

Wellbeing

Subject: Wellbeing – Daring Greatly

Number of Periods per week: 1

Class Teacher: Ciara O Byrne

Aims and objective:

To increase students' knowledge and understanding around the following topics:

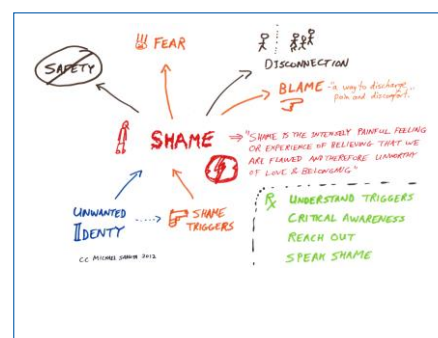
- Shame
- Vulnerability
- Trust
- Leadership

The aim is to give them language that helps them to understand their own sense of self and self-belief, to help them separate their self-worth from their ability or inability to succeed and fail and to recognise and understand the value of trust in relationships.

Course content:

Lesson 1 & 2: Shame

- What is shame?
- The difference between shame, guilt, humiliation and embarrassment?
- How does shame feel and what are our shame triggers?
- How it acts as a barrier to connection with others
- What is empathy?
- The difference between empathy and sympathy
- The power of empathy over shame



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Lesson 3: Vulnerability

- What is vulnerability?
- It's relationship with shame
- What is courage?
- It's relationship with vulnerability
- The Daring Greatly Manifesto
 - Living life in the arena
 - Looking at who is in the arena with you
 - Why it's not your critics that count

Lesson 4: Trust

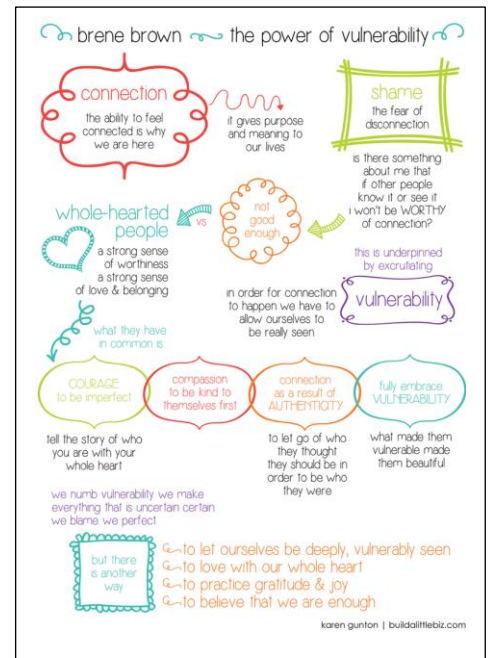
- What is trust?
- What is mistrust?
- How to measure moments for trust in relationships – marble jar friends
- Engaging in moments of trust in relationships – sliding door moments
- Breaking down trust into recognisable elements - BRAVING
 - Boundaries
 - Reliability
 - Accountability
 - Vault
 - Integrity
 - Non judgement
 - Generosity
- The importance of BRAVING with ourselves first.

Lesson 5 & 6:

- What is leadership?
- The many ways of leading
- Daring Leadership Manifesto
- Daring feedback checklist

Method of assessment:

Students will be asked to take time to think about a poem, song, piece of writing, artwork that encapsulates the meaning of shame, trust and embracing vulnerability to dare greatly and lead daringly. They can be original works or works that have been completed by others but have resonated with them under the relevant topic of discussion for each class. They will post them



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to our class Teams account and form a complete collection of works they can refer to and keep as a memento of the work we completed in class.

More than assessing them in this area it will allow me to get a sense of what has resonated with them and hopefully created space for their own personal growth.

