



MERCY SECONDARY SCHOOL MOUNTHAWK

Meánscoil na Trócaire Cnoc an tSeabhaic

Transition Year SPHE 2024

Take Action - Jigsaw

2024 SPHE Senior Cycle Specification

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

Resource: Take Action Programme

*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 add it to their TY digital portfolio. 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.

TY - RSE Curriculum

The YES Project - 6 Hours Minimum

Session 1: Identity and Consent (2 hours)

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

3.6 recognise when people are experiencing discrimination and demonstrate the skills needed to express solidarity in a range of situations.

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

2.1 demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups

Key Learning

In this session students will

- Establish a group contract.
- Explore their sexual wellbeing
- Learn why it is important to respect other people's sexuality
- Learn why it is important to communicate their needs and wants around relationships

- Understand what a healthy relationship is for them, both sexual and non-sexual

Session 2: Communicating Consent (2 hrs)

Learning Outcomes

- 2.3 discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure
- 2.1 demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-up within a sexual relationship.
- 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

Key Learning

In this session students should learn:

- Explain what consent means.
- Recognise boundaries around consent.
- Display confidence communicating consent.
- Demonstrate appropriate responses to consent, including acceptance when consent is not given.

Session 3: Wider Influences and Decision Making - 2 hrs

Learning Outcomes

- 3.2 demonstrate self-management skills necessary for life
- 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
- 2.4 examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.
- 2.7 investigate the possible influence of pornography on attitudes, behaviours and relationship expectations and what supports are available for those impacted by pornography

Key Learning

- Recognise the impact wider influences have on sexual decision-making such as media, peer pressure, family, culture, reality tv etc.
- Demonstrate the use of different decision-making processes.
- Make the link between sexual decision-making and a desired future self.
- Recognise their personal power around sexual decision-making.