)

<u>Aspects of Wellbeing</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Curriculum Programme	<p>Implementation of new Units of Learning in PE at Junior Cycle to account for 65 additional hours</p> <p>Variety of Themed Weeks/Whole School Events</p> <p>Further development of <i>Guidance Related Learning (Recruitment of an additional Guidance Counsellor)</i></p>	<p>Monitoring and review of all Units of Learning introduced in 2022-2023</p> <p>Variety of Themed Weeks/Whole School Events</p> <p>Further development of <i>Guidance Related Learning</i></p>	<p>Full review of Wellbeing Program to ensure that the program is still relevant to the identified needs of students</p> <p>Variety of Themed Weeks/Whole School Events</p> <p>Further development of <i>Guidance Related Learning</i></p>
Policy & Planning (Review through the lens of Wellbeing)	<p>Development of <i>Assessment & Reporting</i> practices</p> <p>Review of Learning Support Policy</p> <p>Review of Anti-Bullying Policy in response to new DE guidelines/procedures (TBC)</p> <p>Implementation of new SSE Circular (TBC)</p> <p>Continued focus on CPD for all teachers involved in Wellbeing Program & RSE</p>	<p>Review of <i>RSE Policy</i></p> <p>Review of <i>Teaching, Learning & Assessment Policy</i></p> <p>Development of new SSE areas of focus (TBC)</p> <p>Planning for engagement with LC reforms</p> <p>Continued focus on CPD for all teachers involved in Wellbeing Program & RSE</p>	<p>Review of <i>AUP Policy</i> & associated areas of learning</p> <p>Further development, monitoring and review of new SSE areas of focus (TBC)</p> <p>Engagement with LC reforms</p> <p>Continued focus on CPD for all teachers involved in Wellbeing Program & RSE</p>
Culture & Relationships (Taking aspects of teaching, learning & assessment with Wellbeing as the focus)	<p>Full restructuring of SET Team to respond to increasing student numbers, increasing diversity and EAL</p> <p>Review of Clann Time to allow for more time for</p>	<p>POR Review</p> <p>Monitoring and evaluation of restructuring of SET Team</p>	<p>Further development and growth of SET team</p> <p>Further development of Parents Association</p>



	<p>Caomhnóirs to build relationships and nurture connection for students</p> <p>Review of Pitstop with greater focus on Year Heads and SET Team</p> <p>Continued development of EAL Programme</p> <p>Reinstatement of school based events, extracurricular activities...etc. (dependant on Public Health advice)</p> <p>Further development of Parents Association</p> <p>Reinvigoration of Green Schools Committee</p> <p>Removal of mitigation measures put in place for Covid 19 to include the reopening of a staff room, greater opportunities for social engagement of staff, reorganisation of rooms to allow for more collaborative learning spaces...etc. (dependant on Public Health advice)</p>	<p>Review of Staff Wellbeing</p> <p>Further development of Parents Association</p> <p>Student Council involvement with Yellow Flag initiative</p>	
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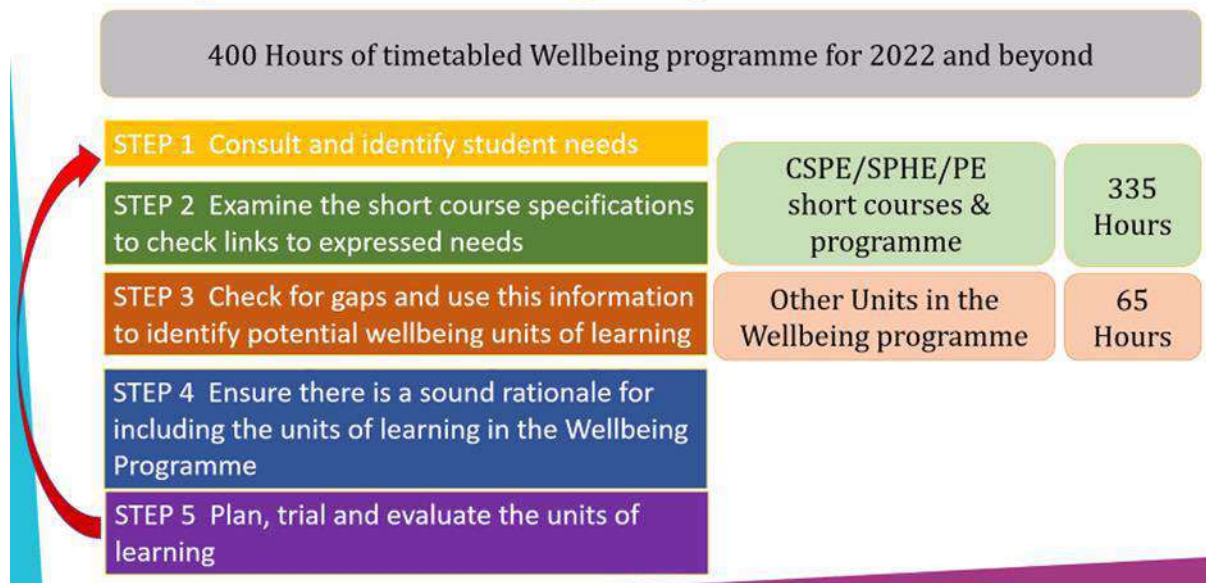


Monitoring and Review

The Wellbeing Team, Principal and Deputy Principals will continually monitor the implementation of the Wellbeing Program but formal reviews will take place as outlined in the action plan (above). All reviews and planning will follow an iterative cycle of consultation and checking for relevance (see below).

Planning for the Wellbeing Programme

JuniorCYCLE
for teachers





Appendices



Appendix A: How PE (SC), SPHE (SC) & CSPE (SC) LINK TO THE WELLBEING INDICATORS

This tagging exercise is designed to highlight the extent to which the learning outcomes in the short courses for PE, SPHE and CSPE contribute to the indicators for Wellbeing in junior cycle. In very many cases, it is clear that the different learning outcomes contribute to one or more of the outcomes for Wellbeing.

