

Weaving Well-Being Positive Relationships Pupil Book



Name: _____



Weaving Well-Being
by Fiona Forman & Mick Rock
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Weaving Well-Being

THE MORE YOU WEAVE...
THE BETTER YOU FEEL!



Weaving Well-Being

THE MORE YOU WEAVE... THE BETTER YOU FEEL!



Introduction to Weaving Well-Being

Welcome to the

Weaving Well-Being Positive Relationships Programme.

Soon we will be learning about how our **relationships** affect our well-being. If you have completed the Weaving Well-Being Programme before, you may remember this definition:



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THE BETTER YOU FEEL!

Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life. It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!

Our **relationships** with other people can really make a difference to so many aspects of our well-being. There are many steps we can take to improve our relationships. We will be learning about eight of them, and together they spell out the word 'RELATING'!



So let's get started and discover how our relationships can help us to weave our well-being!



Lesson 1

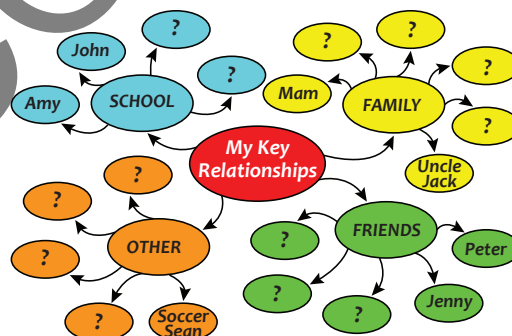
The Importance of Positive Relationships



Our **relationships** are very **important**. The support we give each other can help us to become **happier, healthier** and more **successful**. We should aim to create positive relationships with others whenever possible. This programme provides **eight steps** to do this. Of course, we need to remember that creating positive relationships **isn't always easy** and takes **time, effort and patience**. We may get frustrated and annoyed at times but, like anything, the more effort we put in, the more positive our relationships can become!

Activity 1

Draw a map of the various relationships in your life in the box provided. Start with categories (e.g. family) and then write the names of the people in each category (see example).



REVIEW

As you will see there are lots of people in our lives who support us and, of course, we can support them too!



Main Benefits of Positive Relationships

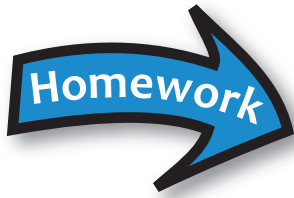
Scientists have found positive relationships provide many benefits - here are five.



Put these benefits in order of 1 to 5 based on how important you think each benefit is (1 being the most important).

Write down why you selected your number 1 choice.

Then, in pairs, compare your answers and explain your choices to each other.



Lesson 1 Homework: The Importance of Relationships

Pick one of the people on your Relationship Map from Activity 1 and write down one way they have helped or supported you recently.

Name of Person _____

This person helped or supported me by:

Pick a person on your Relationship Map (it can be the same person) and write down one way you have helped or supported that person recently.

Name of Person _____

I helped or supported this person by:

Parental signature/comment:

Parents should sign this box to show that they have discussed each homework activity and to give any feedback if they wish.



Lesson 2

Respect

Having respect for others is one of the most important parts of positive relationships. This means that we treat others as **equal** to us, we see them as **important** and **value their rights and opinions**, even if they are different to ours.



Activity 1

The Gift of Respect

We can think of respect as a **gift** we can give others. Think of somebody who treats you with respect. How do they show it in their **words or actions**? How does that make you **feel**? How do you feel when you give respect to others?



Create a word art based on these words here. Use different colours and styles of writing!

You may like to include some of these words:

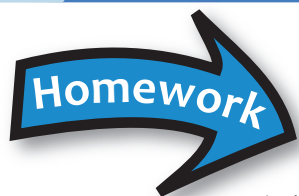
equal, important, value, opinions, actions, words, rights, accepting, attitude, strong, feelings.



Respect Guidelines

We have discussed the guidelines for treating others with respect. Now write your own set of **Respect Guidelines** here (do's and don'ts). You can **adapt and add** to the guidelines from the lesson or leave them as they are.





Lesson 2 Homework: Respect in Action

Interview an adult in your family on their views about respect. Ask them the following questions and write down their answers.

Name of person interviewed: _____

What does respect mean to you? _____

How important do you think respect is in relationships? _____

Have you ever felt disrespected by someone? Yes ☐ No ☐

(If yes, there is no need to disclose person's name)

If yes, then how did this make you feel? _____

How do you feel when a person shows you respect? _____

What is the main way you show respect to others? _____

Is there any particular advice you would like to share with me about respect? _____

Thanks so much for your time!

Be aware of your Respect Guidelines and try to use them in your interactions with others this week. Reflect on how this affects any of your relationships.

Parental signature/comment:



Lesson 3

Empathy



Empathy means imagining how other people feel. It is understanding and imagining with **your heart** as well as **your head**. We can show empathy to others by listening to them and really **feeling what they are feeling**. We can ask them if there is anything we can do to help.

Activity 1

Walk in my Shoes – work in pairs or on your own

Scenario 1: Read this piece about Emily and try to understand how she is feeling using your head (your mind). Then really try to feel empathy for Emily by reading it again and stretch your understanding by trying to understand and imagine with **your head and your heart**. Put yourself in Emily's shoes. Can you imagine how you would feel?

My name is Emily
and I am eleven years old.

I have two best friends, Tara and Lucy. Sometimes I worry that Tara and Lucy like each other more than they like me. I worry a lot about being left out. Yesterday I found out that Lucy had a sleepover in Tara's house last weekend that I wasn't invited to. Lucy let it slip while we were talking at break time and I could see by Tara's face that she was trying to stop Lucy from saying more, but it was too late. Tara told me that her mother said that she could only have one friend at a time for the sleepover and that she was planning to invite me next time. I felt really upset but tried to just brush it off in front of them. Inside I'm hurting a lot now.'

