



**Teacher's Guide: 1st & 2nd
Class**

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Programme Overview

Folens *My Wellbeing Diary* is an evidence-based programme with a strong emphasis on daily mindful practice. Wellbeing is feeling good about yourself, the world around you and functioning well in everyday life. It includes having good mental health, the ability to show resilience and coping skills and the ability to 'bounce back' when faced with typical stresses and challenges of life. Wellbeing encompasses:

- Proper sleep/ diet /exercise
- Relationships, social connections and altruism
- Meaningful and purposeful activity and a sense of mastery
- Ability to regulate emotions and behaviour
- Healthy and helpful thinking skills
- Kindness to self and others
- Adopting a growth rather than fixed mindset
- Ability to adapt and bounce back

My Wellbeing Diary fosters all of the above concepts through a combination of mindful meditation videos, daily diary entries and learning modules. As with healthy eating and exercise, it is important that wellbeing is continuously worked on and engaged with in order for the individual to experience lasting benefit.

Wellbeing in Schools

The PDST states that 'Schools and centres for education in Ireland play a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people.' The Department of Education launched the revised Wellbeing Policy Statement and Framework for Practice in October, 2019. Every school and centre for education is required by 2023 to use the School Self-Evaluation process to initiate a wellbeing promotion review and development cycle.

<https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf>

The HSE suggests that in order to promote whole-school wellbeing, schools should be:

1. Developing and maintaining a safe, caring culture within the school to foster a sense of belonging
2. Building positive relationships between teachers and children.
3. Adopting a whole-school approach to health promotion
4. Actively involving children, their parents/guardians and the wider community in developing and implementing school policies to support mental health and health promotion.
5. Supporting and implementing a well-planned, consistent and integrated SPHE curriculum to enable children to enhance their coping and problem-solving skills.
6. Developing whole-school systems and structures to support the early identification of children experiencing social, emotional, behavioural or learning difficulties.
7. Actively involving, supporting and encouraging children's participation in extra-curricular activities.

8. Fostering a whole-school ethos that accepts and values diversity within the pupil and staff population.
9. Providing easy access to information for pupils and staff on supports available to them within the school and wider community.
10. Facilitating access to continuing professional development for school staff on the promotion of the mental health and well-being of children.

<https://assets.gov.ie/41246/9a328ba4ecde44489eb9e686876041e3.pdf>

In addition to the above, wellbeing is now listed as one of the seven competencies within the new draft primary curriculum framework published by the NCCA in 2020.

“This competency develops children’s appreciation and demonstration of wellbeing and their ability to be as physically, socially, emotionally and spiritually healthy as they can be. It fosters self-awareness and promotes the importance of children seeing themselves as capable and resourceful. This supports their ability to deal with the normal challenges of life, become resilient and cope in a variety of situations and circumstances. It contributes to children’s demonstration of how they can be physically healthy through physical activity, eating healthy food and self-care. It helps children become positive and engaged in their learning and realise their own uniqueness and potential. It supports healthy relationships with themselves, their peers, their family and the wider world.”



<https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf>

Programme Components

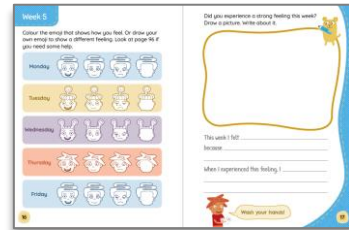
The 1st & 2nd class programme for *My Wellbeing Diary* consists of the following components:

Pupil Book

The pupil book consists of both daily diary pages and learning module pages:

Diary pages

The diary pages require children to identify how they feel on a particular day and to colour or draw the emoji that best reflects how they feel. On Fridays, children are prompted to draw a picture showing something that made them feel happy, sad, angry or worried that week.



Diary pages

Learning Module pages

There are 10 learning modules (one for each month) covering different aspects of wellbeing.



Learning module pages

Meditation Videos

There are three daily meditation videos for 1st & 2nd Class – *Belly Breathing Practice*, *Body Scan Meditation* and *Leaves on a Stream*. The purpose of each video is to encourage mindfulness, make children more aware of their own thoughts and feelings and create a sense of calm before for a day of lessons. (Note: there is also a *Belly Breathing Instruction* video for use at the start of the year to demonstrate how belly breathing works)



Meditation video

PowerPoint Presentations

There are 10 PowerPoint presentations which accompany the 10 learning modules. They can be used by the teacher to support instruction by introducing topics and concepts in a visual way.



