



Student Voice in Junior Cycle Wellbeing WORKSHOP

Voice in Junior Cycle wellbeing

Wellbeing is an area of learning in Junior Cycle. Young people can have multiple opportunities to learn about wellbeing and to experience wellbeing as they learn in junior cycle. Listening to young people about their experiences of wellbeing in the classroom, in their school, and how they recommend it could be improved can ensure that the school's Wellbeing programme is relevant and worthwhile.

The workshop outlined below will allow your students to contribute to decision-making about the Wellbeing programme.

Title of workshop	Voice in Junior Cycle wellbeing
AIM	Young people's voice in decision making about the Wellbeing programme
PARTICIPANTS	This workshop aims to gather feedback from young people about their experience of wellbeing in the school and suggestions for planning for Wellbeing to be shared with the Wellbeing team and/or senior management
ROOM LAYOUT	This work can be completed with whole class groups/special interest groups, e.g. students with additional needs, LGBTI students, the Student Council. A group size of 20 – 30 students is ideal.
ROOM LAYOUT	Flexible seating
FACILITATOR	One lead facilitator
TIME	Double period
RESOURCES	Flip chart. White board, Wellbeing Indicators' template (Appendix 1) Wellbeing indicators visual (Appendix 2).
INTRODUCTION	This workshop is an important part of our work in planning the Wellbeing programme in junior cycle. We want to hear about what is important for you in a Wellbeing programme. The feedback from this workshop will be presented by you to the Principal and/or Wellbeing team who are committed to responding to your ideas and suggestions
STEP 1	Brainstorm 'What matters for young people's wellbeing' today? Record responses on flipchart/white board. Tease out the big ideas. Optional: If you were to make a pitch for one or more of the areas identified, what would it be?
STEP 2	Invite the young people to complete the template below, (Appendix 1). The template can be completed individually, in pairs or in small groups.

Title of workshop	Voice in Junior Cycle wellbeing
STEP 3	<p>When you or your group have completed the survey, agree the following:</p> <ul style="list-style-type: none"> • which of the indicators the school does best to support and how • which indicator the school needs to improve on and how this might be done • Other issues you would like to raise in this conversation <p>If there are young people who completed the survey on their own, invite them to join with others in a group of three/four to respond to the prompts above.</p>
STEP 4	<p>Where more than one group have chosen the same indicator for attention, invite them to work together to agree on the three important points they would like to make for improvement.</p> <p>On a flip chart page, each group writes the indicator they have been focusing on and the three points they would like to make in their feedback.</p>
STEP 5	<p>If time allows, display the completed feedback sheets on the wall and invite the groups to view the different responses.</p>
CONCLUSION	<p>If there was one piece of advice you would want taken on board by the Principal/Wellbeing team, what would it be?</p> <p>Invite students to be involved in collating and presenting the overall feedback from the group to the Wellbeing team and/or school management.</p> <p>Agree when and how all of the participants in this workshop can receive an update about this and what the next steps are.</p>

APPENDIX 1:

Wellbeing in junior cycle

The six wellbeing indicators describe what is important for young people's wellbeing

How do you think the school scores on each of the wellbeing indicators below? 1 = Weak 5 = strong

	In our school we are supported to be...	Rank				
		1	2	3	4	5
Active	<ul style="list-style-type: none">confident and competent participant in physical activity					
	<ul style="list-style-type: none">physically active every day					

What is working well?

How could this be improved?

	In our school we are supported to...	Rank				
		1	2	3	4	5
Responsible	<ul style="list-style-type: none"> take action to safeguard and promote our own wellbeing and that of others 					
	<ul style="list-style-type: none"> make healthy eating choices 					
	<ul style="list-style-type: none"> learn how to take responsibility for our own learning learning 					
<i>What is working well?</i>						
<i>How could this be improved?</i>						

	In our school we are supported to...	Rank				
		1	2	3	4	5
Connected	<ul style="list-style-type: none"> feel connected to the school, community and the wider world 					
	<ul style="list-style-type: none"> understand how our actions and interactions impact on our own wellbeing and that of others, in local and global contexts 					
<i>What is working well?</i>						
<i>How could this be improved?</i>						

	In our school we are supported to...	Rank				
		1	2	3	4	5
Resilient	<ul style="list-style-type: none"> feel confident in ourselves and have the coping skills to deal with life's challenges 					
	<ul style="list-style-type: none"> know where we can go for help 					
	<ul style="list-style-type: none"> believe that with effort we can achieve 					

What is working well?

How could this be improved?

	In our school we...	Rank				
		1	2	3	4	5
Respected	<ul style="list-style-type: none"> feel listened to and valued 					
	<ul style="list-style-type: none"> have positive relationships with our peers and teachers 					
	<ul style="list-style-type: none"> show care and respect for others 					

What is working well?

How could this be improved?

	In our school we are supported to be...	Rank				
		1	2	3	4	5
Aware	<ul style="list-style-type: none"> • aware of our thoughts, feelings and behaviours and to make sense of them 					
	<ul style="list-style-type: none"> • aware of our personal values and can think through our decisions 					
	<ul style="list-style-type: none"> • aware of ourselves as learners and know how we can improve 					
<i>What is working well?</i>						
<i>How could this be improved?</i>						

APPENDIX 2

Wellbeing indicators

