



# POSITIVE EDUCATION

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

**Dr Ilona Boniwell**

# TO INTRODUCE MYSELF...

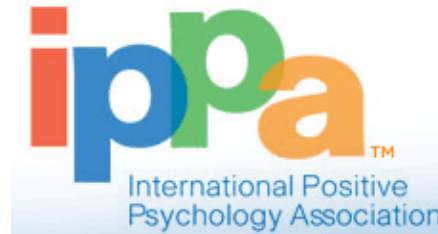
Over 500 conference talks and keynotes, including:



TEDx



Founded / led:



Taught and teaching at:



# THREE HATS



# ONCE UPON A TIME...POSITIVE EDUCATION SUMMIT @ NO 10 (OCT 2013)



# 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**





# 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)

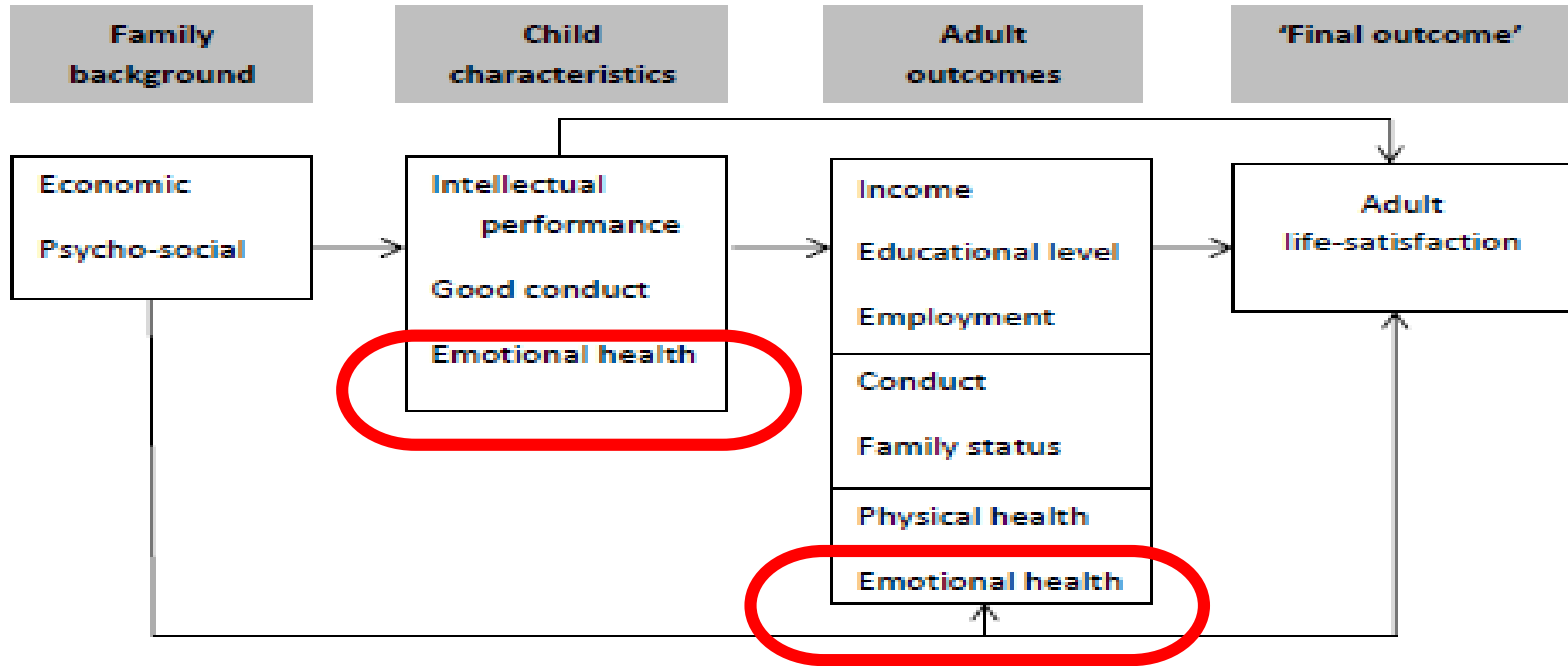
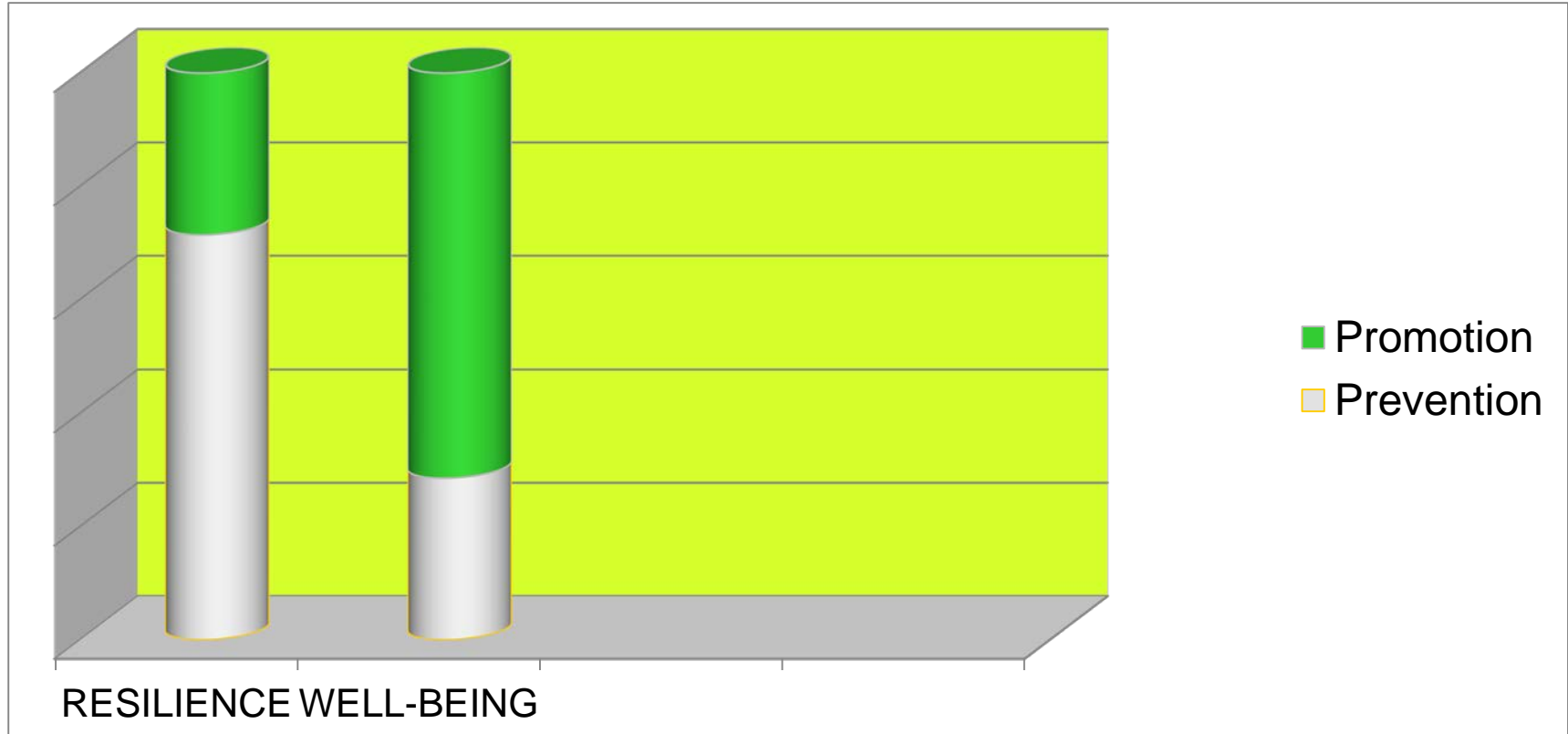


