POSITIVE EDUCATION

Building children’s resilience and emotional wellbeing
ONCE UPON A TIME…

Ilona Boniwell

Laure Reynaud
MISSION
To develop research in positive education in France and Francophone countries
To promote innovative methods and practices
To connect researchers and practitioners of positive education
INTRODUCING POSITIVE EDUCATION
In two words or less, what do you most want for your children?

And what do the schools teach?
WHAT DO THE SCHOOLS TEACH?

• Achievement
• Thinking skills
• Conformity
• Literacy
• Maths
• Discipline
• Success
GIVEN THE DIFFERENCES BELOW...

School

Life
WHAT DO WE NEED TO TEACH?

What is the best way to prepare for our kids life?

What challenges are they likely to encounter?

What skills would they need?

How can we teach those skills?
LONGITUDINAL DATA SUGGESTS…
(Layard et al, 2013)
<table>
<thead>
<tr>
<th>Child Skill Group</th>
<th>Mental Health &amp; Wellbeing</th>
<th>Labour Market/ Socioeconomic</th>
<th>Physical Health &amp; Health Behaviours</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-perceptions and self-awareness</td>
<td>Mental Health ( ^0 ) (+)</td>
<td>Income ( ^0 ) (+)</td>
<td>Self-rated Health ( ^0 ) (+)</td>
<td>Early Motherhood ( ^0 ) (-)</td>
</tr>
<tr>
<td></td>
<td>Wellbeing ( ^* ) (+)</td>
<td>Unemployment ( ^0 ) (-)</td>
<td>Obesity ( ^0 ) (-)</td>
<td>Crime ( ^0 ) (-)</td>
</tr>
<tr>
<td></td>
<td>Life Satisfaction ( ^* ) (+)</td>
<td>Job Satisfaction ( ^0 ) (+)</td>
<td>Clinical Problems ( ^0 ) (-)</td>
<td>Partnerships ( ^* ) (+)</td>
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<td></td>
<td></td>
<td>Top Job ( ^* ) (+)</td>
<td>Drinking ( ^* ) (-)</td>
<td>Political Interest ( ^* ) (+)</td>
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<td></td>
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<td>Wealth ( ^* ) (+)</td>
<td>Smoking ( ^* ) (-)</td>
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<td>Degree ( ^* ) (+)</td>
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<td>Social Housing ( ^* ) (-)</td>
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<td>Motivation</td>
<td>Education ( ^0 ) (+)</td>
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<td>Smoking ( ^0 ) (-)</td>
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<td>Social Class ( ^0 ) (+)</td>
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<tr>
<td>Self-control and self-regulation</td>
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<td>Income ( ^0 ) (+)</td>
<td>Smoking ( ^0 ) (-)</td>
<td>Crime ( ^0 ) (-)</td>
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<td>Mental Health ( ^0 ) (+)</td>
<td>Unemployment ( ^0 ) (-)</td>
<td>Clinical Problems ( ^0 ) (-)</td>
<td>Partnership ( ^* ) (+)</td>
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<tr>
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<td>Wellbeing ( ^* ) (+)</td>
<td>Top Job ( ^* ) (+)</td>
<td>Mortality ( ^0 ) (-)</td>
<td>Political Interest ( ^* ) (+)</td>
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<td>Employment ( ^* ) (+)</td>
<td>Obesity ( ^0 ) (-)</td>
<td>Parent ( ^* ) (-)</td>
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<td>Degree ( ^* ) (+)</td>
<td>Self-rated Health ( ^* ) (+)</td>
<td>No. of Children ( ^* ) (-)</td>
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<td>Social Housing ( ^* ) (-)</td>
<td>Drinking ( ^* ) (-)</td>
<td></td>
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<tr>
<td>Social skills</td>
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<td>Income ( ^0 ) (+)</td>
<td>Clinical Problems ( ^0 ) (-)</td>
<td>Partnership ( ^* ) (+)</td>
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<td>Mental Illness ( ^0 ) (-)</td>
<td>Unemployment ( ^0 ) (-)</td>
<td>Smoking ( ^0 ) (-)</td>
<td>Parent ( ^* ) (+)</td>
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<tr>
<td></td>
<td>Wellbeing ( ^* ) (+)</td>
<td>Job Satisfaction ( ^* ) (+)</td>
<td>Self-rated Health ( ^* ) (+)</td>
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<td>Social Housing ( ^* ) (-)</td>
<td>Drinking ( ^* ) (-)</td>
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<td>Degree ( ^* ) (+)</td>
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<tr>
<td>Resilience and Coping</td>
<td>Life Satisfaction ( ^0 ) (+)</td>
<td>Occupation ( ^0 ) (+)</td>
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<td>Education ( ^0 ) (+)</td>
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<td>Emotional Health</td>
<td>Mental Health ( ^0 ) (+)</td>
<td>Wealth ( ^0 ) (+)</td>
<td>BMI ( ^0 ) (+)</td>
<td>Partnerships ( ^0 ) (+)</td>
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<td>Life Satisfaction ( ^0 ) (+)</td>
<td>Income ( ^0 ) (+)</td>
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<td></td>
<td>Social Housing ( ^* ) (+)</td>
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</tbody>
</table>
THE TWO PILLARS OF POSITIVE EDUCATION

