



Activities to
support the
teaching of the
updated Junior
Cycle SPHE
specification
2023

Understanding Myself and Others



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Introduction

The aim of the SPHE as set out in the NCCA SPHE specification for Junior Cycle is to:

“build students’ self-awareness and positive self-worth; to develop the knowledge, understanding, skills, dispositions and values that will enable them to lead fulfilling and healthy lives: empower them to create, nurture and maintain respectful and loving relationships, with self and others; and enhance their capacity to contribute positively to society”.

The transition from primary to secondary school is a time of major change in young people’s lives. Most students are experiencing the physical, social, emotional and cognitive changes of adolescence as well as starting in a new school and making new friends. SPHE provides valuable time and space for young people to reflect on themselves and their lives and to discuss and question their attitudes and opinions on various topics related to their health and wellbeing.

This unit of learning links with **Strand 1: Understanding Myself and Others**. This unit of learning is an introduction to SPHE in post-primary school and provides a space for students to reflect on their own values, achievements and areas of strength. This develops the self-awareness and positive self-worth that is required to thrive in life and is the foundation of healthy relationships. It also addressed goal setting and the importance of being included and including others.

These activities are designed to be taught with reference to the SPHE/RSE Toolkit, developed by the NCCA. It includes guidance on teaching SPHE in a safe and effective way and includes an explanation of the experiential learning cycle that is recommended for use in SPHE and is the framework used in the activities in this resource. <https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/SPHE/SPHE-RSE-toolkit/Teaching-SPHE-RSE/>

All learning in SPHE is underpinned by three cross-cutting elements that are foundational for effective teaching and learning in SPHE; awareness dialogue and reflection and action. It is important that the teacher is consciously creating opportunities for the students to become more self-aware and aware of others; creating lots of opportunities for classroom dialogue and prompting students to reflect on what they are learning and what it means for their lives now or in the future.

The activities presented here are a guideline only. Every classroom is different and teachers are best placed to decide on what will be most effective in their classroom.



Strand	Learning outcomes (LOs)
1. Understanding myself and others	1.2 reflect on their personal strengths and values and how they bring these into relationships 1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth 1.4 recognise the factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, disabilities, religious beliefs/world-views 1.6 discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others 1.9 demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses



Learning activities

- **In activity 1, Starting out**, students actively participate in developing ground rules/a group contract for their SPHE class. Confidentiality and its limits are explained, as are relevant school policies and support structures within the school. Students are introduced to mindfulness, using a short, mindful breathing exercise.
- **In activity 2, Who am I?**, (LOs 1.3, 1.4) students are introduced to the skill of reflecting on questions that will give them some guidance about what they value in their lives. The activity closes with a short guided visualisation on appreciating their uniqueness.
- **In activity 3, My achievements so far**, (LOs 1.2, 1.3) students reflect on their achievements so far in life, such as learning to walk, talk, and read. They reflect on other achievements and on the character strengths they drew on while working towards their achievements.
- **In activity 4, I am unique**, (LOs 1.2, 1.3) students create their own personal profile of intelligence, with reference to Professor Howard Gardner's theory of multiple intelligence. In addition, students gain an understanding of the broad nature of intelligence by exploring class profiles of other students in their class.
- **In activity 5, Goal setting**, (LO 1.9) students learn the skill of setting SMART (specific, meaningful, achievable, rewarding, time-bound) goals. Students are invited to set three goals for themselves over the following year. Working towards meaningful goals leads to increased satisfaction and wellbeing. It provides a sense of personal control and self-direction while the goals are being worked on, and it creates a profound sense of wellbeing if they are achieved.
- **In activity 6, Belonging and connection**, (LOs 1.6, 1.7) students reflect on the feeling of belonging and connection, and what factors contribute to and nurture their sense of connection and belonging. They also explore what they can do to contribute to others' sense of belonging and connection. A sense of acceptance of ourselves and others fuels connection, and therefore activity 6 closes with an exercise on self-acceptance.

Suggestions for assessment

Goal setting

Students identify three goals and the steps they have to take in order to achieve these goals. Goals should be SMART, as described in activity 5.

Belonging and connection

In small groups, students describe what promotes a sense of belonging in school, at home, and in the wider community, and their own role in creating an inclusive environment. The project may be written, it may be presented visually as a poster, or it may be performed.

Activity 1 – Starting out

In this activity, students are introduced to SPHE and they actively participate in developing ground rules/a group contract for their SPHE class.

Step 1: What is SPHE?

