

Weaving Well-Being: Using Positive Psychology in Schools – Online Course - Course Materials

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Module 1 - Important Information about DES Approved Online Summer Courses

Please note - On successful completion of this course, you will be issued with a certificate that will entitle you to three EPV (Extra Paid Vacation) days, provided this is your first summer course in 2020. The following criteria must be met to be eligible for the completion certificate:

1. You, and not a third-party, must complete all of the course, including postings to the forum discussion groups at the end of each module and the course reflection at the end of the course.
2. Participants must spend a minimum of 20 hours on the course (minimum of 10 hours online). Please keep track of your time as you will be asked to make a declaration at the end of the course.
3. At the end of each of the five modules, the participant must post to the module discussion forum. Your contribution should be not less than 100 words. You are expected to contribute at least two meaningful and appropriate postings for each Module; your second posting should be a reply to another participant's post or to your e-tutor's comments. You may, of course, also participate in and reply to more than one other post should you wish.
4. When you have finished the five modules you are required to do an End of Course Reflective Assignment. On completion, you send this reflective assignment to your supervisor for review; it will also be available for the DES inspectorate should they wish to view it at any stage. You can prepare your course reflection offline and upload it when you are completing the course evaluation. Your End of Course Reflective Assignment for this course is: Reflecting on what you have learned in this course, outline the ways you will enhance and nurture the well-being of your students and yourself in the future (300 – 400 words)
5. At the very end of the course there is an evaluation form that must be completed. Within this evaluation form is the facility to upload the above course reflection, complete your declaration and apply for you course completion certificate

Module 1 – Course Introduction

- Video (Weaving Well-Being Course Introduction): <https://vimeo.com/171908050>

Welcome to this OTB Learning online professional development course. This course is designed first and foremost to support your professional development.

Course Presentation

The materials in this course are presented in a sequential manner. A variety of media has been used in the course design and time has been allowed as part of the course to explore all of these including links to external websites. PDF of each PowerPoint are available in modules – linked at the end of document.

The course is divided into 5 course modules:

1. Module 1: What is Well-Being?
2. Module 2: Positive Emotion, Character Strength and Flow
3. Module 3: Resilience and Mindfulness
4. Module 4: Positive Relationships and Self Efficacy
5. Module 5: Whole School Approach, SSE and Teacher Well-Being

Course Support

We hope you enjoy and benefit from this course. If you have any queries please do not hesitate to contact us on: info@otb.ie

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Module 1 – About this Course

This online course 'Weaving Well-Being – Using Positive Psychology in Schools' is brought to you by Outside the Box Learning Resources. It is co-written by Mick Rock and Fiona Forman who you will meet on the next page.

It is important for us that you find the course interesting, interactive and highly practical and our course has been designed with this in mind. The course will include presentations from both of the co-authors of Weaving Well-Being. However built into these presentations will be time for personal reflections. You will get to watch many interesting videos that provide important information on each topic and explore the use of our tools and strategies in an Irish classroom setting.

We will also share our personal experiences of the topics and strategies from time to time. There will also be opportunities for you personally to implement a number of the strategies in your own life and to complete some psychological measurement tools that you will be using in the classroom in the future.

But most importantly, this programme includes a wide range of suggestions on how to implement our tools and strategies in your classroom which will include some printable resources.

- Video (Authors' overview of Weaving Well-Being): <https://vimeo.com/165686921>

Module 1 – Course Authors & Publisher

This course is designed and presented by Fiona Forman and Mick Rock. Click on the videos below to meet them.

- Video (Introduction to Fiona Forman): <https://vimeo.com/295115754>
- Video: (Introduction to Mick Rock): <https://vimeo.com/166080689>

About the Publisher:

This course is produced by OTB Learning, a subsidiary of the well-established Outside The Box Learning Resources, often referred to simply as OTB.

OTB is a family-run company founded in Ireland in 2004. The company specialises in publishing and providing innovative professional development resources for teachers, healthcare professionals and parents. The resources provided are cutting-edge, classroom-focused and practical, many concentrating on the 'HOW' rather than the 'WHAT' pupils are learning and many focus on life-long learning. The short, one-minute video below will tell you a little more about OTB.

- Video (About OTB): <https://vimeo.com/419908957>

Weaving Well-being: The Resources:

- The Resources: <https://www.otb.ie/weaving-well-being-shop/>

Weaving Well-Being currently consists of 5 Teacher Books and 5 accompanying Pupil Books, each with 10 specific lessons per year level (8 to 12 year-olds). It came about as a result of a need identified by the authors Fiona and Mick

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for practical, teacher-friendly and child-centred materials to teach specific well-being skills and strategies to primary school children.

Fiona has been teaching and embedding these vital concepts in the school setting for several years and found it difficult to source practical, well-structured, comprehensive and culturally relevant material which was directly linked to the SPHE curriculum. She devised her own lessons and has refined them through classroom use and feedback from children and parents. Other teachers in her school then began to use the lessons with great positive results and feedback. She then began her collaboration with Mick, who had just finished his Masters in Applied Positive Psychology involving a research project on the benefits of Positive Psychology Interventions in classrooms.

Mick and Fiona collaborated to further develop and enhance the materials which were then piloted in a further four schools. Through a continuous process of feedback and review, the first stage of the programme (third and fourth class materials) was published by [Outside the Box Learning Resources](#) in June 2016. The final three elements of the programme for second, fifth and sixth class were piloted from September 2016. The full programme was then formally launched in April 2017 and has been rolled out to schools since September 2017 and is now used in over 60% of schools in Ireland (as at Jan 2020). A similar programme is being written by the author for younger children called Welcome to Well-being and the first level of the secondary programme - [Wired for Well-being](#), was published in February 2020. In May 2019, Weaving Well-being was launched in Australia by [Hawker Brownlow Education](#) (HBE). They produced a set of [Weaving Well-being Classroom Posters](#) which are now also available in Ireland.

The Weaving Well-Being programme gives children the opportunity to actively engage with evidence-based well-being skills and strategies and build a highly personal and creative portfolio of work which they can continually refer to, both during and after the delivery of the programme.

Fiona and Mick are also available for in-school training on using Positive Psychology in the School Setting. They can be contacted through their website www.weavingwellbeing.com

Further information

For updates, articles, information and research links, you can follow Weaving Well-Being on Social media:

- Twitter: [@FionaWellBeing](#)
- Facebook: [@weavingwb](#)
- Instagram: [@fionaformanwellbeing](#)

Further information on Weaving Well-being can be found on the following websites:

- www.otb.ie/wwb
- www.weavingwellbeing.com
- www.fionaformanwellbeing.com

To order any of the materials, please go to: [OTB Store](#)

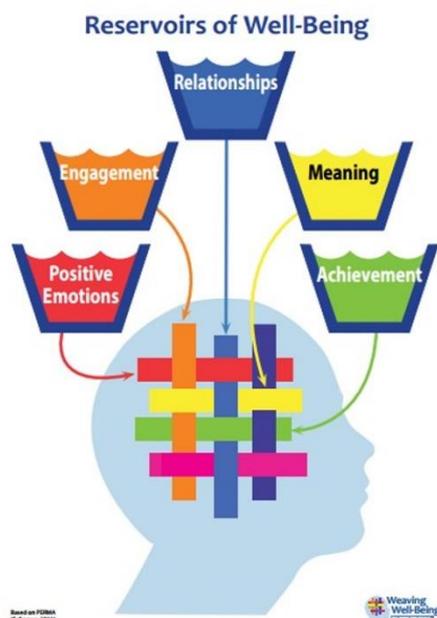
To email co-author Fiona Forman, please click [HERE](#)

To find out more about Fiona's secondary school programme, please click on [Wired for Well-being](#)

Introduction to Module 1

At the end of each module, you are required to make a posting of at least 100 words to a discussion forum and reply to at least one other participant's post. Here is a sneak preview of the topic for this module which you can be thinking about as you navigate through Module 1:

- Reflect on the 5 Reservoirs of Well-Being model which is based on Seligman's PERMA theory. Did you find this model useful in terms of the idea of keeping your reservoirs of well-being topped up through intentional activities? Which reservoirs do you draw from the most for your well-being?



We hope to set the tone for each module with a Positive Psychology quote to inspire us! This one is from Mihaly Csikszentmihalyi, a leading figure in the PP movement who developed the concept of Flow, which we will explore in Module 2. You can read many more inspirational quotes on the [Happiness India Project](http://HappinessIndiaProject.com) website which you can use in your classroom.

Co-author Mick Rock gives a brief outline of what you can expect to learn in Module 1 in the short video below:

- Video (Module: Introduction): <https://vimeo.com/171907874>

The objectives of Module 1 are as follows:

- To provide an understanding of the components of well-being.
- To provide an understanding of Positive Psychology and to examine the evidence to support the use of strategies.
- To explore the benefits of enhancing well-being for both pupils and teachers and, in particular, the link between well-being, learning and successful school outcomes.
- To understand how interventions on this programme link to the SPHE curriculum and can be supported by the SSE process, with particular reference to [Well-Being Policy Statement and Framework for Practice](#) (DES, 2018).
- To provide an overview of the Weaving Well-Being Programme.
- To provide evidence-based strategies to enhance well-being and learning within the classroom.