STRAND 1: PHYSICAL ACTIVITY FOR HEALTH AND WELLBEING

<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
How to monitor and improve their physical fitness	1.1 set SMART improvement goals informed by their health-related and/or performance-related fitness and advised by norms for their age and sex						
Physical activity for all	1.2 apply principles of training within a personalised physical activity programme (minimum duration of six-weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress						
	1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop						
	1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time						
	1.5 identify a range of strategies to support ongoing participation in health-related physical activity						
	1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical recommendations for health						



STRAND 2: GAMES

Students learn about two of the games categories.

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

Invasion games	2.1 use a wide range of movement skills and strategies effectively to enhance their performance	 
Striking and fielding games	2.2 take responsibility for improving their own performance based on personal strengths and developmental needs	   
Divided court games	2.3 modify activities to promote inclusion and enjoyment in a safe manner	   
	2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down	  
	2.5 respond, individually and as part of a team to different games' scenarios	     

STRAND 3: INDIVIDUAL AND TEAM CHALLENGES

Students learn about two of the physical activity areas.

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

Orienteering and team challenges	3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently showing respect for the environment	   
Aquatics/ Athletics	3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal	     
	3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge	   
	3.4 perform competently and confidently in a range of swimming strokes	    
	3.5 respond appropriately to a range of water safety scenarios	   
	3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs	   





























STRAND 4: DANCE AND GYMNASTICS

Students learn about either gymnastics or dance in this strand.

ACTIVE
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

Students learn about...

*Learning outcomes
Students should be able to...*

Creating a sequence of movement	4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music or	     
Reflecting on performance	4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills	     
Performing	4.3 refine their performance based on a critique of a video of their performance and/or feedback from others	     
	4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props	     
	4.5 reflect on their experience of creating and participating in a performance	  



SPHE SHORT COURSE

STRAND 1: WHO AM I?

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

How I see myself and others	1.1 appreciate the importance of building their own self-esteem and that of others						
	1.2 welcome individual difference based on an appreciation of their own uniqueness						
Being an adolescent	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence						
	1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions						
Self-management	1.5 identify short, medium and long-term personal goals and ways in which they might be achieved						
	1.6 apply decision-making skills in a variety of situations						
	1.7 source appropriate and reliable information about health and wellbeing						
My rights and the rights of others	1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing						
	1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination						



STRAND 2: MINDING MYSELF AND OTHERS

<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Being healthy	2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing						
	2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing						
	2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment						
	2.4 distinguish between appropriate care-giving and receiving						
Substance use	2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances						
	2.6 reflect on the personal, social and legal consequences of their own or others' drug use						
	2.7 critique information and supports available for young people in relation to substance use						
Respectful communication	2.8 use the skills of active listening and responding appropriately in a variety of contexts						
	2.9 use good communication skills to respond to criticism and conflict						
Anti-bullying	2.10 describe appropriate responses to incidents of bullying						
	2.11 appraise the roles of participants and bystanders in incidents of bullying						
	2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety						



STRAND 3: TEAM UP

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

Having a friend and being a friend	3.1	establish what young people value in different relationships and how this changes over time					
	3.2	evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully					
	3.3	recognise their capacity to extend and receive friendship					
The relationship spectrum	3.4	explain the different influences on relationships and levels of intimacy					
	3.5	analyse relationship difficulties experienced by young people					
Sexuality, gender identity and sexual health	3.6	describe fertility, conception, pre-natal development and birth, and the particular health considerations for each					
	3.7	explain what it means to take care of their sexual health					
	3.8	demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate					
	3.9	reflect on the personal and social dimensions of sexual orientation and gender identity					
Media influence on relationships and sexuality	3.10	critically analyse the use of sexual imagery and gender stereotyping in various forms of media					
	3.11	critique the influence of media on their understanding of sexuality and sexual health					



STRAND 4: MY MENTAL HEALTH

<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Positive mental health	4.1 explain what it means to have positive mental health						
	4.2 appreciate the importance of talking things over including recognising the links between thoughts, feelings and behaviour						
	4.3 practise some relaxation techniques						
Mental health and mental ill-health	4.4 participate in an informed discussion about mental health issues experienced by young people and/or their friends and family						
	4.5 appreciate what it means to live with mental ill-health						
	4.6 critique mental health services available to young people locally						
	4.7 explain the significance of substance use for one's mental health						
Dealing with tough times	4.8 practise a range of strategies for building resilience						
	4.9 use coping skills for managing life's challenges						
Loss and bereavement	4.10 explain the wide range of life events where they might experience loss and bereavement						
	4.11 outline the personal, social, emotional and physical responses to loss and bereavement						
	4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures						
	4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement						



CSPE SHORT COURSE

STRAND 1: RIGHTS AND RESPONSIBILITIES

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE*
RESPONSIBLE
CONNECTED
RESILIENT
RESPECTED
AWARE

Students learn about...	Learning outcomes Students should be able to...	ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Human dignity—the basis for human rights	1.1 discuss what it means to be human and to live in a community with rights and responsibilities						
	1.2 create a visual representation to communicate a situation where human dignity is not respected						
	1.3 create a hierarchy of their needs, wants and rights						
	1.4 assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs).						
	1.5 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities						
Human rights instruments	1.6 share stories of individuals or groups who inspire them because of their work for human rights						
	1.7 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents						
	1.8 communicate their understanding of how the UNDHR, UNCRC and ECHR ⁸⁹ apply to their lives, in terms of both their rights and their responsibilities						
	1.9 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights						
	1.10 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights						
	1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others						
	1.12 reflect on what has been learned in this strand						

* Students' citizenship action projects may involve physical activity within or beyond the school.

⁸⁹ United Nations Declaration of Human Rights (UNDHR), United Nations Convention on the Rights of the Child (UNCRC), and European Convention on Human Rights (ECHR).