Ask the students: What is SPHE and why is it important?

Take feedback from the class using the Teacher's note, if required.

Teacher's note

SPHE aims to help young people to become more self-aware, to care for themselves and others, and to make informed choices about their health and wellbeing. SPHE classes involve sharing their experience and opinions and listening to the experience and opinions of others. In order for these discussions to be a positive experience for everyone, SPHE classes start off with developing SPHE ground rules.

Step 2: SPHE ground rules

Ask the students: What are ground rules and why might we need them for our SPHE classes?

Divide the students into pairs/small groups and give them a few minutes to discuss what needs to happen in the group in order for the class to be a positive experience for all.

Take one suggestion from each group and discuss it. If the class is in agreement, the ground rules can be written on a flipchart page.

When discussing confidentiality, explain that while confidentiality is important, there are limits of confidentiality. If you as their teacher become aware or concerned that someone in the class or a child or young person outside of the class has been harmed, is being harmed, or potentially could be harmed, you would have to talk to another teacher about that for advice on what to do.

You may also wish to take the opportunity to be the 'one good teacher' and let the students know that while there are certain things you or another teacher, cannot keep confidential, you are there to listen to them and they are welcome to come to you if something is troubling them. When the ground rules/group contract are agreed, all students should initial the flipchart page. The contract should be displayed during each class.



Teacher's note

Some suggested ground rules might be:

Confidentiality	I will not discuss what people say outside of the group.
Respect	I will respect others' opinions even when different from mine.
Listening	I will listen when someone else is speaking.
Participate	I will participate and not dominate.
Sensitivity	I will not put others down or slag others.
Honesty	I will be honest in what I say.

The NCCA have developed a guidance document; "Dealing with Sensitive/Challenging Conversations" to support you in safely facilitating conversations on sensitive topics with students.

Young people who are experiencing or have experienced trauma, a recent bereavement, anxiety or depression may struggle to engage in mindfulness activities. Students may choose to opt out of these activities and can sit quietly and try to relax. Introducing students to a variety of relaxation techniques enables them to find an approach that suits them.

Suggested discussion points

- How does it feel to have made these rules?
- Who is responsible for this group working well together?

Step 3: Mindfulness practice

One way of becoming more aware of our thoughts, emotions and behaviour is through mindfulness practice. Mindfulness means paying attention to the present moment, without judgement. Mindfulness activities are included throughout this course and, while they are used in class, it is better and more beneficial for students if they are also practised at home.



Audio file (4 minutes, 15 seconds)

https://www.walkinmyshoes.ie/media/2950/mys_mindfulness_ex1.mp3

Activity 2 – Who am I? (LOs 1.3, 1.4)

In this activity, students reflect on their developing identity by looking at what they value now, and how this may change or remain constant over time.

Step 1: Reflection

Ask the students to indicate by a show of hands if it would be a) easy, b) okay, or c) hard for each of them to answer the question, 'Who am I?'. This is about more than what their name is. It is about really understanding and appreciating themselves. It is about knowing what is important to them, their strengths, their abilities, and what they value in themselves.

Acknowledge that most people would find this exercise difficult, so as a starting point, ask them instead to think about how they spend their time, attention and money. This will give them clues about what is important to them and therefore some information as to who they are.

Step 2: Who am I?



Distribute the **Worksheet – Who am I?**, and invite the students to complete both sections.

When everyone has had time to complete the exercise, invite the students to divide into pairs.

Ask them to discuss their completed worksheets with one another, sharing only what they feel comfortable sharing.

Ask them to notice what things seem to be most important to their partner, by paying close attention to how their partner is speaking.

When all of the students have discussed their worksheets, invite them to tell their partner what they thought mattered most to them.

Teacher's note

Many students struggle with a sense of belonging, this is normal as young people are developing a sense of identity. Exploring what belonging/connection means to the young person is what is key here rather than what groups they actually belong to.

Teachers should observe and note feedback from students and talk to a student privately and/or inform the student support team of any concerns if a student is isolated or had difficulties establishing a friendship group.

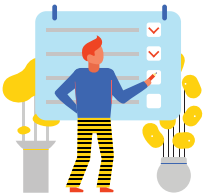
Worksheet: Who am I?

Which groups do you feel part of? (family, friends, clubs, teams, etc.)



What do you do in your spare time?

What do you spend any spare money on?



What three things would you take with you to a desert island?

When are you at your happiest?



Do your answers tell you anything about who you are at the moment, and what is important to you?