RESILIENCE WELL-BEING

Promotion
Prevention
CAN RESILIENCE BE TAUGHT?
WHY DO WE NEED RESILIENCE?
WHAT IS RESILIENCE?

‘Resilience is an ability to be in control of a way we respond to situations and/or to bounce back from challenges and adversities’
What were the facts of the situation?
What actually happened?

What was your perception of what happened?
What did your parrot say?

What did you walk away with?
What did you tell yourself?

How did you feel on the inside?

What did you do?
Situation de stress

Perception négative

Affects négatifs

Conséquence: Confiance affectée

Réaction négative
THE STRESSOR OR THE PERCEPTION OF THE STRESSOR?

- half-full
- not full enough
Parrots of perception
(dimensions of attribution style)

Parrot under the spotlight

Parrot on trial – alternatives and evidence

My personal aviary
The Blamer spends its time blaming other people for the situation. It looks rather bullish and puffed up. It often feels angry.

He/she is so stupid!

They always do it to me!

They need to think about what they do more carefully

It’s all his fault!
The Worrier, not surprisingly, worries about everything! This blue parrot is concerned with the future and how a present situation might play out negatively. At its worst, The Worrier can catastrophise things and experience feelings of anxiety, fear and nervousness.
HERE’S THE AVIARY...
「レジリエンス」とは、大変なことがあるも
あきらめない、元気になるこころの力です。
LES PERROQUETS DE LA PERCEPTION

Marions les perroquets
RESULTS (PLUESS ET AL, 2011; 2017)

Significant effects on:

✓ Self-esteem (pre-post)
✓ Self-efficacy (pre-post)
✓ Life-satisfaction (pre-post)
✓ Resilience (pre-post, 6 months, 12 months)
✓ Depression (pre-post, 6 months)
SENSITIVE CHILDREN BENEFIT THE MOST FROM THE INTERVENTION
(PLUESS & BONIWELL, 2014)

Note. SPS = Sensory-Processing Sensitivity; *p < .05. **p < .01.
PROJET SPARK AT COLLÈGE LES TAMARINS À SAINT-PIERRE, LA REUNION (PAQUET, 2016)
AN INTERVENTION STUDY USING SPARK RESILIENCE PROGRAMME WITH JAPANESE NURSING STUDENTS (AKIYAMA ET AL, 2016)

Session'1  One'month  Session'2

T1  6'hours  T2  6'hours  T3  T4

Significant effects on:
✓ Innate resilience  ✓ Positive emotions
✓ Negative emotions

Effects approaching significance on:
✓ Positive emotions
**SINGLE ARM SPARK INTERVENTION STUDY WITH A 3 YEAR FOLLOW UP (KIBE, SUZUKI, & HIRANO, 2016)**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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</thead>
<tbody>
<tr>
<td><strong>1st grade Intervention</strong></td>
<td>t1-t4 (n = 89)</td>
<td>t1-t4 (n = 85)</td>
<td>t1 (n = 130)</td>
<td></td>
</tr>
<tr>
<td><strong>2nd grade 1yr Study Abroad</strong></td>
<td></td>
<td>t5 &amp; t6 (n = 89)</td>
<td>t5 (n = 85)</td>
<td></td>
</tr>
<tr>
<td><strong>3rd grade College Exam</strong></td>
<td>t1-t2(n = 87)</td>
<td>t1-t3(n = 78)</td>
<td>t7 &amp; t8 (n = 88)</td>
<td></td>
</tr>
</tbody>
</table>
3-YEAR TRANSITION OF RESILIENCE SCORES (KIBE, SUZUKI, & HIRANO, 2016)

Anxiety

Life Event

(Study abroad) (College Exam)

Pre (t1)  Post (t3)  follow up (t4)  LE follow up (t5)  LE follow up (t7)  Exit follow up (t8)
Table 1. Transition of mean scores of major variables in 3-year follow ups and the results of t-tests

