



2. **F** *cs* , *...* *s* *...* *a* , *c*
a d b *d* , *æ* *s* *...* *s*
 – a sense of increased personal self-knowledge and understanding is essential in the development of informed decision-making and self-management and requires a self-reflective rather than didactic or authoritarian educational approach (Hevey, Smith, & McGee, 1998; Mallick & Watts, 2007b; Shanker, 2014).
3. **B** *d* , *c* *ca* *...* *a d* , *ca*
s *s* – learning in collaboration with others involves analysing ideas, attitudes, beliefs and norms and ultimately developing meaning for oneself which requires the honing of both critical thinking and social skills (Aldinger & Whitman, 2005; Burbules, 2004; Moat, Jenkins, & Johnson, 2013).
4. **N** *...* *a c* *...* *a b* *...*
a d *a s c* , *d* *c* – gaining an appreciation for one's place in the world is critical to well-being and requires individuals to develop humility and openness, recognize the impossibility of being complete and be able to "relax within the scope of uncertainty," respecting other possibilities beyond oneself while still forming personal conclusions (Gadamer, 2004, pp. 355–386; Moat et al., 2013; Weber, 2013).
5. **D** *...* *s* *...* *a d*
... *s* *s* *a* , *s* *s*
... *s* – the story of our own identity that we tell ourselves is influenced by the many voices from our past and present experiences, but it is nonetheless a story we tell, and it influences our well-being – developing skill in seeing the multitude of alternatives within the many voices allows one to rewrite a new story that is meaningful to oneself and others (Bakhtin, 1981; Gadamer, 2004; Holland, Lachicotte, Skinner, & Cain, 1998).

References

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