Draw or create a collage of symbols and pictures which describe who you are and what is important to you at this moment in your life, based on the answers above and other aspects of who you are that may not be included above.



Suggested discussion points

- How did you find this activity?
- Do you think that the things that are important to you now, and that you value now, will still be the things that you value in years to come?
- What type of things do you think are likely to change in importance over time?
- What types of things are likely to stay important?
- Are there similarities/patterns in the things that the class thinks will stay important ? (e.g. a sense of self, including gender and orientation; relationships with family; friendships (although the friends might change); health; purpose in life, etc.), and those that may change (e.g. taste in music, fashion, food, friendship groups, etc.)
- Why is it valuable to know what is really important to you as an individual? (e.g. it tells you about your core values, it guides your decisions).

Teacher's note

All of us are in the process of experiencing life and drawing conclusions based on our experience, such as what we like and dislike, what we are passionate about, and what has little significance for us. All of these experiences and decisions will influence our evolving identity.

Some of the things that your students will have identified as important to them now will reduce in importance as they grow older, and as their understanding and life situations change. Other things will endure because they are fundamental to who the person is. It is good to have a sense of all of these things.

It is only from learning to know and appreciate ourselves that we can really begin to know and appreciate others.

Step 3: Reflection

Think about and record your answers to the following in your SPHE copy or journal:

- Three of the things that make me unique as an individual are...
- One of the qualities that I like best about myself is...
- Something/someone who inspires me is... because...

OR

Guided visualisation: I am unique



Guided visualisation: I am unique

Sitting quietly, I invite you to close your eyes, or if you prefer, bring your focus to a point on the wall or floor in front of you.

Feel your feet flat on the floor and your hands resting in your lap.

Notice your breathing, in and out. Relax your shoulders. Feel the air as it touches your nose and feel your belly expand as you breathe in.

Notice how your body is feeling right now. Notice the sensations in your head, your face, your neck, your back, your tummy, your legs, your feet.

Now bring to mind a time in your life when you were really happy – maybe you were doing something you love, maybe you were with people you love, maybe you were in a place that you love. Remember how happy you felt – full of peace, full of contentment, full of joy, full of love. What colours do you see? What can you hear? What can you smell? What can you touch? What can you taste?

Let yourself bask in that memory. Feel the warmth of it, the peaceful feelings.

Feel the love and the joy and bring to mind something that really inspires you, something that gives you energy just thinking about it, something that you find really exciting and intriguing. Maybe it is related to your happy memory, maybe it is something else entirely.

Dwell here for a moment. Feel the joy, the excitement, the love, the anticipation as you visualise yourself in this scene.

Now, notice again how your body is feeling, your head, your neck, your back, your tummy, your legs, your feet.

Notice your breathing, in and out.

Feel your feet flat on the floor, and when you are ready, open your eyes.

Teacher's note

As this is the first guided visualisation, it is important to check how the students are responding to it. Some students may enjoy it and others may find it difficult. Encourage the students to let you know privately if they did not have a positive experience. Such students may need an alternate relaxation technique and may require additional school supports.

This guided visualisation is a powerful way of demonstrating to the students that while we all have different happy memories and different sources of inspiration, we are all connected in our experience of joy, love and peace.

Activity 3 – My achievements so far (LOs 1.2, 1.3.)

In this activity, students reflect on some of their achievements in life so far, the practice and effort involved in achieving that success and the character strengths and qualities they used when reflecting on their achievements.

Step 1: Reflecting on their achievements

Ask the students to discuss the following questions in small groups:

- What did we typically succeed in doing between the ages of 0–2 years?
- What did we typically succeed in doing between the ages of 0–5 years?
- What did we typically succeed in doing between the ages of 5–10 years?

Take feedback from the students using the Teacher's note to guide the discussion.

Teacher's note

Between the ages of 0-2, we typically learned to walk. We put weight on our feet, we stood, we tried to put one foot in front of the other, we fell and we got up hundreds and hundreds of times until we could toddle, then walk, then run. It usually takes 18 months for a baby to learn to walk.

Between the ages of 0-5, we learned to talk. We heard our parents/carers talk, we tried to copy them, we made sounds, we smiled, we said single words, we combined two or three words, we started to speak in sentences until eventually we could hold a conversation. At five years of age, a child knows 80% of the words they need in order to communicate daily.

Between the ages of 5-10, we typically learned to read. We learned the alphabet, we learned the sounds that match the letter, we learned how to blend the letters together to make words, we learned how to read sentences, we learned how to read short stories, longer stories and books.

