

SPHE

for

WELLBEING



Junior Cycle SPHE

TEACHER'S GUIDE

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FOLENS 

Contents

Material included in this sample is highlighted.

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The following is a sample subject plan for First Year SPHE. The lessons from *SPHE for Wellbeing 1* are listed for each unit of learning. The idea is to use and edit these templates for your yearly planning. The lessons in the Student Book are carefully planned, with activities for each class. You can download this subject plan from FolensHIVE and edit to suit your school's requirements.

Date: _____ **Date for reflection:** _____

Resources: *SPHE for Wellbeing* Student Book, PowerPoint slides and Teacher's Guide, resources as per subject plan, SPHE curriculum online and resources linked in the [SPHE toolkit on Curriculum Online](#).

September to Midterm 1

UNIT OF LEARNING		Teacher Notes
<p style="text-align: center;">Unit Title New Beginnings</p>		
<p style="text-align: center;">Duration 4 weeks</p>		
<p style="text-align: center;">Lessons from <i>SPHE for Wellbeing 1</i></p> <p>Lesson 1 – Settling In Lesson 2 – Our New School Lesson 3 – Changes</p> <p><i>(The digital resources available for these lessons are listed later in this Teacher's Guide under 'Section 1: Lessons, Learning Outcomes and Digital Resources', p. 22.)</i></p>		
<p>Learning Outcomes 2.1, 2.4, 2.8</p>	<p>Related LOs 1.9</p>	
<p style="text-align: center;">Learning Experiences</p> <ul style="list-style-type: none"> ● Students actively participate in developing ground rules/a group contract for their SPHE class. ● Students carry out research on their new school and the activities available to them. ● Students draw and label a class seating plan. 		
<p style="text-align: center;">Assessment Reporting</p> <p>Portfolio piece: In groups, students create a booklet for incoming First Years with all the information that they think is important for them to know before starting secondary school (see Student Book, p. 43).</p>		
<p style="text-align: center;">Reflection</p> <p><i>(Mention what worked well, and what can be changed or improved.)</i></p>		

September to Midterm 2

UNIT OF LEARNING		Teacher Notes
<p align="center"><u>Unit Title</u> Minding Myself</p>		
<p align="center"><u>Duration</u> 5 weeks</p>		
<p align="center"><u>Lessons from SPHE for Wellbeing 1</u></p> <p>Lesson 4 – Taking Care of Myself Lesson 5 – Being Healthy Lesson 6 – Making Choices Lesson 7 – Vaping, Smoking and Alcohol Lesson 8 – Being Connected</p> <p><i>(The digital resources available for these lessons are listed later in this Teacher’s Guide under ‘Section 1: Lessons, Learning Outcomes and Digital Resources’, pp. 22–23.)</i></p>		
<p align="center"><u>Learning Outcomes</u> 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9, 2.10</p>	<p align="center"><u>Related Os</u> 1.7, 4.4</p>	
<p align="center"><u>Learning Experiences</u></p> <ul style="list-style-type: none"> ⦿ Students assess food and drink advertisements aimed at young people. ⦿ Students plan and cost a nutritious lunch. ⦿ Students practise searching online for reliable information. 		
<p align="center"><u>Assessment Reporting</u></p> <p>Portfolio piece: Students conduct a survey on social media usage among teenagers (see Student Book, p. 43).</p>		
<p align="center"><u>Reflection</u></p> <p><i>(Mention what worked well, and what can be changed or improved.)</i></p>		

