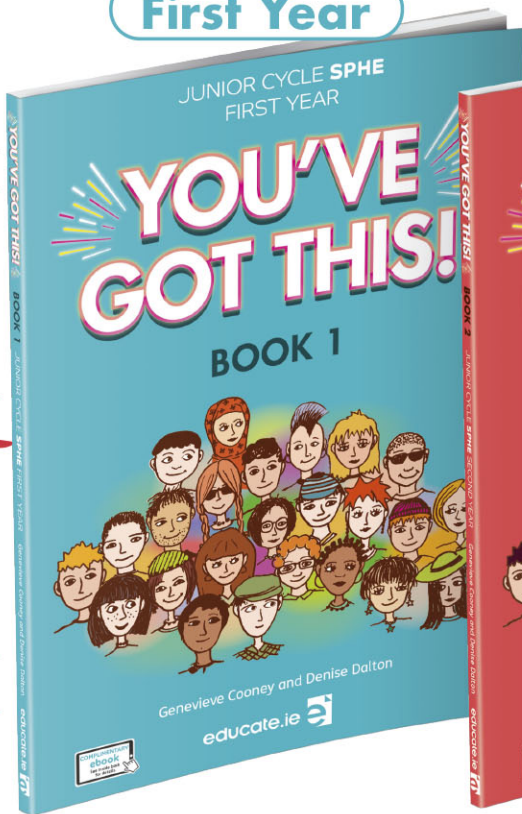


JUNIOR CYCLE
SOCIAL, PERSONAL AND HEALTH EDUCATION

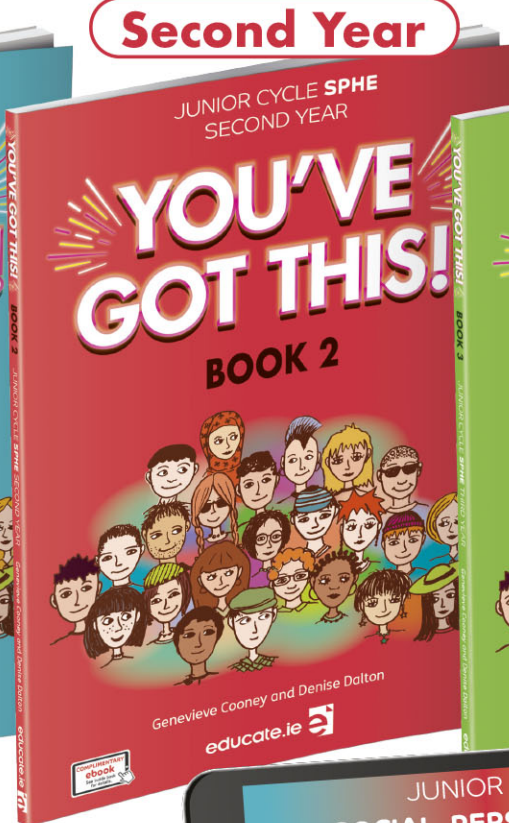
YOU'VE GOT THIS!