STRAND 2: GLOBAL CITIZENSHIP

<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE	
Sustainability	2.1	communicate how they are connected to and dependent upon eco-systems, people and places, near and far						
	2.2	create a visual representation to communicate a situation where human dignity is not respected						
	2.3	create a visual representation of data depicting their ecological footprint						
	2.4	discuss three or more sustainable living strategies they can employ in their lives						
Local and global development	2.5	examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this						
	2.6	express an informed opinion about the root causes of poverty, both locally and globally						
	2.7	discuss, with evidence, positive and negative effects of development in their local area						
Effecting global change	2.8	identify one person and one institution with power and influence in the world today, explaining their role						
	2.9	analyse one global issue or challenge; under the following headings: causes, consequences, impact on people's lives and possible solutions						
	2.10	evaluate how they can contribute in responding to one challenge currently facing the world						
	2.11	examine a campaign for change in the area of sustainability and assess reasons why it has been successful or not						
	2.12	reflect on what has been learned in this strand						



STRAND 3: EXPLORING DEMOCRACY

<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>	ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
The meaning of democracy	3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence						
	3.2 describe decision-making processes and the roles of different groups in their class/school						
	3.3 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state						
	3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles						
	3.5 discuss strengths and weaknesses of the democratic process						
The law and the citizen	3.6 identify laws that directly relate to their lives						
	3.7 explain how laws are made, enforced and evolve over time						
	3.8 explain the role and relevance of local, national and international courts						
	3.9 list the nine grounds under which discrimination is illegal in Irish law, with examples						
	3.10 investigate how individuals or groups have used the law to bring about change in society						
The role of the media in a democracy	3.11 debate the pros and cons of media freedom						
	3.12 examine case studies of the use of digital or other media in one of the following: <ul style="list-style-type: none"> • a social justice movement • a political election or referendum • a criminal investigation • an environmental movement 						
	3.13 reflect on what has been learned in this strand						



Appendix B: Sample Template for Units of Learning



**Wellbeing Unit of Learning
Coláiste De Lacy**

<i>Title of Unit:</i>	
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<i>Duration:</i>	
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<i>Identified Need:</i>	
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<i>Aim of the unit:</i>	
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<i>Learning outcomes:</i>	
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Sample student learning experiences:

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Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit

Key Skills in Focus	
There are opportunities to support many key skills in this unit but the following are particularly significant:	
Key Skill:	Example of possible student learning activity



Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 ACTIVE	
 RESPONSIBLE	
 CONNECTED	
 RESILIENT	
 RESPECTED	
 AWARE	



Assessment

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Useful Resources and Web links

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Appendices: Units of Learning



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	Get Up Stand Up
Duration:	6 Weeks
Identified Need:	A Social Skills Learning Programme for Young Adolescents. The students' social relationships, especially peer relationships appeared to be in considerable difficulty. Their behaviour was affected by unstable friendships, low levels of self-awareness and self-esteem, poor decision-making and weak resilience.
Aim of the unit:	To deepen awareness and develop the relevant understanding, knowledge and skills for interacting with others, dealing with difficult situations and being resilient.
Learning outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use social awareness and interpersonal skills for initiating, building and maintaining positive relationships and friendships. • Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. • Practise techniques such as role play, goal setting, problem-solving, modelling, and rehearsal, both within the social skills group, and generalising to natural, everyday situations. • Upon completion of the social skills learning programme, it is hoped the young people will have enhanced knowledge and skills necessary to better interact socially with peers within various situations.


Sample student learning experiences:

- Increasing the students' awareness of the key skills for the session through the exploration of a relevant story.
- Brainstorming the skills to be learned.
- Modelling the skills through role play and problem-solving as a group.
- Generalising the skills through practise between sessions supported by weekly target setting and reviewing students' progress at the follow up session.

Links to Junior Cycle
Statements of Learning in Focus

Statements of Learning:	Example of related learning in the unit
SOL 1: communicates effectively using a variety of means in a range of contexts.	<ul style="list-style-type: none"> • Role playing different scenarios of social contexts • Analysing stories or images
SOL 5: has an awareness of personal values and an understanding of the process of moral decision making	<ul style="list-style-type: none"> • Lesson on making decisions • Brainstorming and discussion around difficult decisions – friend groups etc • Listing our own strengths as well as identifying strengths in others
SOL 11: takes action to safeguard and promote her/his wellbeing and that of others	<ul style="list-style-type: none"> • Dealing with feelings – mind & others • Dealing with teasing and intimidation

Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:


Key Skill:	Example of possible student learning activity
Managing Myself	<ul style="list-style-type: none"> • Setting personal targets each week • Coming up with decisions for various scenarios.
Staying Well	<ul style="list-style-type: none"> • Role plays on social interactions



Communicating	<ul style="list-style-type: none"> • Sharing thoughts and past experiences
Working With Others	<ul style="list-style-type: none"> • Working in groups to problem solve and role play.

Indicators of Wellbeing in Focus	
The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:	
Wellbeing Indicator:	Relevant Descriptors
 ACTIVE	<ul style="list-style-type: none"> • Am I a confident and skilled participant in physical activity?
 RESPONSIBLE	<ul style="list-style-type: none"> • Do I take action to protect and promote my wellbeing and that of others? • Do I know where my safety is at risk and do I make right choices?
 CONNECTED	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?
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Assessment

- Interaction with others (brainstorming & class discussion)
- Role play
- Answers in copies
- Questioning
- Targets in dialanns – checking if they were met week to week

Useful Resources and Web links

Automatic Thoughts - <https://www.youtube.com/watch?v=m2zRA5zCA6M>

No limbs no limits - <https://www.youtube.com/watch?v=bga2B4FFEo8>

He named me Malala - <https://www.youtube.com/watch?v=vE5gSHJkusU>

Friendship algorithm - <https://www.youtube.com/watch?v=k0xgjUhEG3U>

Oh, the places you'll go! - <https://www.youtube.com/watch?v=abw43kcLrbg>



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	<i>Staying Safe Online</i>
Duration:	One Lesson per week for 5 weeks
Identified Need:	<p>This unit has been designed in response to concerns identified around student activities online. These concerns are frequently voiced by staff, parents and students themselves.</p> <p>The school does not offer media literacy as a full short course and so there is no overlap of learning with this.</p>
Aim of the unit:	To deepen awareness and develop the relevant understanding, knowledge and skills needed for interacting in a safe, responsible, respectful and healthy manner with digital technologies and online media.
Learning outcomes:	<ul style="list-style-type: none"> • Identify, discuss and describe a range of apps and websites that we use online. • Examine the advantages and disadvantages of using apps and websites as communication tools in their lives and discuss the personal safety concerns of the students. • Examine, investigate and discuss Cyber bullying. Investigate the best ways to react and respond to cyberbullying and potentially harmful situations. • Identify the meaning of a bystander and discuss the roles of a bystander. • Explore how cyber bullying feels for those involved and how best to respond. • Explore the possibilities of something going Viral and what that might look like. • Investigate digital stress and online respect. • Identify and explore Digital Resilience through discussion and a range of activities.