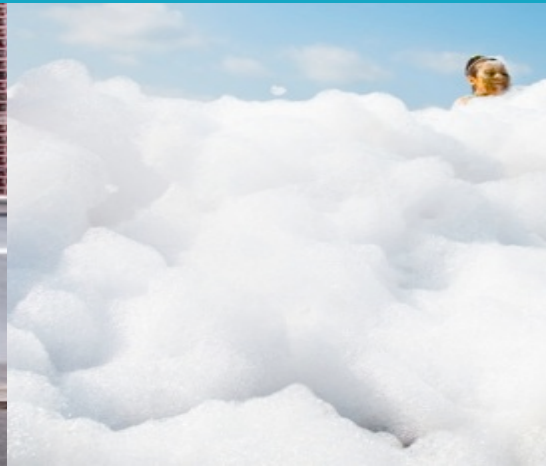
Fig. 1. *A Model of Adult Life-Satisfaction*

Child Skill  
Group

# THE TWO PILLARS OF POSITIVE EDUCATION



# CAN RESILIENCE BE TAUGHT?

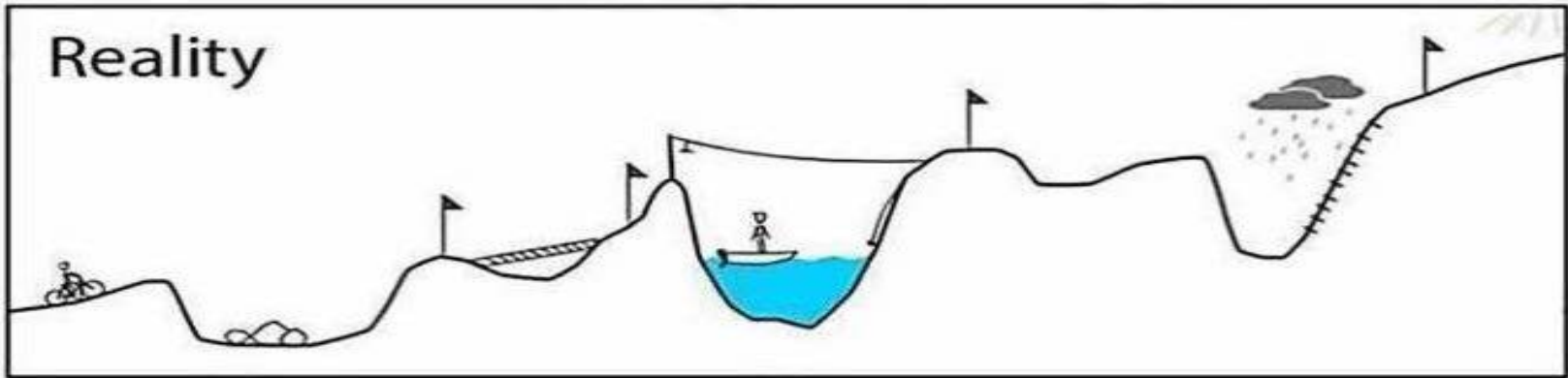


# WHY DO WE NEED RESILIENCE?

Your plan



Reality





# THE INDIA STORY



# 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?

K

What did you walk away with?

What did you tell yourself?

S



R

What did you do?

P



What was your perception of what happened?

What did your parrot say?

A

How did you feel on the inside?

SPARK





S

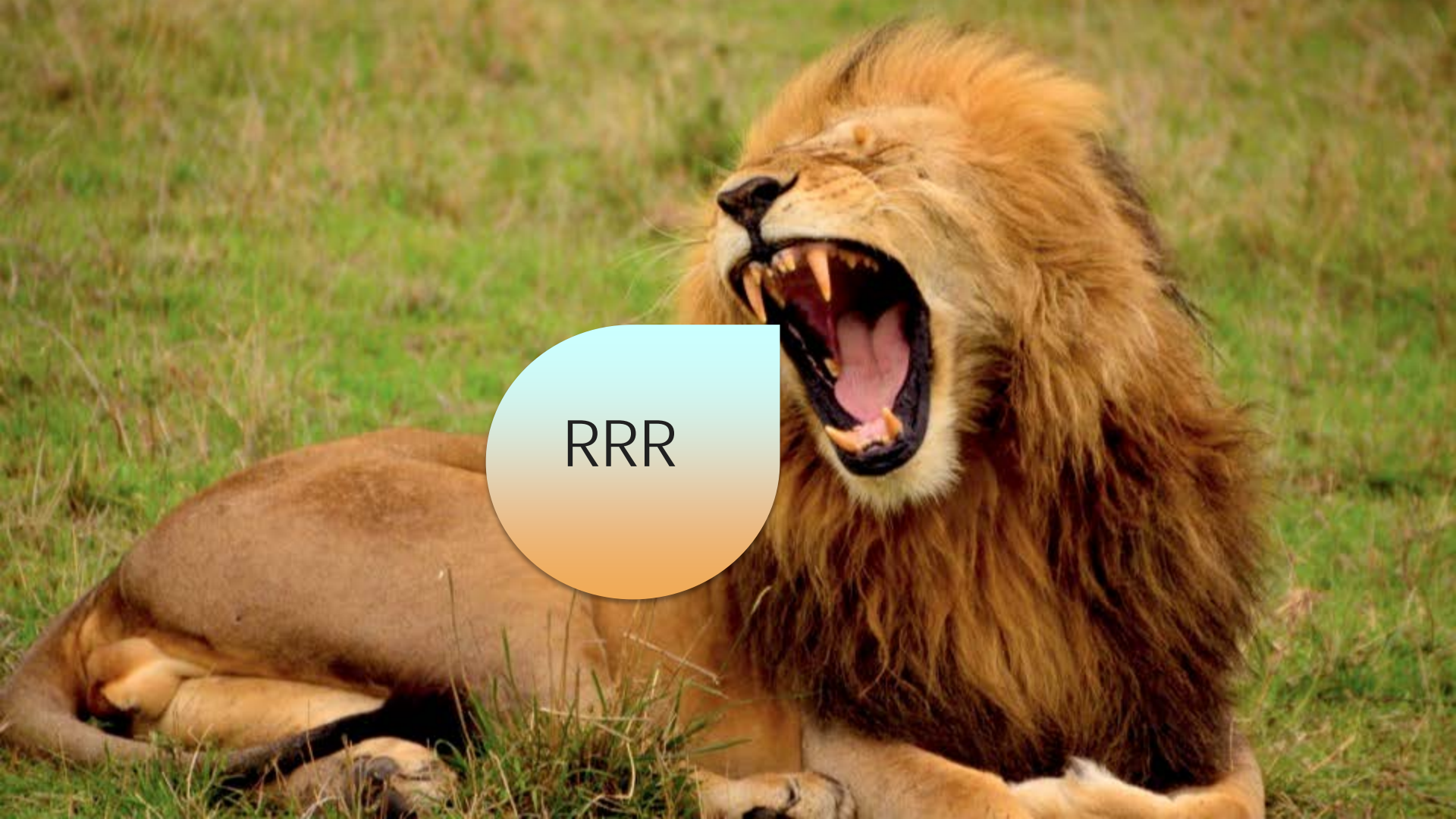


P









RRR



**K**



# THE STRESSOR OR THE PERCEPTION OF THE STRESSOR?



# CENRAL RESILIENCE CONCEPT - PARROTS OF PERCEPTION

Parrots of perception  
(dimensions of attribution  
style)