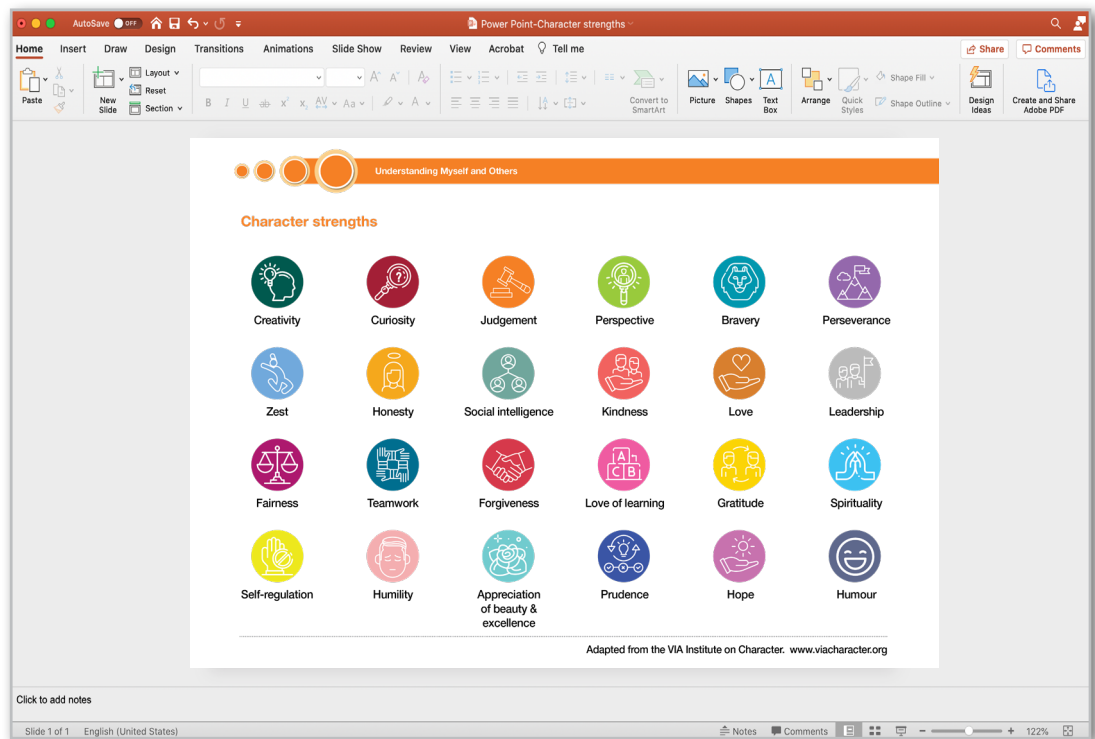
Step 2: My achievements so far...



Distribute the **Worksheet – My achievements so far...** and ask the students to complete it.



Show the **PowerPoint slide – Character strengths**. Ask the students to think about all they have achieved so far and the character strengths they have drawn upon. If they wish, they can add their character strengths to their worksheet.



Teacher's note

Character strengths are qualities that affect how we think, feel and behave. It is very empowering if students can identify and appreciate the character strengths that they drew upon as they worked on their achievements.

We all have character strengths, but we can find it quite hard to identify them – in contrast to what we consider to be our weak points or faults, which tend to spring to mind very easily. Therefore, we have to work harder to identify and acknowledge our strengths. It is important that we understand this about ourselves and have patience with ourselves even if we cannot identify our character strengths. For more information on character strengths, see

www.viacharacter.org.

Worksheet – My achievements so far...

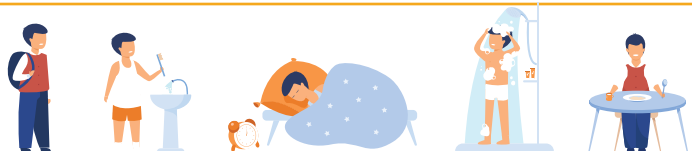
Five of my big achievements are...



Five of my smaller achievements are...



Five of my achievements in becoming more independent are...





Suggested discussion points

- How did you find this activity?
- Is it surprising to think of all you have already achieved?
- What is it like to think about and name your strengths?
- Why do you think it is important to take the time to notice and acknowledge your achievements and your character strengths? *(It makes us feel good, it is motivating, we realise the resources we have within us, how strong we are already.)*

Step 3: Reflection

Think about and record responses to the following in your SPHE copy or journal.

The achievements that I am proudest of are...