Books 1, 2 and 3

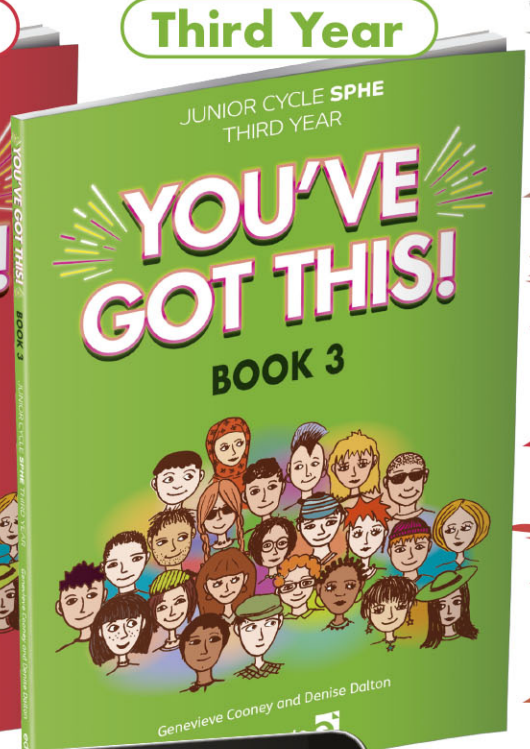
First Year



Second Year



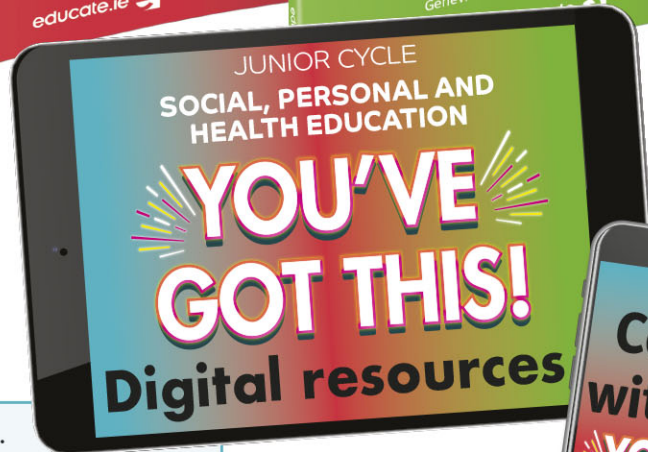
Third Year



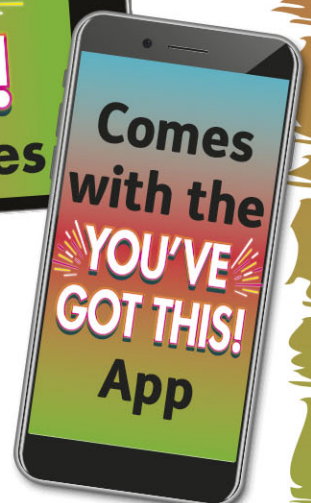
**Free Teacher's
Resource Book for
adopting teachers**

A complete course for the new specification.

- ✓ Covers all aspects of the SPHE specification.
- ✓ Written by experienced SPHE teachers.
- ✓ Comprehensive Teacher's Resource Book gives teachers all the up-to-date information needed to teach topics.
- ✓ Dedicated interactive *You've Got This!* app allows classes to engage with topics via questionnaires and more.



COMPLIMENTARY
ebook



Your Educate.ie rep is available to discuss this title. Call, email or ask us about a meeting.

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A complete Junior Cycle SPHE course.

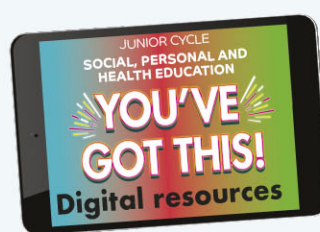
Junior Cycle SPHE

The *You've Got This!* series is split over three books: Book 1 (First Year), Book 2 (Second Year) and Book 3 (Third Year). The series contains everything you need to teach Junior Cycle SPHE.

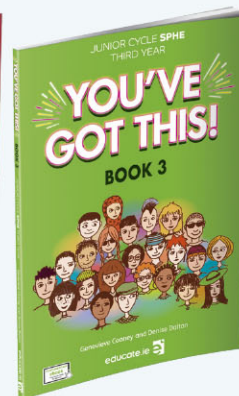
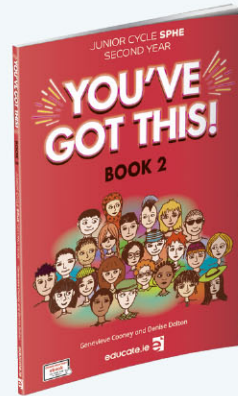
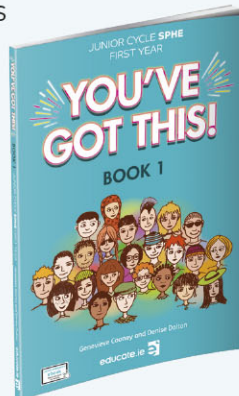
- ✓ **Written for the new specification and RSE requirements:** The *You've Got This!* series was written with the new SPHE specification in mind and is aligned with all course requirements, including developments in RSE.
- ✓ **Real-world content with a balanced level of detail:** Content is based on the latest research and data available, with real-world examples that are relevant to students' lives.
- ✓ **Written by experienced SPHE teachers:** The *You've Got This!* series has been written by two experienced SPHE teachers, so you can be confident that the material and methodologies used are appropriate and suitable for your classroom.
- ✓ **Activities based on active learning methodologies/pedagogical approaches:** Contains a range of activities based on active learning methodologies/pedagogical approaches, to get students to actively engage with the course, as emphasised in the specification.
- ✓ **Flexible and hassle-free SPHE:** Chapters have been designed to be covered in single lessons or can be easily adapted to cater to a school's specific SPHE timetable. The easy-to-follow chapter format will make SPHE a hassle-free part of your timetable.
- ✓ **Spiral approach to cover the full course:** Carefully planned spiral approach means students meet suitable material from all three strands across First, Second and Third Year.