Midterm to Christmas

UNIT OF LEARNING		Teacher Notes
<p><u>Unit Title</u> Let's Talk</p>		
<p><u>Duration</u> 4–5 weeks</p>		
<p><u>Lessons from SPHE for Wellbeing 1</u> Lesson 9 – Communication Lesson 10 – Inclusive Communication Lesson 11 – Self-Esteem Lesson 12 – Respecting Myself and Others Lesson 13 – Being Inclusive</p> <p><i>The digital resources available for these lessons are listed later in this Teacher's Guide under 'Section 2: Lessons, Learning Outcomes and Digital Resources', pp. 27–28.)</i></p>		
<p><u>Learning Outcomes</u> 1.2, 1.3, 1.4, 1.6, 1.7, 1.8</p>	<p><u>Related LOs</u> 3.1, 4.1</p>	
<p><u>Learning Experiences</u></p> <ul style="list-style-type: none"> ☉ Students investigate how people communicate differently in various cultures. ☉ Students research Irish sign language. ☉ Students creatively examine what makes them unique. 		
<p><u>Assessment Reporting</u></p> <p>Portfolio piece: Students create a social media post on positive self-esteem (see Student Book, p. 93).</p>		
<p><u>Reflection</u> <i>(Mention what worked well, and what can be changed or improved.)</i></p>		

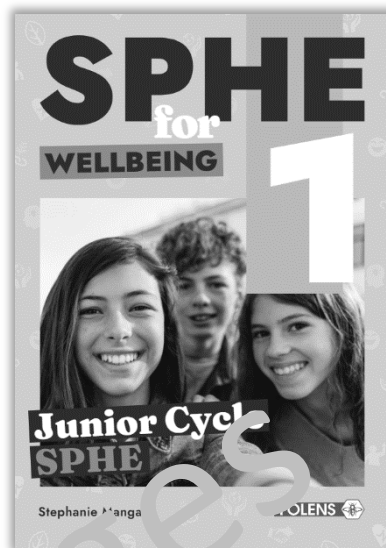
The Main Features of *SPHE for Wellbeing 1*

In *SPHE for Wellbeing*, every learning outcome is touched on each year but is covered at different levels of depth and detail at an age-appropriate level.*

To support teacher planning, *SPHE for Wellbeing* is divided into the four strands, with the relevant learning outcomes from the given strand listed on the lesson opener page.

The strands and lessons are organised based on a suggested flow and progression of lessons; however, teachers can, of course, dip in and out of different lessons from each strand based on students' needs and the school plan.

* LO 3.9 and 3.5 are not covered in First Year but will be covered in Second and Third Year at an age-appropriate level.



You will notice the following features throughout the book. They are a suggestion as to how you might approach different learning activities using a student-centred approach to learning. You most likely will not have time for every activity, but a broad range is included so that the teacher can choose the learning activities most suited to his/her class.

LESSON 20

Communication

At the end of this lesson, you will:

- ▶ Appreciate the importance of setting and communicating your personal boundaries.
- ▶ Develop your relationship communication skills.

KEY WORDS

- Boundary
- Personal boundaries
- Assertive communication

LEARNING OUTCOMES: 3.4, 3.7

Wellbeing indicators

- Aware
- Resilient
- Responsible

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KEY WORDS:








To aid understanding and enhance literacy, the key words are listed on each lesson opener page, highlighted in the lesson and included in the lesson PowerPoints.

LEARNING OUTCOMES:

The learning outcome numbers are listed on each lesson opener page. The full learning outcome text is listed in this Teacher's Guide in the relevant strand.

WELLBEING INDICATORS:

The relevant wellbeing indicators for each lesson are listed on the lesson opener page.