A character strength I can recognise in myself is...



Activity 4 – I am unique (LOs 1.2, 1.3)

In this activity, students create their own personal profile of intelligence using eight types of intelligence identified by Professor Howard Gardner.

Step 1: Brainstorm

When you hear the word ‘intelligence’ what words come to mind? What are the different ways that someone can be intelligent?

Teacher’s note

Some students may make a link between intelligence and academic ability. Others may identify intelligence in domains such as music, the arts, sport, social skills, and personal skills.

Acknowledge that there are several different types of intelligence. Howard Gardner, a professor of education at the Harvard Graduate School of Education, identified eight different types of intelligence; visual/spatial, linguistic, logic/mathematical, bodily/kinesthetic, interpersonal, intrapersonal and naturalistic. We all possess a combination of these different types of intelligence and they can grow and develop as we get older.

Step 2: My unique profile of intelligence



Distribute the **Worksheet – My unique profile of intelligence** and invite the students to complete it.

Ask the students to reflect on what they consider to be their top three intelligences. Remind the students that being strong in a certain area does not mean that they are the best at it, or that they do not have to work at it.

Ask the students to divide into pairs, and invite them to share their responses to the questionnaire.

Bring the class back together and go through each intelligence and ask the students who identifies with each one. Also ask them to share what helped them to become strong in that particular intelligence and give some examples of how they use their intelligence.

Worksheet – My unique profile of intelligence

This worksheet can help you to identify ways in which you are intelligent. The statements are not exhaustive. If you would like a more in-depth description of multiple intelligence, there is a lot of information on this topic online.

Read each statement carefully. Tick the box that best describes your response to the statement.

5 = strongly agree

4 = agree

3 = neither agree nor disagree

2 = disagree

1 = strongly disagree



Musical intelligence	1	2	3	4	5
I enjoy listening to music.					
I enjoy singing.					
I play a musical instrument.					
I make up my own songs.					
I have a good sense of rhythm, pitch and tempo.					
Total					



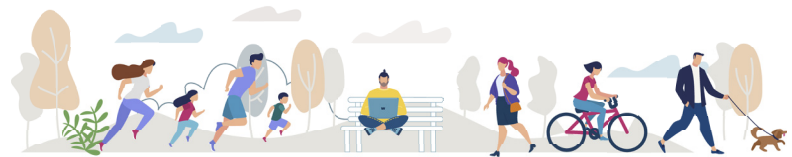
Visual/spatial intelligence	1	2	3	4	5
I enjoy drawing or painting.					
I enjoy reading maps.					
I can picture things accurately in my mind's eye.					
I have a good understanding of texture, form, colour and shading.					
I like making things in three dimensions (e.g. Lego, Minecraft)					
Total					



Linguistic intelligence	1	2	3	4	5
I enjoy reading.					
I enjoy writing essays and stories.					
I find it easy to learn languages.					
I keep a diary.					
I like learning and using new words.					
Total					



Logical/mathematical	1	2	3	4	5
I enjoy maths.					
I enjoy doing puzzles.					
I understand the world using logic and reason.					
I can understand complex and abstract ideas.					
I am good at recognising patterns and identifying relationships between different things.					
Total					



Bodily kinesthetic intelligence	1	2	3	4	5
I enjoy being physically active and fit.					
I enjoy learning new physical skills/techniques.					
I have good balance and hand-eye coordination.					
I play sports/dance every week.					
I can make things with my hands.					
Total					



Interpersonal intelligence	1	2	3	4	5
I enjoy being around other people.					
I get on well with all sorts of people.					
I find it easy to see other people's point of view.					
I can pick up cues that help me understand how other people feel.					
I know what to say/do to make other people feel better.					
Total					



Naturalistic intelligence	1	2	3	4	5
I enjoy taking care of and nurturing living things.					
I enjoy being in the natural world and I notice the changes in seasons.					
I can recognise and identify different species of plants and animals.					
I notice patterns in the natural environment.					
I am really bothered by pollution and think it is really important that we take care of our natural world.					
Total					

My top areas of intelligence are:

Teacher's note

Carol Dweck, a professor of psychology at Stanford University, found that we can develop our intelligence over time, with practice and effort, if we adopt a 'growth mindset' rather than a 'fixed mindset'. A 'fixed mindset' is a belief that talent and intelligence are innate and cannot be changed (e.g. 'I can't do it. I'm not able.'). A 'growth mindset' is a belief that achievement is possible with practice and effort (e.g. 'I can't do it yet. If I keep trying, I could do it.').

