

# Weaving Well-Being Programme - Lesson Plans



Weekly Lesson Plans	Character Strengths (2nd Class)	Positive Emotions (3rd Class)	Tools of Resilience (4th Class)	Positive Relationships (5th Class)	Empowering Beliefs (6th Class)					
Week 1	<b>Concepts Covered:</b> Language of Well-Being · Understanding Strengths · Using Strengths · Identifying Own Strengths · Strength Spotting (Lessons 4 - 10)	<b>Concepts Covered:</b> Expressing Gratitude · Flow Experiences · Random Acts of Kindness · Rainbow Moments · Healthy Body, Happy Mind	<b>Concepts Covered:</b> Perspective · Healthy Distraction · Problem Focused Planning · Cognitive Re-framing · Using Character Strengths · Mindfulness	<b>Concepts Covered:</b> Respect · Empathy · Looking for Win-Wins · Active Listening · Forgiveness	<b>Concepts Covered:</b> Challenging Limiting Beliefs (Lessons 1 - 10) · Self-Talk · Growth Mindsets · Self Acceptance · Making a Difference					
Week 2						<b>Lesson 1:</b> Language of Well-Being	<b>Lesson 1:</b> What is Well-Being?	<b>Lesson 1:</b> Why do we need Resilience?	<b>Lesson 1:</b> The Importance of Positive Relationships	<b>Lesson 1:</b> What are Empowering Beliefs?
Week 3						<b>Lesson 2:</b> Language of Well-Being	<b>Lesson 2:</b> Positive Emotions	<b>Lesson 2:</b> Jigsaw of Perspective	<b>Lesson 2:</b> Respect	<b>Lesson 2:</b> Belief 1 - I can choose helpful self-talk
Week 4						<b>Lesson 3:</b> Introduction to 24 Character Strengths	<b>Lesson 3:</b> Positive Emotion Potion	<b>Lesson 3:</b> Lucky Dip of Distraction	<b>Lesson 3:</b> Empathy	<b>Lesson 3:</b> Belief 2 - My effort is as important as my ability
Week 5						<b>Lesson 4:</b> Understanding Strengths 1 to 4	<b>Lesson 4:</b> Attitude of Gratitude	<b>Lesson 4:</b> Planning Pen ( <i>Problem Focused Planning</i> )	<b>Lesson 4:</b> Look for Win-Wins	<b>Lesson 4:</b> Belief 3 - I can recognise thinking traps
Week 6						<b>Lesson 5:</b> Understanding Strengths 5 to 8	<b>Lesson 5:</b> Feel-Good-Flow	<b>Lesson 5:</b> Helpful Thinking Helmet ( <i>Cognitive Reframing</i> )	<b>Lesson 5:</b> Active Listening	<b>Lesson 5:</b> Belief 4 - I can act "as if"
Week 7						<b>Lesson 6:</b> Understanding Strengths 9 to 12	<b>Lesson 6:</b> Random Acts of Kindness	<b>Lesson 6:</b> Key of Character Strength	<b>Lesson 6:</b> Try to forgive	<b>Lesson 6:</b> Belief 5 - I can choose to focus on the positive
Week 8						<b>Lesson 7:</b> Understanding Strengths 13 to 16	<b>Lesson 7:</b> Rainbow Moments	<b>Lessons 7 - 9:</b> Mindfulness Switch - Parts 1 -3	<b>Lesson 7:</b> Interest in Others	<b>Lesson 7:</b> Belief 6 - I can accept that I'm OK as I am
Week 9						<b>Lesson 8:</b> Understanding Strengths 17 to 20	<b>Lesson 8:</b> Healthy Body, Happy Mind	<b>Lesson 10:</b> N.A.B.B. (Name, Accept, Breathe, Body)	<b>Lesson 8:</b> No More Snap Judgements!	<b>Lesson 8:</b> Belief 7 - I can make a difference
Week 10						<b>Lesson 9:</b> Understanding Strengths 21 to 24	<b>Lesson 9:</b> Positive Emotion Potion - Mix and Enjoy		<b>Lesson 9:</b> Give, Give, Give!	<b>Lesson 9:</b> Belief 8 - My actions are powerful
	<b>Lesson 10:</b> Identifying and using my top 5 Strengths	<b>Lesson 10:</b> Review		<b>Lesson 10:</b> Taking All the Steps	<b>Lesson 10:</b> Charging up my batteries - Empowering Beliefs in action					