Components of Well-Being

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Let us begin our exploration of well-being with a voiced presentation that will consider the various components of well-being. We will draw on the SPHE Curriculum and the Guidelines for Mental Health Promotion: Well-Being in Primary Schools (DES, 2015) to support our understanding. Click on the presentation below to listen.

- PowerPoint (Components of Well-being): <https://vimeo.com/355123524>

Assessing your own well-being:

It may now be useful to use a measurement tool to get a sense of our own personal well-being. The Flourishing Scale was devised by Diener et al., 2009 as a self-measurement tool for well-being. Click on the Scale below to download it in pdf format for printing. For children who find the English language difficult, you can download the scales in several different languages on the [Ed Diener Website](#).

FLOURISHING SCALE

©Copyright by Ed Diener and Robert Biswas-Diener, January 2009

Below are 8 statements with which you may agree or disagree. Using the 1–7 scale below, indicate your agreement with each item by indicating that response for each statement.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

- ___ I lead a purposeful and meaningful life
- ___ My social relationships are supportive and rewarding
- ___ I am engaged and interested in my daily activities
- ___ I actively contribute to the happiness and well-being of others
- ___ I am competent and capable in the activities that are important to me
- ___ I am a good person and live a good life
- ___ I am optimistic about my future
- ___ People respect me

Scoring:

Add the responses, varying from 1 to 7, for all eight items. The possible range of scores is from 8 (lowest possible) to 56 (highest PWB possible). A high score represents a person with many psychological resources and strengths

Have a look at each statement and score yourself from 1-7 depending on how strongly you agree with each statement. Overall scores range from 8 to 56. Higher scores reflect greater well-being. Take a few moments to reflect now on your scores.

- Were you surprised by your score? Why or why not?

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- What do you think of the questions on the scale?
- Do you think there is anything missing from the scale?
- Can you identify any particular area which you could enhance?



- PowerPoint (Teaching Children the Language of Well-being): <https://vimeo.com/355280394>

One of the key questions teachers ask is how the concept of well-being can be explained to young children. This voiced presentation explores some child-friendly definitions and shows how children can interact with the concept.

Let's look at a video giving children's views on well-being. These are children from third class (8-9 years-old) who have been learning about what well-being means. Before you view the video, note down your thoughts on what you think the children will say.

- Video (Children's Views on Well-being): <https://vimeo.com/166080716>

Asking for support with self-assessment:

The following video shows children talking about how they used well-being self-assessment as part of homework:

- Video (Asking for Support with Self-Assessment): <https://vimeo.com/166080714>

Below is the "Weaving Well-Being Rap" which you can use to teach the children all about the language of well-being. It is introduced as part of the Weaving Well-Being Second Class programme under Character Strengths.

- Video (Weaving Well-being The Rap): <https://vimeo.com/211667515>

Children's Well-Being Self-Assessment

Once children start to become aware of and understand what well-being looks and feels like to them personally, they are then in a position to self-monitor and evaluate their own mental health. The following presentation explains how in more detail. Click on the image below to view and listen.

- PowerPoint (Children's Well-being Self-Assessment): <https://vimeo.com/354227797>

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Let's now take a look at children discussing the language of mental health. This piece also shows the children undertaking a self-assessment exercise in relation to the elements of well-being, which is an exercise from the Weaving Well-Being programme. Click below to view the video.

- Video (Language of Well-being and Children's Self-Assessment): <https://vimeo.com/166080713>

Take a moment to reflect on this video using these 3 questions:

- How useful would this exercise be, in your opinion?
- Were you surprised at the children's level of engagement?
- Any other thoughts or comments?

The above video featured Fiona's class. Click on the image below to listen to Fiona talk about her personal experience with her class as they explored the concept of well-being.

- PowerPoint (Fiona's Classroom Experience of Children's Self-Assessment): <https://vimeo.com/354227907>

Personal Mindfulness Moment

Throughout this course, we take the opportunity to experience many of the evidence-based activities and interventions which have been shown to enhance well-being. One such intervention is mindfulness which we will be examining in more detail in Module 3.

In each module we will provide a link to a guided mindfulness exercise for you to try. We will start with this exercise from Jon Kabat-Zinn, a medical doctor who introduced mindfulness to the west in the 1980's and is a leading expert in the field.

Click on the image below to listen and experience the [10-minute Body Scan Mindfulness Meditation](#).

10 Minute Body Scan Guided Mindfulness Meditation Practice



The body scan helps us to become more present in our bodies and aware /attuned to what is happening moment by moment. It is one of the core practices in the Mindfulness Based Stress Reduction (MBSR / MBCT) programme. It involves systematically sweeping through the body with the mind, bringing affectionate, openhearted, attention...

Why Teach Well-Being at School?

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In this section we use the video below to outline some worrying statistics in relation to mental health issues for young people and the wide range of potential benefits that can be achieved by enhancing well-being both within school and in terms of life outcomes.

- Video (Wellbeing in Schools): <https://youtu.be/6SyxVEWxAoU>

Reflection Activity

Having watched the above video, take time to note down the benefits you would consider would ensue from children being taught about well-being and how to support it. After you've noted down your thoughts, watch this second video below which details the wide range of benefits that can flow from enhancing children's well-being.

- Video (Benefits of Enhancing Children's Well-Being): <https://vimeo.com/166080683>

Linking Well-Being with Successful School & Life Outcomes

In this section we will explore the link between well-being and both school and life outcomes. We will explore what constitutes happiness, talk about some of the evidence that suggests that well-being is positively related to academic performance and the interesting link between happiness and success.

Before you listen to the presentation, take a few moments to note down your thoughts on what determines happiness.

Let's look at some important reasons why we should focus on well-being in schools. We will examine research linking well-being to successful school and life outcomes and the interesting link between happiness and success. Compare your thoughts with the evidence outlined in the presentation below.

- PowerPoint (Linking Well-Being with Successful School & Life Outcomes): <https://vimeo.com/355295324>

Watch the TED Talk video clip below where Shawn Achor describes the link between Happiness and Success and, in particular, challenges the traditional belief that happiness follows success.

- Video (The happy secret to better work): <https://youtu.be/fLJsdqxnZb0>

The article below - *What's the secret to success? Be nicer to yourself* outlines some ways in which happiness leads to success. Although it is specifically related to career success, the points made are relevant in a more generic level also. Read through it and consider the following questions:

1. Have you ever postponed your happiness in the belief that you will only be happy if and when you achieve a desired goal?
2. In this article, the author Emma Seppala points to self-kindness as a path to happiness and gives four tips on being kinder to ourselves. Which one do you find most useful?
3. Do you agree with the author when she states that success in Western culture is associated with high-intensity emotions, whereas success in Eastern cultures is associated with low-intensity ones?

What's the secret to success? Be nicer to yourself



Often in our fast-paced, modern society, happiness is equated with success. Many of us work incredibly hard in the belief that happiness comes from achieving our goals. But it seems that we might be looking at things back to front. Stanford researcher [Emma Seppälä](#) says the evidence suggests it is happiness that leads to success, not the other way round.

After working in many high-achieving environments like Yale, Stanford and Silicon Valley, Seppälä noticed the high cost people were paying for success. They were burning themselves out and "postponing" happiness in the belief that they would eventually be happy when they succeeded in their career goals.

Seppälä says that when she looked at the research she found the evidence overwhelmingly showed that if you look after your well-being first, you will do better in your job: "If you prioritise your happiness, you will actually be more productive, more creative, more resilient, more energised, more charismatic and more influential."

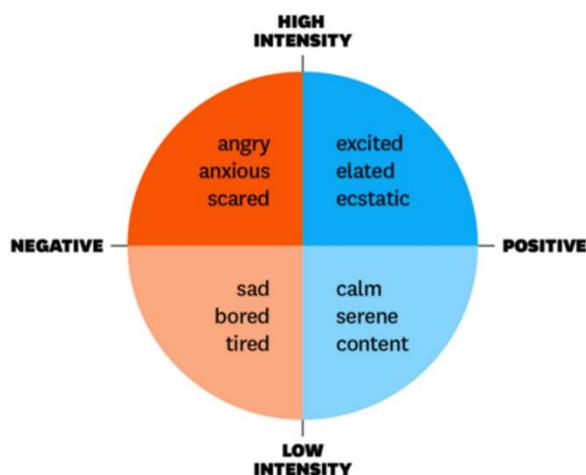
The key, Seppälä says, is being kinder to yourself, "Research shows that self-criticism is basically self-sabotage, whereas self-compassion – treating yourself with the understanding, mindfulness and kindness with which you would treat a friend – leads to far greater resilience, productivity and well-being."