Now write down how you think how Emily feels, imagining with your **heart** as well as your **head**.

How could using empathy help Tara and Lucy to show Emily that they are sorry and that they care about their friendship with her?

If they don't try to use empathy, what do you think might happen?



Walk in my Shoes – Activity 1 continued

Scenario 2: Read this piece about Tom and try to understand how he is feeling using your head (your mind). Then really try to feel empathy for Tom by reading it again and stretch your understanding by trying to understand and imagine with **your head and your heart**. Put yourself in Tom's shoes. Can you imagine how you would feel?

*My name is Tom and I'm eleven years old.
I love to play soccer and I'm on the same team as my best friend David. Yesterday we were playing a league game and I missed a shot on goal which would have given us a draw. David is really competitive and he starting shouting at me telling me that I should have scored. He got really angry. I already felt bad for missing the shot and this made me feel a lot worse. It's not the first time that David has lost the head like this. I really don't think he stops to think about how other people feel when he does this.*

Now write down how you think how Tom feels, imagining with your **heart** as well as your **head**.

How could using empathy help David to show that he is sorry and that he cares about his friendship with Tom?

If David doesn't try to use empathy, what do you think might happen?



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List ways people can be different and the same

Having empathy helps us to understand that even though we are all **different** in lots of ways, underneath it all we are all the **same** in many ways. For example, we come in all colours, shapes and sizes but we all feel sad and angry if we are hurt. We may have different families but we all need to be loved. How many ways can you think of that people can be **different and the same**? List them here:

Ways in which people are the same

This illustration shows some basic needs that we all have as humans. Think about it and see if it gives you any more ideas for ways in which we are all the same.

A word cloud featuring various human needs and values. The words are arranged in a dense, overlapping manner. The most prominent words are 'FREEDOM' (blue), 'FRIENDSHIP' (red), 'FOOD' (orange), 'SHELTER' (blue), 'LOVE' (pink), 'SECURITY' (light blue), 'RESPECT' (blue), 'LEISURE' (orange), 'REST' (pink), 'BELONGING' (green), 'PURPOSE' (blue), 'UNDERSTANDING' (pink), 'POWER' (green), and 'PRAISE' (red). The words are in different sizes and orientations, creating a dynamic and colorful composition.



Lesson 3 Homework: Empathy in Action

In order to feel empathy for others, it's helpful to try to understand exactly what **strong feeling** they may be experiencing. Here are eight strong emotions which people often feel. Have you felt any of them recently? Read them and then see if you can identify what each child is feeling in the different situations below.

Envious	A feeling of wanting what someone else has
Rejected	A feeling of being pushed away
Frustrated	A feeling of being discouraged because of not being able to do something
Humiliated	A feeling of being made to feel ashamed or stupid
Disappointed	A feeling of unhappiness because something in particular didn't happen
Overwhelmed	A feeling of having too much to cope with
Embarrassed	A feeling of appearing foolish in front of others
Anxious	A feeling of being worried

Situations - (there may be more than one correct answer)

Tom gave the wrong answer and people laughed at him. Tom may feel _____

Anna asked her friend to play but she said she was too busy. Anna may feel _____

Molly's grandmother is in hospital. Molly may feel _____

Jack didn't make the school soccer team and he really wanted to. Jack may feel _____

David is trying hard to get his maths right but keeps making mistakes. David may feel _____

John's friend Sam just got the Xbox game that John really wanted. John may feel _____

Zach has a lot of worries and he is not sure what to do. Zach may feel _____

Rebecca was called a bad name by a girl from another class. Rebecca may feel _____

Before you act or speak this week, use your empathy to think about how your words and actions may make the other person feel. Try to feel and show empathy whenever you can!

Parental signature/comment:



Lesson 4

Look for Win-Wins

Disputes or conflicts with others can affect the relationships we have with these people. Working to find **solutions** to these problems that we can **both feel good about** helps to promote and enhance positive relationships over time.



Activity 1

Find the solution (W-W), (W-L), (L-W) or (L-L)

John and Alice are going out for the day. John wants to see the new movie but Alice would like to go for a walk in the park.

The following are some of the solutions they could agree on. Think about what it would be like to be either John or Alice and then decide whether each solution was a win-win (W-W), win-lose (W-L), lose-win (L-W) or lose-lose (L-L) solution from that person's point of view.

Solutions	John or Alice	W-W	W-L	L-W	L-L
John insists on going to the cinema and Alice reluctantly agrees to go with him.					
John goes for a walk with Alice just to avoid an argument.					
John knows that Alice made an effort to watch a football match with him yesterday so he decides to go for a walk with Alice.					
Alice asks John to go for a walk with her today because it is sunny and she will go to the cinema with him tomorrow.					
John doesn't want to go for a walk and Alice won't go to the cinema so they just stay in.					



Find Win-Win solutions

Can you think of a Win-Win solution to the following disputes?

1. You want to watch a movie but your dad wants to watch a football match.

A Win-Win solution could be _____

2. During a sleepover at a friend's house your friend is insisting that you play an Xbox game but you wanted to play a game of chess.

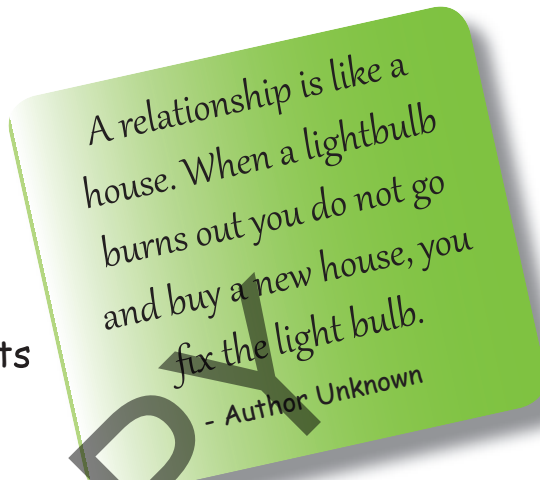
A Win-Win solution could be _____

3. Your mam wants you to do your homework now but you want to play with your friends and do it later.

A Win-Win solution could be _____

4. Your parents have just bought you and your brother bunk beds. Your brother wants the top bed and so do you.

A Win-Win solution could be _____





Lesson 4 Homework: Win-Win Solutions

Draw a short cartoon strip showing a conflict (real or imaginary) that may have arisen between two people.