Sample student learning experiences:

- Brainstorm all the ways students use social media, apps and the internet in their lives and then discuss the advantages and disadvantages of each, with a focus on the impact on wellbeing.
- Watch selected ‘Webwise’ video clips (and/or other media resources) with think, pair, share and guided discussion activities to consider the impact of internet and social media use from a personal and societal perspective.
- Discuss, in small groups, specific online scenarios/case studies and agree the best response in each scenario.
- Discuss and Explore Cyber Bullying and the role of a bystander. Engage in a debate about cyberbullying and the role of a bystander.
- Devise rules and guidelines for the school on how to approach using the internet.
- Create a toolkit to maintain digital resilience
- Complete surveys and investigate the data relating to digital stress and online respect.
- Create a learning resource that can be used by teachers and students in teaching about Cyberbullying. This resource can be created as a short movie, PowerPoint, graphic novel, poster, a rap or song, a podcast.

Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
SOL 11	Takes action to safeguard and promote her/his wellbeing and that of others
SOL 24	Uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner







Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:


Key Skill:	Example of possible student learning activity
Staying Well	Discussing how to deal with potentially harmful situations online, managing digital stress and showing online respect.
Managing myself	Class brainstorming and private personal reflection on how we use digital technologies in our lives - positives and negatives
Communicating	Guided class discussion and think, pair, share, following video clip stimuli, surveys.
Being Literate	Group work presentation on advice for peers in dealing with challenging online situations
Being Creative	Group or individual creation of resources

Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 RESPONSIBLE	Do I take action to protect and promote my wellbeing and that of others online? Do I know where my safety is at risk online 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 real life and online?
 RESILIENT	Do I believe that I have the coping skills to deal with digital challenges? Do I know where I can go for help?
 RESPECTED	Do I feel that I am listened to and valued?



	Do I have positive relationships with my friends, my peers and my teachers?
	<p>Am I aware of my thoughts, feelings and behaviours and can I make sense of them?</p> <p>Am I aware of what my personal values are and do I think through my decisions?</p> <p>Do I understand what helps me to learn and how I can improve?</p>

Assessment

There are many ways that teachers might assess the students' learning.:

- A group or individual presentation on how to avoid or deal with potentially harmful situations online.
- Create a video campaign to raise awareness about an issue of online wellbeing including information on how to deal effectively with a specific issue, e.g., digital stress, cyber bullying, the sharing of non-consensual images.

Useful Resources and Web links

Digital Media Literacy short course specification

- 'Cloud-control documentary video clips
- 'Cloud-control' Teaching resource pack
- Connected - Connected has been specifically designed for teachers of the junior cycle Digital Media Literacy Short Course. Module 1 entitled 'My online Wellbeing' and is specifically relevant to this Unit.
- Lockers - Lockers is an SPHE resource developed to engage 2nd and 3rd year students on the topic of non-consensual image sharing.
- Be in Ctrl - Be in Ctrl is a junior cycle SPHE educational resource addressing the issue of online sexual coercion and extortion.
- ThinkB4UClick - ThinkB4UClick is specifically designed for teachers of junior cycle CSPE. ThinkB4UClick explores the issue of online privacy in the context of online rights and responsibilities.
- Connect with Respect - The Connect with Respect resource aims to help students in secondary schools to understand the impact that cyberbullying can have on people.
- Webwise videos



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	The Decider
Duration:	5x1hr lessons
Identified Need:	Students feeling powerless to their thoughts and feelings Students feelings overwhelmed by anxiety
Aim of the unit:	To equip students with effective skills to manage their mental health
Learning outcomes:	Students will be able to... <ul style="list-style-type: none"> • Recognise survival mode responses • Exercise a grounding technique in times of stress • Observe the difference between facts and limiting beliefs • Understand that self care is our responsibility and impacts positively on our mental health • Differentiate between goals and values • Find meaning and purpose in life • Understand giving and gaining respect • Make better and more informed choices



Sample student learning experiences:	<p>Designing a wellbeing toolkit</p> <p>Roll playing complex situations</p> <p>Guided grounding exercises</p> <p>Group discussion on content from Ted Talks</p>
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Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
5. Student has an awareness of personal values and an understanding of the process of moral decision making.	Students will be given the opportunity to reflect on their values and explore ways of using their values as a moral compass for decision making
11. Student takes action to safeguard his/her wellbeing and that of others	Students will create a personal skills toolkit to turn to when faced with difficult or triggering thoughts and feelings
16. Describes, illustrates, interprets, predicts and explains patterns and relationships	Students will complete a 'Feeling the Fizz' chart to explore how people and relationships can trigger their thoughts, feelings and actions.






Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:

Key Skill:	Example of possible student learning activity
Managing myself	STOPP skill: Practicing to Stop, Take a breath, Observe, Put into Perspective and Practice what works in scenarios provided.
Staying Well	Right Now skill: Focusing on a grounding technique coupled with diaphragmatic breathing
Managing info and Thinking	Values Skill: Think, pair, share on values and personally ranking these on charts provided
Working with others	Fact or Opinion Skills: Students work in groups to differentiate facts from opinions on worksheets provided

Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 RESPONSIBLE	Do I take action to promote my wellbeing and that of others? Do I practice self-care and other strategies to promote my mental health?
 RESILIENT	Do I believe I have the coping skills to deal with life's challenges? Am I willing to work hard to safeguard my mental health? Do I believe that with effort I can control my mental health?
 AWARE	Am I aware of my thoughts, feelings and behaviours and can I make sense of these? Am I aware of my values and do I consider these when I make decisions?