Seppälä's new book, [The Happiness Track](#), suggests four ways to promote kindness towards yourself:

1. Notice your self-talk: In times of failure or challenge, noticing your self-talk can help you replace it with self-compassion. Instead of saying things like, "I'm such an idiot!" you might say, "I had a moment of absentmindedness and that's okay."
2. Write yourself a letter: When your emotions are overwhelming, write a letter to yourself as if you were writing to a friend. It might feel strange at first, but your comforting words will help to normalise the situation rather than blow it out of proportion.
3. Develop a self-compassion phrase: Use a mantra or a phrase that you can turn to in challenging situations, so you can deal with them calmly and with grace.
4. Make a daily gratitude list: Write down five things you feel grateful for every day, or are proud of having accomplished. This may sound overly simplistic, but this extremely short exercise can produce powerful and long-lasting results.

Something else which became apparent from [Seppälä's research](#) was the problem caused by our reliance on high-intensity emotions. The diagram below shows how both positive and negative emotions can be high or low intensity.

Mapping Positive and Negative Emotions According to Intensity



Source: *The Happiness Track* by Emma Seppälä / Harvard Business Review

Seppälä found that Western culture seems to equate the high-intensity emotions with success whereas in Eastern culture it is more associated with the low-intensity ones.

It seems we often rely on stress response to get things done. Adrenaline and caffeine help us switch between the two sides of the high-intensity emotions. Anxiety, anger, excitement and elation – we believe these are the states of mind needed to achieve success.

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The cost of trying to be “fired up” all the time is significant because it activates the body’s stress response. Excitement can deplete our system when sustained over long periods and chronic stress compromises our immunity, memory and attention span.

In other words, high intensity, whether it’s from negative states like anxiety or positive states like excitement, taxes the body and exhausts us.

Seppälä recommends making a determined effort to “rest and digest” in order to restore health and well-being and make us more resilient, happy and successful over the long term.

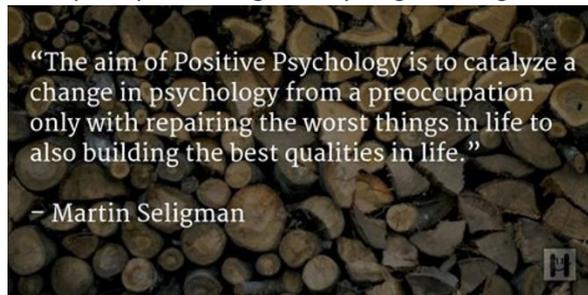
Recent Challenges

We have seen how important well-being is to successful school and life outcomes. However, you may be aware that our young people are currently facing many challenges to their mental health and well-being. Let's now have a look at some possible factors.

- PowerPoint (Recent Challenges): <https://vimeo.com/355300119>

Positive Psychology

We will now examine the field of Positive Psychology. Before we do so, reflect on your understanding of Positive Psychology. Make some notes and compare your thoughts as you go through this section.



According to Lomas, Hefferon and Ivtzan, (2014) positive psychology is *‘the science and practice of improving well-being’*.

Martin Seligman provides another useful quote in the above image which helps to define its aim:

‘The aim of Positive Psychology is to catalyse a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life’

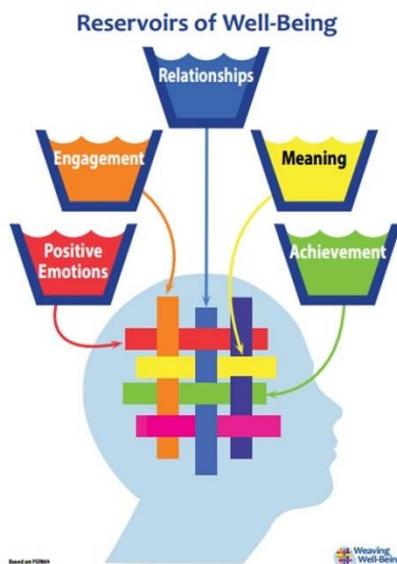
The video below shows co-author Fiona summing up some of the key aspects of positive psychology.

- Video (What is Positive Psychology?): <https://vimeo.com/166080698>

The following presentation will explore the concept of positive psychology in more detail. It will talk about the key aspects of positive psychology, the health/disease continuum and Martin Seligman’s PERMA theory.

- PowerPoint: (Positive Psychology): <https://vimeo.com/354228210>

Here is a reminder of the Reservoir of Well-Being model based on PERMA Theory. Remember to keep all of your reservoirs topped up. As you go through the course there will be plenty of ideas for doing this.



As we come to the end of our overview of Positive Psychology, take some time to read the short article below: **A Balanced Psychology and a Full Life** by Seligman and Steen and reflect on the following questions:

1. Had you ever considered or been aware of traditional psychology as deficit-focused?
2. The authors outline the change in the objectives of psychology since World War 2. Did this background information help you to understand why there is a need for a more balanced approach to psychology?
3. The authors define the 'full life' as a life rich in positive emotion, engagement and meaning. Would you agree with this definition?

Click here to access: <https://www.otb.ie/wp-content/uploads/2020/04/Balanced-psychology-and-a-full-life.pdf>

A balanced psychology and a full life

Martin E. P. Seligman^{*}, Acacia C. Parks and Tracy Steen

Positive Psychology Center, University of Pennsylvania, 3701 Market Street, Philadelphia, PA 19104, USA

Psychology since World War II has been largely devoted to repairing weakness and understanding suffering. Towards that end, we have made considerable gains. We have a classification of mental illness that allows international collaboration, and through this collaboration we have developed effective psychotherapeutic or pharmacological treatments for 14 major mental disorders. However, while building a strong science and practice of treating mental illness, we largely forgot about everyday well-being. Is the absence of mental illness and suffering sufficient to let individuals and communities flourish? Were all disabling conditions to disappear, what would make life worth living? Those committed to a science of positive psychology can draw on the effective research methods developed to understand and treat mental illness. Results from a new randomized, placebo-controlled study demonstrate that people are happier and less depressed three months after completing exercises targeting positive emotion. The ultimate goal of positive psychology is to make people happier by understanding and building positive emotion, gratification and meaning. Towards this end, we must supplement what we know about treating illness and repairing damage with knowledge about nurturing well-being in individuals and communities.

Positive Psychology Interventions (PPIs)

We will now explore the concept of PPIs - Positive Psychology Interventions. PPIs are 'intentional activities that aim to cultivate positive feelings, behaviours or cognitions' (Sin & Lyubormirsky, 2009). We can think of them as the activities which keep our Reservoirs of Well-Being topped up. Click on the image below to listen to more about PPIs.

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- PowerPoint (Positive Psychology Interventions): <https://vimeo.com/354228162>

Let's try our first Positive Psychology Intervention now. It's called *Three Good Things* and is based on gratitude and savouring. This aims to counteract the negativity bias in which negative events or occurrences can dominate perception and affect mood.

The negativity bias means that although negative events are rarer than positive ones in daily life, they are more powerful in impacting on our attention and emotions (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001).

Have you ever noticed that one small negative comment or criticism can completely dominate your attention or focus, overshadowing a larger number of positives? That's the negativity bias at work - in evolutionary terms it was important for our survival for us to pay very close attention to negative or threatening events.

However, the negativity bias does not serve us well in modern terms as it can lead to an imbalanced appraisal of events and if not counteracted, it can lead to inaccurate negative thinking and low mood.

Becoming more aware of positive events can balance out negative thinking and boost mood. This intervention involves selecting three positive events of each day - small events which might otherwise go unnoticed and savouring them.

Research shows that this intervention was associated with increased happiness up to six months later (Seligman, 2005). Let's look at Martin Seligman explaining it in the video below and then you can take a moment and try it.

- Video (Three Good Things): <https://youtu.be/ZOGAp9dw8Ac>

Rainbow Moments in Weaving Well-Being Programme - 3rd Class

The Weaving Well-Being programme has adapted the Three Good Things for use with children as **Rainbow Moments**. Rainbow Moments encourage the children to train their minds to focus on the many small positive events in their lives. To find out more click on the presentation below.

- PowerPoint (Rainbow Moments): <https://vimeo.com/355309443>

Rainbow Moments in Practice

Let's now view children talking about their own Rainbow Moments and how they make them feel. Click on the video below to see these moments in practice in the classroom.

- Video (Rainbow Moments): <https://vimeo.com/166080724>

Lesson 7 of the Weaving Well-being Positive Emotions programme covers Rainbow Moments. Click on the page image below to access this lesson as a pdf for your information.