What type of solution is shown in this cartoon?

Win-Win ☐ Win-Lose ☐ Lose-Win ☐ Lose-Lose ☐

Try to look for Win-win solutions to any conflicts or disagreements you may have this week. Notice how this makes you feel and if looking for Win-Win solutions has any impact on your relationships.

Parental signature/comment:



Lesson 5

Active Listening



Listening can be more difficult than we think. When we **actively** listen to others we show them **respect** and, over time, we **strengthen our relationships** with them. It is also more likely that they will listen to us more when we have something to say.

Activity 1

Work in pairs. Take a couple of minutes to think about your favourite hobby, movie, TV programme, a music group or singer or anything that you love doing.

When you are both ready decide who will talk first. That person will spend 3 minutes talking about the subject they have chosen and the other person actively listens. Then you switch around so that the person who spoke will now be the listener and vice versa.

Did you use any of the active listening skills during this activity?

Tick any of the skills you used.

Did you:

- ☐ Give your undivided attention?
- ☐ use Whole Body Listening?
- ☐ Ask Questions?

Did you notice any barriers?

- ☐ Busy Mind?
- ☐ Scattered Attention?
- ☐ Me, Me, Me!

Did any of the barriers to active listening get in the way? Tick any barrier to your listening during the activity. If you ticked a barrier write down the barrier below and how it affected how you listened.



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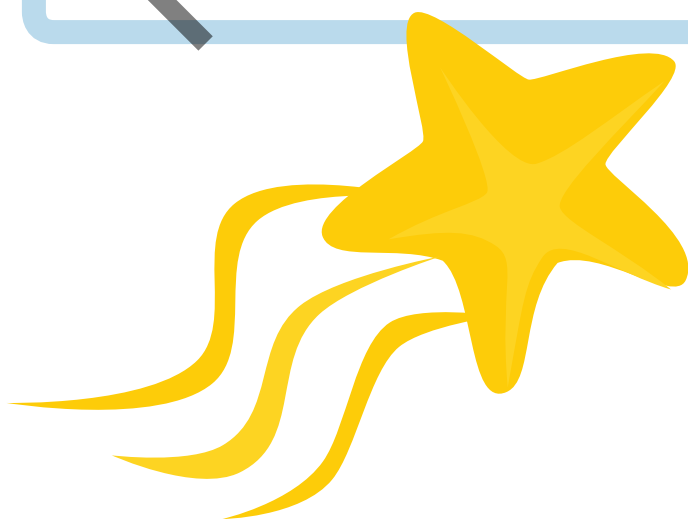
When we become curious we can get better at thinking of different questions to ask to get more information. This, in turn, improves our listening skills.

Take a look at this picture and imagine that this is one of your friends. She has just told you that she has won a prize in an Art Competition so she is really happy. Think about what you could say to her to show that you are really happy for her and would like to know more about her good news.

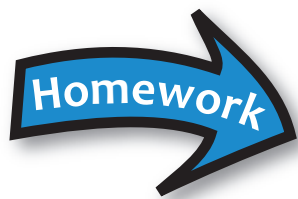


Write down five things that you could say to her. This should include some questions you could ask.

1. _____
2. _____
3. _____
4. _____
5. _____



When someone shares good news and we show interest in their good news, and let them know that we are happy for them, it can have a very positive impact on our relationship with that person.



Lesson 5 Homework: Active Listening

Pick a time this week to practise your active listening skills. It could be on yard, having dinner with your family or when you are out playing with your friends.

Give your
undivided
attention

Use
Whole Body
Listening

Ask
Questions

How easy or difficult did you find it to listen and not interrupt or talk about yourself and why?

What did you learn from the experience?

What can you do different in the future?

Parental signature/comment:



Lesson 6

Try to Forgive

We can sometimes find it **difficult** to forgive another person for something that they may have done to hurt us. However when we do, we can make both **ourselves** and the other person **feel better**. Our relationship can also benefit from this act of forgiveness.



Activity 1

Your experience of forgiving others

Think about a time in the past that you forgave someone who hurt you by something they said or did and answer the following questions.

Note: There is no need to mention the other person's name.

Write a very brief description of how they hurt you.

Why did you decide to forgive them?

How did forgiving the person make you feel?

How do you think it made the other person feel?

What impact did this have on your relationship with that person?



If you completed the **Character Strengths** programme, you may remember that **Forgiveness** is one of the 24 strengths. Try to use this strength together with your own top strengths to help your well-being.



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PARENTAL PULL-OUT

Parents: Please remove this centrefold carefully to avoid damaging the staples!

Positive Relationships SPHE Programme - Parent Guide

This short booklet is designed to give parents a brief introduction to the “*Weaving Well-Being*” programme and to help them support their children as they complete the **Positive Relationships** (5th Class) section of the programme. The **Weaving Well-Being** programme is a well-being programme for children specifically designed to promote positive mental health and flourishing in children. The skills are based on current research from the field of **Positive Psychology**.

What is Positive Psychology?

Positive Psychology is concerned with the science of well-being, personal growth and resilience. It is founded on the concept of identifying and developing personal strengths. Positive Psychology uses evidence-based activities which help people to flourish, grow and engage with life on an optimal level whenever possible. Our lessons and activities introduce children to many of these strategies and activities which can empower them to become active participants **in creating, maintaining and boosting positive mental health** throughout their lives. Activities have been designed in accordance with the SPHE curriculum, and the Guidelines on Well-Being issued by the Department of Education and Skills (2015).