# Reinforcement and Progression of Core Concepts through the Weaving Well-Being Programme



Growth Mindset	Language of Well-Being	Self-Efficacy	Character Strengths	Cognitive Reframing	Emotional Competence	Social Competence	Making a Difference
2 <sup>nd</sup> Class: All Lessons	2 <sup>nd</sup> Class: Lessons 1 & 2	2 <sup>nd</sup> Class: Lesson 2	2 <sup>nd</sup> Class: Lessons 3 - 10		2 <sup>nd</sup> Class: Lessons 4, 5 & 10	2 <sup>nd</sup> Class: Lessons 5, 6 & 10	2 <sup>nd</sup> Class: Lesson 10
3 <sup>rd</sup> Class: All Lessons	3 <sup>rd</sup> Class: Lesson 1	3 <sup>rd</sup> Class: Lesson 3	3 <sup>rd</sup> Class: Lesson 4		3 <sup>rd</sup> Class: Lessons 2 - 10	3 <sup>rd</sup> Class: Lessons 4 & 6	3 <sup>rd</sup> Class: Lesson 6
4 <sup>th</sup> Class: All Lessons	4 <sup>th</sup> Class: Lesson 1	4 <sup>th</sup> Class: Lessons 2 - 10	4 <sup>th</sup> Class: Lesson 6	4 <sup>th</sup> Class: Lesson 5	4 <sup>th</sup> Class: Lessons 7 - 10	4 <sup>th</sup> Class: Lesson 10	4 <sup>th</sup> Class: Lesson 1
5 <sup>th</sup> Class: All Lessons	5 <sup>th</sup> Class: Lesson 1	5 <sup>th</sup> Class: Lesson 10	5 <sup>th</sup> Class: Lesson 6	5 <sup>th</sup> Class: Lesson 8	5 <sup>th</sup> Class: Lesson 3	5 <sup>th</sup> Class: Lessons 2 - 10	5 <sup>th</sup> Class: Lesson 9
6 <sup>th</sup> Class: All Lessons	6 <sup>th</sup> Class: Lesson 1	6 <sup>th</sup> Class: Lessons 1-10	6 <sup>th</sup> Class: Lesson 5	6 <sup>th</sup> Class: Lessons 1, 2 & 4	6 <sup>th</sup> Class: Lesson 7	6 <sup>th</sup> Class: Lesson 7	6 <sup>th</sup> Class: Lesson 8

The above chart shows the progression and reinforcement of seven key concepts which are at the core of the Weaving Well-Being programme. Each concept is reinforced and revised at subsequent year levels, which provides opportunities for the children to gain deeper engagement and understanding as they progress through the primary school system. Having a multi-year structure which provides opportunities for re-engagement with skills and concepts throughout the levels has been shown to be a key element of effective programmes. (Weissberg, R. P., Goren, P., Domitrovich, C., & Dusenbury, L. (2013). CASEL guide -Effective social and emotional learning programs: Preschool and elementary school edition. *Chicago, IL: CASEL.*)

**Growth Mindset:** The concept of growth mindset was developed by psychologist Carol Dweck of Stanford University. To have a growth mindset is to believe that personal qualities and abilities can change, develop and improve with sustained effort. This is in contrast to having a fixed mindset, which is to believe that abilities are fixed and do not really change over time. This concept is developed formally in the sixth class programme, however it is a central concept throughout the entire programme; growth mindset underpins the process through which the children learn that their well-being can be enhanced and improved through a range of activities and strategies.

**Language of Well-Being:** The Weaving Well-Being definition of well-being is introduced in the second class programme. This allows for conversations on the topic of mental health and well-being to be normalised from a young age. It is reinforced in the third class programme and is then referred to in the all subsequent levels. Class posters showing this definition are included in the Teacher Manual for each level. A pupil self-assessment sheet, based on this definition, is also included at the back of each Pupil Activity Book and can be used at the teacher's discretion at various intervals during the year.

**Self-Efficacy:** Self-efficacy is the belief that a person has in their own ability to achieve their goals and succeed in challenges. The Weaving Well-Being programme aims to equip children with a wide range of practical strategies which they can use to boost their well-being and overcome challenges and limiting beliefs. This concept is introduced in second class and reinforced formally throughout all subsequent levels.

**Character Strengths:** The 24 Character Strengths from Positive Psychology are introduced and developed at an in-depth level throughout the second class programme. They are then referred to in all subsequent levels including a detailed revision lesson in the fourth class programme.

**Cognitive Reframing:** Cognitive Reframing forms the basis for Cognitive Behavioural Therapy and refers to the idea of challenging unhelpful and inaccurate negative thoughts. These thoughts can then be reframed in a more accurate and helpful way. This concept involves children reflecting on their own thinking, which is known as meta-cognition. Due to the complexity of this concept, it is not introduced until fourth class. It is then reinforced in fifth class and developed at an in-depth level in sixth class. It is important to note that cognitive reframing does not always mean replacing negative thoughts with positive ones, as this may be unrealistic and counter-productive. The aim is to challenge inaccurate negative thoughts and replace them with more logical and accurate ones.

**Emotional Competence:** Emotional competence refers to the concept of understanding and expressing emotions appropriately. Emotional competence is introduced in the second class programme and forms the basis of the third class programme. Many of the skills associated with it, including emotional awareness and self-regulation, are developed throughout all subsequent levels of the programme.

**Social Competence:** Social competence refers to the ability to interact positively with others. This concept is introduced in second class and all subsequent levels provide opportunities for developing social skills. Social and relationship skills form the basis of the fifth class programme.

**Making a Difference:** The concept of making a difference involves the idea of contributing, helping others and making the world a better place. It involves looking beyond the self and focusing on the wider context. This concept is introduced in the second class programme and is reinforced formally at all subsequent levels.