



MERCY SECONDARY SCHOOL MOUNTHAWK

Meánscoil na Trócaire Cnoc an tSeabhaic

LCA SPHE Curriculum 2024 SPHE Senior Cycle Specification

<https://www.curriculumonline.ie/getmedia/759a3a1d-9736-40d4-9f57-234443d2a344/SC-SPHE-Spec-JULY-24-p9.pdf>

Please note the RSE curriculum for LCA is available to read under 5th/6th year RSE link.

Term 1 : Jigsaw - Take Action Programme

September - January

*This resource comes with a digital workbook with assessments at the end of each module

Module 1 - What is Mental Health?

Learning Outcomes

- 1.5 recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour
- 1.6 describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health

Key Learning

In this module, students will:

- Explore their understanding of mental health
- Consider true or false statements about mental health
- Understand the importance of good mental health.

Methodologies and Assessment

Walking debate on true or false statements about mental health

Students will discuss or journal reflections on the following questions

- How would you explain “mental health” to some of your friends?
- What are some false beliefs that exist about mental health?
- What are some signs that a person has good mental health?

Module 2 - Factors that affect our mental health

Learning Outcomes

1.4 explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity

1.10 discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk

Key Learning:

Students will:

- Learn about the things that can affect their mental health
- Understand the things that can hurt and help their mental health

Methodologies and Assessment

Students will research 'My World Survey' and choose three interesting facts to discuss in a group Quiz, mind map and brainstorm things that can affect youth mental health

Read 3 case studies and list 3 stressors and 3 supports for young people.

Journal their thoughts

Exit slips

Module 3: Asking for Help

Learning Outcomes

1.6 describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health

1.8 discuss ways of responding to low mood, stress and anxiety

3.3 explore a range of life events where they might experience change, loss or heartache and discuss how to care for themselves and/or others during these times and where to find support.

Key Learning

Students will:

- Consider why it can be hard to ask for help
- Explore tips on when, how and where to ask for help
- Think about what advice you would give to young people who are finding it hard to ask for help
- Explore where young people can go in your community for help

Methodology and Assessment

Fill in a ranking survey of reasons as to why a young person may not ask for help
Discuss or journal the importance of one good adult
List 4 ways of reaching out for help
Discuss the acronym TALK
Write the list of supports provided by the teacher in the student journal

Module 4: Understanding and Managing our Emotions

Learning Outcomes:

3.5 demonstrate the confidence and skills needed to be their own person and be able to advocate for themselves and others, even if it means standing out from the crowd
1.5 recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour
1.6 describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health

Key Learning

Students will:

- Build their emotional vocabulary
- Practise useful grounding techniques
- Explore further tips for managing emotions.

Methodologies and Assessment

Students will learn techniques for experiencing, expressing and visualising difficult emotions
Students will practise the 4x4 breathing technique and the ACE technique
Students will journal about a technique that works for them

Module 5: 5 a Day for our Mental Health

Learning Outcomes

3.1 consider strategies for self-care that can help maintain health and prevent ill-health
1.8 discuss ways of responding to low mood, stress and anxiety

Key Learning

In this module, students will:

- Explore the 5-a-day for their mental health
- Consider how to incorporate the 5-a-day in their daily routine

Methodologies and Assessment

- Take a sensory walk
- Brainstorm ideas for new hobbies
- Plan a class random act of kindness for a member of the school community
- Begin a gratitude journal
- Practice 3 Good Things exercise
- Reflection: An activity a day for a week

Module 6: Exercise

Learning Outcomes

1.1 explore the determinants of good health
1.2 investigate ways a person can influence their holistic health, including physical activity, food, sleep, social connections, positive self-image and connecting with nature, and discuss how these are related
1.8 discuss ways of responding to low mood, stress and anxiety

Key Learning

In this module students will look at:

- Young people and exercise
- Exercise and mental health
- Tips on being active and staying motivated.