Parrot under the spotlight



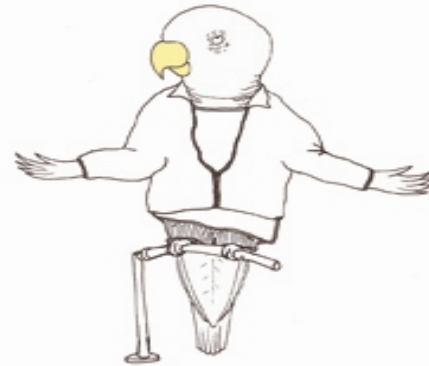
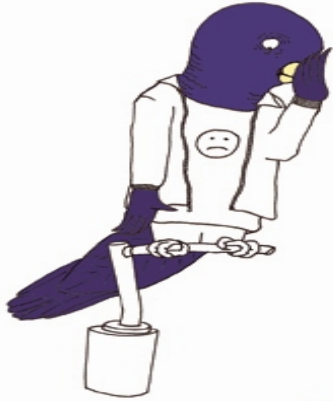
Parrot on trial – alternatives  
and evidence



My personal aviary



# BRITISH PARROTS



# LES PERROQUETS DE LA PERCEPTION

7. Mr c'est  
comme ça



8. Le sage



9. Le capable



10. L'optimiste



11. Cool



12. Le motivé



1. L'accusateur



2. Le juge



3. Le perdant



4. L'inquiet



5. Le fautif



6. Le je  
m'en foutiste



# JAPANESE PARROTS

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、たいへん大変なことがあっても  
げんきあきらめない、ちから元気になるこころの力です。



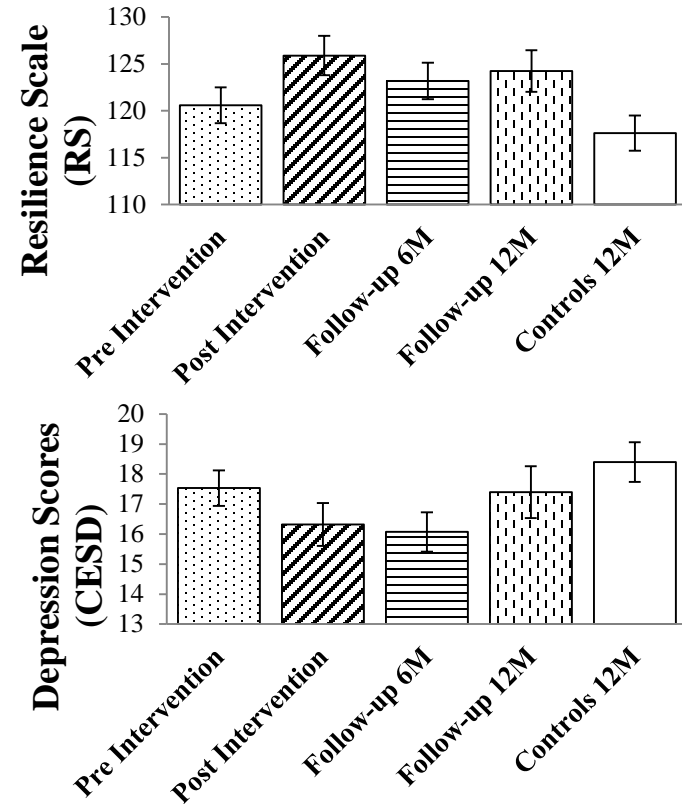


# RESULTS (PLUESS ET AL, 2011; 2017)

## Significant effects on:

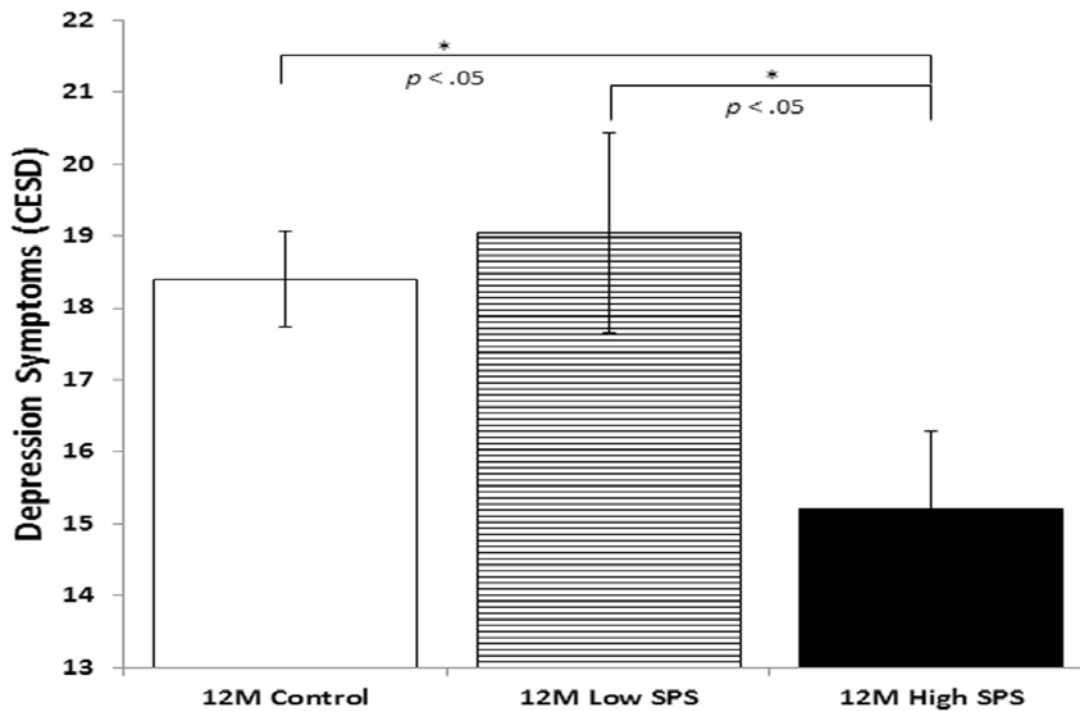
- ✓ Self-esteem (pre-post)
- ✓ Self-efficacy (pre-post)
- ✓ Life-satisfaction (pre-post)
- ✓ Resilience (pre-post, 6 months, 12 months)
- ✓ Depression (pre-post, 6 months)

Pluess, M., Boniwell, I., Hefferon, K., & Tunariu, A. (2017). Evaluation of a school-based resilience-promoting intervention in a high-risk population in England: An exploratory controlled mixed methods trial. *PLoS one*, 12(5), e0177191.