Part 3

Lesson Plans and PowerPoint Slides

Lesson 7: Rainbow Moments

SPHE Strand: *Myself*

Strand Units: Self-identity (Self-awareness) / Taking care of my body (Health & well-being) / Growing and changing (As I grow I change)

The child should be enabled to:

- explore how feelings can influence one's life situations and friendships
- begin to develop strategies to cope with various worries and difficulties that he or she may encounter
- begin to appreciate the need for space and privacy in life

SPHE Strand: *Myself and others*

Strand Unit: My friends and other people / Relating to others

The child should be enabled to:

- appreciate the need for and the importance of friendship and interacting with others
- recognise and explore how language can be used to foster inclusiveness

Objectives

1. That the children will start to notice all of the small positive things in their daily lives, to which they often do not attend.
2. To give the children the opportunity to notice and record these '**Rainbow Moments**' and to observe any positive emotions generated from them.
3. To help the children to understand that our minds are very good at noticing negative events and that we need to re-train them to notice positive events.

Development

- Show and discuss PowerPoint slides.
- Discuss and complete one or both of the activities in the children's Pupil Book.
- Discuss and set the homework page.

In the video below, Weaving Well-being co-author Mick Rock discusses his research project on the use of Positive Psychology Interventions in schools.

- Video (Research Project in Positive Psychology Interventions in Schools): <https://vimeo.com/166080685>

Positive Education

Our final section explores the concept of positive education - an approach to education that cultivates both traditional academic skills and also skills for happiness and well-being.

- PowerPoint (Positive Education): <https://vimeo.com/354228129>

The [Geelong Grammar School](http://www.geelonggrammar.vic.edu.au) in Australia is one of the leading schools in the way that they have embraced the Positive Education concept and integrated it into their school. They are often quoted in the various studies and research completed in this field. This short video gives you an understanding of Positive Education and some of the incentives the school has implemented in this area.

- Video (Positive education; teaching wellbeing): <https://youtu.be/9GPss6swg88>

Teacher Well-Being is a very important element of this programme. In module 5 we will be talking about the importance of teacher well-being and how it can impact on you and the children in your classroom. We will look at how we can enhance your own well-being as a result of completing this online programme and delivering our tools and strategies in your classroom.

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However, in the meantime, as you complete the first 4 modules we would encourage you to, not only consider your students, but also to keep asking yourself “How can this be used to help me personally enhance my own well-being?”

Overview of the Weaving Well-Being Programme

Click on the image below to access all of the videos from the Weaving Well-Being programme. (Click on the image below to access all of the videos from the Weaving Well-Being programme.)



For teachers who are interested in learning more about Weaving Well-Being, we are including a short presentation which gives you an overview of the programme. In addition, as we proceed to cover specific concepts from Positive Psychology in this course, we will also show how these concepts are developed in the Weaving Well-Being Programme.

- PowerPoint (Short Overview of Weaving Well-Bring Programme): <https://vimeo.com/354228387>

You can access the full [Weaving Well-being: Background, Overview & Implementation Guide](#) (by Fiona Forman) by watching the video below.

- Video (WWB: Background, Overview and Implementation Guide): <https://vimeo.com/369523390>

You can access the first three pages of the pupil book for 2nd class (Character Strengths) here. Click on the page image below to view them as a pdf for your information.



WHAT IS WELL-BEING? (PART 1)

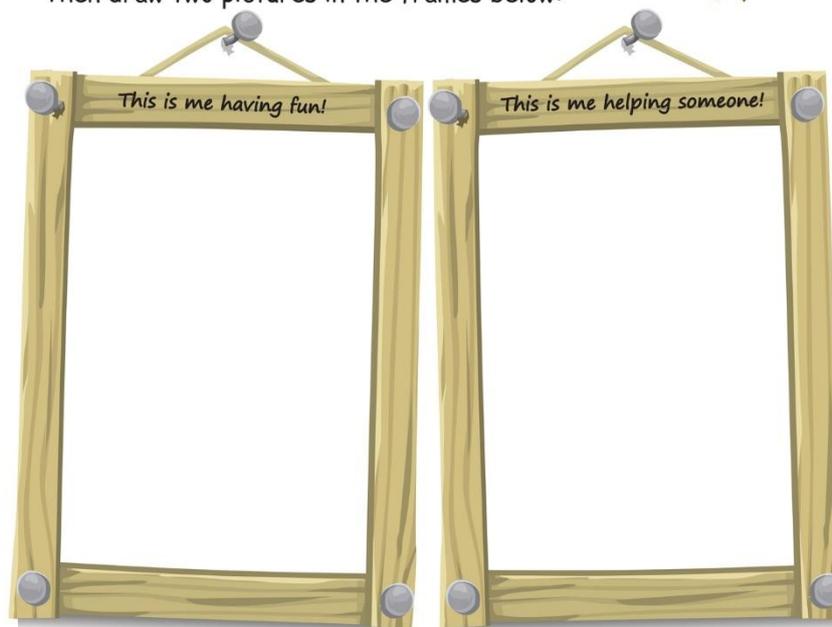
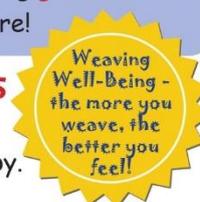
Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life. It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!



My Well-Being Activities

Think of all the things you enjoy doing and which help you to feel happy.

Then draw two pictures in the frames below:



Weaving Well-Being - Character Strengths - Pupil Book © 2017 www.otb.ie/WWB - Copying of this page is illegal

1

You can view inside all of the pupil books and/or request sample by clicking [HERE](#).

In the following short video, co-author Mick Rock discusses how teacher well-being can also be enhanced through the Weaving Well-Being programme.

- Video (Enhancing Teacher Well-Being): <https://vimeo.com/166080687>

Module 1 Further Reading

The following articles (accessible online) provide information on research conducted into Positive Psychology Interventions:

- [Gander, F., Proyer, R. T., & Ruch, W. \(2016\). Positive psychology interventions addressing pleasure, engagement, meaning, positive relationships, and accomplishment increase well-being and ameliorate depressive symptoms: A randomized, placebo-controlled online study. *Frontiers in Psychology*, 7, 686.](#)
- [Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. \(2005\). Positive psychology progress: empirical validation of interventions. *American psychologist*, 60\(5\), 410.](#)
- [Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. \(2009\). Positive education: Positive psychology and classroom interventions. *Oxford review of education*, 35\(3\), 293-311](#)

The following articles are also useful for exploring Positive Psychology in greater detail:

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[www.otblearning](http://www.otblearning.com) / www.otb.ie / www.otb.ie/www

- [Gillham, J. E., & Seligman, M. E. \(1999\). Footsteps on the road to a positive psychology. Behaviour Research and Therapy, 37, S163-S173.](#)

Here are some links to some more interesting and relevant videos that you can view at a later date if you choose.

- https://youtu.be/RI8yX_8LVnc Seligman wellbeing before learning 1 hr plus
- https://www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=en Seligman on Positive Psychology TED talk, 23 mins
- <https://youtu.be/1qJvS8v0TTI> Introduction to Positive Psychology 4 mins 58
- <http://positivechange guru.com/10-awesome-positive-psychology-videos-to-inspire-positivity>
- TED talk on the longest study on happiness https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness
- 10 best ted talks on happiness - <https://t.co/0qQBB3XEeE>

Here are some links to interesting websites that give you more information on some of the topics we have covered in module 1:

- [Positive Psychology Centre at the University of Pennsylvania http://www.authentic happiness.sas.upenn.edu](http://www.authentic happiness.sas.upenn.edu)
- [Action for Happiness is a charitable organisation which aims to increase well-being. http://www.actionforhappiness.org/](http://www.actionforhappiness.org/)
- [UK website with information on latest research http://positivepsychology.org.uk/](http://positivepsychology.org.uk/)
- [Website of the International Positive Education Network http://ipen-network.com](http://ipen-network.com)

Reflection:

- Reflect on the 5 Reservoirs of Well-Being model which is based on Seligman's PERMA theory.
- Did you find this model useful in terms of the idea of keeping your reservoirs of well-being topped up through intentional activities?
- Which reservoirs do you draw from the most for your well-being?

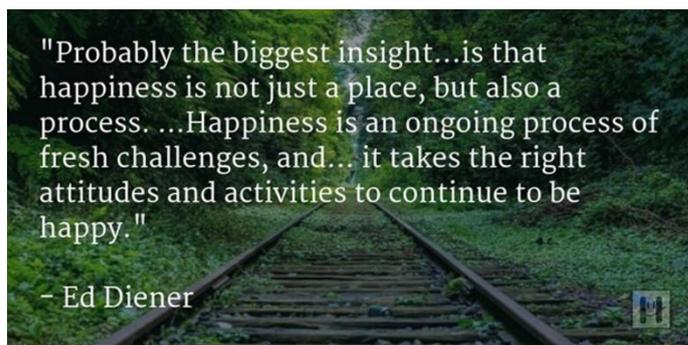
Take time now to make some notes.



Conclusion

We hope this first module has given you a good understanding of the concept of well-being and some ways in which it can not only be assessed but also supported. To conclude, we leave you with a second quote from the [Happiness India Project](#):

This concludes Module 1.