It is important to gently challenge 'fixed mindset' statements, such as 'I'm just no good at...' or 'I'd never be able to...'. The following YouTube video may be helpful (duration, 2 minutes) in informing the discussion. <https://www.youtube.com/watch?v=JfdoJxPjp1k&feature=youtu.be>

Suggested discussion points

- What was it like to see your own intelligence profile and to hear about others?
- Think about one area where you scored highly. What helped you? (e.g. *practice, hard work, a good teacher or coach*).
- For areas where you score less highly, could the same thing apply? Could you have intelligences that you don't know about yet because you have not had the opportunity to find out more about them, or because you have not practised much? What might it be like to try out something new?
- Why is it important to continue to develop areas of intelligence that you are already good at? (*Engaging in an activity that requires skill and mastering that activity gives a person a great feeling of accomplishment.*)

Step 3: Home activity



Everyone has a different intelligence profile. Over the next week, try to notice what intelligences your family and friends have. You may recognise obvious ones, but see if you can identify others and record them in your SPHE copy or journal.

You may also like to privately pick an intelligence that was mid-way down your list and see if you can work on it.



Activity 5 – Goal setting (LO 1.9)

In this activity, students learn and practise the skill of goal setting. They will not be asked to share their personal goals in class.

Step 1: Brainstorm

Ask the students to brainstorm goals that young people might typically set for themselves and record them on the board.

Looking at the list – why do you think it is important to set goals?

Teacher's note

Working towards meaningful goals leads to increased, satisfaction and wellbeing. Having a goal and achieving it provides an opportunity for positive emotion – a sense of being pleased with yourself.

The best prize that life has to offer is the chance to work hard at work worth doing.
–Theodore Roosevelt

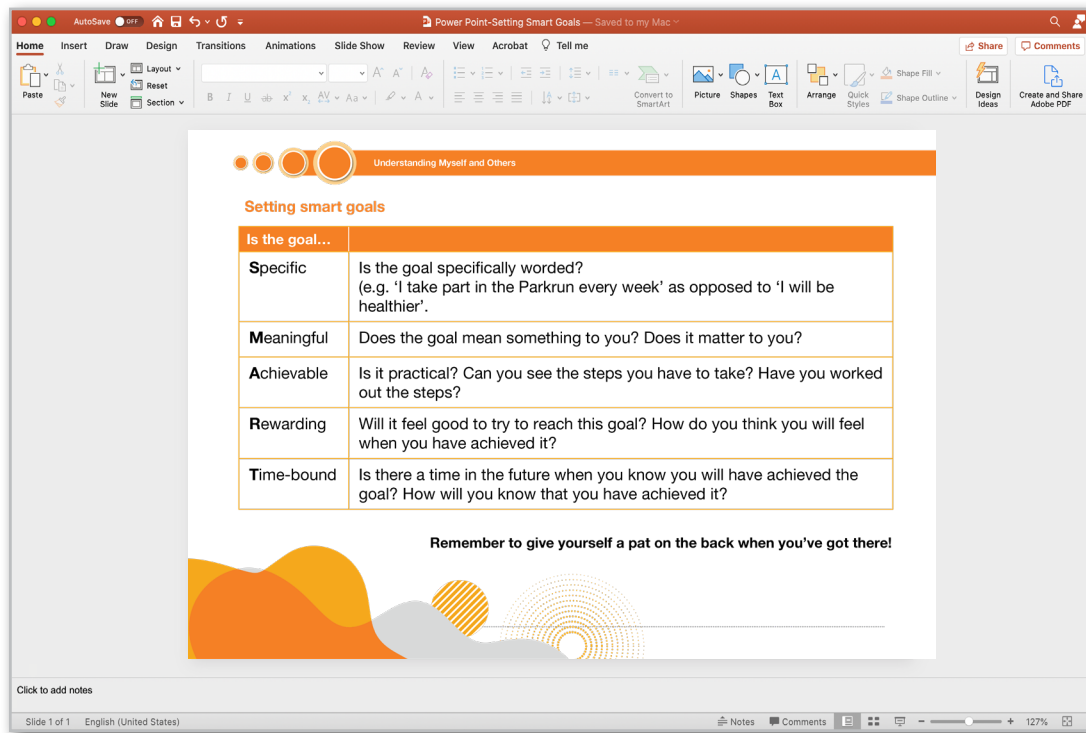
Step 2: How to set goals



Show the **PowerPoint slide – Setting smart goals** and read through it.