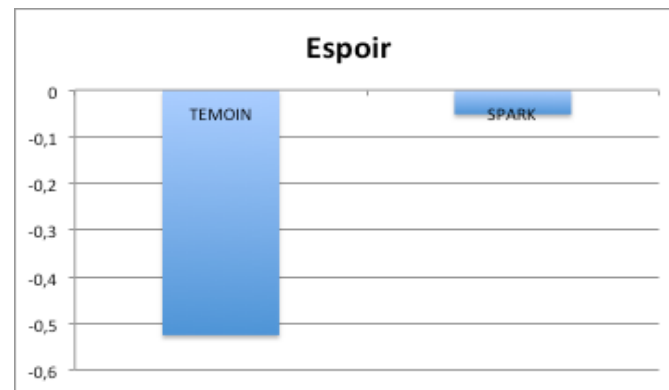
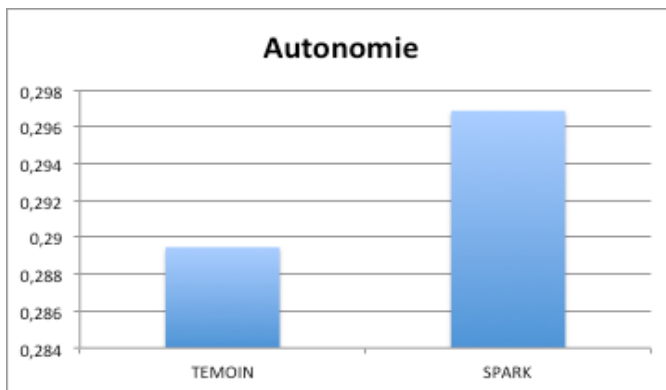
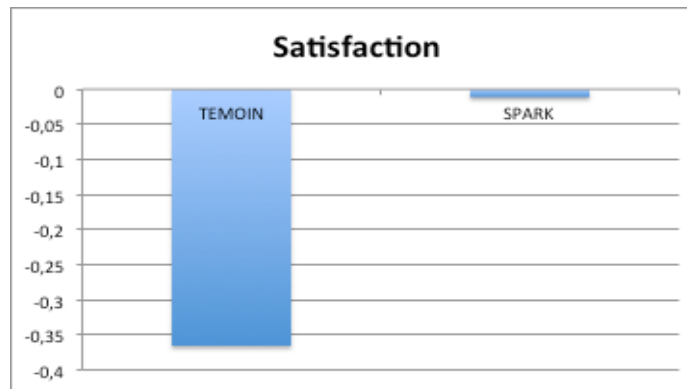
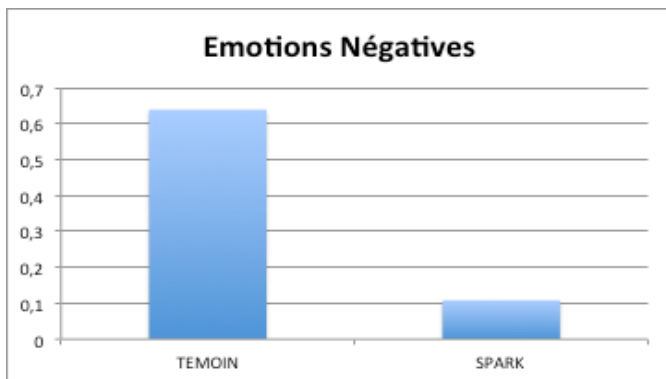


# SENSITIVE CHILDREN BENEFIT THE MOST FROM THE INTERVENTION (PLUESS & BONIWELL, 2014)

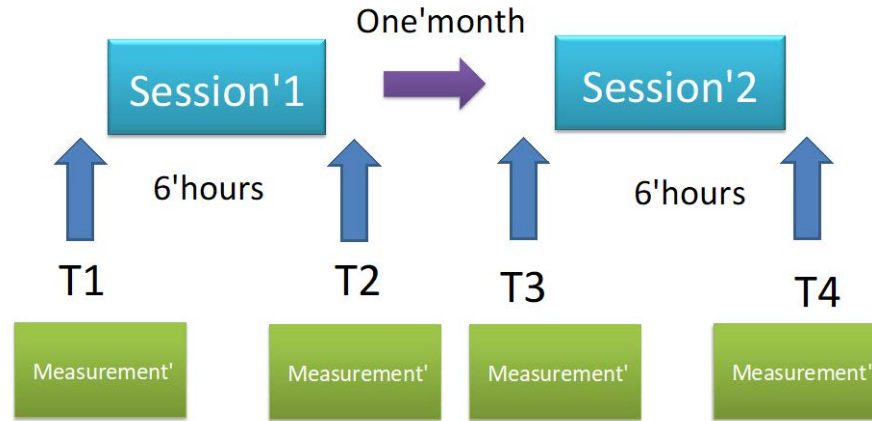


Note. SPS = Sensory-Processing Sensitivity; \* $p < .05$ . \*\* $p < .01$ .

# 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)

|  | 2013           | 2014             | 2015             | 2016 |
|--|----------------|------------------|------------------|------|
| 1 <sup>st</sup> grade<br><b>Intervention</b>     | t1-t4 (n = 89) | t1-t4 (n = 85)   | t1 (n = 130 )    |      |
| 2 <sup>nd</sup> grade<br><b>1yr Study Abroad</b> |                | t5 & t6 (n = 89) | t5 (n = 85 )     |      |
| 3 <sup>rd</sup> grade<br><b>College Exam</b>     | t1-t2(n = 87)  | t1-t3(n = 78)    | t7 & t8 (n = 88) |      |

Cohort 1



Cohort 2



Cohort 3



### Scales

Resilience (BRS: Hirano, 2010)

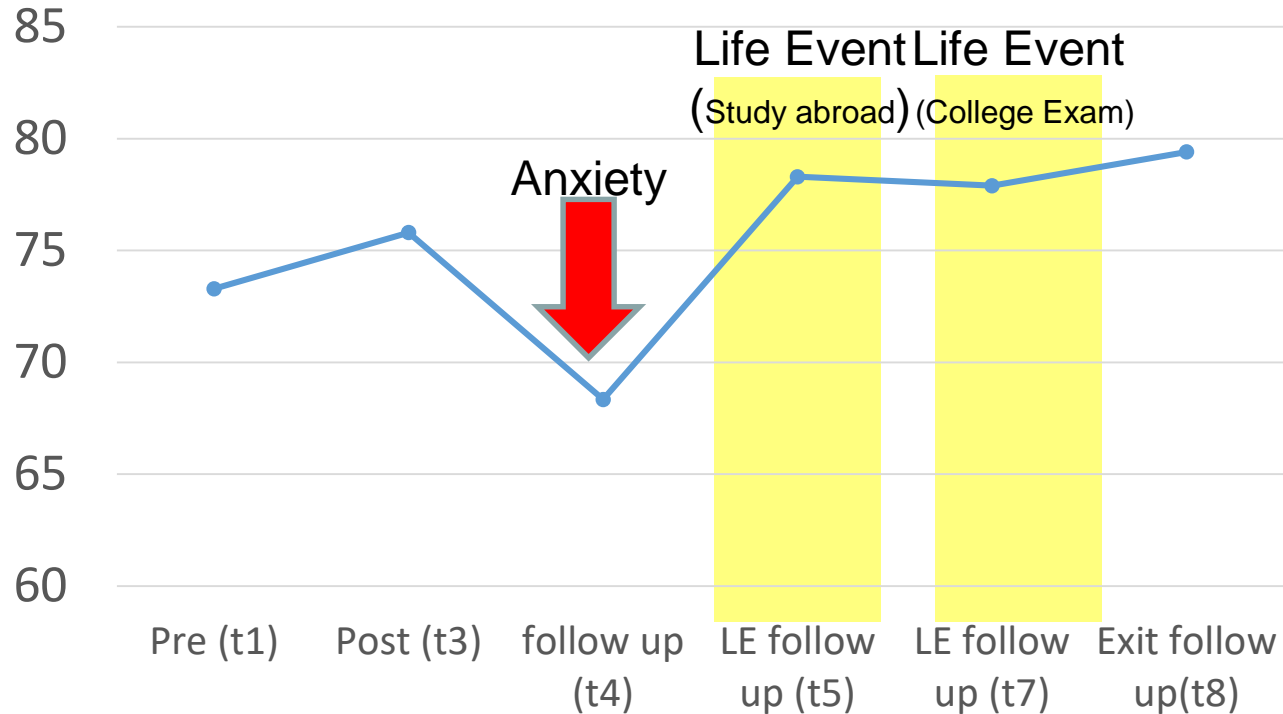
Self efficacy (Ito, Schwarzer, & Jerusalem, 2005)