FOR THE STUDENT

- ✓ Textbooks with **complimentary** ebooks
- ✓ App
- ✓ Digital resources



COMPLIMENTARY
ebook

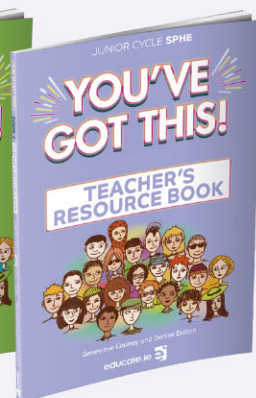
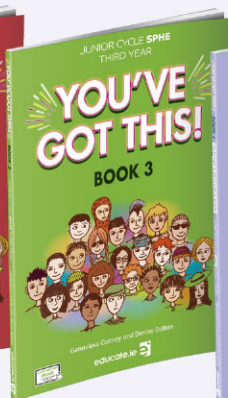
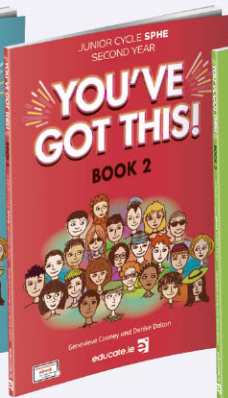
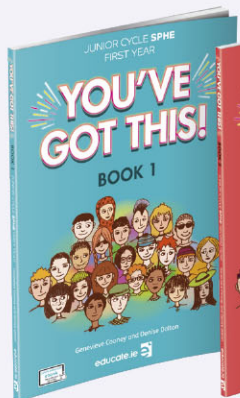


FOR THE TEACHER

- ✓ Textbooks with **complimentary** ebooks
- ✓ App
- ✓ Teacher's Resource Book
- ✓ Digital resources



COMPLIMENTARY
ebook



The You've Got This! app

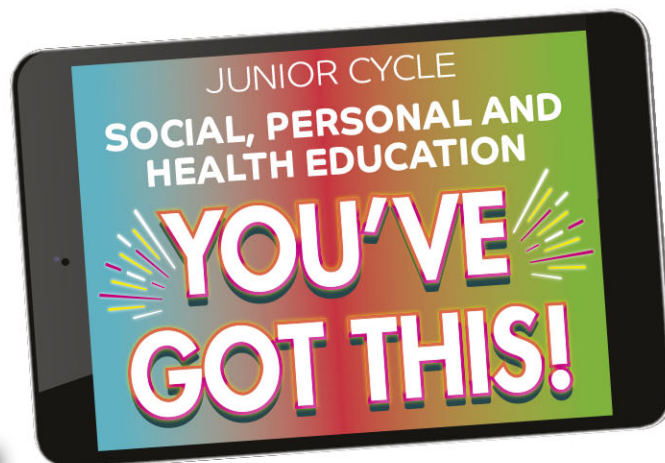
- ✓ The *You've Got This!* series comes with a free app that can be used with some of the activities as an additional support.
- ✓ Students can complete various surveys and questionnaires from the textbooks on the app and the results will be anonymously compiled and made available to the teacher.
- ✓ This allows the anonymous sharing of opinions around some sensitive topics that are part of the SPHE specification.
- ✓ The anonymous results of the surveys and questionnaires can then be used as a starting point for class discussions and also to promote reflection.

	Statements	Never	Rarely	Sometimes	Often	Always
1	I prepare for school the night before (packing my lunch, laying out my uniform, setting the alarm, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I set aside time for planning my week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I am independent. I organise myself and my day without the need for reminders from parents/guardians and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I meet deadlines with time to spare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I keep a routine to stay consistent with sleep, exercise, nutrition and relaxation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I am on time for school, activities and appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I write things that I have planned into a weekly planner (journal or phone).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I remember when I have exams and I schedule time to study for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I remember my family's and friends' birthdays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I find time to relax in my day once I have completed my tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital resources

Additional material is available on [Educateplus](#), including:

- ✓ Ebooks
- ✓ PowerPoints
- ✓ Planning templates
- ✓ Demonstration videos for teambuilding and communication activities.



