***HEADSTRONG - Links to the Second Level Curriculum***

**Aims of HEADSTRONG:**

1. Stamp out stigma
2. Promote resilience
3. Advocate individuality
4. Encourage inclusivity
5. Enhance wellbeing
6. Endorse a sense of community
7. Empower student voice

There are 6 indicators of welling for the Junior Cycle as issued by the NCCA and jct.ie.

1. Active
2. Responsible
3. Connected
4. Resilient
5. Respected
6. Aware

**Active**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Am I a confident and skilled participant in physical activity?
2. How physically active am I?

**How HEADSTRONG can meet the requirements of this indicator**

The following events can used as part of the themes in HEADSTRONG. These events are only some ideas to meet the requirements of this indicator.

1. Spinathon
2. School cycle
3. Colour run
4. Walk with rocks

**Responsible**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Do I take action to protect and promote my wellbeing and that of others?
2. Do I make healthy eating choices?
3. Do I know where my safety is at risk and do I make right choices?

**How HEADSTRONG can meet the requirements of this indicator**

1. HEADSTRONG Theme - How to talk about it supports point 1 and 3
2. HEADSTRONG Theme - Coping with stress as an adolescent- supports points 1-3
3. HEADSTRONG Theme - Eating disorders - supports point 2 and 3
4. HEADSTRONG Theme - Body image - supports point 2 and 3
5. HEADSTRONG Theme - Optional themes can be used to promote student wellbeing and that of others - supports point 1
6. HEADSTRONG Theme - Peer pressure - supports point 1 and 3
7. HEADSTRONG Theme - Social media - supports points 1-3
8. HEADSTRONG Theme - Technology - supports points 1-3

**Connected**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Do I feel connected to my school, my friends, my community and the wider world?
2. Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

**How HEADSTRONG can meet the requirements of this indicator**

1. HEADSTRONG Theme - ‘Look out, how to talk about it’ - supports points 1 and 2
2. Fundraising - links in with both points
3. Schools Go Orange - supports both points in many ways depending on event chosen
4. HEADSTRONG provides a sense of community and allows students to build relationships and friendships
5. Community - use HEADSTRONG themes to link in with local clubs - spreads message of each them to the locality
6. CAS Congress in the 3Arena - supports both points

**Resilient**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Do I believe that I have the coping skills to deal with life's challenges?
2. Do I know where I can go for help?
3. Do I believe that with effort I can achieve?

**How HEADSTRONG can meet the requirements of this indicator**

1. HEADSTRONG Theme - Coping with stress as an adolescent supports all 3 points
2. HEADSTRONG Theme – ‘Look out, how to talk about it’ supports all 3 points
3. All of the HEADSTRONG Themes are based on the life challenges that students face today - this idea helps to support all 3 points
4. HEADSTRONG toolkit contains many supports - point 2

Resilience is part of the base of each HEADSTRONG theme. This enables students to learn coping skills and develop a more educated outlook on life’s challenges. This in turn will let them know they can achieve.

**Respected**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Do I feel that I am listened to and valued?
2. Do I have positive relationships with my friends, my peers and my teachers?
3. Do I show care and respect for others?

**How HEADSTRONG can meet the requirements of this indicator**

1. All HEADSTRONG events have counsellors in attendance that support point 1
2. Schools that use HEADSTRONG will ensure all students are listened to, valued and respected. The committee layout of the programme enhances all 3 of the above points
3. Student voice is paramount. HEADSTRONG uses focus groups to ensure student opinions are heard and are acted upon, particularly for events like Congress and Summit
4. Many of the HEADSTRONG themes link to care and respect, particularly the Elderly theme

**Aware**

**The following questions are used in the syllabus to enhance understanding of the indicator.**

1. Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
2. Am I aware of what my personal values are and do I think through my decisions?
3. Do I understand what helps me to learn and how I can improve?

**How HEADSTRONG can meet the requirements of this indicator**

1. Every theme and the way in which it is addressed dedicates specific time for reflection (see reflection worksheet in tool kit). This increases student awareness and supports each of the 3 points
2. Through developing the skillset of students they will become more aware of their personal values - supports all 3 points

**How can HEADSTRONG add to students JCPA (Junior Cycle Profile of achievement)?**

1. Fundraising opportunities
2. Mental health events e.g. The Summit and Congress
3. Noticeboards and events carried out in association with each HEADSTRONG Theme
4. CBAs in 1st and 2nd year
5. \*\*Counts toward the 300 wellbeing hours of Junior Cycle \*\*

**CBA Wellbeing Idea**

Can be based on any of the headstrong themes and can focus on stamping out stigma associated with the topic and also promote resilience in relation to the topic.