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th></th>
<th>Second Year</th>
<th></th>
<th>Third Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre(t1)</td>
<td>Post(t3)</td>
<td>Follow-up (t4)</td>
<td>Follow-up(t5)</td>
<td>Follow-up(t7)</td>
<td>Follow-up(t8)</td>
</tr>
<tr>
<td></td>
<td>mean</td>
<td>mean</td>
<td>t value</td>
<td>mean</td>
<td>t value</td>
<td>mean</td>
</tr>
<tr>
<td>Resilience</td>
<td>73.29</td>
<td>75.8</td>
<td>-2.23*</td>
<td>68.34</td>
<td>2.08*</td>
<td>78.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>77.9</td>
<td>-2.93**</td>
<td>79.41</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>24.75</td>
<td>25.6</td>
<td>-1.8</td>
<td>24.31</td>
<td>-0.69</td>
<td>26.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26.4</td>
<td>-2.86**</td>
<td>27.45</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>27.21</td>
<td>28.5</td>
<td>-2.36*</td>
<td>26.97</td>
<td>0.38</td>
<td>28.51</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>29.3</td>
<td>-2.89**</td>
<td>30.21</td>
</tr>
</tbody>
</table>

Notes:

a. * < .05, ** < .01, *** < .001
b. t values represent comparison between baseline scores (Kibe, Suzuki, & Hirano, 2016)
CAN WE TEACH WELL-BEING?
HAPPINESS SKILLS: WHAT SHOULD WE TEACH AND HOW?
WHAT HAPPINESS IS NOT
### What Do We Teach When We Teach Well-Being Skills?

<table>
<thead>
<tr>
<th>Positive Self</th>
<th>Positive Body</th>
<th>Positive Mindset</th>
<th>Positive Direction</th>
<th>Positive Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy Talk!</td>
<td>Image Matters</td>
<td></td>
<td></td>
<td>Egg Yourself On</td>
</tr>
<tr>
<td>Me, Inc.</td>
<td>Supersize Me!</td>
<td></td>
<td></td>
<td>Tonic or Toxic</td>
</tr>
<tr>
<td>My Strengths Portfolio</td>
<td>Nutrition Quiz</td>
<td></td>
<td></td>
<td>Nail, Nag, Nudge</td>
</tr>
<tr>
<td>Confident You</td>
<td>Mindfulness for Life</td>
<td>Flow and Engagement</td>
<td>Listening and Empathy</td>
<td></td>
</tr>
<tr>
<td>My Best Possible Self</td>
<td>Go to bed, Sleepyhead!</td>
<td>Big Hairy Goals</td>
<td>Sweet Trading</td>
<td></td>
</tr>
<tr>
<td>Strengths Songbook</td>
<td>The Power of Exercise</td>
<td>Five Little Pigs</td>
<td>Kindness and Gratitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Balancing Act</td>
<td>Happiness across Cultures</td>
<td></td>
</tr>
</tbody>
</table>

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**Image**: "PERSONAL WELL-BEING LESSONS FOR SECONDARY SCHOOLS: POSITIVE PSYCHOLOGY IN ACTION FOR 11 TO 14 YEAR OLDS" by ILONA BONIWELL & LUCY RYAN

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**Footnote**: 36
EFFECTS ON AFFECT (BONIWELL, OSIN, MARTINEZ, 2015)

![Graphs showing changes in positive and negative affect over pre-test and post-test times for control and intervention groups.](image-url)
SOME FURTHER RESULTS (BONIWELL, OSIN, MARTINEZ, 2015)
RCT in France in 2015 (Bordeaux) with CM2 (grade 5) students

<table>
<thead>
<tr>
<th>Intervention group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 classes in 5 schools</td>
<td>5 classes in 5 schools</td>
</tr>
<tr>
<td>140 students</td>
<td>104 students</td>
</tr>
<tr>
<td>72 boys et 68 girls</td>
<td>55 boys et 49 girls</td>
</tr>
</tbody>
</table>

- Intervention group: twelve 30 min lessons throughout six weeks
- Control group: no lessons from the programme

Test 1 (T1): conducted before the beginning of the programme for both groups
Test 2 (T2): conducted right after the end of the programme for both groups
EVOLUTION OF POSITIVE EMOTIONS
Programma POSITIEVE Psychologie

Dutch study of the university of Twente (September 2016 – September 2017)
Ernst Bohlmeijer, Aleisha Clarke and Jochem Goldberg

Participants: 25 schools (19 primary schools and 6 secondary schools)
57 classes, 1.425 pupils (age 11 – 15 years)

- Implementation of the programme
  - feedback form for each of the 17 lessons
  - questionnaire at the end of the 17 lessons
- Experience of the pupils
  - Writing assignment My Future Best Self (pre- and postintervention)
- Impact of the programme
  - KIDSCREEN – questionnaire for pupils (pre- and postintervention)
Imagine yourself in the future, about a year from now.