Self esteem (Rosenberg, 1965; Yamamoto et al., 1982)

Depression (Birluson, 1981; Murata et al., 1996)

Personality (Big Five: Wada, 1996)

# 3-YEAR TRANSITION OF RESILIENCE SCORES (KIBE, SUZUKI, & HIRANO, 2016)



# EVOLUTION OF RESILIENCE, SELF-ESTEEM AND SELF-EFFICACY OVER THREE YEARS (KIBE, SUZUKI, & HIRANO, 2016)

Table 1. Transition of mean scores of major variables in 3-year follow ups and the results of t-tests

|               | First Year |      |                | Second Year    |                |               |                | Third Year    |                |               |                |
|---------------|------------|------|----------------|----------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
|               | Pre(t1)    |      | Post(t3)       | Follow-up (t4) |                | Follow-up(t5) |                | Follow-up(t7) |                | Follow-up(t8) |                |
|               | mean       | mean | <i>t value</i> | mean           | <i>t value</i> | mean          | <i>t value</i> | mean          | <i>t value</i> | mean          | <i>t value</i> |
| Resilience    | 73.29      | 75.8 | -2.23*         | 68.34          | 2.08*          | 78.3          | -4.44***       | 77.9          | -2.93**        | 79.41         | -3.69***       |
| Self-esteem   | 24.75      | 25.6 | -1.8           | 24.31          | -0.69          | 26.04         | -2.71**        | 26.4          | -2.86**        | 27.45         | -4.78***       |
| Self-efficacy | 27.21      | 28.5 | -2.36*         | 26.97          | 0.38           | 28.51         | -2.73**        | 29.3          | -2.89**        | 30.21         | -4.33***       |

Notes:

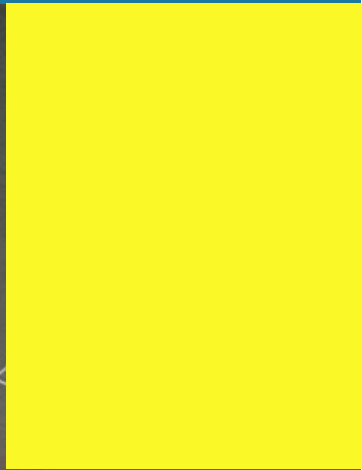
a. \* < .05, \*\* < .01, \*\*\* < .001

b. t values represent comparison between baseline scores

(Kibe, Suzuki, & Hirano, 2016)