	Individual work: An individual work symbol indicates that students should work by themselves. Sometimes the text states that students do not need to share their answers with the class. It is important that students are aware at the start of the activity whether or not they must share their answers with others.
	Pair work: Pair work activities are clearly identified in each lesson. The teacher should assign pairs to work together and set a time limit for the activity.
	Group work: Group work activities are clearly marked in each lesson. The teacher should assign groups and set a time limit for the activity. Try to vary and change the groups to ensure diversity in class discussions.
	Class discussion: This indicates a general class discussion, facilitated by the teacher.
	Online activities: Throughout the book, there are activities where students are encouraged to do online research, with your permission. This is best on school devices with appropriate firewalls and in line with the school's Acceptable Use Policy.
Reflect	Reflect: The reflection activity at the end of each lesson is designed to help students take ownership of their own learning. It is also an effective way to involve parents or guardians in SPHE. The teacher should let students know if they want the 'Reflect' section to be signed by a parent or guardian, or may choose to ask parents to sign this section for certain topics.
	Audio/video activities: Activities sometimes involve listening to audio or watching a video. This can be played in class on FolensHIVE by clicking on the link, or students can also access it from their eBook.
STRAND REFLECTION	Strand reflection: The strand reflection at the end of each strand (e.g. p. 42) offers students an opportunity to reflect on their own learning. This reflection is based on the key skills of Junior Cycle.
	Action: The action section at the end of each section includes suggestions for research topics that can be done individually, in pairs or in groups. Students should keep a collection of such research for their portfolio or action project for their CBA.

Book 1 contains 30 lessons. You may not have time to cover every lesson or every activity, so choose the lessons and activities that are most relevant to each class, with the time you have available, in line with the SPHE department plan. Remember that each learning outcome will be touched on and revisited in *SPHE for Wellbeing* over the three years of Junior Cycle. You don't have to cover the full learning outcome each year.

Summary

- Teachers should decide which lessons to cover in line with the school's SPHE plan and students' needs.
- Not all learning activities need to be completed – the teacher should choose those suited best to their class.
- The teacher may ask students to sign the 'Reflect' section at the end of some lessons, so that parents are informed and involved in SPHE.

Section 1: Making Healthy Choices

NOTE Strand 2 is presented as Section 1 in *SPHE for Wellbeing*, as the topics are more relevant for the start of the year.

This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing. It explores what being healthy might look like for a teenager, what helps or gets in the way of making healthy choices and how to access reliable information to support good choices. Students will also practise the skills needed for making healthy decisions and come to understand contextual factors, such as family, peer, media and social pressures, that influence decisions.

The pages that follow (pp. 22–23) map each lesson to its key learning outcome(s) and list the resources available for each.

Awareness

Dialogue

Reflection and action

Students should be able to:

- 2.1 consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing
- 2.2 investigate how unhealthy products such as nicotine, alcohol and unhealthy food and drinks are marketed and advertised
- 2.3 discuss societal, cultural and economic influences affecting young people when it comes to making healthy choices about smoking, alcohol and other addictive substances and behaviours, and how harmful influences can be overcome in real-life situations
- 2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing, and apply them in real-life situations that may be stressful and/or involve difficult peer situations
- 2.5 discuss the physical, social, emotional and legal consequences of using addictive substances – immediate and long-term
- 2.6 consider scenarios where, for example, alcohol, nicotine, drugs, food and electronic devices might be used to cope with unpleasant feelings or stress, and discuss possible healthy ways of coping
- 2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person
- 2.9 explore why young people share sexual imagery online and examine the risks and consequences of doing this
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing.

Lessons, Learning Outcomes and Digital Resources for Section 1

LESSON	LO	DIGITAL RESOURCES (ALL AVAILABLE ON FOLENSHIVE UNDER EACH LESSON)
1. Settling In	2.4	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 1.</p> <p>Weblinks <i>Starting Secondary School:</i> Infographic from Jigsaw, with tips and advice about starting secondary school (https://jigsaw.ie/starting-secondary-school-advice-from-our-yap/)</p>
2. Our New School	2.4 2.8	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 2.</p> <p>Weblinks <i>Heading back to school:</i> Advice from Jigsaw for preparing for the school year and setting goals (https://jigsaw.ie/heading-back-to-school/)</p>
3. Changes	2.1	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 3.</p> <p>Animation and audio <i>Seán's Story:</i> The character Seán talks about his move into First Year. There is an associated activity in the Student Book about this activity (p. 13). The audio is available via the eBook.</p> <p>Weblinks <i>Dealing with change:</i> Advice for handling change from Jigsaw (https://jigsaw.ie/dealing-with-change/)</p>
4. Taking Care of Myself	2.1 2.10	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 4.</p> <p>Weblinks <i>Sleep and mental health:</i> An article and video on the importance of sleep from Jigsaw (https://jigsaw.ie/sleep-and-mental-health/)</p>