Why are Positive Relationships important?

Being able to cultivate positive relationships can have a wide range of benefits across different areas of our life. Research has shown that people who have strong positive relationships in their lives experience better health and suffer lower levels of stress. Positive relationships can also help us to live longer and we can feel better about ourselves. Positive relationships also lead to greater success in both our personal and work lives.

The Eight Steps to Enhancing Relationships with Others - the Relating Model

In line with the research showing that positive relationships are linked to increased well-being across a number of areas, this **Positive Relationships** programme introduces children to eight evidence-based strategies to nurture positive relationships on a daily basis. The first letters of each lesson combine to spell the word ‘**Relating**’ which should serve as a reminder to the children of each lesson. These strategies are:

- Showing respect to others (**R**espect)
- Having empathy for others (**E**mpathy)
- Dealing with conflicts constructively (**L**ook for Win-Wins)
- Developing listening skills (**A**ctive Listening)
- Practising forgiveness (**T**ry to Forgive)
- Expressing interest in others (**I**nterest)
- Developing a non-judgemental attitude (**N**o More Snap Judgements)
- Focusing on giving (**G**ive, Give, Give!)

The **Positive Relationships** programme introduces each of these strategies as steps towards building relationships with others. The children are given an opportunity to use each strategy, then evaluate and record the effects of each one on their relationships. After trying out all of the strategies on an individual basis, the children are then encouraged to put all of their ‘steps’ together and use them in their interactions with others.



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To gain maximum benefit from the steps, your child should be encouraged to use them as much as possible. Children will learn these concepts best in a warm, supportive environment in which each of these elements of positive relationships is present. Try to model these elements yourself in your relationship with your child and show him or her that you are always open to learning about and enhancing these concepts yourself. There is a homework task each week which encourages practical use of the strategies and steps. You may even enjoy trying the homework task yourself or involving the whole family in it! In order to help and encourage your child, you may find the following information useful.

Lesson 1: The Importance of Positive Relationships

In this lesson, children learn about what a positive relationship is and identify the different relationships in their lives. They discover the importance of developing positive relationships and the wide range of benefits that this can provide in terms of their happiness, success and well-being. They also learn that there are many steps you can take to cultivate positive relationships and are introduced to the eight steps that will be covered in our **Positive Relationships** programme.

How to support your child: Talk to your child about the importance of relationships. Discuss the key relationships in your life. Give them examples of times that other people supported you, made you feel better or helped you achieve something in your life. Also discuss ways that you may have helped others in the past to reinforce the benefits that positive relationships can bring to each person in that relationship.

Lesson 2: Respect

In this lesson, children learn that respect is based on the concept of equality and valuing of others. The idea of respect as a fundamental part of positive relationships is discussed and children think about how it feels to be respected and disrespected. A set of guidelines for treating others with respect is presented. Children are encouraged to make their own set of guidelines based on this set.



How to support your child: Talk to your child about what respect means and why it is so important to relationships. Discuss their set of guidelines and ask them to explain why they chose them. Recognise and affirm respectful interactions in family life and discuss how they make people feel. Encourage your child to see how respectful interactions build and nurture positive relationships.

Lesson 3: Empathy

In this lesson, children learn the meaning and importance of empathy. Empathy is described as imagining and understanding how others feel **using your heart and your head**. The phrase 'walk in my shoes' is introduced to help the children to understand the concept. Children discuss how it feels to be treated with empathy and why empathy is such an important part of positive relationships.



How to support your child: Talk to your child about the meaning of importance of empathy for others. Emphasise the active step needed to **understand with your heart** as well as your head. Look for everyday examples to give your child an opportunity to think about and try to feel how others are feeling. Ask your child to think about how they would feel if they were in that same situation. Recognise and affirm displays of empathy in family life and discuss the effects on relationships.



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Lesson 4: Look for Win-Wins



In this lesson, the children look at how conflicts can arise and discover that the way we resolve conflicts has the potential to enhance or damage that relationship on an on-going basis. They look at the different ways that conflicts can be resolved and the consequences of choosing outcomes that one person feels unhappy about. They also learn how to work to create win-win outcomes where possible which respect the needs of both themselves and the other person involved and the positive benefits this can bring.

How to support your child: Ask your child to explain the different outcomes to a dispute and what a win-win outcome involves. Think about and discuss examples in your life where you have worked with someone to find a win-win solution to a conflict that existed. Consider any small disagreements that you may have had with your child in the past and see if you can agree on what a win-win solution to that problem would be. Look for win-win solutions whenever any further conflicts arise.

Lesson 5: Active Listening



In this lesson, children discover the importance and benefits of active listening in cultivating positive relationships. They learn that actively listening to others can be more difficult than they thought and they discuss the reasons why people often don't listen properly to each other. They get to learn about and implement a number of suggestions that will enhance their listening skills going forward. These are: practise giving your undivided attention, using whole body listening and asking relevant questions. They also discover the importance of responding positively to others' good news.

How to support your child: Ask your child to tell you about the four ways we can improve our listening skills. Encourage your child to practise their listening skills. Provide them with opportunities to do this by spending some time talking to them on a one to one basis about a topic you are both interested in. If you notice your child implementing these skills give them positive feedback on how they are doing and how it makes you feel when they listen. Also look for opportunities to act as a positive role model by taking the time out to actively listen to your child whenever they are sharing some news with you.

Lesson 6: Try to Forgive



This lesson looks at the concept of forgiveness and how it impacts on relationships. It explores the benefits of forgiving others but it also explains that forgiveness is a personal choice and that people may choose not to forgive in particular circumstances. However it does encourage your child to choose forgiveness where possible, for their own benefit and for the benefit of the relationship involved.