PowerPoint

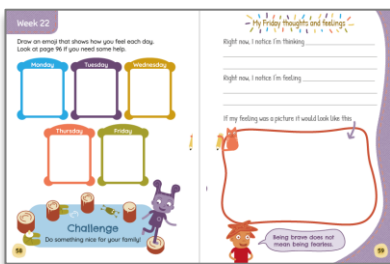
Teacher's Guide

The teacher's guide contains curriculum information as well as detailed lesson plans for each of the learning modules module including teacher prompts, as well circle time and classroom activity suggestions.

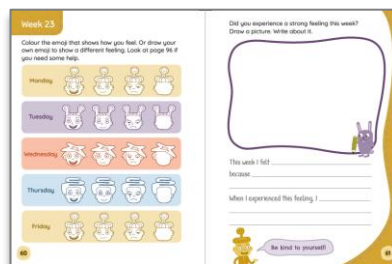
Using the Programme

Diary Pages

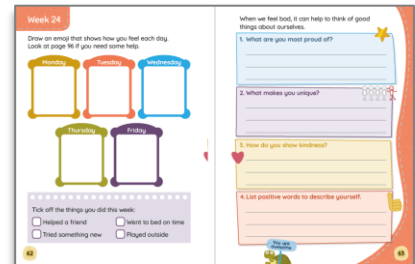
The diary pages of *My Wellbeing Diary* are designed to be used daily in conjunction with the meditation videos. Teachers have the freedom to decide how to use the resources in a way that best suits their class (e.g. meditation directly followed by diary entry every morning *or* meditation in the morning and diary entry in the afternoon). The first diary page for each week requires the children to identify how they are feeling each day. Children need to learn to recognise and name their emotions in order to be able to regulate them. More time can be spent on the second diary pages which can be completed on Friday. These diary pages alternate and either require the children to notice, draw and write about their feelings or complete a unique activity that reinforces some of the concepts covered in the Learning Modules.



Diary pages: Type 1



Diary pages: Type 2



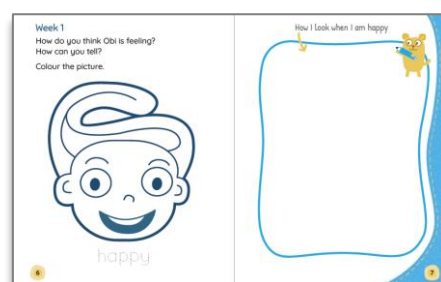
Diary pages: Type 3

Feelings PowerPoint and diary pages

Not all children will be able to recognise the emotions that they are experience. As a result, teachers can spend the first four weeks of the year helping children recognise and label different emotions. They can use the Feelings PowerPoint and diary pages 6 – 13 to do this before students complete the daily diary entries in September.



Feelings PowerPoint slide



Feelings diary pages

Meditation Videos

There are four mediation videos for infants: *Belly Breathing Instruction*, *Belly Breathing Practice*, *Body Scan Meditation* and *Leaves on a Stream*. These simple videos are approximately 5 minutes long and are designed to be used every day in class. These meditations can be carried out in the classroom or during circle time, seated or lying on the floor, and require no additional equipment. Teachers can alternate between the videos depending on what best suits their class.

Belly Breathing Instruction: The purpose of this video is simply is to demonstrate how belly breathing works.

Belly Breathing Practice: Once children have grasped the basics of belly breathing, they can then use the *Belly Breathing Practice video*. Learning to belly breath is an important skill for children as it calms the body and mind thus encouraging emotional self-regulation.

Body Scan Meditation: This body scan is an effective way to engage in mindful meditation practice. It encourages children to step out of their mind and pay attention to how their body is feeling in the present. The goal is to train the mind to become more aware of sensory experience, build focus and be fully present in their lives.

Leaves on a Stream: This video is a basic thought diffusion exercise. In learning to recognize that they are the observer of their thoughts and not the thoughts themselves, it encourages children to detach from and let go of thoughts that might be causing pain or anxiety. In the video, children are asked to visualise their thoughts as leaves sailing down a stream and then disappearing. In doing so, they learn to take a step back and avoid getting ‘caught up’ in negative thoughts to the point where they lose perspective.