Methodologies and Assessment

Students will research connections between
Exercise and mood, exercise and self esteem, exercise and anxiety, exercise and sleep
Create an exercise themed Kahoot using their research
Set a challenge to try one new kind of exercise individually or as a class (school gym)

Module 7: Sleep and Mental Health

Learning Outcomes

3.1 consider strategies for self-care that can help maintain health and prevent ill-health
3.2 demonstrate self-management skills necessary for life
1.8 discuss ways of responding to low mood, stress and anxiety

Key Learning:

In this module, students will:

- Explore sleep and mental health
- Examine why your sleep might be disrupted
- Learn tips for getting more sleep.

Methodologies and Assessment

- Research information from the National Sleep Foundation on why teenagers need sleep
- Make a short information video on the link between sleep and mental health
- Watch the Jigsaw video 'i'm just so tired and I can't sleep'
- Survey students on ways that their sleep might be disrupted
- Keep a sleep journal and monitor screen time for one week

Module 8: Friendships

Learning Outcomes

1.4 explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity
1.5 recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour

1.10 discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk.

2.2 reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships

3.3 explore a range of life events where they might experience change, loss or heartache and discuss how to care for themselves and/or others during these times and where to find support.

Key Learning

In this module, students will:

- Explore different types of friendships
- Understand the importance of friendships and how they can change
- Read tips on how to communicate effectively in a friendship.

Methodologies and Assessment

Walking debate on strategies to respectfully end a friendship

Discuss/role play ways of being assertive in friendships

Brainstorm different types of relationships

Chose and analyse a video on Youtube that shows the importance of body language in communication

Module 9: Setting Goals

Learning Outcomes

1.8 discuss ways of responding to low mood, stress and anxiety

Key Learning:

In this module, we will:

- Discuss how goals can affect our mental health
- Learn about SMART goals
- Explore what happens if we don't achieve our goals
- Consider how to increase your chances of success.

Methodologies and Assessment

Students will read and learn the meaning of SMART goals for mental health from their workbook
 Students will read case studies from their workbook about young people that successfully implemented SMART goals for their mental health

•Students should

Pick a short-term goal you can track over a week (saving money, learning a new trick)

Decide whether your goal is SMART

Make a plan on how to achieve your goal

Implement your plan over the space of a week

•Reflect on your experience.

Final Assessment

Each student should create one piece of work based on one or more modules and. This may be a poster, an information leaflet, a video, a short film, an interview, a blog or a vlog. Students should aim to be creative and can choose any format they wish.

Know the Score - Substance Use Programme - February to May

Content	Learning Outcomes	Resources
Lesson 1 What do I know?	Students will - Be more aware of the wide range of drugs in everyday use • Be more knowledgeable about the prevalence of alcohol and drug use among Irish teenagers • Have a better understanding of some of the risks associated with substance use	Poster sized sheets and coloured markers Lesson 1 Worksheet 1 – Alcohol and Drugs – True or False?
Lesson 2 How do I feel?	Students will: • Have reflected on their own values, attitudes and feelings in relation to substance use • Be more aware of what influences the choices young people make in relation to substance use • Know more about some of the risks of substance use	• Optional: coloured cards for each student (see Activity 2) • Posters and coloured markers for each group, see Activity 3 • Lesson 2, Worksheet 1 – Kelsey and Sean Agree/Disagree signs for the walls
Lesson 3 Standing Tall	Students will: • Be more aware of their decision-making process in relation to substance use • Be familiar with assertive communication techniques • Practise assertiveness skills in the context of substance use	• Lesson 3 Worksheet 1 – Kelsey and Sean • Lesson 3 Worksheet 2 – Why? Why Not? • Lesson 3 Handout 1 – Assertive Communication Skills • Lesson 3 Worksheet 3 – Role Cards