How to support your child: For homework this week talk to your child about your own experiences of forgiveness. Discuss examples, however small, of times when you forgave someone who may have hurt you in some way and how this made you feel. Or times that someone forgave you. Talk about any impact this may have had on your relationship. Give your child the option of discussing with you the homework activity where they decide to write about forgiving someone else. They may prefer to keep this to themselves which is also fine.



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Lesson 7: Interest in Others



In this lesson, the children are introduced to the importance of showing interest in others. This is linked to the idea of showing respect to others and showing them that they matter to you. The children are encouraged to show interest in others by asking questions in conversations, giving encouragement and celebrating the successes of others. They discuss how it feels when others show or don't show interest in them on a personal level.

How to support your child: Encourage your child to show interest in others. Recognise and affirm when they ask questions in conversations and show encouragement to others. Reinforce the concept of active listening as introduced in Lesson 5. Perhaps choose a family meal time to practise these skills this week.

Lesson 8: No More Snap Judgments



In this lesson, the children learn about the tendency of our minds to make snap judgements about others without necessarily having all of the information. They learn that this was useful for our ancestors but how damaging it can be to relationships nowadays. They explore different ways people judge each other negatively and discuss any experiences they have of being judged in this way. They are encouraged to notice this tendency to judge and to replace it with curiosity and kindness if possible. The link to self-judgement is introduced and children are encouraged to treat themselves with kindness also.

How to support your child: Draw attention to the mind's tendency to judge and criticise others whenever you see examples of it within the family this week. Give gentle reminders by asking your child to come up with different reasons why someone may have behaved in a certain way before they draw a negative conclusion about the person. Encourage your child to treat themselves with kindness if you hear them being hard on themselves in various situations. As with the other strategies, model this response yourself whenever possible.

Lesson 9: Give, Give, Give!



In this lesson, children explore all the things which they can give to others which cost them nothing in return, for example, kindness, smiles, encouragement, a helping hand and so on. They discuss how giving in this way can build positive relationships and also how it can help them to feel happier and healthier themselves.

How to support your child: Recognise and affirm situations in which your child gives to others this week. Perhaps do a list of ways in which the family can give to each other and organise some type of 'Giving Challenge' in which a certain number of examples of giving is rewarded by a family outing. Discuss the benefits to relationships and to the family as a result of this activity.

Lesson 10: Taking All the Steps

In this lesson, the children get to review the importance of positive relationships and the eight steps they have learned throughout the programme to cultivate positive relationships. They also get to review their experience of implementing the different steps and to decide which of these steps have proven to be the most helpful to them. We encourage them to prepare an action plan to ensure they continue to use these steps, as appropriate, in the future.

How to support your child: Ask your child to discuss their experience of implementing the eight steps to positive relationships. How did this help them in the past? What was their favourite step? What steps will they focus on in the future? Discuss your own experiences of using any of the eight steps in your own life.



Self Forgiveness

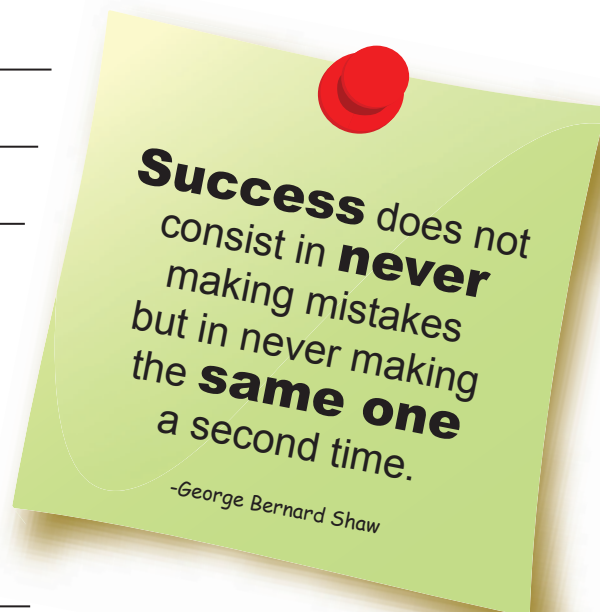
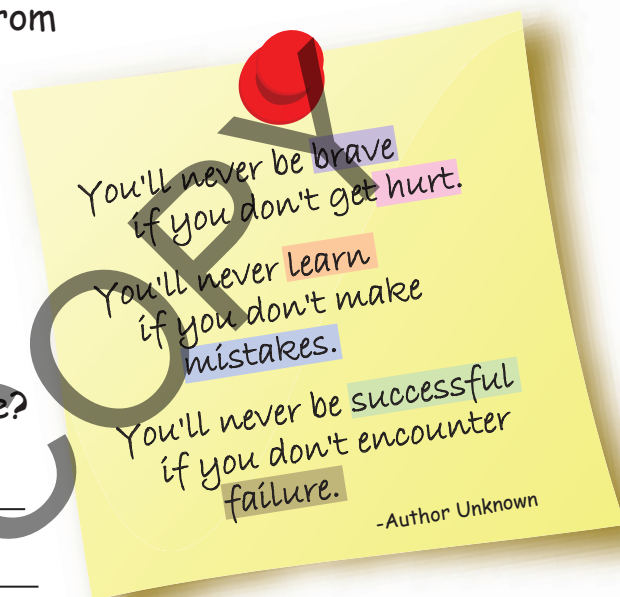
We also have to learn to forgive ourselves when we feel that we have made a mistake or did something that was wrong. No one is perfect and everyone makes mistakes from time to time. In fact, mistakes can be a great opportunity to grow.

Think of a time that you feel you did something wrong and you felt bad about it and answer the following questions.

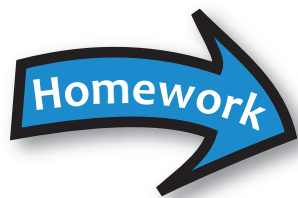
What did you learn from the mistake you made?

