POSITIVE EDUCATION

Resilience Education to raise 21st Century Children - Building Resilience and Emotional Well-being

Dr Ilona Boniwell
TO INTRODUCE MYSELF...

Over 500 conference talks and keynotes, including:

- TEDx
- Action For Happiness
- LH Forum

Founded / led:

- enPP
- International Positive Psychology Association

Taught and teaching at:

- HEC Paris
- Centrale Paris
- Anglia Ruskin University
- University of East London
THREE HATS
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?
THE POSITIVE REASONS TO INCREASE HAPPINESS

- Creativity enhancement
- Task persistence, multi-tasking, being systematic
- Achievement and academic success
- Optimism
- Attending to relevant negative information
- Longevity
- Less vulnerability to illness
- Sociability, trust, helpfulness
- Less hostility and self-centeredness
LONGITUDINAL DATA SUGGESTS…
(Layard et al, 2013)

Fig. 1. A Model of Adult Life-Satisfaction
THE TWO PILLARS OF POSITIVE EDUCATION

RESILIENCE WELL-BEING

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

Your plan

Reality
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?
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
LES PERROQUETS DE LA PERCEPTION


レジリエンスをそだてる
キッズワークブック

「レジリエンス」とは、大変なことがあってもあきらめない、元気になるこの力です。
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, LA REUNION (PAQUET, 2016)
AN INTERVENTION STUDY USING SPARK RESILIENCE PROGRAMME WITH JAPANESE NURSING STUDENTS (AKIYAMA ET AL., 2016)

Significant effects on:
- Innate resilience
- 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>Cohort</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td>1st grade</td>
<td></td>
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<tr>
<td>Intervention</td>
<td>t1-t4 (n = 89)</td>
<td>t1-t4 (n = 85)</td>
<td>t1 (n = 130)</td>
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<tr>
<td>2nd grade</td>
<td></td>
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<tr>
<td>1yr Study Abroad</td>
<td></td>
<td>t5 &amp; t6 (n = 89)</td>
<td>t5 (n = 85)</td>
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<tr>
<td>3rd grade</td>
<td></td>
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<tr>
<td>College Exam</td>
<td>t1-t2 (n = 87)</td>
<td>t1-t3 (n = 78)</td>
<td>t7 &amp; t8 (n = 88)</td>
<td></td>
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</tbody>
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**Scales**
- Resilience (BRS: Hirano, 2010)
- Self efficacy (Ito, Schwarzer, & Jerusalem, 2005)
- Self esteem (Rosenberg, 1965; Yamamoto et al., 1982)
- Depression (Birleson, 1981; Murata et al., 1996)
- Personality (Big Five: Wada, 1996)
3-YEAR TRANSITION OF RESILIENCE SCORES (KIBE, SUZUKI, & HIRANO, 2016)

Anxiety levels over time with life events indicated:
- Study abroad
- College Exam

Key time points:
- 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>Second Year</th>
<th>Third Year</th>
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<tbody>
<tr>
<td></td>
<td>Pre(t1)</td>
<td>Post(t3)</td>
<td>Follow-up (t4)</td>
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<tr>
<td></td>
<td>mean</td>
<td>mean</td>
<td>t value</td>
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<tr>
<td>Resilience</td>
<td>73.29</td>
<td>75.8</td>
<td>-2.23*</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>24.75</td>
<td>25.6</td>
<td>-1.8</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>27.21</td>
<td>28.5</td>
<td>-2.36*</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
<table>
<thead>
<tr>
<th>Positive Self</th>
<th>Positive Body</th>
<th>Positive Mindset</th>
<th>Positive Direction</th>
<th>Positive Relationships</th>
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</thead>
<tbody>
<tr>
<td>Happy Talk!</td>
<td>Image Matters</td>
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<td>Egg Yourself On</td>
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<td>Me, Inc.</td>
<td>Supersize Me!</td>
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<td>Tonic or Toxic</td>
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<td>My Strengths Portfolio</td>
<td>Nutrition Quiz</td>
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<td>Nail, Nag, Nudge</td>
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<td>Forgiveness</td>
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<td>Confident You</td>
<td>Mindfulness for Life</td>
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<td>Flow and Engagement</td>
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<td>Listening and Empathy</td>
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<tr>
<td>My Best Possible Self</td>
<td>Go to bed, Sleepyhead!</td>
<td></td>
<td></td>
<td>Big Hairy Goals</td>
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<td></td>
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<td>Sweet Trading</td>
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<tr>
<td>Strengths Songbook</td>
<td>The Power of Exercise</td>
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<td>Five Little Pigs</td>
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<td>Kindness and Gratitude</td>
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<td>The Balancing Act</td>
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<td></td>
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<td>Happiness across Cultures</td>
</tr>
</tbody>
</table>
EFFECTS ON AFFECT (BONIWELL, OSIN, MARTINEZ, 2015)
SOME FURTHER RESULTS (BONIWELL, OSIN, MARTINEZ, 2015)
RCT IN FRANCE IN 2015 (BORDEAUX) WITH CM2 (GRADE 5) STUDENTS