The CBA can be based on any theme from HEADSTRONG. This would consist of project work, followed by presentations and displays on notice boards. The activity toolkit has all resources needed to facilitate this.

**HEADSTRONG also meets Key Skills requirements of the Junior Cycle**

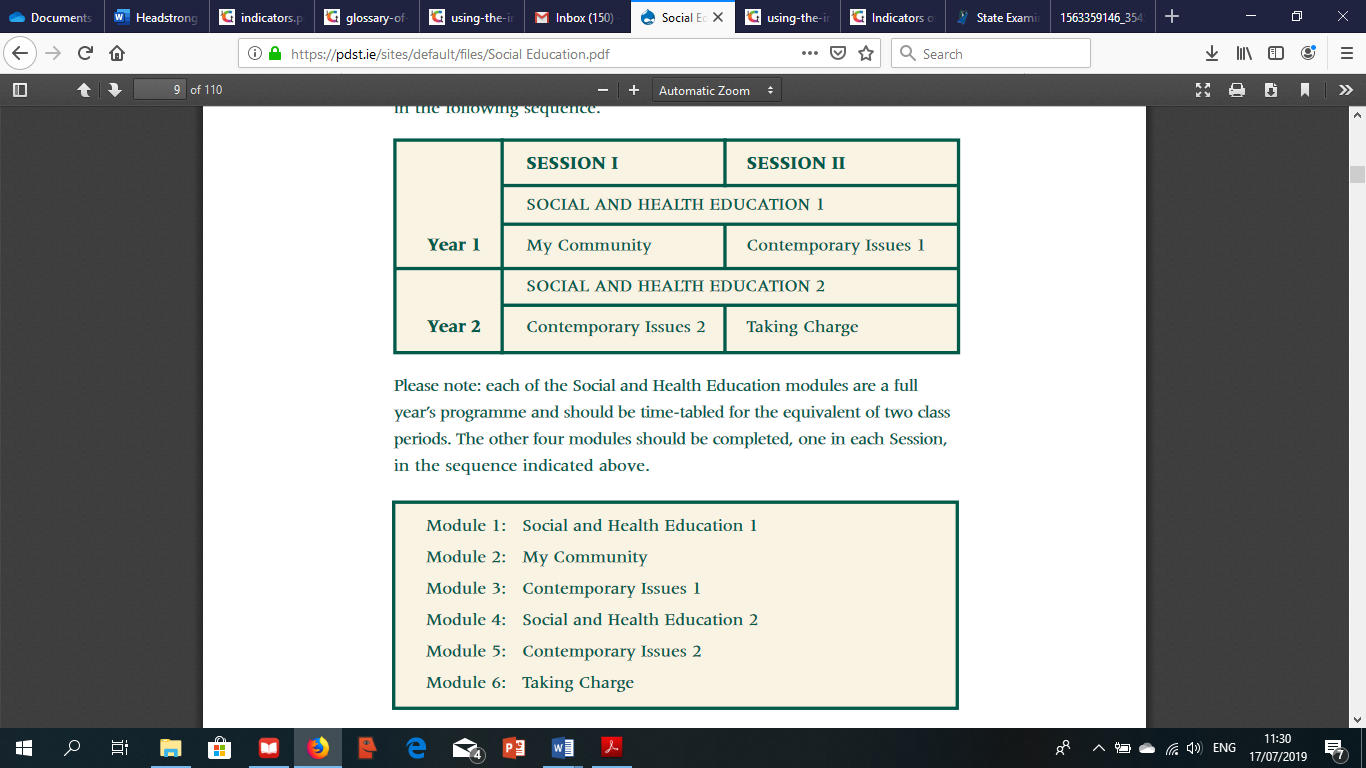
**HEADSTRONG in Senior Cycle**

**LC:**

The curriculum framework for SPHE in senior cycle is an enabling curriculum. The framework is built around five areas of learning. These areas of learning focus on what is important for learners in senior cycle to know, understand and be able to do in order to make and maintain healthy lifestyle decisions. The five areas of learning are:

* Mental health
* Gender studies
* Substance use
* Relationships and sexuality education
* Physical activity and nutrition

HEADSTRONG meets the criteria and learning outcomes for the Mental Health area of the SPHE course. HEADSTRONGs optional themes can then be utilised as part of the other 4 aspects of the senior SPHE curriculum.

**LCA:**

HEADSTRONG can be used as a central tool in the delivery of each of the modules in the LCA Social Education curriculum. The skills learned from Junior Cycle Wellbeing using HEADSTRONG are highly useful when carrying out all key assignments in LCA.