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Introduction to Module 2

At the end of each module, you are required to make a posting of at least 100 words to a discussion forum and reply to at least one other participant's post. Here is a sneak preview of the topic for this module which you can be thinking about as you navigate through Module 2:

In this module, we explored positive emotions, character strengths and flow. Pick one of these topics and outline some ways you might incorporate it into your classroom practice to enhance well-being.

- Video (Module 2 Introduction): <https://vimeo.com/171907522>

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This second module of your course will explore three key areas of well-being:

1. Positive Emotion
2. Character Strengths
3. Flow
- 4.

We will explore how these areas interact with the S.P.H.E. curriculum and how they can be integrated across many other curricular area. We will also explore how their application can enhance personal well-being.

Before we begin the module let's remember back to the last module and our exploration of happiness and reflect on the quote from Sonya Lyubomirsky below (taken from [Happiness India Project](#))



The objectives of module 2 are as follows:

- To explore and reflect on research showing the importance of Positive Emotions, Flow and Character Strengths to well-being
- To examine how Character Strengths, Positive Emotion and Flow can be linked to the SPHE curriculum
- To explore and reflect on how Character Strengths, Positive Emotion and Flow can be integrated across the curriculum
- To explore and reflect on the application of Character Strengths, Positive Emotions and Flow to enhance personal well-being
- To explore how Character Strengths, Positive Emotions and Flow are introduced and developed in the Weaving Well-Being programme

Positive Emotions

You will remember the Three Good Things exercise from Module 1. We are going take a little time to complete another 3 Good Things activity. Write down three good things that have happened to you over the last 24 hours. Savour the feelings generated in this activity.

- Video (Three Good Things): <https://youtu.be/ZOGAp9dw8Ac>

Let's move on to our next topic, Positive Emotions. We will now look at the ten positive emotions of Positive Psychology. Reflect on what you think they might be and then watch this video which names them.

- Video (Ten Positive Emotions): <https://youtu.be/YRVwRDY9Lzc>
- PowerPoint (Introduction and Benefits of Positive Emotions): <https://vimeo.com/355315561>

Barbara Fredrickson on Positive Emotions

Let's now meet Barbara Fredrickson and hear her talk about the impact that Positive Emotions can have, both on how we feel and also on how we perform.

- Video (2013 Video Snippet on Barbara Fredrickson): <https://youtu.be/fvHoGn8EXGE>

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The next video shows an experiment which demonstrates the impact that positive emotions can have on our problem-solving ability.

- Video (Why Happy People Do It Better): <https://youtu.be/lkMHZ7mchVo>

Personal Mindfulness Moment

Now it is time for you to try another mindfulness practice if you wish. The selected practice today is from Headspace, a UK mindfulness organisation founded by Andy Puddicombe.

- Video (Guided 10-minute Meditation with Andy Puddicombe): https://youtu.be/oVzTnS_IONU

How did you find this particular mindfulness practice? Did you find it easy or difficult to engage with? Can you identify why or why not you found it engaging and/or beneficial?

Boosting Positive Emotions in the Classroom

Boosting Positive Emotions in the classroom is an important part of promoting well-being. Teachers can do many things to enhance emotions such as interest, pride, gratitude, serenity, amusement and inspiration.

Positivity Ratio:

It has been found that the ratio of positive emotions to negative emotions is a key factor in our levels of well-being. We need to experience 3 positive to 1 negative emotions to enable us to flourish. This applies both on a personal level and to our interactions in relationships. Click on the image below to listen to more on what is termed the Positivity Ratio. You will also hear some suggestions on how to boost positive emotions in the classroom.

- PowerPoint (Positivity Ratio and Positive Emotions in the Classroom): <https://vimeo.com/355327848>

Positivity Portfolio is another classroom activity designed to boost positive emotions. Click below to listen to the presentation and learn more about Positivity Portfolios.

- PowerPoint (Introduction to Positivity Portfolio): <https://vimeo.com/355986785>

Preparing a Positivity Portfolio

The following outlines how to prepare a Positivity Portfolio:

- Choose 1 of the emotions (Pride, Hope, Amusement, Gratitude, Love, Inspiration) and think about times or events in the past where we really felt this emotion.
- What objects, sounds, pictures or other things remind you of that time? This could be photos / letters / songs / certs / trophies / or other objects etc. Children may have favourite toys that help them as well - see sample LOVE portfolio above.
- You can use a mindmap to develop ideas for this.
- These can then be put into a "Positivity Portfolio" to help re-create emotions.

Photos can be taken of any objects you want included if you use a scrapbook for your portfolio.

For adults, an electronic folder is easy to create by taking photos with your phone and sorting them into appropriate folders using apps such as [Evernote](https://www.evernote.com).

The Portfolio can have different sections to remind us of different emotions.

- PowerPoint (Examples of Content Included in Positivity Portfolios): <https://vimeo.com/355957738>

Reflection on Positivity Portfolios

Consider the following:

- What items would you expect to see included in a child's Positivity Portfolio?
- What are the main challenges in rolling this out to a class?
- How can we overcome these challenges?
- What are the benefits of this activity?

Random Acts of Kindness

One of the suggestions in the presentation for enhancing positive emotions was Random Acts of Kindness. Let's look at a video of children in an Irish classroom talking about their experiences of Random Acts of Kindness and how the acts made both themselves and the receiver feel.

- Video (Random Acts of Kindness): <https://vimeo.com/166080717>

A flower from the Tree of Kindness:

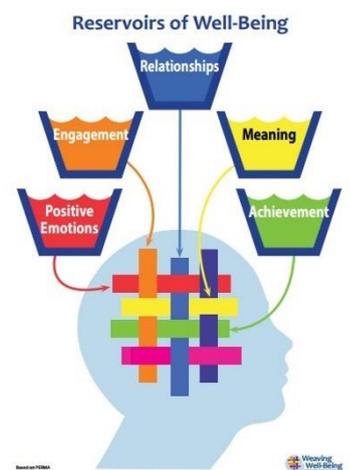


Reservoirs of Well-Being

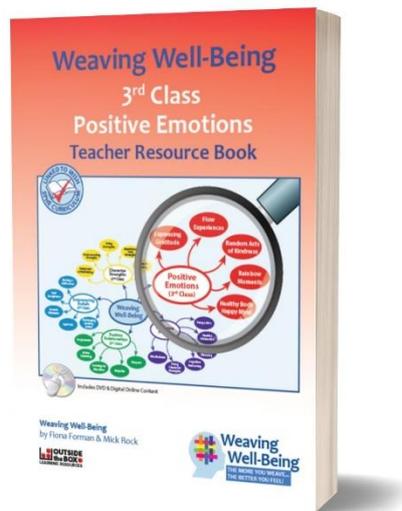
We have seen that boosting positive emotions is not a luxury but a necessity for our well-being.

- What activities help to keep your Positive Emotions Reservoir replenished?
- How can you ensure that you do enough of them on a daily basis?

Take some time to reflect on how you keep your reservoirs replenished and any changes you might make to enhance your reservoirs.



Positive Emotions in Weaving Well-Being Programme - 3rd Class



The Third Class Weaving Well-Being Positive Emotions Programme introduces children to the concept of well-being. It includes a number of interventions designed to generate and enhance Positive Emotions. It links all activities to the SPHE curriculum. The programme includes both a Children’s Pupil Book and Teacher’s Resource Manual. You can experiment in your class with the FREE lesson plan 'Rainbow Moments' from the Positive Emotions programme by clicking [HERE](#)

The following voiced presentation explains how we introduce positive emotions in Weaving Well-Being as part of our third-class programme. It lists the five interventions (or ingredients) we use to help them to enhance their positive emotions.

- PowerPoint (Positive Emotion Potion): <https://vimeo.com/354230369>

You can look inside the books from the Weaving Well-Being Positive Emotions programme for 3rd Class by clicking on the links below:

- [Positive Emotions Teacher Book](#)
- [Positive Emotions Pupil Book](#)

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Here are a number of books that have general themes of positive emotion. You may find some of these useful to use to support the embedding of the concepts taught as part of the Positive Emotions element of well-being. Most of these are available in public libraries or can be purchased through good bookstores, online and some are available through [Outside The Box Learning Resources](http://www.outsidetheboxlearning.com).