Intervention group
5 classes in 5 schools
140 students
72 boys et 68 girls

Control group
5 classes in 5 schools
104 students
55 boys et 49 girls

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
Other findings: Self-esteem, identified motivation for reading, girls and self-efficacy, children with difficulties and SPANE

Current effect: F(1, 220)=3.8599, p=.05071
Effective hypothesis decomposition
Vertical bars denote 0.95 confidence intervals
Include condition: SCHOOL<>6

Wilks lambda=.93490, F(16, 224)=.97489, p=.48517
Effective hypothesis decomposition
Vertical bars denote 0.95 confidence intervals

Wilks lambda=.91377, F(16, 224)=1.3211, p=.18550
Effective hypothesis decomposition
Vertical bars denote 0.95 confidence intervals
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
  o feedback form for each of the 17 lessons
  o questionnaire at the end of the 17 lessons

• Experience of the pupils
  o Writing assignment My Future Best Self (pre- and post- intervention)

• Impact of the programme
  o KIDSCREEN – questionnaire for pupils (pre- and post- intervention)
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
FEEDBACK FROM ONE PRIMARY SCHOOL TEACHER ON THE FORGIVENESS LETTER EXCERCISE

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.
THE GREATEST SIA HITS

Songtext:
Day to day I'm blind to see and find how far
to go. Everybody got their reason. Everybody got
their own problems. We're just getting and reeling
What builds up throughout the day, it gets into
your body and it flows right through your blood
You can feel each other's secrets and remember
how to LOVE,
My heart forever on entering

Mijn liedje voor: Destini, Noa en Leonie, die
 Altijd boos me kijken staan, le lachen
 altijd voor me op als dat nodig is.
Well-being at ECOLE BILANGUE PARIS
TANGIBLE TOOLS IN POSITIVE EDUCATION
INTERVENTION DESIGN
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?
STRENGTHS FOR THE LITTLE ONES

LET’S PLAY STRENGTHS

24 “Let’s play strengths” cards to discover and play with your strengths

Words and games to be played with from age 3 upwards, both at home and at school.
STRENGTHS FAMILIES

Open family

Love of learning
I love learning new things.

Inspired family

Hope
I see the good side of things.

Friendly family

Love
I like other people.

Courageous family

Perseverance
I finish what I started, even if it’s difficult.

Fair family

Leadership
I like deciding.

Well-balanced family

Prudence
I think before I do something.
1. Peaceful Family
   What went well?
   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. 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.

4. 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?

5. 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.

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.
Different ways to play the game allow us to utilise it on multiple occasions during the resilience programme.

Place the resilience wheel on the table and use the cards that relate to each cycle following the colour code:

**Situation (grey)** – The facts

**Perception (yellow)** – What I believe, my interpretation of the situation

**Emotion (pale blue)** – What/How I feel

**Reaction (green)** – What I do, how I respond

**Knowledge/Consequences (dark blue)** – What I observe and learn
NEGATIVE SPARK
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?

• Programme based or whole school approach?
• Existing or home grown programmes?
• System opportunities and restrictions?
• Capacity enhancement
Parcours d'Éducation Positive et Scientifique
Les 10 étapes clés pour une éducation heureuse et épanouie

Adoptez PEPs pour une éducation positive dans votre quotidien
Thank you for your attention!

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