Did anything else positive come out of this experience?

What will you do differently in future?



Now forgive yourself for making this mistake and decide to move forward rather than looking back. You can't change the past!



Lesson 6 Homework: Forgiveness Letter (Not to be sent)

Think about a time when you felt hurt about something that was done to you. Perhaps it was something that was said or a particular action that hurt you.

Now **write** a rough outline of a letter that you could have sent to that person saying why you were upset and how the event made you feel. Show forgiveness by **stating** in the letter that you now forgive them for what they did.

When you are finished tear up the letter and throw it in your bin along with any negative feelings you had. Then answer the following questions.



Write a very brief description of the negative event.

Can you think of any positive benefits that may have come out of that negative experience or that you might receive in the future?

How did forgiving the person in your letter make you feel?

Try to look for opportunities to forgive others this week. Notice how this makes you feel and if it has any impact on your relationships.

Parental signature/comment:



Lesson 7

Interest in Others

When we show that we are interested in others, we show that we **value** them and that they are **important** to us. It is a way of showing we respect them and what they have to say. We can show interest in others by **active listening**, **asking questions**, **staying on topic**, **encouraging them** and **sharing their happy news** with them.



Activity 1

Showing Interest

Read this dialogue in pairs:



- A:** Hi, how was your weekend?
- B:** Great thanks. It was my brother's birthday so we went to the cinema.
- A:** I didn't really do anything at all, it was quite boring.
- B:** That's a pity. The movie was great, really funny. There was this great bit where...
- A:** Did I tell you I've got that game I was looking for?
- B:** No, lucky you! Is it good?
- A:** Yes, it's really good. I spent ages on it yesterday. Got to a really high level on it. The graphics are amazing.
- B:** I'd love to have a look at it. I could call over after school today?
- A:** Look, there's Tom! I need to ask him about the match...'Hey Tom, wait up'!

Think and talk:

1. Who is showing interest in this conversation?
2. Who isn't showing interest? What tells us that they aren't showing interest?

Now try the conversation again. Start off the same way, but change it so that person A starts to show more interest from the line

'I didn't really do anything at all. It was quite boring.'

Have a couple of tries, taking turns. Remember to stay on topic and ask questions! Share with the class if you would like to!

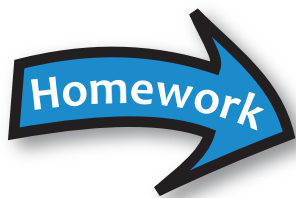


Activity 2

Wall of Encouragement

Fill each of the bricks with phrases to encourage and help others. There are lots of examples on the next page.

*Be an encourager.
The world has plenty of
critics already.
- Dave Willis*



Lesson 7 Homework: Interest in Action

Tick if you
used it!



Remember how important it is to encourage others when they are facing a challenge and how this can build positive relationships?

Read the phrases of encouragement on the right and try to use them as much as you can this week. Put a tick beside any ones you used. Write some phrases of your own also in the blank lines.

Don't forget to say them to yourself when you need encouragement too!

Phrases of Encouragement

Keep going! You can do it!

You're nearly there!

You've got this!

Life is tough, but so are you!

You've done this before, you can do it again!

Think how proud you will feel afterwards!

I'm here for you! How can I help?

Don't give up!

You're doing your best and that's the main thing!

Parental signature/comment:



Lesson 8

No More Snap Judgements!

Our brains like to make snap judgements about people as this helped to protect us from danger in past times. The more we judge and criticise others, the better we get at **judging and criticising**! If we judge others harshly, we can get into the habit of judging ourselves harshly too.



So let's try more **kindness** and less judgement. We can do this by reminding ourselves that we often don't know the whole story and that it's OK for people to be **different** and to **make mistakes**!

Activity 1

Write down your **negative** snap judgements of the following situations. What might you assume and how does this make you feel?



1. One of your good friends doesn't turn up at your party and doesn't contact you to say why.

2. The new kid in your class says they don't want to join the game when you invite them.

3. A group of your friends are playing at break time and don't invite you to join in.

4. Your brother shouts at you when you ask to borrow his iPad.

Now, in pairs, see if you can come up with another, more **positive** possible explanation of each event.