Positive Emotions: SPHE Curriculum Links

If you decide to incorporate Positive Emotion interventions and strategies into your classroom, here are the relevant strands and strand units from the SPHE Curriculum (full document below):

Junior & Senior Infants: Strand: Myself / Strand Units: Taking Care of my body / Growing and Changing

- realise that each individual has some responsibility for taking care of himself/herself
- explore and discuss occasions that can promote positive feelings in himself/herself

1st & 2nd Class: Strand: Myself / Strand Units: Taking Care of my body / Growing and Changing

- realise that each individual must take some responsibility for self-care
- become aware of and be able to choose healthy ways of feeling good about himself/herself

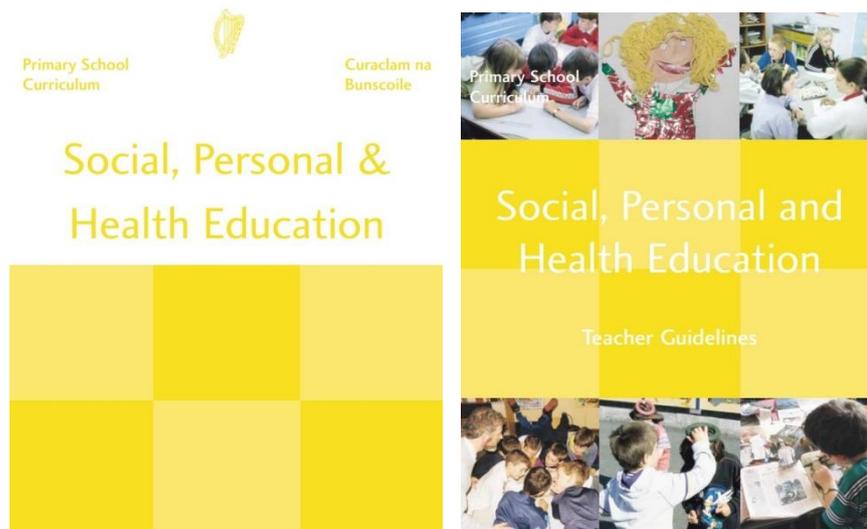
3rd & 4th Class: Strand: Myself / Strand Units: Self-Identity / Growing and Changing

- understand and appreciate what it means to be healthy and to have a balanced lifestyle
- talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced

5th & 6th Class: Strand: Myself / Strand Unit: Growing and Changing

- acquire the ability and confidence to identify, discuss and explore a range of feelings
- identify and learn about healthy ways to help him/her feel positive about himself/herself
- realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others identifying practical ways of taking care of himself/herself and of promoting a healthy lifestyle

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Positive Emotions Further Reading



These useful articles provide further information on Positive Emotions:

- [Four Awe-Inspiring Activities](#)
- [How Positive Emotions Improve our Health](#)

Character Strengths: An Introduction

We will now explore an important concept in Positive Psychology, that of Character Strengths. Identifying and using individual Character Strengths is one of the major pillars of Positive Psychology. The study of Character Strengths in Positive Psychology differs from traditional trait psychology in that it seeks to identify traits specifically associated with well-being and flourishing in life.

- PowerPoint (Introduction to Character Strengths): <https://vimeo.com/354230480>

More on Character Strengths

Let's now have a look at this 8 minute video to deepen our understanding of this concept of Character Strengths

- Video (The Science of Character): <https://youtu.be/U3nT2KDAGOc>

Personal Reflection on Character Strengths

Take some time to reflect on the following questions:

- Why do you think identifying and using Character Strengths is beneficial to well-being?
- What are the implications for the classroom setting?

CHARACTER STRENGTHS			
Love	Curiosity	Honesty	Creativity
Kindness	Hope	Bravery	Open-Mindedness
Forgiveness	Perspective	Self-control	Love of Learning
Optimism	Humour	Perseverance	Appreciation of Beauty
Caution	Fairness	Gratitude	Meaning
Zest	Teamwork	Humility	Social Intelligence

Take some time now to think about your own top five strengths. They should be reflected in your behaviours, outlook and attitude and feel like a natural fit. Use the image above as a guide or alternatively, you can take the free [VIA Character Strengths Survey](#) which will give you a profile of all 24 strengths in order. It takes around 15 minutes to complete. The VIA is a psychometrically validated test.

How did it feel to identify your Character Strengths? Did you find it difficult?

Strengths as a PPI

Using your strengths in a new way is a validated Positive Psychology Intervention.

Results showed that participants were happier and less depressed at one, three and six month follow ups.

To try this PPI, use your top 5 strengths in a new way every day for a week. The [VIA Website](#) also contains a section with ideas on how to do this.

Character Strengths in the Classroom



We will now take a look at some ideas for bringing Character Strengths into the classroom. The following video shows children talking about their character strengths.

- Video (Identifying Personal Character Strengths): <https://vimeo.com/166079836>

In Practice

The concept of character strengths lends itself very well to the classroom setting. This can be done on two levels - firstly through formal lessons and then through informal practices.

In formal lessons, the Character Strengths can be linked to literacy through vocabulary development exercises examining their meanings, completing crosswords, creating sentences and so forth.

Once the children have an understanding of the meanings of the 24 Strengths, they can be encouraged to identify their own top 5 strengths, in consultation with their parents. (Children from the age of 10 can take the VIA youth survey).

In art, children can create Strength Self-Portraits which can be displayed as a reminder of their strengths. They can also design and make posters illustrating each of the Character Strengths and including the names of people and characters who display the strength.

Strength Spotting

'Strength Spotting' is a very positive activity which really gives a boost to children's self-esteem. Each child is given some post-it notes at the beginning of the day. Their task is to notice their classmates showing particular strengths. They write the name of the child, the strength they showed and how they showed it. They can then write their own name at the bottom. The children then put their strength spotting notes into a box or tin and the teacher reads them out at various times of the day or at the end of the day. To ensure each child gets a mention, the exercise can be repeated at the end of the week, this time giving each child an assigned 'Secret-Strength Buddy' to observe and report on. The notes can be displayed for a while on a large 'Strength Spotting' display board.

The following video shows Strength Spotting in action.

- Video (Strength Spotting): <https://vimeo.com/166076818>

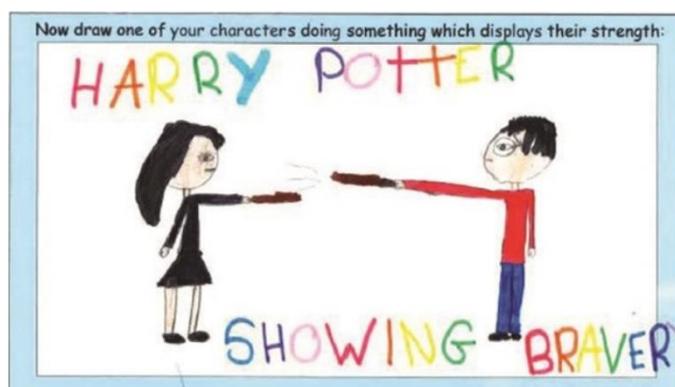
Take some time now to reflect on how you might approach Character Strength Education in your class.

Is there any activity which you feel may be particularly beneficial?

Informal Embedding of Strengths in the Classroom

After formally teaching and identifying the character strengths, embed them in everyday classroom life - comment on the use of strengths, encourage the children to use strengths to help others, remind children to use strengths in various situations.

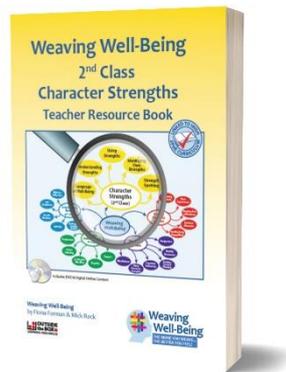
- PowerPoint (Informal Embedding of Strengths): <https://vimeo.com/354230536>



This video shows children talking about how they used their Character Strengths to help others.

- Video (Using Character Strengths to Help Others): <https://vimeo.com/166080681>

Character Strengths in Weaving Well-Being Programme - 2nd Class



The Second Class Weaving Well-Being Character Strengths Programme consists of ten lessons which are designed to help children become aware of the different character strengths that we all possess to some degree and the benefits of using each one. The children will also identify their own top strengths, which they can use in different ways to enhance their happiness and well-being. The activities are linked to the SPHE curriculum. The programme includes both a [Pupil Book](#) and [Teacher's Resource Manual](#). You can also experiment in your class with the **FREE** lesson plan 'What is Well-Being' from the Character Strengths programme by clicking [HERE](#).

The following voiced presentation explains how we introduce Character Strengths in Weaving Well-Being as part of our second class programme and how we help the children to identify their own top strengths. The theme used in the programme is treasure, our strengths representing our inner treasures.

- PowerPoint (Character Strengths In Weaving Well-being): <https://vimeo.com/354230591>

Lesson 3 of the Weaving Well-being Character Strengths programme introduces the 24 strengths. Click on the page image below to access this lesson as a pdf for your information.