Assessment

Weekly Reflective journal
Creation of graphic toolkit poster
Quality of discussions observed

Useful Resources and Web links

TheDecider.org.uk
Jigsaw.ie
Ted Talks



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	JC PE Wellbeing - Contemporary Issues in Sport
Duration:	7 hours
Identified Need:	It is often said that sport reflects society and, as such, many of the broad issues which affect society are also prevalent in sport. Participants can struggle with various psychological issues when partaking in physical activity and sport. Exploring the world of sports psychology will assist students in developing motivation, resilience and reducing anxiety to overcome such issues. This unit is compatible with our students needs following the results of focus groups and surveys, where presentation skills and relaxation techniques were identified as needs to support their wellbeing.
Aim of the unit:	Learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.
Learning outcomes:	<p>Students will be able to</p> <ul style="list-style-type: none"> • Discuss their understanding of the range of issues faced by sports participants at all levels. • Discuss the benefits of being physically active and how physical activity can enhance their wellbeing and psychological state. • Collaboratively understand the issues which affect participation in sport. • Discuss the solutions to barriers which affect participation in sport. • Discuss the various values that can be promoted through sport.



	<ul style="list-style-type: none"> • Work together to identify the importance of etiquette and sporting behaviour of all in sport. • Understand the role of national governing bodies in sport and how they can benefit local areas. • Develop their creativity and teamwork skills by working collaboratively to design an e-Portfolio that outlines issues in sport. • Reflect on how they feel before and after a challenging scenario in a practical sport.
Sample student learning experiences:	<ul style="list-style-type: none"> • Exploring the use of sports psychology in sport and how it can affect all performers. (aggression/relaxation/rehearsal/motivation/personality/anxiety management) during practical PE gameplay e.g. (soccer, badminton, GAA, basketball). • Presentations exploring each learning outcome with completion of practical and theory activities e.g., completion of a poster on anxiety management/personality types/mental rehearsal/imagery etc. • Brainstorming ways to overcome potential barriers to participation in sport. • Execution of skills and ideologies in relation to sports psychology. • Experiencing different sporting scenarios and how participants can develop skills to overcome the situations.

Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
SOL 12. Is a confident and competent participant in physical activity and is motivated to be physically active	Participation in a variety of practical sports throughout the unit to explore the psychological issues in sport.



SOL 24. Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical matter	Develop an e-Portfolio exploring the various issues in sport and how participants and bodies of all sporting levels overcome them.
SOL 5. Has an awareness of personal values and an understanding of the process of moral decision making	Exploring how the values promoted through sport can influence the participation and decision making in sports performers.
SOL 11. Takes action to safeguard and promote her/his wellbeing and that of others.	Developing the skills to overcome issues in sport where wellbeing can be enhanced through participation.

Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:

Key Skill:	Example of possible student learning activity
Working with others	Perform a series of sports and scenarios which will be assessed by themselves and others.
Being Creative	Using digital technology to create an e-Portfolio.
Managing Information & Thinking	Processing and evaluating challenging gameplay information and reflecting on their performance.
Managing Myself	Using provided skills to manage difficult sporting situations and issues.
Staying Well	Being healthy and physically active through sport.



Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 ACTIVE	Am I a confident and skilled participant in physical activity?
 RESPONSIBLE	Do I take action to protect and promote my wellbeing and that of others?
 CONNECTED	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 believe that with effort I can achieve?
 RESPECTED	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? Do I understand what helps me to learn and how I can improve?



Assessment

Students will demonstrate evidence of learning through practical performance as well as an e-portfolio/portfolio on sports psychology and the issues in sport.

Working independently and collaboratively throughout the module, students will collate images, videos, quotes, readings, reflections, and experiences of various sports performers and sporting bodies at various levels. Students will aim to utilise these for the benefit of assisting them in overcoming their own issues faced. The class and teacher will work collaboratively to agree what a high-quality portfolio and may co-create the criteria for success at the beginning of this unit of learning. The portfolio can be self-assessed, peer-assessed, or teacher-assessed using the success criteria.

Placed under a range of conditions relating to the sports psychology, students will have to perform to overcome and succeed in challenging psychological situations. Students will aim to imitate the behaviours of sports performers with the goal of mirroring their performances to overcome said issues. These will be self-assessed, peer-assessed, or teacher-assessed using the success criteria.

Useful Resources and Web links

<https://www.irishsport.ie/ngbs/>

<https://www.sportireland.ie/national-governing-bodies>

<https://www.cricketireland.ie/news/article/cricket-irelands-performance-psychologists-advice-to-athletes-and-sportspeo>

<https://www.sportireland.ie/institute/performance-service/psychology>

<https://www.ocr.org.uk/Images/221124-contemporary-issues-in-sport.pdf>

<https://www.youtube.com/watch?v=ivyg5CdzK8>

<https://www.youtube.com/watch?v=Sdk7pLpblls>

https://www.youtube.com/watch?v=vG7v4y_xwzQ

<https://www.youtube.com/watch?v=dCHBIDEGa0A>



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	My Friends Youth
Duration:	10 hours
Identified Need:	Managing myself – Help students to build resilience and empathy
Aim of the unit:	FRIENDS for Life is a social skills and resilience curriculum, that has been recognised by the World Health Organisation as an effective tool set to prevent anxiety for children. It is proven to reduce anxiety and provide participants with strategies to rise to life's challenges, and bounce back from setbacks and adversity. FRIENDS for Life also improves social-emotional skills, the ability to focus, confidence, the capacity to relax, regulate emotions, and develop empathy.
Learning outcomes:	<ul style="list-style-type: none"> - Explore ways of introducing myself to a group - Identify and notice my feelings - Explain and explore confidence - Explain and explore relaxation techniques - Describe the importance of self talk - Analyse thoughts - Explore and interpret coping plans and strategies - Explore team building and the use of support teams - Describe the best methods to make and keep friends - Use skills learned to help others



Sample student learning experiences:

Challenging thought activity- Here student will work in groups analyse unwanted thoughts. Students will use the questions below

Challenging Thoughts

1. What facts support this thought? What existing evidence contradicts it?
2. What would the worst possible outcome be, if this thought were true?
3. Am I using a past experience to overgeneralize?
4. Is there any way I might view this in a positive way?
5. Will this matter one day from now? What about in one week, or month? How?
6. What are some ways I've dealt with this scenario before?
7. What advice would my counselor or therapist give about this situation?
8. What am I ready to accept about this event or person?
9. Are my thoughts helping me deal with this scenario? Or are they aggravating the situation?
10. Can I genuinely control this?
11. Besides myself, what else might be affecting this situation?
12. Am I using "I must," "I have to," or "I should" thinking here? Is it truly necessary?
13. What advice would I give a friend in this scenario?