Unit 1: Understanding Myself and Building Connections JUNIOR CYCLE SPHE – YOU'VE GOT THIS!

ACTIVITY 3.1 – READ

THE BENEFITS OF GOOD-QUALITY SOCIAL CONNECTIONS

- 50% increased chance of a longer lifespan
- Lower rates of anxiety and depression
- Stronger immune system
- Better control of our emotions
- We value ourselves more and understand each other better
- Good for social, emotional and physical wellbeing

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Unit 1: Understanding Myself and Building Connections JUNIOR CYCLE SPHE – YOU'VE GOT THIS!

ACTIVITY 6.4 – DISCUSS

Statements for discussion:

- I can't believe I failed that exam. I'm such an idiot.
- You let another goal in, you idiot. Can't you do anything right?
- Why didn't you stand up for yourself? You're such a coward.
- You don't deserve to have nice things happen.
- You sent that message to the wrong person, you dope.
- I am the worst friend. How did I forget their birthday?
- I am not good at anything!
- You screwed up again. You're always making mistakes.
- You are so lazy - you haven't done any study today.
- I am not as smart as them.

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Unit 1: Understanding Myself and Building Connections JUNIOR CYCLE SPHE – YOU'VE GOT THIS!

Personal strengths

- A **strength** is something you are good at that makes you feel capable, strong and excited when you do it.
- A **weakness**, on the other hand, is something that makes you feel fragile.

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Unit 1: Understanding Myself and Building Connections JUNIOR CYCLE SPHE – YOU'VE GOT THIS!

ACTIVITY 8.1 – THINK

Steps for thinking activity:

- What happened?
- How did you feel at the time? (Use the emotions wheel on page 7.)
- What were you saying to yourself in your head?
- Was this fair?
- Looking back, is there a more compassionate way you could have reacted?

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Take a look inside

You've Got This! is an **engaging** and **creative** textbook series written in line with the Junior Cycle SPHE specification. Learning Outcomes have been carefully selected and grouped together in chapters. Chapters have then been grouped into units of learning. Students will meet and revisit Learning Outcomes throughout the book.

Chapters open with **learning intentions** written in student-friendly language.

An **opening question** gets students thinking about the chapter topic.

Chapter content is written in a **clear, age-appropriate style**.

Individual, pair- and group-work **activities** are presented under clear action headings.

Watch activities allow students to watch and reflect on real-world videos on topics that affect them.

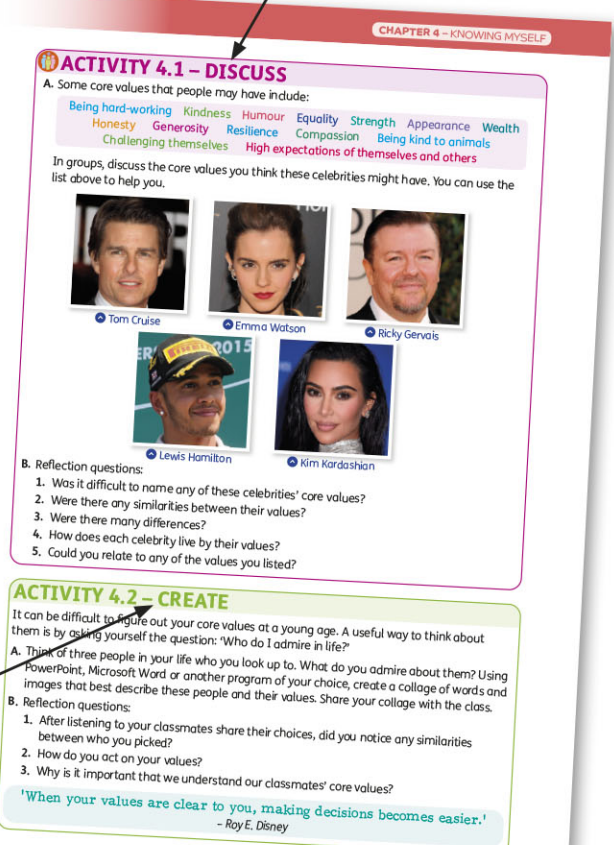
Read activities allow students to read and respond to case studies to foster an understanding of how topics affect them and their peers.