Lesson 3: Introduction to Character Strengths

SPHE Strand: *Myself*

Strand Units: Self-identity (Self-awareness / Developing self-confidence / Making decisions) / Growing and changing (Feelings and emotions)

The child should be enabled to:

- develop an appreciation of and talk about personal strengths, abilities and characteristics
- recognise and appreciate the similarities and differences between people
- discuss the factors that may influence personal decisions or choices
- recognise that individual actions can affect the feeling of others
- discuss the factors that may influence personal decisions or choices

SPHE Strand: *Myself and others*

Strand Unit: My friends and other people

The child should be enabled to:

- identify, explore and discuss qualities and skills associated with friendship

Objectives

1. To introduce the children to the concept of **Character Strengths**.
2. To help children understand the benefits of identifying and using their strengths.
3. To introduce the concept of strengths being like treasure and to link each strength to a treasure coin.
4. To encourage the children to start using their strengths throughout the programme.
5. To give the children the opportunity to participate in a meditation on the theme of this lesson.

Development

- Show and discuss the PowerPoint slides.
- Discuss and complete the activities in the children's book.
- Discuss and set the homework page.

You can look inside the books from the Weaving Well-Being Character Strengths programme for 2nd Class by clicking on the links below:

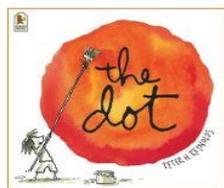
- [Character Strengths Teacher Book](#)
- [Character Strengths Pupil Book](#)

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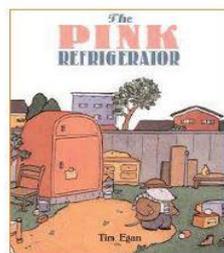
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Character Strengths Literacy Links for Children

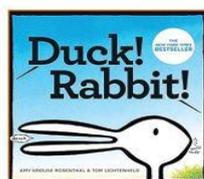
The following selection of children's literature may be useful in developing children's understanding of character strengths as shown in the Weaving Well-Being teacher's manual for second class. Most of these are available in public libraries or can be purchased through good bookstores, online and some are available through [Outside The Box Learning Resources](#).



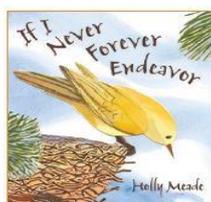
The Dot
by Peter H Reynolds
Character Strength: Creativity



The Pink Refrigerator
by Tim Egan
Character Strength: Curiosity



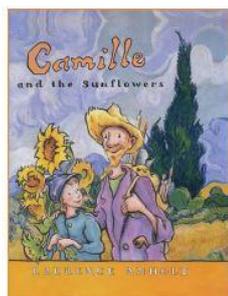
Duck Rabbit
by Amy Krouse Rosenthal
and Tim Lichtenheld
Character Strength:
Open-Mindedness



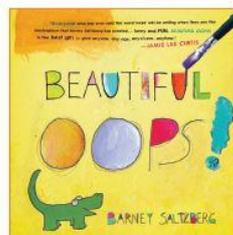
If I Never Forever Endeavor
by Holly Meade
Character Strength:
Bravery



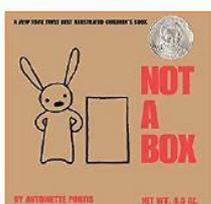
What Does It Mean To Be Kind?
by Rana DiOrio and
Stéphane Jorisch
Character Strength:
Kindness



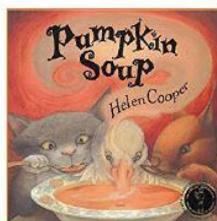
Camille and the Sunflowers
by Laurence Anholt
Character Strength: Appreciation of Beauty



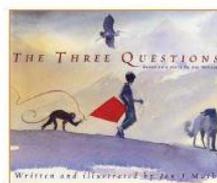
Beautiful OOPS
by Barney Saltzberg
Character Strength: Perseverance



Not A Box
by Antoinette Portis
Character Strength:
Perspective



Pumpkin Soup
by Helen Cooper
Character Strength:
Teamwork



The Three Questions
by Jon J Muth
Character Strength:
Meaning

Character Strengths: SPHE Curriculum Links

We can see that identifying and using character strengths ties into the [SPHE Curriculum](#) in a number of ways. Being aware of personal character strengths can help children to ‘recognise, understand and accept themselves as unique individuals who feel valued and loved’. It also provides an opportunity to ‘nurture self-worth and self-confidence’ ([SPHE Curriculum - Teacher Guidelines](#) - Page 5).

Character strengths education can also be linked to the [SPHE Curriculum](#) under the following strands and strand units:

1st and 2nd Class: Strand: Myself / **Strand Units:** Self Identity / Self-awareness:

- to develop an appreciation of and talk about personal strengths, abilities and characteristics

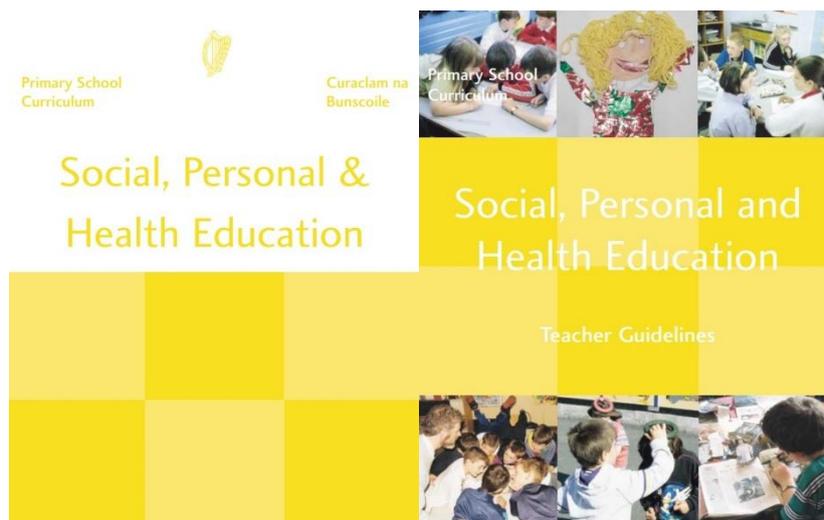
3rd and 4th Class: Strand: Myself / **Strand Units:** Self Identity / Self-awareness:

- to recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities

5th and 6th Class: Strand: Myself / **Strand Units:** Self Identity / Self Awareness:

- to recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



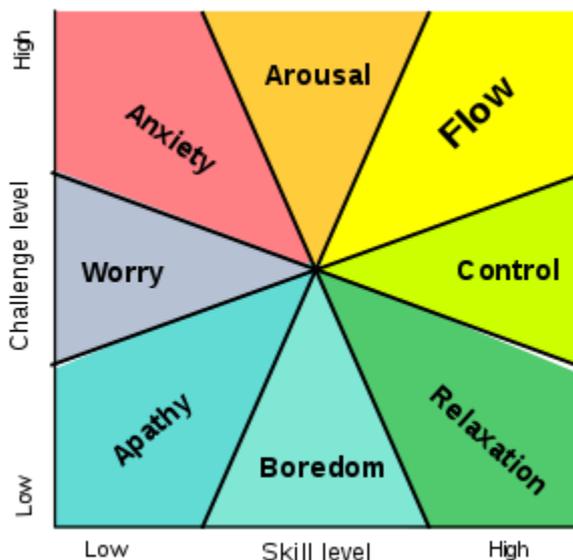
Character Strengths Further Reading

The three articles below provide more information on research about character strengths. The first one is particularly relevant to the school setting as it describes how to implement a strengths-based approach to writing a Student Support File (formerly known as an IEP - Individual Education Plans).

- A strengths-based approach to writing IEPs: [The New IEP: Using Strengths to Set Goals](#)
- 10 recent findings on character strengths: [Top 10 Amazing \(Recent\) Findings on Character Strengths](#)
- Realistic optimism: [The Difference Between Being Optimistic And Being Irrational](#)

Click <https://www.happify.com/hd/optimism-infographic/> to read an article from Happify.com showing the benefits of optimism with activities to help you become more optimistic.

What is Flow?



So what is 'Flow'? Flow is another important topic in Positive Psychology. Do you have any prior knowledge of flow? This diagram gives you an idea of the dynamic of this concept. Take a few moments to reflect on it before finding out more by listening to the presentation below.

- PowerPoint (Introduction to Flow): <https://vimeo.com/354230418>

Take time out to look at the video below: Flow - The Psychology of Optimal Experience:

- Video (Flow – The Psychology of Optimal Experience): <https://youtu.be/-z-v7RYnigU>

Use the following questions to reflect on this video:

- Did this video capture the essence of flow, in your opinion?
- What aspects of flow particularly stood out?

Do you experience flow?

Flow activities are unique to individuals depending on their interests and skills of course. You may wish to try out some of the challenges set in this brain game website and see if you experience flow during them. Click on the image below to access it and then scroll down to play any of the games with the green "Play Game" button.

The image shows three brain game thumbnails:

- Elephant memory**: You have 60 seconds to memorize a long list of words. Ready?
- Find the Right Match**: Test your cultural memory on seven topics
- Pay Attention**: Re-write a series of numbers and letters in the right order.

Stay Sharp: Let the Brain Games Begin!