Learning Modules

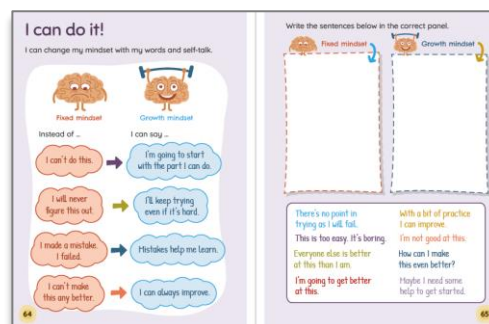
The 10 Learning Modules are designed to be used across the 10 months of the school year and cover the following concepts:

Month	Module	Concept
September	All About Me!	Develop identity and a sense of self
October	My Strengths	Develop confidence by identifying areas of competence
November	What Is A Good Friend?	Develop social skills and a sense of empathy
December	Trying New Things	Develop skills to cope with fearful or challenging situations
January	Recognising My Thoughts	Become aware of negative thoughts and how they can be ‘reframed’
February	Understanding My Body	Develop an understanding of the interrelationship between mind and body
March	I Can Do It!	Develop resilience and a ‘growth mindset’
April	Eating and Sleeping Well	Understand the importance of healthy eating and sleep
May	Moving	Understand the importance of exercise and physical movement
June	Finding My Flow	Become aware of negative thoughts and how they can be ‘reframed’

For each module, there is a Powerpoint which teachers can use to prompt talk and discussion around the concepts. At the end of the lesson, children complete the relevant pages in the diary.



Learning module PowerPoint slide



Learning module diary pages

Yearly Scheme

Month	Diary Pages / Learning Modules	Strand	Strand Unit
September	Learning Module 1: All About Me	Myself	Self-awareness
		Myself and others	Myself and my family My friends and other people
	Diary Pages: 6 - 13	Myself	Growing and changing Self-Identity
		Myself and others	Relating to others
October	Learning Module 2: My Strengths	Myself	Self-Identity
	Diary Pages: 16 - 23	Myself	Growing and changing Self-Identity
		Myself and others	Relating to others
November	Learning Module 3: What Is a Good Friend?	Myself	My friends and other people
	Diary Pages: 26 - 33	Myself	Growing and changing Self-Identity
		Myself and others	Relating to others
December	Learning Module 4: Trying New Things	Myself	Self-identity
	Diary Pages: 36 - 43	Myself	Growing and changing Self- Identity
		Myself and others	Relating to others
January	Learning Module 5: Recognising My Thoughts	Myself	Growing and changing
	Diary Pages: 46 - 53	Myself	Growing and changing Self- Identity
		Myself and others	Relating to others
February	Learning Module 6: Understanding My Body	Myself	Growing and changing
	Diary Pages: 56 - 63	Myself	Growing and changing Self-Identify
		Myself and others	Relating to others
March	Learning Module 7: I Can Do It!	Myself	Self-Identity
	Diary Pages: 66 - 73	Myself	Growing and changing Self- Identity
		Myself and others	Relating to others
April	Learning Module 8: Eating and Sleeping Well	Myself	Taking care of my body
	Diary Pages: 76 - 83	Myself	Growing and changing Self- Identity
		Myself and others	Relating to others
May	Learning Module 9: Moving	Myself	Taking care of my body
	Diary Pages: 86 - 93	Myself	Growing and changing Self- Identity
		Myself and others	Relating to others
June	Learning Module 10: Finding My Flow	Myself	Self-Identity

Lesson Plans

Learning Module 1: All About Me!

Overview

September		
Strand: Myself	Strand Unit: Myself	Objectives: <ul style="list-style-type: none"> develop an appreciation of and talk about personal strengths, abilities and characteristics recognise and appreciate the similarities and differences between people identify and talk about personal preferences, dreams for the future and hopes
Strand: Myself and others	Strand Unit: Myself and my family	Objectives: <ul style="list-style-type: none"> identify and talk about those who live at home and recognise that homes and families can vary recognise his/her role and place in the family unit and the contribution made by each member to the family
Resources	<ul style="list-style-type: none"> My Wellbeing Diary (pp. 4–5) Learning Module 1 PowerPoint: All About Me! 	
Learning experiences	<ul style="list-style-type: none"> PowerPoint Slide 2: Children talk about their families and friends and discuss different types of families and role of different family members PowerPoint Slide 3 - 5: Children discuss personal preferences, likes and dislikes, similarities and differences and what makes them unique Classroom activity: Children identify ways in which they are the same as and different from their classmates Classroom activity: Create a whole-class rainbow showing the variety of personal preferences, family types, appearances etc. in your class My Wellbeing Diary (p. 4): Children draw pictures of themselves, their family, their friends, what they want to be when they grow up and who their hero is. My Wellbeing Diary (p. 5): Children list some of their preferences. 	
Assessment	<ul style="list-style-type: none"> Teacher observation Diary pages (pp. 4–5) 	
Integration	Literacy – oral language development; writing Visual arts – drawing	



Background Information

It is important that all children develop a sense of their own self and their identity. A positive sense of identity is crucial to the development of self-esteem and confidence. Children who feel worthy and capable are more likely to be optimistic and to do well in school. Part of this sense of identity is established by children understanding how the family unit works and their place within it.