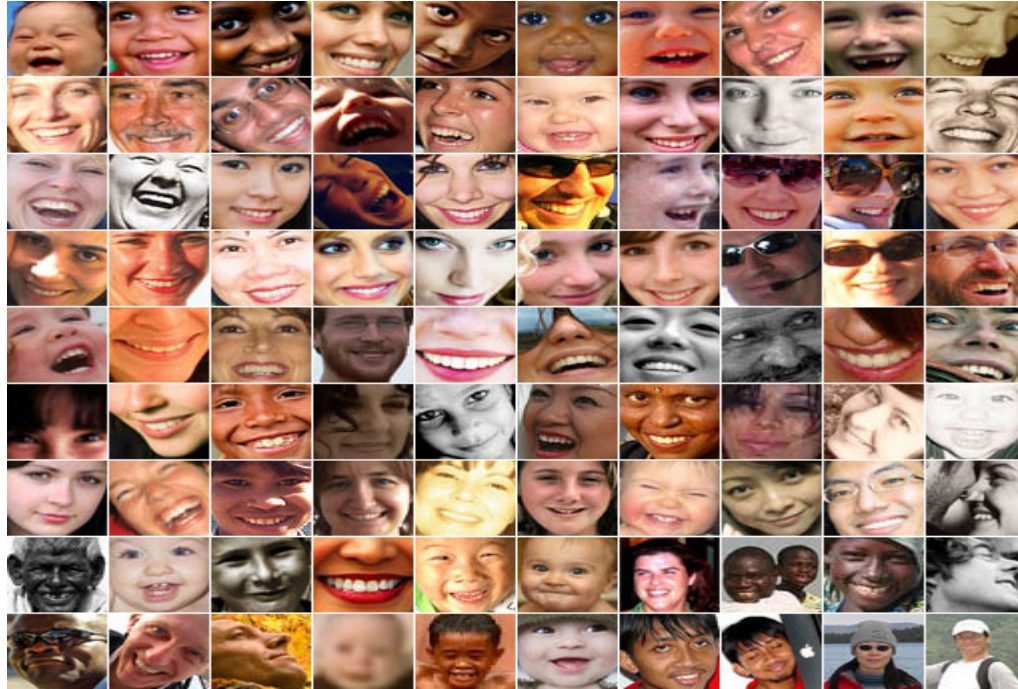


# CAN WE TEACH WELL-BEING?





# HAPPINESS SKILLS: WHAT SHOULD WE TEACH AND HOW?

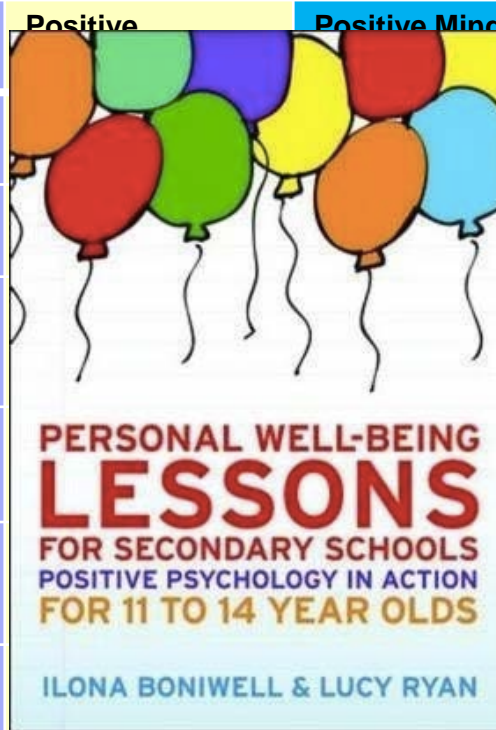


# WHAT HAPPINESS IS NOT

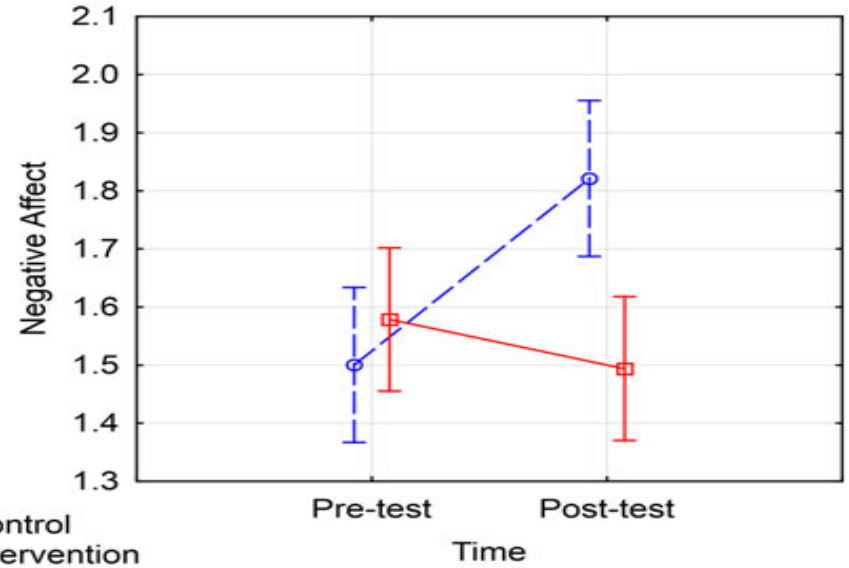
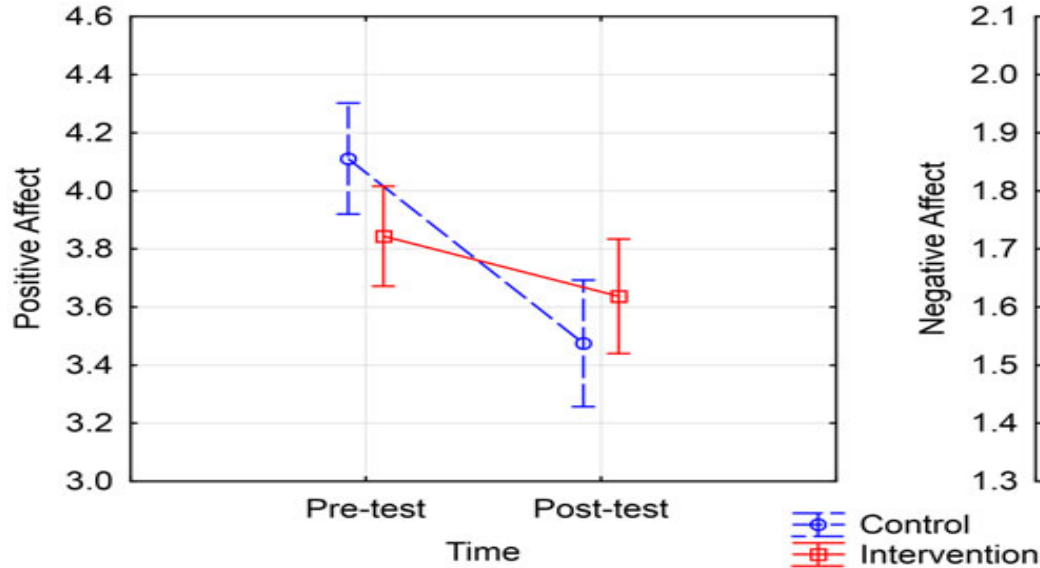


# WHAT DO WE TEACH WHEN WE TEACH WELL-BEING SKILLS?

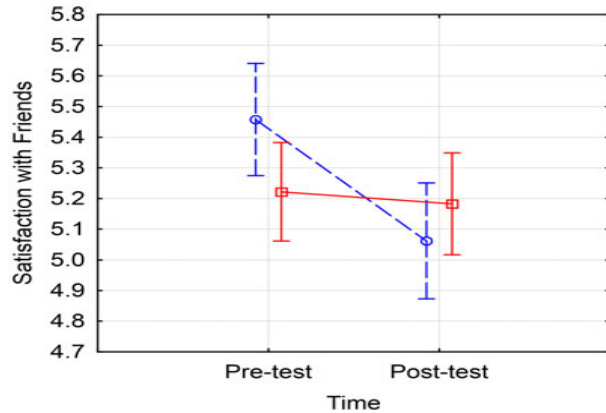
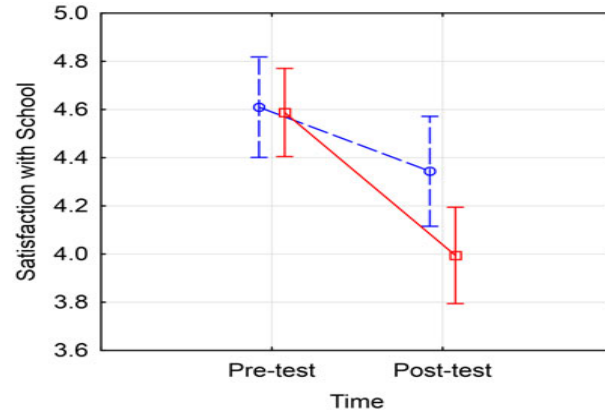
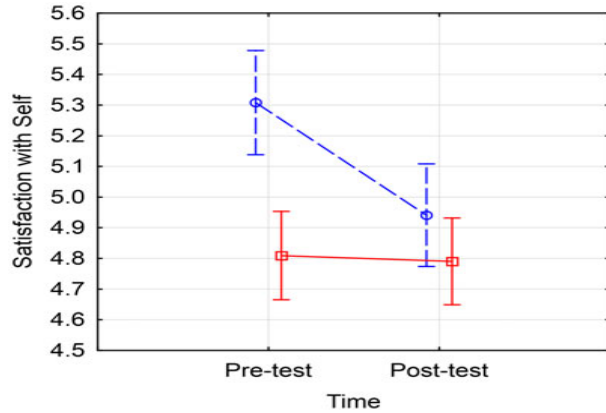
| Positive Self          | Positive Body          | Positive Emotions | Positive Mindset      | Positive Direction  | Positive Relationships    |
|------------------------|------------------------|-------------------|-----------------------|---------------------|---------------------------|
| Happy Talk!            | Image Matters          | How do you feel?  | What's your attitude? | Egg Yourself On     | Tonic or Toxic            |
| Me, Inc.               | Supersize Me!          | How do you feel?  | What's your attitude? | Nail, Nag, Nudge    | Forgiveness               |
| My Strengths Portfolio | Nutrition Quiz         | How do you feel?  | What's your attitude? | Flow and Engagement | Listening and Empathy     |
| Confident You          | Mindfulness for Life   | How do you feel?  | What's your attitude? | Big Hairy Goals     | Sweet Trading             |
| My Best Possible Self  | Go to bed, Sleepyhead! | How do you feel?  | What's your attitude? | Five Little Pigs    | Kindness and Gratitude    |
| Strengths Songbook     | The Power of Exercise  | How do you feel?  | What's your attitude? | The Balancing Act   | Happiness across Cultures |