Lesson 4 Positive Choices	Students will: <ul style="list-style-type: none"> • Be more aware of the relationship between emotional difficulties and the use of alcohol or drugs • Consider positive strategies for dealing with unhappiness and stress • Have begun to develop personal skills to enhance confidence and self-esteem 	<ul style="list-style-type: none"> • Set of cards for each group from Lesson 4 Worksheet 1 – Coping Strategies for Card Game Option A • Blank cards for Card Game Option B • Lesson 4 Worksheet 2 – Positive Self-Talk
Lesson 5 Top to Toe - Your Body and Alcohol	Students will: <ul style="list-style-type: none"> • Be aware of the legal age for alcohol consumption • Reflect on why young people drink alcohol • Have a better understanding of the negative effects alcohol can have on a young person’s physical health and wellbeing • Learn that deciding not to use alcohol or drugs is a legitimate choice for any individual 	<ul style="list-style-type: none"> • Blank card for each student • Bag or box to collect cards • Coloured markers • Lesson 5 Worksheet 1 – Alex’s Big Night Out • Lesson 5 Handout 1 – The Effects of Alcohol • Body diagram – Immediate and long-term effects of alcohol on the body
Lesson 6 Choices and consequences	Students will: <ul style="list-style-type: none"> • Understand the effects of alcohol on brain chemistry • Analyse the relationship between alcohol consumption and possible negative consequences for lifestyle choices. 	<ul style="list-style-type: none"> • Cards from Lesson 6 Worksheet 1 – Alcohol and Your Brain for each pair of students • Lesson 6 Worksheet 2 – Consequences • 6 large posters and coloured markers if using Option B, Activity
Lesson 7 Knowing your limits	<ul style="list-style-type: none"> • Know the low-risk drinking guidelines for adults • Be more aware of the risks of drinking alcohol during pregnancy • Thought about and considered keeping a drink diary 	Lesson 7 Worksheet 1 – Alcohol and Pregnancy <ul style="list-style-type: none"> • A container of coloured water, a measuring jug, a pint glass, a wine glass and a shot glass • Lesson 7 Worksheet 2 – Drink Diary
Lesson 8 How am I influenced?	Students will: <ul style="list-style-type: none"> • Have a greater awareness of cultural attitudes towards alcohol in Ireland • Consider how they are influenced by the power of alcohol brands • Critically examine an alcohol advert in order to increase awareness of the influence of alcohol advertising • Debate the issue of alcohol sponsorship of sporting events 	Blank A3 sheet <ul style="list-style-type: none"> • Alcohol advert (This will require some preparation in advance of the class – see note in Activity 3 – Analysis of advert)
Lesson 9 Cannabis	Students will: <ul style="list-style-type: none"> • Understand the law as it relates to cannabis • Know more about the myths and realities of the risks associated with cannabis use • Be familiar with their school’s substance use policy 	Lesson 11 Worksheet 1 – Cannabis Challenge Table Quiz <ul style="list-style-type: none"> • Copy of the school’s substance use policy • Posters and markers for each group of students

<p>Lesson 10</p> <p>Drug Stories</p>	<p>Understand more about the harmful effects of drugs</p> <ul style="list-style-type: none"> • Be more aware of how choices about substance use can impact on themselves and others by looking at real-life based stories • Be more knowledgeable about the risks of mixing drugs 	<p>Copies of Lesson 12 Worksheet 1 – News Report • Copies of Lesson 12 Handout 1 – Mixing Drugs and Alcohol</p>
<p>Lesson 11:</p> <p>Heads Up - Substance abuse and mental health</p>	<p>Be more aware of the personal and social implications of substance use</p> <ul style="list-style-type: none"> • Understand the impact of substance use on mental health • Design an awareness campaign on the topic of substance use and mental health 	<p>Lesson 13 Worksheet 1 – Making the Links • Lesson 13 Handout 1 – Alcohol, Drugs and Mental Health</p> <ul style="list-style-type: none"> • Poster-sized paper, coloured marker pens, reusable adhesive, scissors, glue
<p>Lesson 12:</p> <p>The Bigger Picture</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be aware of some of the signs of problem drug and alcohol use • Explore the effects of alcohol and/or drug dependency on work and relationships • Be more knowledgeable about sources of support if their lives are affected by substance use 	<p>Large post-it stickers</p> <ul style="list-style-type: none"> • Lesson 14 Worksheet 1 – Charlie and Ali’s Story • Lesson 14 Handout 1 – Substance use disorders