



## Strand 4 | Emotional Wellbeing

<b>Learning Outcome 4.1:</b>	Students should be able to discuss the fluid nature of emotional wellbeing and ways to nurture and protect it.
<b>Pre-learning:</b>	Before addressing Learning Outcome 4.1, students need to have engaged with related learning outcomes, including learning about <b>the physical, social and emotional changes that happen during adolescence (1.1)</b> , the <b>multifaceted nature of health and wellbeing</b> and ways to protect it <b>(2.1)</b> .

### The focus of learning

Learning Outcome 4.1 is grounded in a recognition that emotional wellbeing is fluid and should not be equated with feeling happy, which is transitory. Equally, it is important for young people to understand that emotional wellbeing does not necessarily mean the absence of low moods or unpleasant feelings. Low moods and feelings of vulnerability are part of the human condition – especially during the teenage years. It's how we manage these that matters for our emotional wellbeing.

Emotional wellbeing includes being able to recognise, understand, express and manage our feelings and emotions and over time being able to develop the capacity to cope when confronted with adversity or stressful situations. Encourage students to recognise that developing and sustaining our emotional wellbeing is a life-long process. In fact, childhood and adolescence can be seen as a process of 'well-becoming' where young people are building the knowledge, skills, attitudes and dispositions that will help sustain their wellbeing throughout their lives.

There is compelling evidence that emotional wellbeing can be promoted through interventions and strategies that build coping skills and strengthen important protective factors. However, it is also important to acknowledge that there can be family, economic, environmental, political and social factors that affect students' emotional wellbeing and these may lie beyond their control. Within the SPHE classroom it is most helpful to focus on what lies within the students' control and what they *can do* that is helpful and realistic for them. In this way, you can support students to develop a sense of self-efficacy and hope in their capacity to cope.

### Possible questions to explore through this learning outcome:

- What helps me when I'm feeling low?
- What lifts my mood?
- What helps me feel better and doesn't harm or hurt me or others?
- Explore the insights into wellbeing that are offered by the philosopher Alain De Botton in the following quote 'Not everything that makes us feel better is good for us.'
- Examine social media images and messages about wellbeing – are they helpful and supportive of emotional wellbeing?

**Possible follow-on  
learning outcomes:**

4.2, 4.3, 4.4, 4.9

**Go to the 2023 SPHE  
Toolkit for teaching  
resources linked to LO 4.1**