A healthy sense of identity also helps children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. A strong and positive feeling about their parents and grandparents helps children feel safe and confident about themselves and their roots.

It is also vital to foster acceptance of differences in others at this age. As children get older, they learn to value difference from their parents and other influential adults in their lives. Accepting difference means understanding how we are alike, how we are different and treating everyone with respect and understanding regardless of these differences.

Detailed Notes

PowerPoint content	Teacher discussion prompts
<p>Slide 1</p> 	<p>Launch the PowerPoint for Learning Module 1: All About Me!</p>
<p>Slide 2</p> 	<p><u>Click to reveal Appa, the spiderman mask and doctor image.</u> Introduce Appa by saying 'Appa is seven years old. Appa likes spiderman and wants to become a doctor.'</p> <p><u>Click to reveal to reveal the image of Appa's family.</u> Tell children that Appa's family is made up of two people (and a dog!) Ask children, how is Appa's family different from yours? How is it similar? <i>E.g. it is smaller, Appa does not have siblings, etc. Appa has a pet,</i> Talk to children about how there are lots of different types of families. Some families have a lot of people in them and others have fewer. Ask children about the role of different family members and who does what within their family. Discuss how families love and support each other.</p> <p><u>Click to reveal to reveal the image of Appa's friends.</u> Explain that</p>

Slide 3



Click to reveal Appa's likes one by one.

Read the text aloud. Ask children to raise their hands every time they share one of Appa's likes.

Appa likes... listening to music, watching movies with family and jumping on the trampoline.

Click to reveal Appa's dislikes one by one.

Read the text aloud. Ask children to raise their hands every time they share one of Appa's dislikes.

Appa dislikes... spelling tests, fighting with friends and thunderstorms.

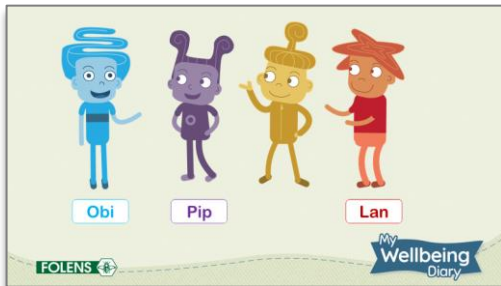
Ask children, **what do you have in common with Appa?**

What differences do you have from Appa?

Circle Time Activity

Tell children to work with a partner. Ask them to identify one thing they have in common with their partner and one way they are different from their partner. Have children switch partner multiple times and repeat this exercise. Afterwards, ask children was there anyone they had nothing in common with? Was there anyone they had no differences from? The aim here is for children to recognise that they can find something in common with all of the other children in their class, but that they are also unique.

Slide 4



Click to reveal Appa's friends and introduce each one.

Explain that Appa likes different friends for different reasons. They each have **unique qualities** that Appa appreciates. Appa likes Lan because Lan is adventurous, Obi because Obi is kind and thoughtful and Pip because Pip is funny and makes Appa laugh. Ask children what they like about their friends and why they enjoy being with them.

Explain that Obi, Pip, Appa and Lan all share things in common but they are all different from one another. **It is our differences that make us unique and special.**

Ask children to identify some of the ways we might be different from our friends and classmates *E.g. our families might be different sizes, we might come from different countries, we might eat different foods, we might have different skin colours, we might have different talents and different fears*

Explain that **life would be very boring if we were all the same.**

Slide 5



Ask children to name some of the things that make them unique and special. You could expand this into a whole classroom talking task if time allows.

Classroom Activity

Create a whole-class rainbow showing the variety of personal preferences, family types, appearances etc. in your class. Draw a rainbow shape on a large piece of paper and have children write words in each colour of the rainbow representing differences in the class, e.g. all the red words could be favourite foods, all orange words could be favourite books, all the yellow words could be hair colours, all the green words could be talents, etc.