LESSON	LO	DIGITAL RESOURCES (ALL AVAILABLE ON FOLENSHIVE UNDER EACH LESSON)
5. Being Healthy	2.2	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 5.</p> <p>Animation <i>Healthy Marketing?:</i> An animation of how social media can provide dubious nutritional advice to young people. Students are encouraged to reflect on the video's message and how reliable social media is for nutritional advice.</p> <p>Weblinks</p> <ul style="list-style-type: none"> • <i>Healthy Eating for Teenagers:</i> Healthy eating guidelines and a tool to compare sugar and caffeine in energy drinks, from safefood.net (https://www.safefood.net/family-health/teens) • <i>Nutrition for Sporty Teens:</i> FAQs on nutrition for sporty teenagers, from safefood.net (https://www.safefood.net/gq/teen-sports)
6. Making Choices	2.3	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 6.</p> <p>Weblinks <i>Children affected by a parent's drinking:</i> Advice and support for young people affected by problem drinking in their family, from drugs.ie (https://www.drugs.ie/alcohol_info/young_people_and_drink/children_affected_by_a_parents_drinking1/)</p>
7. Vaping, Smoking and Alcohol	2.3, 2.5, 2.6	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 7.</p> <p>Weblinks</p> <ul style="list-style-type: none"> • <i>Vaping:</i> Information from the HSE on vaping and support to quit (https://www2.hse.ie/living-well/quit-smoking/vaping/) • <i>Smoking and the facts:</i> Information from the HSE on smoking and support to quit (https://www.hse.ie/eng/about/who/tobaccocontrol/kf/)
8. Being Connected	2.7 2.9	<p>PowerPoint Open the accompanying PowerPoint for Section 1 of the Student Book and navigate to the slides for Lesson 8.</p> <p>Weblinks</p> <ul style="list-style-type: none"> • <i>Internet safety:</i> Classroom videos from Webwise.ie on internet safety (scroll down for post-primary videos) (https://www.webwise.ie/classroom-videos/) • <i>Connected:</i> A PDF from the PDST and Webwise that gives an introduction to digital media literacy; this includes lessons and worksheets • (https://www.pdst.ie/sites/default/files/Connected-Resource.pdf)

Transcripts and Answers for Section 1

Lesson 3: Changes

Transcript of Seán's Story (p. 13 of Student Book):

Hiya, my name is Seán. Last year I started First Year and I hated it. In the beginning I thought it was gonna be brilliant and I thought it would be a laugh, but then after a few weeks I couldn't stand it.

I kept getting in trouble all the time for things that weren't even my fault; it was like all the teachers were picking on me. I'm really bad at stuff like organising and all that, so I kept forgetting books or homework or PE gear and the teachers kept giving out to me. My ma and my da split up last year and I'm still trying to get the hang of living in two different houses, so I keep losing stuff. I moved house with my ma so I didn't know anyone in this place. I hate living here.

All the other kids in First Year were getting on grand, none of them were forgetting stuff or getting in trouble and they thought school was great. If my ma asked me what was wrong I just said nothing or I got angry with her 'cos I felt really stupid 'cos I was the only one in my class who couldn't get the hang of school. After a while I just pretended that I didn't care if I got in trouble or not and I started mitching school and just went to the park instead.

Lesson 5: Being Healthy

Answers for p. 22:

High-Salt Foods	High-Sugar Foods	High-Fat Foods
salted peanuts pepperoni sausages crisps	sweets ice cream cookie fruit smoothie cake chocolate breakfast cereal ice pops chocolate	cream pastries crisps cookies sausages butter mayonnaise ice cream chocolate pepperoni