Create activities promote creativity and allow students to show evidence of learning through multiple means of expression.

Key terms are listed at the start of each chapter and are highlighted in the text.



Discuss activities promote dialogue, self-esteem and communication skills in a respectful way.



Name of mineral	Foods rich in this mineral (1 serving)	
Selenium		Brazil nuts (1–2 nuts) Tuna (85 g cooked) Eggs (1 large) Whole wheat bread (1 slice)
Iodine		Iodised salt (in moderation) Seaweed (1–2 sheets) Yoghurt (245 g) Cod (85 g cooked)
Phosphorus		Greek yoghurt (280 g) Salmon (85 g cooked) Lentils (38 g cooked) Quinoa (185 g cooked)
Copper		Shellfish such as shrimp (85 g cooked) Nuts and seeds such as cashews (28 g) and sunflower seeds (28 g) Organ meats such as liver (85 g cooked) Dark chocolate (28 g)

ACTIVITY 11.2 – CREATE

In groups, create breakfast, lunch and dinner recipes for a typical teenager for one day. Incorporate as many of the vitamins and minerals listed previously into the three meals as possible.

Visually display your recipes in poster format, and make sure to highlight the vitamins and minerals present in your ingredients. The group that incorporates the greatest variety of vitamins and minerals into their recipes will be the Recipe Champs!

If you need some inspiration, use this online recipe finder tool:

www.educateplus.ie/go/recipe-finder-tool

RECIPE CARD

INGREDIENTS:

METHOD:

Role play activities promote action, empathy and problem-solving and coping skills.

YOU'VE GOT THIS! 1 – FIRST YEAR SPHE

ACTIVITY 7.7 – ROLE PLAY

A. In pairs, act out these role plays. Swap roles for each scenario, taking turns to practise your assertive communication skills.



Role play 1

Your friend came over after school to hang out, but now it's getting really late. You would like to get ready for bed as you have a match in the morning, but your friend seems unaware of how late it is.

Role play 2

You are on the bus and there is a stranger next to you. They start asking you some very personal questions. It makes you uncomfortable.



Role play 3

You are feeling stressed and overwhelmed with school work lately, as is your best friend. She keeps talking about how much worse her stress is than yours because you are ahead with your assignments. You don't feel like she is listening to you, and she dominates all your conversations by speaking about how she feels. You feel hurt by this.

Role play 4

Your teammate has started giving you advice on how to be a better football player. You feel like you're doing well this season, and you don't think that your teammate is any more skilled than you. When he is giving you advice, which you haven't asked for, it really annoys you.



B. Reflection questions:

1. Was it easy to be assertive in these situations? Why?
2. How did it feel when your friend was being assertive?
3. What skills did you use to try to be assertive?
4. Could you start using these skills in real-life situations?

? What personal boundary could you work on and why?

Activities that could contribute to the **CBA** in Second or Third Year are clearly indicated.

ACTIVITY 8.6 – THINK

Over the next week, pay attention to how you speak to yourself and keep a compassion-versus-criticism diary. When you made a mistake or something didn't go to plan, did you respond in a kind or critical way? Use the template below to help you keep your diary.



Date	Kind	Kind	Kind	Kind
Reaction	Critical <input type="checkbox"/>	Critical <input type="checkbox"/>	Critical <input type="checkbox"/>	Critical <input type="checkbox"/>
How did you feel when you behaved in this way?				



Follow these tips to be more self-compassionate:

- Pay attention to negative self-talk or your inner critic. Catch them when they make you feel bad.
- Stop punishing yourself for your mistakes. You are human and we all make them. Making mistakes is necessary to grow in life.
- Practise gratitude. Rather than wishing for something you don't have, start appreciating what you do have right now.
- Try to practise mindfulness. Be in the moment and be aware of what is happening right now.

'If you don't love yourself, you cannot love others. You will not be able to love others. If you have no compassion for yourself then you are not capable of developing compassion for others.' – Dalai Lama XIV

? Name one thing that you can do to respect yourself and one thing that you can do to respect others more.

Consider the following questions to reflect on this unit:

- What was new for you?
- What surprised you the most?
- How will you apply the learning to your own life?
- Has your attitude changed in any way as a result of new information or discussion?
- What is your key takeaway from this unit?
- If you were to do a project on this topic, what would you like to learn more about?