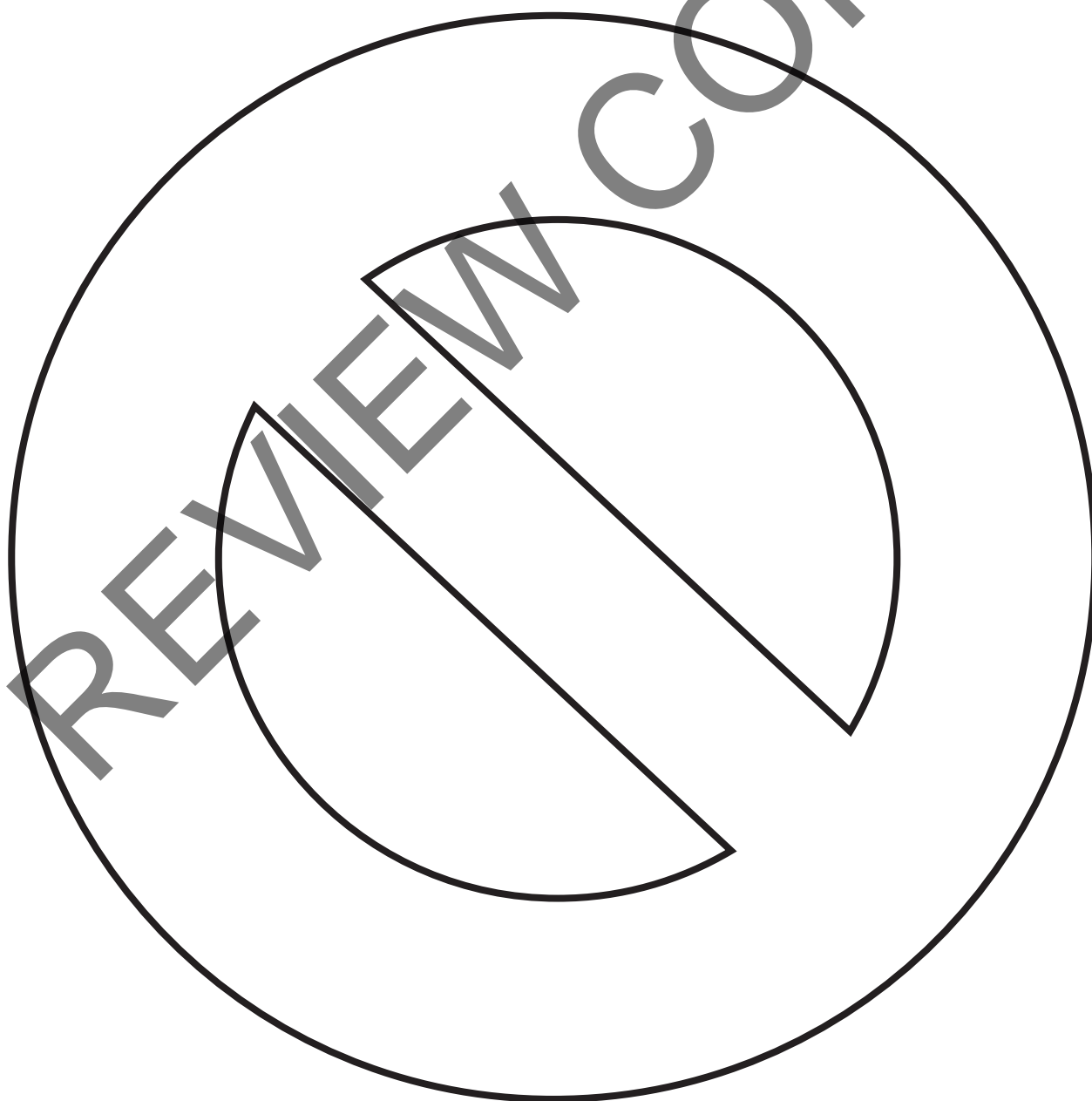
1. _____
2. _____
3. _____
4. _____

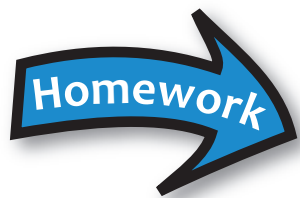


Word Art

We looked at some guidelines to help prevent snap judgements. Use them to write your own on top of the sign below. You can design it any way you like.

Guidelines for No More Snap Judgements!





Lesson 8 Homework: No More Snap Judgements in Action!

This week, try to notice your mind's tendency to make snap judgements in a negative way. Try to replace the judgement with curiosity and kindness instead. Write about and illustrate your experience here.

REVIEW COPY

Parental signature/comment:



Lesson 9

Give, Give, Give!

If we focus on what we can **give to others**, instead of what we can get from them, we can be **happier and healthier**. It will also help us to build **strong positive relationships**. We can give in so many ways, it doesn't matter how small!



Activity 1

Give, Give, Give!

We have learned that there are so many things we can give which cost us nothing. Draw and write some of them here. Use lots of colours and styles of writing.





Weaving Well-Being



THE MORE YOU WEAVE... THE BETTER YOU FEEL!



Read these quotes about giving and design a poster for one or all of them. Make up your own quotes if you prefer!

No-one ever became
poor by giving.
- Anne Frank

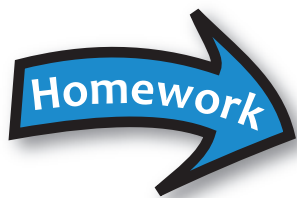
We rise by
lifting others.
- R. Ingersoll

Find yourself in the
service of others.
- Gandhi

REVIEW COPY



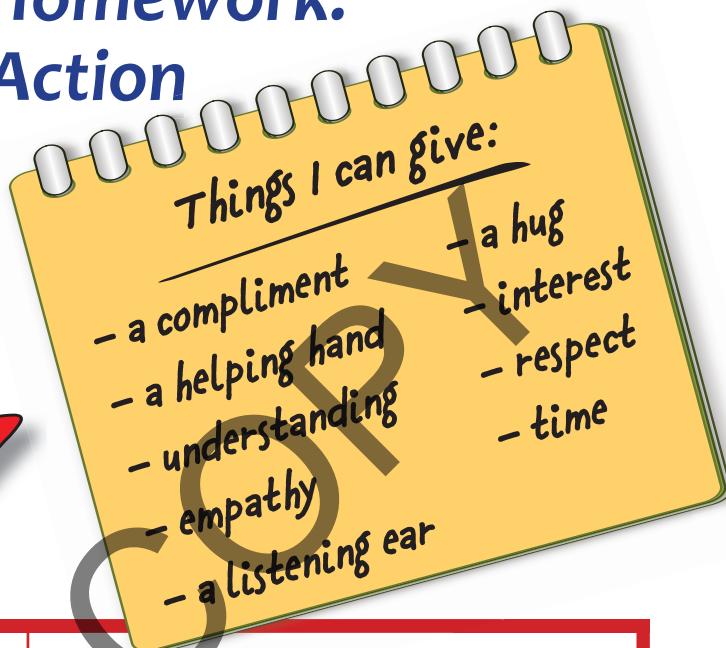
If you completed the **Weaving Well-Being Character Strengths Programme**, you may remember identifying your top 5 strengths. You can give to others by using and sharing your strengths as much as possible. Can you think of some ways?



Lesson 9 Homework: Giving in Action

Look back at your Relationship Map on page 2 of this book. Now pick two people from it and choose **at least three ways** from this list (or use your own ideas) to give to them this week.

Tick them as you complete them.