# EFFECTS ON AFFECT (BONIWELL, OSIN, MARTINEZ, 2015)



# SOME FURTHER RESULTS (BONIWELL, OSIN, MARTINEZ, 2015)



Control  
Intervention

# 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

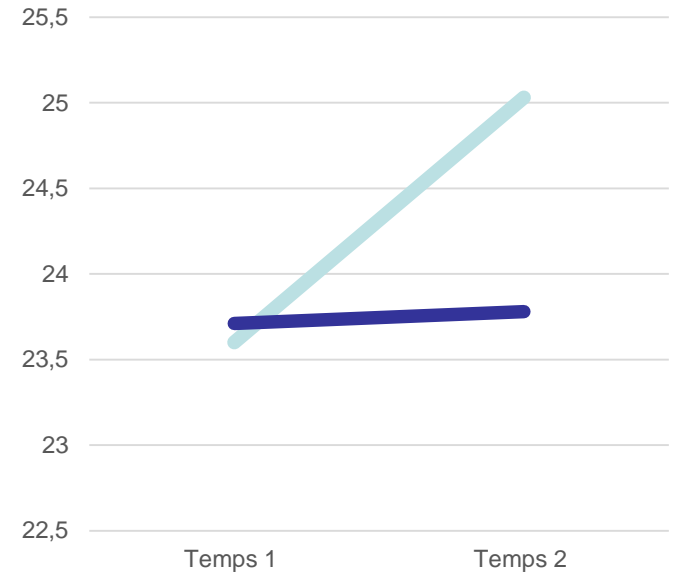
Control group  
5 classes in 5 schools  
104 students  
55 boys et 49 girls

Intervention group: twelve 30 min lessons throughout six weeks

Control group: no lessons from the programme

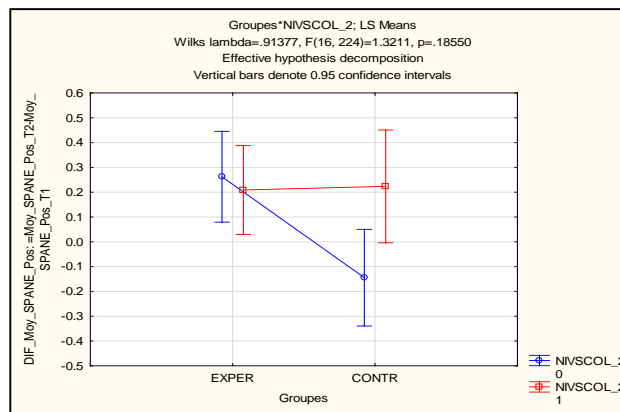
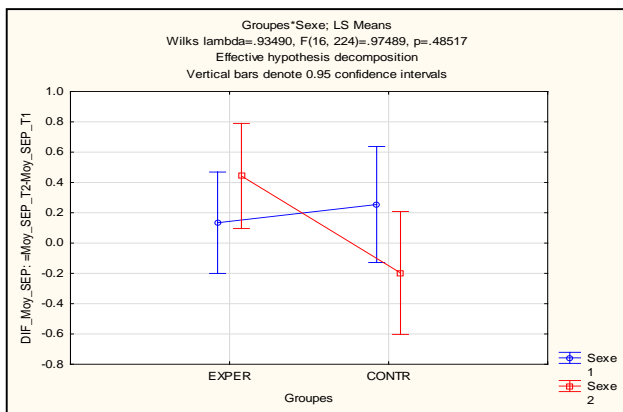
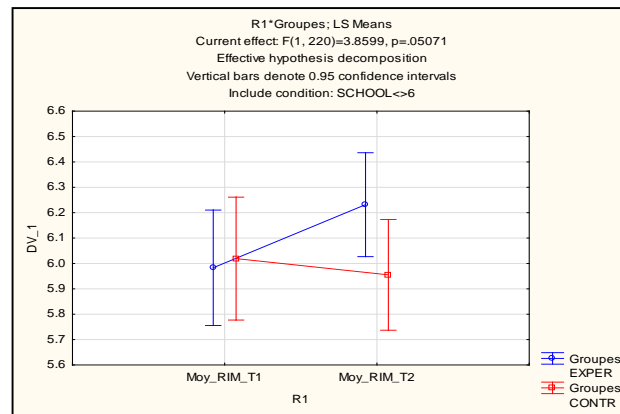
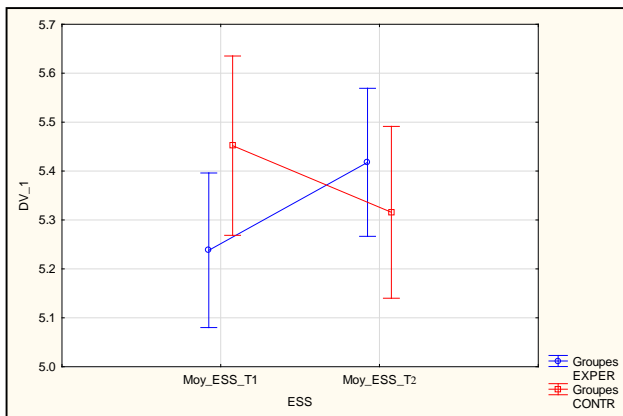
Test 1 (T1): conducted before the beginning of the programme for both groups

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





# 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 post- intervention)
- Impact of the programme
  - KIDSCREEN – questionnaire for pupils (pre- and post- intervention)

# MY FUTURE BEST SELF

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?



## 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 EXERCISE

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.





zijn geweest

Hand-drawn cards with a yellow smiley face and handwritten text.

Hand-drawn cards featuring a rainbow and the text "THE GREATEST SIA HITS".

Hand-drawn cards with colorful illustrations and the text "ONS 917".

Hand-drawn cards with a smiley face and the text "met dank aan de vrienden".

# SENNA

Mijn cd:



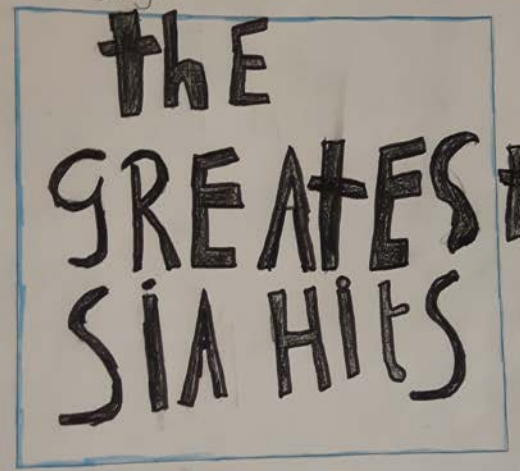
Songtekst:

Day to day I'm blind to see and find how far to go,  
 Everybody got their reason Everybody got their way,  
 We're just catching and releasing what builds up,  
 throughout the day it gets into your body,  
 and it flows right through your blood we can tell  
 each other secrets and remember how to LOVE.

Met dank aan:

Mijn hele Familie en vrienden

Mijn cd: Dooop



Songtekst: # Dont give up, Dont give up, Dont give up,  
 no no no # I know I can treat you better than he can  
 # Pulling me further, further than I've been before

Met dank aan: Destiny, Noa en Legno die altijd voor me klaar staan, te komen altyd voor me op als dat nodig is.