Links to Junior Cycle

Statements of Learning in Focus

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
11. Takes action to safeguard and promote her/his wellbeing and that of others	<ul style="list-style-type: none"> - Lesson 2 on recognising feelings - Lesson 3 on confidence - Lesson 4 on relaxation - Lesson 4 on self-talk and coping with thinking distortion

Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:

Key Skill:	Example of possible student learning activity
Managing myself	Problem solving plan worksheet and activity
Staying well	Relaxation techniques experience



Indicators of Wellbeing in Focus	
The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:	
Wellbeing Indicator:	Relevant Descriptors
 ACTIVE	Am I a confident and skilled participant in physical activity?
 RESPONSIBLE	Do I take action to protect and promote my wellbeing and that of others? 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?



Assessment

Students will demonstrate learning through an e-portfolio. Students will gather images, videos, quotes, readings, reflections and experiences in the friends for life unit.

Useful Resources and Web links

Positive Attention Training

Excessive ping pong celebration http://youtu.be/HBXQIGNAx_Q

Positive attention training

80 Years of Happy /Pharrell Williams (remember to edit the advert)

http://youtu.be/ebD_drWYVal

*Attention Training/ Awareness

Awareness test Whodunnit

<http://youtu.be/ubNF9QNEQLA>

*Attention Training/ Awareness

Awareness test Count the passes <http://youtu.be/Ahg6qcgoay4>

Attention Training

Attention Training <http://www.youtube.com/watch?v=vJG698U2Mvo>

Confidence

Session 3 Youth: Confidence /The perfectionist cure/ It's ok to make mistakes;

<http://www.youtube.com/watch?v=ZWNgwJZDW3E&ap p=desktop>.

*Mindfulness

Explaining Mindfulness to children; <https://www.youtube.com/watch?v=k082dEqWj7A>.

According to Kong Fu Panda

Mindfulness

Session 9: Mindfulness Exercises <http://www.youtube.com/watch?v=GIJn5XhqPN8> for Kids – Still Quiet Place (GoZen)

Empathy

Red/Green

*Support Teams

Empathy: Mark Ruffalo, Sesame Street; Teaching Children about Empathy



Thoughts are just thought: don't judge too quickly
http://youtu.be/e9G75_ZNkKo
http://www.youtube.com/watch?v=9_1Rt1R4xbM

*Red/Green

Red thoughts to Green thoughts/ ROLE MODELS

Joanne O Riordáin <http://www.youtube.com/watch?v=9u3gXyXUJk8> –

Red/Green

Giraffes can't dance read on you- tube (Session 4... red and green thoughts)

<http://www.youtube.com/watch?v=kVzblgpqQnk>

Social Media

(Youth Programme)

Social Media and Privacy

<https://www.youtube.com/watch?v=yrt8m0hcKU>.

Support teams. Barcelona Olympics. Derek Redmond

<https://www.youtube.com/watch?v=rCAwXb9n7EY> –

Role Models

Role models: Nick Vujicic <http://youtu.be/v4uG2kSdd-4>

Support Teams

Support teams Glee Cast 'Lean on <https://www.youtube.com/watch?v=IMibXLuMfLQ> – me'

Support Teams (older students)

Headstrong/Jigsaw; One Good <http://m.youtube.com/watch?v=b79KV7kqwNI> Adult

Sharing

Session 8: The importance of Sharing – Sharing Cookies Sesame Street

<http://www.youtube.com/watch?v=KTFJ9gjfAXg>.

Coping Step Plans

Coping Step Plans: Systematic <https://www.youtube.com/watch?v=u1vJMqECZnl> –

Desensitisation

*Coping Step Plans

UCLA SQUIRRELS- COPING STEP <http://www.youtube.com/watch?v=1jByfWOLmjo>. PLAN

*Altruism

Altruism: Unsung hero `` <http://youtu.be/uaWA2GbcnJU>.

Gratitude/Happiness

A lesson in gratitude-The Science of <https://youtu.be/oHv6vTKD6lg> Happiness

Brain Development

The Adolescent Brain- Siegel <https://www.youtube.com/watch?v=001u50Ec5eY>



Brain Development

The Hand model of the Brain- Siegel

<https://www.youtube.com/watch?v=2xeDcPBD5Fk>



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	Inclusive Physical Activity and wellbeing opportunities for all.
Duration:	10 hours
Identified Need:	<p>Exercise has many well-known holistic benefits. Nevertheless, in Ireland, several recent studies suggest that physical activity levels amongst young adolescents are low, in particular, females. Furthermore, many students attending our school live close to the Ashbourne urban area. Some students may not have access to green areas or be able to afford to attend a local gym, Consequently, some of these students may be prone to not reach the weekly recommended exercise levels. As a result, it is vital to encourage physical activity outside of, and in addition to, the PE class to ensure a healthy, happy lifestyle.</p> <p>In addition, this will be a unique learning experience for Junior Cycle students to acknowledge and realise that regardless of age, gender, ability or disability etc, all activities or games can be adapted for all.</p>
Aim of the unit:	To deliver a student-led, educational, physical health and wellbeing unit of learning that increases students' understanding of the importance of physical activity. The unit also intends to raise student's awareness about inclusivity and sport and how various activities, sports and games can be adapted to suit all athletes of various ability. The ultimate objective at the cessation of the module is for students to realise the life changing benefits of physical activity and that everyone in their community can participate in exercise.
Learning outcomes:	<p>Discuss their understanding of the terms inclusive, physical activity, and wellbeing.</p> <p>Discuss the benefits of being physically active and how physical activity can enhance their wellbeing.</p>