Many activities contain **reflection questions** to allow students to engage in reflection throughout the textbook.

Think activities promote self-awareness, critical thinking and reflection.

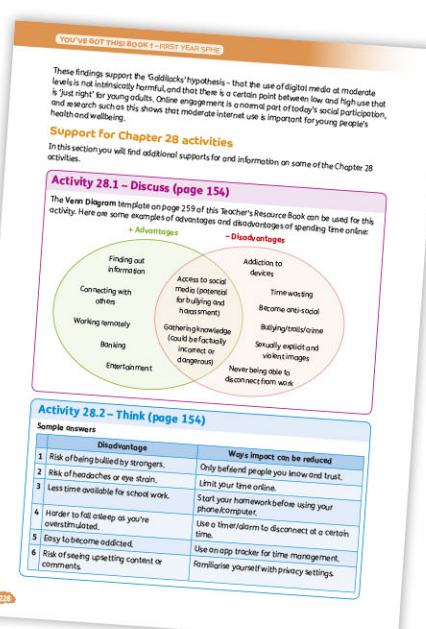
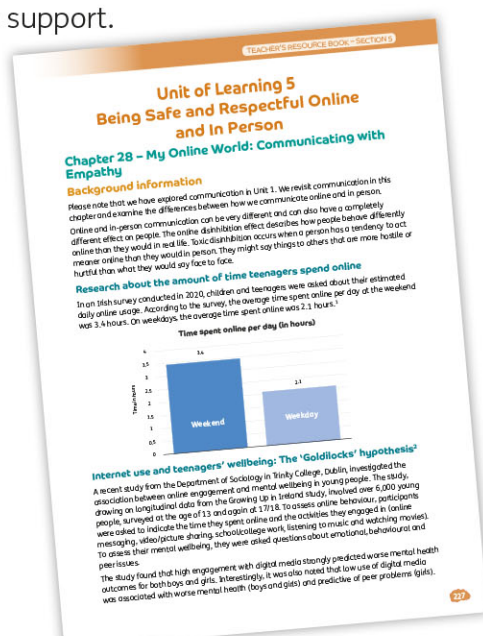
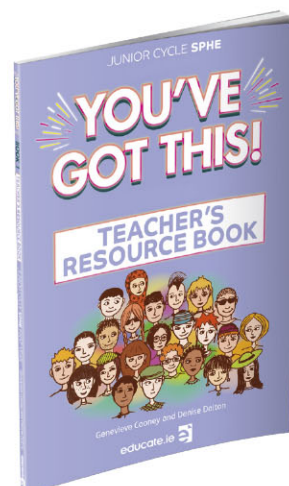
Tip boxes appear throughout the book to give students practical advice and supports.

Closing questions at the end of each chapter and end-of-unit **reflection questions** give students the opportunity to assess and reflect on where they are in their learning journey.

Teacher's Resource Book

The comprehensive Teacher's Resource Book provides extensive information to support you in teaching SPHE. It contains:

- ✓ information on the new specification
- ✓ guidance on planning and sample plans
- ✓ background information for teachers on key topics based on the latest research and data. This time-saving feature will bring you up to date quickly ahead of teaching lessons, and ensure you are using verified information
- ✓ suggested responses for teachers to support effective facilitation of lessons
- ✓ explanations of active learning methodologies/pedagogical approaches
- ✓ practical advice for teachers on how to carry out the activities with their class in a safe and respectful way
- ✓ comprehensive information on possible responses students may share in class
- ✓ additional supports and differentiation options for some activities to allow teachers to fully implement and adapt activities for their own classroom needs
- ✓ teacher reflection and audits
- ✓ templates and strategies
- ✓ assessment support.



About the authors

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Denise Dalton has previously worked as a Health and Wellbeing Advisor with the PDST for over six years, offering SPHE, RSE and Wellbeing CPD on a national level. She is an accredited Restorative Practice Facilitator; an SPHE, Geography and History teacher; and a registered Nutritional Therapist.

Coming soon!

The *You've Got This!* series continues into Senior Cycle to cover the new Senior Cycle SPHE specification. These textbooks are a suitable follow on from any Junior Cycle SPHE series.

YOU'VE GOT THIS!

Fifth Year

YOU'VE GOT THIS!

Sixth Year