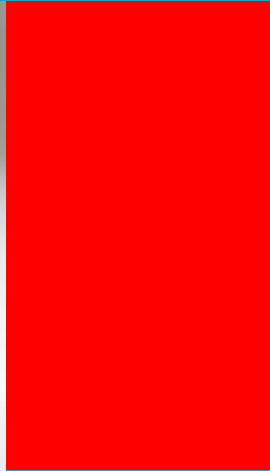
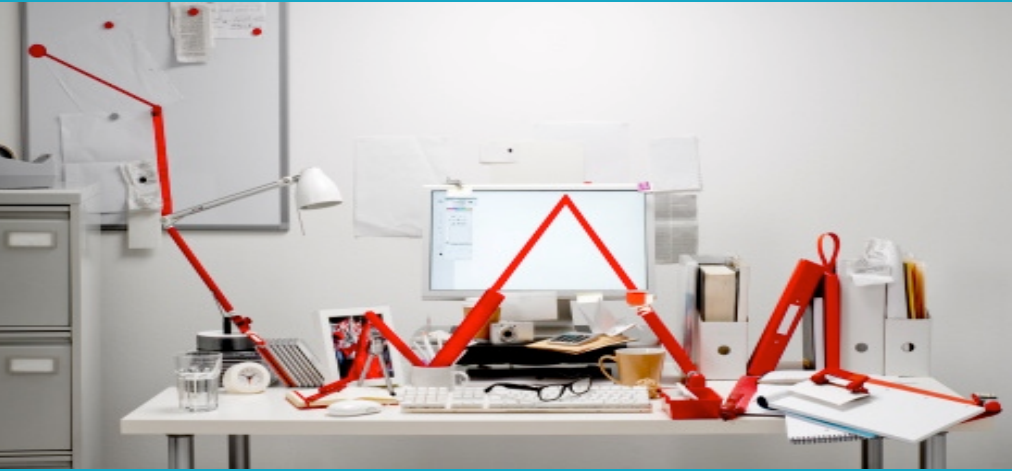




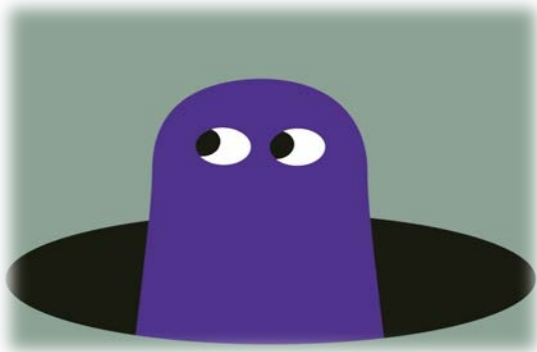
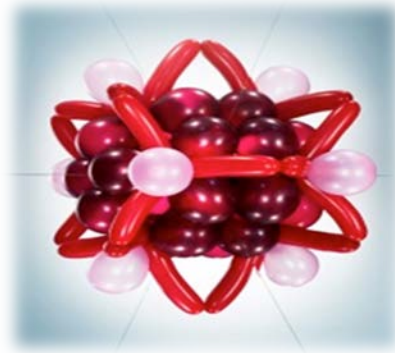
# SPARK AND PWBL AROUND THE WORLD



# 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*

# STRENGTHS INTRODUCTIONS

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  
love of learning

---

I love learning new things.

Inspired family




HOPE  
hope

---

I see the good side of things.

Friendly family



LOVE  
love

---

I like other people.

Courageous family



PERSEVERANCE  
perseverance

---

I finish what I started, even if it's difficult.

Fair family




LEADERSHIP  
leadership

---

I like deciding.

Well-balanced family



PRUDENCE  
prudence

---

I think before I do something.



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.

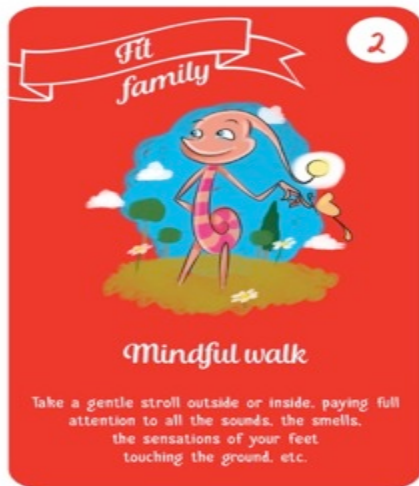
H  
A  
P  
P  
Y



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.



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



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.



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?

F  
A  
M  
I  
L  
I  
E  
S



Using words, drawing materials or collage, create an ideal portrait of yourself, the way you like yourself best.

# AN INTERACTIVE SPARK RESILIENCE GAME

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



# POSITIVE SPARK

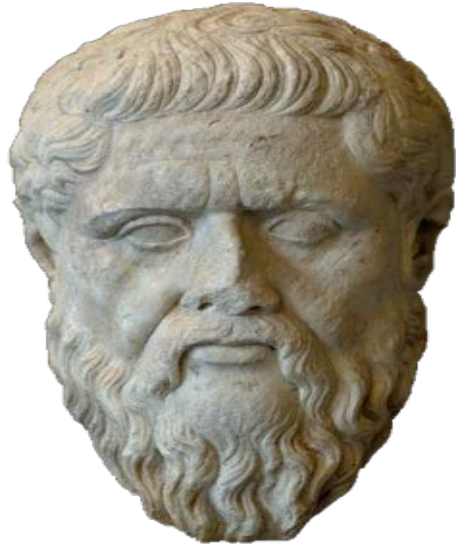




# BUILDING POSITIVE PSYCHOLOGY WITH LEGO







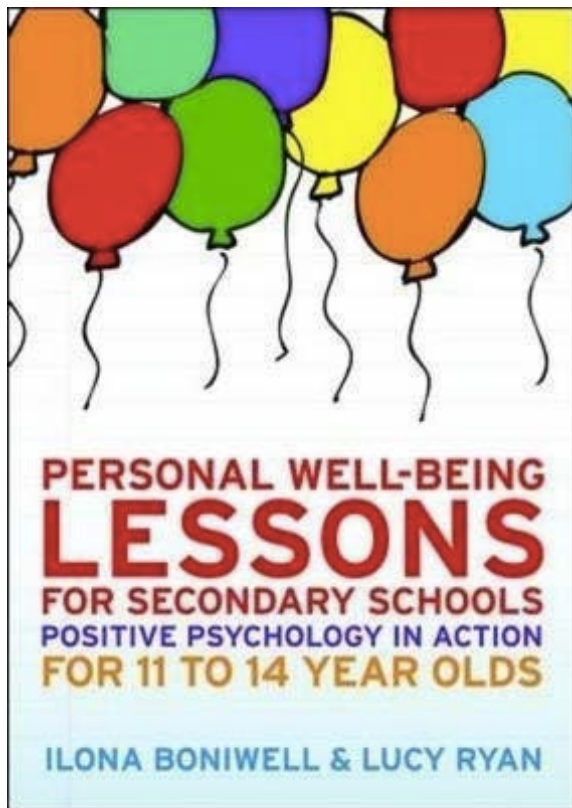
«You can discover more about a person in an hour  
of play than in a year of conversation»

Plato

# WHERE NEXT FOR POSITIVE EDUCATION?

- Programme based or whole school approach?
- Existing or home grown programmes?
- System opportunities and restrictions?
- Capacity enhancement







# Thank you for your attention !

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[www.positran.fr](http://www.positran.fr)



**Positran**

Psychologie de la  
transformation positive