Person 1 - Name:	Person 2 - Name:
I will give them:	I will give them:
1. <input type="checkbox"/>	1. <input type="checkbox"/>
2. <input type="checkbox"/>	2. <input type="checkbox"/>
3. <input type="checkbox"/>	3. <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

At the end of the week, you can ask them if they noticed anything special and how it made them feel!

Parental signature/comment:



Lesson 10

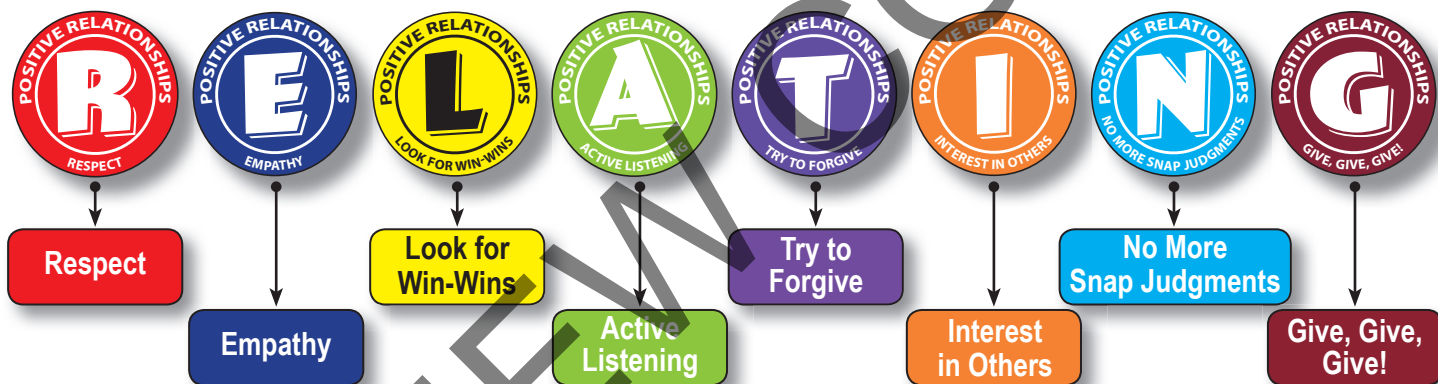
Taking All the Steps

Now that we know the importance of **Positive Relationships** and ways that we can cultivate them, it is time to review each one and decide how you have used them in the **past** and how you can use more of them in the **future**.

Activity 1

Taking All the Steps

Here are the various ways we have explored to enhance the relationships in your life.



Choose your favourite step or the one you found the most helpful and give an example of how you have implemented it to create more positive relationships in your life.

My Favourite Step:



Acrostic Poem

In pairs or by yourself, write an acrostic poem called 'Relating' using the words from the programme to start each sentence.

Respect _____

Empathy _____

Look for Win-Wins _____

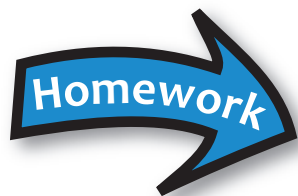
Active Listening _____

Try to forgive _____

Interest in others _____

No more snap judgements _____

Give, give, give _____



Lesson 10 Homework: Positive Relationships in Action

Now you have learned how to improve your relationships with others, it's up to you to use these steps as often as possible to get the maximum benefit.

To help you get into the habit of enhancing your relationships, keep track of how you are doing each day for the next week. Try to notice the impact of using, or not using, the steps on your relationships.

Put a ☒ or an ☐ under each step to show whether you used it or not.

MONDAY

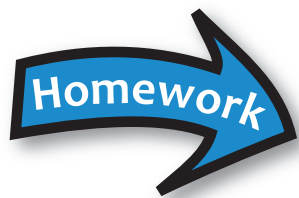


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TUESDAY



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Lesson 10 Homework continued: Positive Relationships in Action

Put a ☒ or an ☐ under each step to show whether you used it or not.

WEDNESDAY



--	--	--	--	--	--	--	--

THURSDAY



--	--	--	--	--	--	--	--

Parental signature/comment:



Looking Back on the Weaving Well-Being Programme: Positive Emotions

Did you complete the **Weaving Well-Being Positive Emotions** programme?

If you did, don't forget to use your **Positive Emotion Potion** every day to boost your well-being!

Here are all the **ingredients** of the **Positive Emotion Potion** to remind you!



Attitude of
Gratitude



Feel-Good-
Flow!



Random Acts
of Kindness!



Rainbow
Moments!



Healthy Body-
Happy Mind



Looking Back on the Weaving Well-Being Programme: Tools of Resilience

Did you complete the **Weaving Well-Being Tools of Resilience** programme?

If you did, don't forget to use your **Tools of Resilience** whenever you need to cope with all the little problems and disappointments of life.

Here are all of the **Tools of Resilience** to remind you!





Well-Being Self-Assessment Check-Up

These Weaving Well-Being lessons have been designed to help you to notice and improve your well-being. Your teacher may ask you to fill it in from time to time to help you keep track of your own well-being. If you need help in a certain area, think of ways to improve on it and see if they work. Don't forget to ask your parents, friends and family for help, support and advice! Enjoy weaving your well-being!



= I'm doing well in this area



= I'm doing okay, room for improvement



= I am not doing well and may need support or help in this area

Well-Being Signs	Date	Date	Date	Date	Date	Date	Date
I feel like I have plenty of energy to do the things I want or need to do.							
I feel like I get along with others most of the time.							
I know and use my strengths often.							
I regularly feel grateful for many things in my life.							
I feel that I have ways to cope with disappointments and problems.							
I often feel proud of myself for doing my best.							
I often help others.							
I can accept that I am ok just as I am.							



Weaving Well-Being



THE MORE YOU WEAVE... THE BETTER YOU FEEL!

Notes:

You can write any extra notes you need on this page.



www.otb.ie/weaving-well-being

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