You are doing all kind of things you can now only dream of. Take a few minutes to imagine yourself in a years’ time. Think about how you are doing and what your life looks like. How are you doing at school? And how are things at home? How is your family doing? And how about your friends?
FIRST RESULTS OF THE DUTCH STUDY: MY FUTURE BEST SELF

Narrative analysis writing assignment comparing pre- and post-intervention

✓ more reflection
✓ more aspects of well-being identified
✓ higher number of future goals pupils describe
✓ pupils describe more specific targets for their future
FEEDBACK FROM DUTCH TEACHERS
FOR INDIVIDUAL PUPILS AND THEIR CLASS

✓ more self-confidence
✓ discovery and awareness of their strengths
✓ the class is calmer because relationships in class improve: more friendships, more tolerance, more respect, more caring for each other
✓ shy children open up after a few lessons
✓ pupils are very enthusiastic during the lessons and keep asking for more
✓ pupils start to think about their goals for the future and how they want to achieve them
Two girls in her class (age 11 and 12) had not been friends since many years because of a row. They hardly talked to each other since this row although they were in the same class all the time.

They both wrote a Forgiveness Letter for each other voluntarily and read it out loud in front of the class. Big hugs followed and there is a beginning of a new friendship.

The teacher and all the other pupils were quite impressed.
Songtext:
Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up. Don't give up.

Destiny Noa en Leonie, die altijd hulp me gegeven, be brengen altijd docoor me om alles dat nodig is.
Well-being at ECOLE BILANGUE PARIS
SPARK AND PWBL AROUND THE WORLD
TANGIBLE TOOLS IN POSITIVE EDUCATION
INTERVENTION DESIGN
TANGIBLE TOOLS & THINKERING

THINK + TINKER = THINKERING

The creation and understanding of concepts in the mind while tinkering with the hands.

Michael Ondaatje in his novel The English Patient, brought to positive psychology by Mads Bab
Simply identifying your signature strengths can significantly enhance your well-being levels (Seligman et al., 2005).

Looking in the cards in front of you, pick the top three to five you feel are most authentic to you.

Introduce yourself to the others giving concrete examples of using these three strengths.
WHAT DOES IT LOOK LIKE?
Terminez la phrase.
Je suis heureux quand...
Je suis contents quand...
Je suis content quand...
Je suis en voyage quand.

HAPPY FAMILIES

1. Peaceful Family
   - What went well
   - WWW
   - Before going to sleep at night, think of three things that went well for you today. These can be significant or relatively unimportant events. It doesn’t matter. Write these three things down if you can, and continue doing so every night for one week.

2. Sociable Family
   - Listen to me
   - Really listen to someone who is telling something. Listen with your ears, your body (proper posture, make signs of encouragement to show that you are listening, etc.), with your eyes, asking occasional questions to understand better.

3. Creative Family
   - Super Hero of the day
   - Pick up one superhero you can identify with most closely and see if you can have a go at adopting the same strategies as he or she utilised. What inspires you about this superhero?

4. Pleasure Family
   - Happy memory
   - Recall and share with others a happy memory: a recent vacation, a love story, a surprise meeting, a present you received or gave, etc.

5. Fit Family
   - Mindful walk
   - Take a gentle stroll outside or inside, paying full attention to all the sounds, the smells, the sensations of your feet touching the ground, etc.

6. Confident Family
   - My best possible self
   - Using words, drawing materials or collage, create an ideal portrait of yourself, the way you like yourself best.
Jeu : Aventure Résilience

Un support ludique

Un support « bonus » à utiliser quand on le souhaite, en fonction des besoins et de l’avancement du programme
En s'accusant lui même :
« Tu devrais vraiment te sentir coupable, c'est de ta faute. »
En accusant les autres :
« Tout est de sa faute ! C'est un idiot. »
BUILDING POSITIVE PSYCHOLOGY WITH LEGO
«You can discover more about a person in an hour of play than in a year of conversation»
Plato
WHERE NEXT FOR POSITIVE EDUCATION?

• Existing or home grown?
• System opportunities and restrictions?
• How?
• Capacity enhancement
Thank you for your attention!

www.scholavie.fr