My Wellbeing Diary B

Ask children to turn to pages 4 and 5 of My Wellbeing Diary B. Tell them to complete their own personal shield by drawing a picture or writing about themselves, their family, their friends, what they want to be when they grow up and who their hero is on page 4. Ask children to write their likes / dislikes and favourite colour, book, TV show, toy and animal on page 5

Learning Module 2: My Strengths

Overview

October	
Strand: Myself	Strand Unit: Self-Identify
Objectives	<ul style="list-style-type: none"> develop an appreciation of and talk about personal strengths, abilities and characteristics recognise and appreciate the similarities and differences between people
Resources	My Wellbeing Diary (p. 14–15) Learning Module 2 PowerPoint: My Strengths
Learning experiences	<ul style="list-style-type: none"> PowerPoint Slides 2 - 3: Children talk about talents and strengths and the difference between the two Classroom activity: Children identify a personal strength and how they show this strength PowerPoint Slides 4 - 5: Children identify and discuss strengths they would like to develop and this might help themselves and others My Wellbeing Diary (p. 14): Children write about someone whose personal strength helps themselves or others. My Wellbeing Diary (p. 15): Children write down a personal strength and an example of when they used this strength.
Assessment	Teacher observation Diary pages 14 and 15
Integration	Literacy – oral language development; writing Visual arts – drawing

Background Information

At this age, children likely already recognise that everyone has talents and skills. They may understand what their own talents are and be proud of them. Children usually associate being ‘good at’ something with creative pursuits or competitive sports. However, it is important that children come to understand that whilst we all have talents, we all also possess character strengths. Whilst a talent is a natural ability for something, character strengths are positive traits that are reflected in our thoughts, feelings and behaviours. Character strengths are what help us to be ‘good at’ showing kindness, building friendships, persevering through stress or setbacks, being self-aware, etc.

Love, kindness, creativity, curiosity, perseverance, gratitude, humour and social intelligence are all examples of character strengths. By gaining an increased awareness and understanding of their own character strengths, children can build their sense of self-worth and their sense of responsibility to others. Though we all have innate character strengths, they can also be cultivated and worked on over time, and it is important that children understand that where a particular strength is lacking (e.g. generosity) it can be developed with effort and patience.

Detailed Notes

PowerPoint content	Teacher discussion prompts
<p>Slide 1</p> 	<p>Launch the PowerPoint for Learning Module 2: My Strengths</p>
<p>Slide 2</p> 	<p>Start by asking children to identify some of the things they are good at. Prompt for a variety of answers including sports (<i>e.g. football, swimming, basketball, camogie</i>) arts and crafts (<i>e.g. painting, drawing, knitting</i>) and other creative talents (<i>e.g. singing, performing</i>).</p> <p><u>Click to reveal the images on the 'Talents' slide</u> Explain that being good at sport, art or a school subject means that you have a talent for it. We all have our own talents and abilities – they are part of what makes us unique.</p>
<p>Slide 3</p> 	<p><u>Click to reveal the images on the slide.</u> Ask children, what is Obi doing in the first image? (<i>Obi is comforting Appa; Obi is being kind</i>) What is Lan doing in the second image? (<i>Lan is sharing with Pip; Lan is being generous</i>) Click to reveal the words.</p> <p>Explain to children that kindness and generosity are both strengths. Strengths are things we are good at that help us and help others. We show our strengths in the way we think, the things we say and the things we do. Ask children to name as many strengths as they can, <i>e.g. kindness, patience, determination, bravery, sense of humour, creativity, etc.</i></p>
<p>Circle Time Activity Pass a speaking object around the circle. Have each child identify in turn what their biggest strength is and how they show this strength. Some children may struggle to identify their strengths. It may be helpful to keep the list of strengths included on page 14 on display, or to ask other children in the class what strengths that child has shown in school, <i>e.g. being a good friend, helping out in class, making others laugh, etc.</i></p>	

Slide 4



Explain to children that we all have strengths, but **we can also work on building new strengths.**

Click to reveal the image.

Ask children to suggest different ways that Obi could work on becoming more generous, e.g. *Obi could think about someone who is generous and the effect their generosity has on others; Obi could practise sharing more often; Obi could make a step plan for sharing something important to him.*

Slide 5



Challenge children to identify one strength they would like to develop or improve on. Why do they want to develop this particular strength? Talk to them about how might they go about doing this?

My Wellbeing Diary B

Tell children to turn to pages 14 and 15 of *My Wellbeing Diary B*. Ask children to write about the strengths of someone they know on page 14. Ask them to identify their strength and an example of a time when they showed it on page 15.