Divide the class into groups of three or four. Invite each group to set goals for an imaginary character (Jason or Jenny) who is in the same age group as the students in your class. Set out goals for this character that relate to friendships, home life, hobbies, school work, health and fitness. The character will have to achieve these goals within one year.

Take feedback from the groups, checking that the proposed goals follow the guidelines set out on the PowerPoint slide.



Teacher's note

Working towards realistic goals that are challenging but achievable can improve and promote happiness, efficacy and wellbeing. Dr Carol Dweck has proposed that a key challenge in achieving goals is the presence of a 'fixed mindset'. This is a belief that talent and intelligence are innate and cannot be changed (e.g. 'I can't do it. I'm not able.'). In contrast, a 'growth mindset' is a belief that achievement is possible with practice and effort (e.g. 'I can't do it yet. If I keep trying, I could do it.'). You may have the opportunity to discuss the topic of 'growth mindset' during the discussion.

Suggested discussion points

- How do you feel about setting goals for yourselves?
- Why might we shy away from setting goals?
- What could help someone to set goals even if they felt shy about it?

Step 3: Personal goal setting

Invite the students to set three or four goals for themselves, relating to friendships, home life, school work, hobbies, health or fitness, using the skills they learned in class and record them in their SPHE copy or journal.

Remind the students to phrase goals in a positive way. Goals should be written down and reflected on regularly. For example, students might like to stick them on the wall beside their bed so that they see them every morning and evening. This can improve motivation and perseverance.



Activity 6 – Belonging and connection (LO 1.6, 1.7)

In this activity, students will reflect on their experience of feeling part of different groups, what gives them that sense of belonging and connection, and how they might help others to feel included, accepted and respected at school and in other areas of life. This is a follow-on activity to activity 2. While this activity can be completed with any year group, first year students may need to be in school for a few weeks before they feel comfortable enough to do this activity.

Step 1: Whole class discussion

Think back to activity 2 when we discussed the groups that you feel part of and that you feel connected to – for example, your family, friends, team, or class.

What helps you to feel that you are part of these groups?

(That the other people accept you, respect you and include you in whatever the group is doing).

Why do you think it is important that all young people should feel included in groups?

(Feeling included at school, in your class, by your teachers and in your group of friends is important for your health and wellbeing.)

Teacher's note

The most commonly used definition for 'School belonging' describes it as "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment." (Goodenow and Grady, 1993).

Feeling a sense of belonging and connection to school is linked to improved academic outcomes. It is also linked to reduced emotional distress, reduced smoking, reduced alcohol use, reduced drug use, and reduced likelihood of engaging in early sexual activity.

Teachers should observe and note feedback from students and talk to a student privately and/or inform the student support team of any concerns if a student is isolated or had difficulties establishing a friendship group.

Step 2: Feeling included



Divide the class into small groups and distribute the **Worksheet – Feeling included** to each group.

Invite the students to first respond to the questions individually, then discuss the questions with their group and fill out the worksheet together as a group.

Take feedback from each group.