	<p>Collaborate to identify the barriers and facilitators of a healthy life, and how these change across different environments e.g. in school, at home, in your local community.</p> <p>Participate in physical activities that have been adapted to cater for various disabilities. Students will reflect on their experiences and discuss what challenges they encountered.</p> <p>Develop their creativity and teamwork skills by working collaboratively to design and teach a new activity that is inclusive for all students.</p> <p>Take action to enhance their wellbeing by demonstrating commitment to a new physical activity in school or in the local community</p>
<p>Sample student learning experiences:</p>	<p>Create a colourful infographic to promote physical activity and wellbeing. This will be a starter piece of the students portfolio.</p> <p>Brainstorm ways to build minutes of moderate intensity physical activity into their lives and share their ideas with the class.</p> <p>Use a smart app to record weekly averages, in their portfolio, for the total number of steps taken by the individual/or class with the goal of reaching 10,000 steps daily.</p> <p>Students will take part in a wide range of activities that have been adapted to suit various abilities and individuals.</p> <p>Work in groups to modify an existing activity or create a new activity that is fun and inclusive for all students regardless of one's ability. Working in their groups, students can teach their activity to other class members.</p> <p>Buddy up with a partner or friend and try a new after school activity</p>

Links to Junior Cycle

<i>Statements of Learning in Focus</i>	
<i>Statements of Learning:</i>	<i>Example of related learning in the unit</i>
SOL 11	Takes action to safeguard and promote her/his wellbeing and that of others



SOL 12	Is a confident and competent participant in physical activity and is motivated to be physically active
SOL 24	Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical matter



Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:





Key Skill:	Example of possible student learning activity
Being creative	Design, co-create and deliver a fun physical activity workout to their peers, responding to the needs, abilities and interest of the class.
Being literate	Students will use key words associated with the unit during class discussions and in their E-Portfolio.
Communicating	Collaborating with their peers and working as a team to devise an adapted physical activity or exercise. In addition, students will participate in all games/exercise and show respect to their peers and exemplify their fair play principles.
Managing myself	Set personal and achievable physical activity goals and reflect on their progress weekly.
Staying well	Students will partake in a new after school physical activity and choose a mechanism of recording and reflecting on this trial activity (buddy system)
Being Numerate	Participate in a steps challenge, including setting a step count goal over a period of time.

Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 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?



 CONNECTED	Do I feel connected to my school, local community my friends, my family?
 RESILIENT	Am I willing to persevere to achieve great things?
 RESPECTED	Do I respect all athletes, regardless of their age, gender, ability?
 AWARE	Am I aware of my thoughts, feelings and behaviours towards physical activity/ Are my aware of the critical importance exercise plays in my wellbeing?

Assessment

Students will show evidence of learning and commitment to physical activity through an e-portfolio. Working individually and independently, over the ten-week period, the students will collate images, videos, quotes, readings, reflections and experiences in a 'Evaluating my physical activity levels' portfolio.

Furthermore, teachers will observe students participation, engagement and commitment to both individual and group work activities.

Useful Resources and Web links

- www.activeschoolflag.ie
- www.peai.org
- The following is a link to the Pacer Health app to record daily steps: <https://www.mypacer.com/> • The following is a link to allow students create colourful info graphs: www.canva.com
- Children's Sport Participation and Physical Activity levels report and info graphs (CSPPA 2010, 2018).
- UK Physical Activity Guidelines, Benefits and Infographics:
- Physical Activity Plan for Ireland
- Get Ireland Active & Resources
- Get Active! Physical Education, Physical Activity and Sport for Children and Young People – A guiding framework



- Physical activity report card for Ireland
- Get Active in the Classroom



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	People Skills
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Duration:	10 Hour Module
Identified Need:	Our student focus groups and surveys, which were run throughout the school identified presentation skills and relaxation techniques as some of the needs to support their wellbeing. People skills provides the opportunity to develop student presentation skills in a supportive and interactive environment. Student will be learning important verbal and nonverbal communication through various group and individual activities. These activities will support confidence in previously stressful environments which is aligning to the needs identified by the students.
Aim of the unit:	The aim of this unit is to develop awareness of the fundamental social skills that support social competence in multiple contexts and promote successful participation and engagement in school life.
Learning outcomes: (Lessons)	<ul style="list-style-type: none"> • Students will be able to name and describe what the programme is about. (1) • Students will name and describe: (1) <ul style="list-style-type: none"> ➢ What they look like (physical appearance) ➢ What type of person they are (personality traits) ➢ What they are good at (strengths & qualities) • Students will increase their vocabulary for self- awareness. (1) • Students will be aware that people make judgments of others. (2) • Students will identify the messages other people intentionally portray (2) • Students will demonstrate an understanding of how others may judge them (base on how they look and what they do). (2) • Students will increase their vocabulary around awareness of others. (2) • Students will identify what makes up a first impression. (3) • Students will identify their different environments. (3) • Students will be introduced to the concept that how we use our people skills depends on where we are and the people we are with. (3)



- Students will increase their vocabulary of first impressions and environments. (3)
- Students will understand the role of gesture in communication. (4)
- Students will practice using their bodies (posture and gesture) to communicate a specific message. (4)
- Students will be able to identify body language used in different environments. (4)
- Students will problem solve body language best suited to different environments. (4)
- Students will increase their vocabulary around body language. (4)
- Students will understand what is meant by eye contact and why it is important. (5)
- Students will name the main parts of the face used when making facial expressions (lips, eyebrows, cheeks, nose and eyes) (5)
- Students will identify facial expressions linked to main emotions from pictures, videos and peers. (5)
- Students will practice using eye contact and facial expressions for different situations. (5)
- Students will problem solve what facial expressions and eye contact works best in different environments. (5)
- Students will identify the nonverbal behaviours that show whether people are comfortable or not comfortable with the personal space within a social interaction. (6)
- Students will name and identify personal space and social space. (6)
- Students will increase their vocabulary around personal and social space. (6)
- Students will identify voice volumes best suited to different situations. (7)
- Students will identify what messages are communicated through different tones of voice. (7)
- Students will practise using tones of voice for different social situations. (7)
- Students will problem solve the tone of voice and voice volume best suited to different environments. (7)
- Students will increase their vocabulary around voice volume and tone of voice. (7)
- Student will identify the five components of active listening. (8)
- Students will identify the reasons why active listening is important. (8)
- Students will practice using active listening skills. (8)
- Students will experience active listening skills without physical cues. (9)
- Students will identify ways to demonstrate active listening using the thinking and voice components. (9)
- Students will revise the programme sessions by competing in a quiz. (10)
- Students will discuss the importance of people skills. (10)
- Students will complete a reflection and review of the programme. (10)



Sample student learning experiences:	<ul style="list-style-type: none"> • Complete a quiz at the end of the programme • Complete a reflection and review to assess students understanding at the end of the programme.

Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
SOL 5 Has an awareness of personal values an understanding of the process of moral decision-making	Reading between the lines: teaching examples and impacts of early judgement and first impressions on ourselves and others
SOL 11 Takes action to safeguard and promote her/his wellbeing and that of others	Using the lifeboat activity to work to try to assess human value and how you can go to such a challenging task.
SOL 23 Brings an idea from conception to realisation	Lava pit Challenge: Using team work to overcome a physical challenge setting a strategy in place







Key Skills in Focus	
There are opportunities to support many key skills in this unit but the following are particularly significant:	
Key Skill:	Example of possible student learning activity



Managing information and thinking	Working individually and as a group in deciphering verbal and non-verbal cues in a variety of settings.
Being creative	Complete a modified charades activity to get your message across with non-verbal cues.
Working with others	Work in groups to complete a team challenge.
Managing myself	Develop strategies to adapt how you and others could be perceived in personal and social spaces.

Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

<i>Wellbeing Indicator:</i>	<i>Relevant Descriptors</i>
 ACTIVE	Am I a confident and skilled participant in physical activity?
 RESPONSIBLE	Do I take action to act and promote my wellbeing and that of others?
 CONNECTED	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 know where to go for help?
 RESPECTED	Do I show Care and Respect for others? Do I feel Listened to and valued?
 AWARE	Am I aware of my thoughts, feelings, and behaviours?



Assessment

- Students will show evidence of learning through reflections.
- There will be a quiz on completion of the unit.

Useful Resources and Web links

National Council for Special Education: <https://ncse.ie/>



Wellbeing Unit of Learning Coláiste De Lacy

Title of Unit:	JC PE Wellbeing – Yoga and Meditation
Duration:	10 hours
Identified Need:	A cohort of students took part in a focus group to review the schools Junior Cycle Wellbeing programme. Stress relating to exams, presentation of CBA's etc were identified needs by the students in the focus group. The PE department saw a niche in their subject specification where there is no focus on meditation and mindfulness. This 10-week unit would be an excellent opportunity for students to learn some coping strategies to alleviate stress inside & outside of school.
Aim of the unit:	The aim of this unit is to introduce new poses. Pupils will explore the spine, twisting, stretching and visualisation techniques. The ethos behind the lesson plans encourages pupils' development of resilience and their self-awareness - pupils are increasingly encouraged to make choices in their yoga about what works for them and their body. Students will be given the opportunity to take part in mindfulness and meditation in each class at the beginning and end of each lesson.
Learning outcomes:	<p>Creating a sequence of movement: 4.2 create a sequence of movement or routine based on a yoga theme (on their own or with others), incorporating a variety of compositional techniques and yoga poses.</p> <p>Performing: 4.5 reflect on their experience of creating and participating in a performance.</p>



Sample student learning experiences:	<p>Students will learn some of the different salutations (routine of stretches and poses). They will be given the opportunity to develop their own salutation.</p> <p>Students will learn how to connect to their breathing and focus on their mindfulness at the beginning of each lesson. This will be guided by the teacher and aided with relaxing music.</p> <p>There will be time at the end of each lesson for Shraavana, which is a pose where students lay flat on the ground with their eyes closed. This is the time of personal reflection and meditation. This will be aided with relaxing music.</p>
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Links to Junior Cycle

Statements of Learning in Focus	
Statements of Learning:	Example of related learning in the unit
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students create and perform individual and group dance and/or gymnastic performances in accordance with the criteria for artistic performance. They refine their performances based on reflection and feedback.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.	Students reflect on their own physical activity levels and plan for regular, meaningful engagement in physical activity. They engage in activities which promote positive relationships and which require cooperation and respect for differing abilities. Students learn to apply safety procedures across the variety of activities. They plan, lead and take part in appropriate warm-up and cool-down activities.
SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.	Students become more confident and competent as they learn to participate in a range of challenging and developmentally appropriate physical activities. They set goals and plan to improve their competence, physical fitness and engagement in physical activity.



Key Skills in Focus

There are opportunities to support many key skills in this unit but the following are particularly significant:

Key Skill:	Example of possible student learning activity
Being creative	Students discuss and agree solutions to problems posed in various physical activities.
Being literate	Students discuss different solutions to tasks in physical education with their peers. Students will be exposed to keywords associated with meditation & Yoga.
Communicating	Students solve problems and negotiate solutions respectfully with fellow students in a range of physical activities.
Managing myself	Students devise and undertake plans to achieve personal or group goals. They reflect on their progress and learning and make the necessary adjustments to their goals.
Staying well	Students learn to make informed decisions about their participation in physical activity. Students learn to demonstrate care and respect for themselves and others as they participate in different activities.



Indicators of Wellbeing in Focus

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted below:

Wellbeing Indicator:	Relevant Descriptors
 ACTIVE	Am I a confident and skilled participant in physical activity?
 RESPONSIBLE	Do I take action to protect and promote my wellbeing and that of others?
 CONNECTED	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 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



Assessment

Peer activity where students will put together a salutation or set of Yoga poses to create a routine that is linked to a chosen mind-set or mood.

Useful Resources and Web links

<https://www.youtube.com/watch?v=7kgZnJqzNaU>

https://www.momjunction.com/articles/benefits-of-yoga-for-your-teenager_0094957/

https://www.youtube.com/watch?v=w_bmCKMrLYs

<https://health.clevelandclinic.org/how-to-use-meditation-for-teen-stress-and-anxiety/>