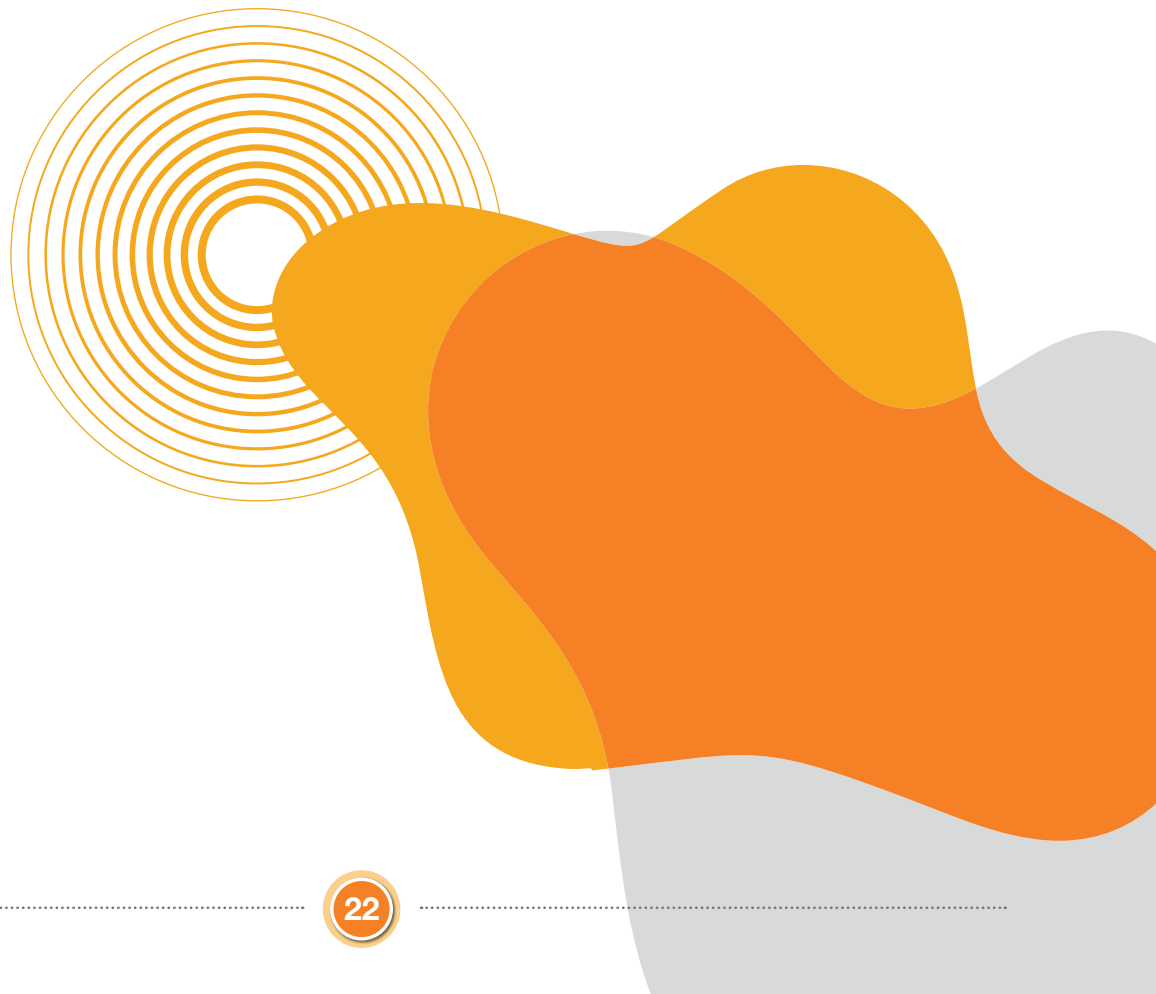
Suggested discussion points

- What can we do as a class to make sure that everyone feels included and that this is a class everyone feels glad to be in?

Step 3: Guided visualisation

Before we can accept, respect, include and support other people, we have to be able to accept, respect and support ourselves.

The following guided visualisation focuses on self-acceptance.





Worksheet – Feeling included

Draw a picture or write some words that describe what it's like to feel included?

What helps you to feel part of a group/feel included?



What can you do to include others?



Guided visualisation

Sitting quietly, I invite you to close your eyes, or if you prefer, bring a soft focus to a point on the wall or floor in front of you.

Feel your feet flat on the floor and your hands resting in your lap, or alternatively put one hand on your heart and one hand on your belly, so that you can feel yourself breathing.

Notice your breathing, in and out. Relax your shoulders. Feel the air as it touches your nose and feel your belly expand as you breathe in. Breathe in...and out. In...and out. In....and out.

Pause.

Now, imagine that you are walking along by a stream, at the edge of a forest.

You can feel the sunlight streaming through the trees, gently warming your body and hear the stream flowing gently beside you. You notice the trees, the flowers along the path. You might hear birds singing. Keep walking until you come to a beautiful, deserted white sandy beach.

You walk along the beach to the water. The water is warm as it laps up on your feet. You sit down on the sand, and feel the gentle golden sunlight shining on you, you feel the warmth of the sand underneath you as you breathe in the warm air.

Pause.

Notice the colours surrounding you, the sounds, the smells. You rest in the peace and warmth, knowing that you are totally accepted and loved just as you are right now.

It doesn't matter if you feel undeserving or unworthy. It is there regardless. As you are sitting there repeat to yourself;

May I be safe, protected and free from inner and outer harm

May I be happy and contented

May I be healthy and whole to whatever degree possible

May I experience the ease of wellbeing.

Pause.

Repeat.

Pause.

Notice your breathing in and out. Notice your shoulders, your head, your neck, your back, your arms, your legs, your feet. Very slowly, imagine standing up and walking back down the beach. Walk back through the forest, back to the stream.

Notice your breathing, in and out. Listen to the sounds in the room.

Feel your feet flat on the floor, and when you are ready, open your eyes.