Studies suggest that the brain may benefit from trying new activities, learning new skills and generally going outside of your routine. You can try this below:

Do you have any activities in your life in which you experience a state of flow? Remember the characteristics. The activities can be physical, mental or a combination of both.

How can you try to experience more flow in your life?

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Is flow always a good thing? Consider computer games and technology, or activities in which individuals become so absorbed that they neglect responsibilities and relationships. The context of the flow experience must therefore be taken into account in order to establish whether it is beneficial to well-being.

Introducing Flow in the Classroom

The following presentation will outline how you might introduce the concept of flow into the classroom, including how you might explain the concept in child-friendly language.

(Please note there is no voice-over on the last slide)

- PowerPoint (Introducing Flow in the Classroom): <https://vimeo.com/354230659>

The following video shows children talking about their experience of flow, after learning about it.

- Video (Flow – Feel Good Flow): <https://vimeo.com/166080720>

Flow in Weaving Well-Being Programme - 3rd Class

The following voiced presentation explains how we introduce Flow in Weaving Well-Being as part of our third class Positive Emotions programme. It is one of the ingredients of the Positive Emotion Potion called Feel-Good -Flow. The presentation looks exclusively at Flow within the classroom.

- PowerPoint (Introducing Flow in the Classroom): <https://vimeo.com/354230624>

Remember, you can look inside the books from the Weaving Well-Being Positive Emotions programme for 3rd Class by clicking on the links below:

- [Positive Emotions Teacher Book](#)
- [Positive Emotions Pupil Book](#)

Flow: SPHE Curriculum Links

The following Strands/Strand Units and Objectives can be used to integrate the concept of Flow with the SPHE curriculum:

1st & 2nd Class: Strand: *Myself* / Strand Units: *Taking Care of my body / Growing & Changing*

- explore the various things that the body can do
- realise that each individual must take responsibility for self-care
- become aware of and be able to choose healthy ways of feeling good about himself/herself

3rd & 4th Class: Strand: *Myself* / Strand Units: *Taking Care of my body / Growing & Changing*

- understand and appreciate what it means to be healthy and to have a balanced lifestyle
- realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
- identify the skills and abilities acquired and the interests and pursuits taken up in recent years

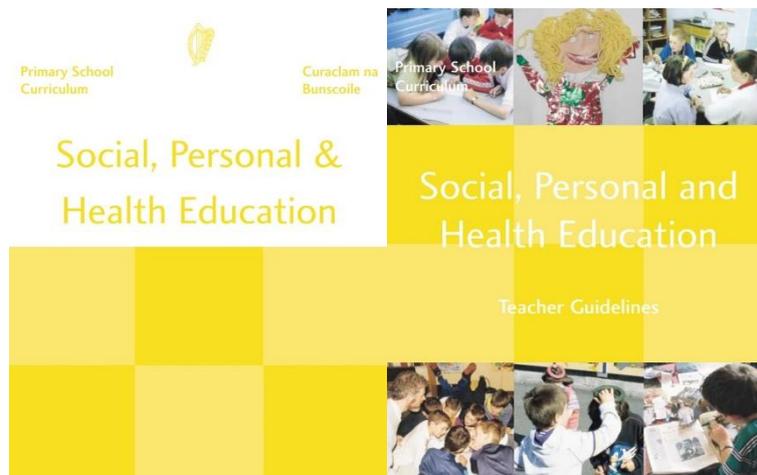
5th & 6th Class: Strand: *Myself* / Strand Units: *Self-Identity / Taking Care of my body / Growing & Changing*

- take increasing responsibility for himself/herself
- recognise and examine behaviour which is conducive to health and that which is harmful to health
- realise that there is a personal and communal responsibility for the well-being of himself/herself and that of others
- identify and learn about healthy ways to help him/her feel positive about himself/herself

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You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Flow Further Reading

Check out the following websites:

- Barbara Fredrickson's Website: [The Pursuit of Happiness](#)
- [The Quality of Life Research Center](#) - Claremont Graduate University associated with Csikszentmihalyi
- Ideas for Character Strengths in the classroom: [Character LAB](#)

Take time to read the following article by [Mihaly Csikszentmihalyi](#) to provide further insight on the concept of flow:

- [Finding Flow](#)

As you read, reflect on the following questions:

- What explanation does the author give for why people don't spend more time in flow activities in their leisure time?
- In what ways do social interactions provide opportunities for flow? Did it surprise you to learn this?
- What kind of goals does the author encourage us to pursue? Do you have any goals which fit this

description?

The following article relates to some interesting toys and games which may help children experience flow:

- [6 Playful Learning Games at Toy Fair](#)

Reflection Activity

In this module, we explored positive emotions, character strengths and flow.

Pick one of these topics and outline some ways you might incorporate it into your classroom practice to enhance well-being.

Conclusion

Csikszentmihalyi stated that 'The flow experience, like everything else, is not "good" in an absolute sense. It is good only in that it has the potential to make life more rich, intense, and meaningful; it is good because it increases the strength and complexity of the self' (2013). One of the potentials of flow is happiness.

We leave you with this 18 minute video showing Mihaly Csikszentmihalyi talking about how flow can lead to happiness.

- Video (Flow, The Secret to Happiness): <https://embed.ted.com/7a4c5f7c-f03c-4096-9cea-8b32dac3c6f5>

This concludes Module 2.

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Introduction to Module 3

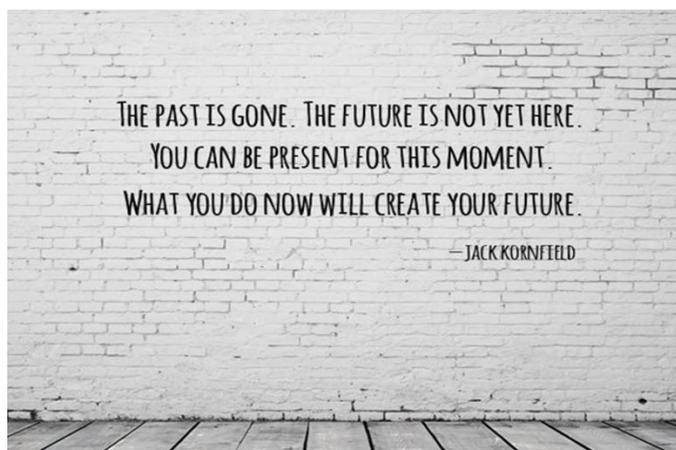
At the end of each module, you are required to make a posting of at least 100 words to a discussion forum and reply to at least one other participant's post. Here is a sneak preview of the topic for this module which you can be thinking about as you navigate through Module 3:

- *How mindful are you? Take the online 'Awake Mind: Five Facet Mindfulness Questionnaire'. Reflect on your results. At a personal level, it may be useful to use this as a **before and after** indicator if you wish to begin a formal mindfulness practice. Give yourself at least 8 weeks between surveys.*

Welcome to Module three In this module we will begin to explore two key concepts - Resilience and Mindfulness. The module will outline how important resilience is to well-being and how it can be taught in the classroom. It also outlines how mindfulness supports well-being and how it can be introduced to pupils. The module will show how both concepts can be linked to the aims and objectives of the SPHE curriculum.

- Video (Module 3 Introduction): <https://vimeo.com/171907123>

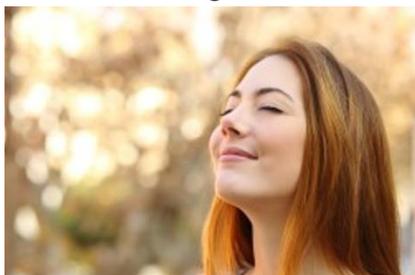
Before starting, consider the quote below. It is particularly relevant to one of the topics covered in this module – mindfulness.



We start to explore the objectives of module 3 - details as follows:

- To explore and reflect on research showing importance of resilience to well-being
- To explore and reflect on practical strategies for teaching resilience skills in the classroom
- To explore and reflect on research showing how mindfulness is linked to resilience and well-being
- To explore and reflect on practical strategies for teaching mindfulness in the classroom
- To examine how resilience is linked to the SPHE curriculum
- To explore and reflect on the application of resilience and mindfulness to enhance personal well-being
- To explore how mindfulness and resilience are introduced and developed in the Weaving Well-Being Programme.

Three Good Things



So if a day has passed since you completed the previous module it would be beneficial to complete our 3 Good Things exercise again. Take 2 minutes to write down 3 positive moments from the last 24 hours . Reflect on and savour the feelings generated.

Introduction to Resilience

Before we explore some tools that can help to build resilience, let us think for a moment about what we understand resilience to be. Write down a few key words that capture the meaning of resilience. Compare your notes with the details in this section of the module.

What is Resilience?

Let's recall the definition of well-being from the World Health Organisation (WHO) as previously mentioned in Module 1. We can see that resilience is part of well-being - *'can cope with the normal stresses of life'*.



'A state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community' (WHO, 2001, Pg 1)

[WHO.org](http://www.who.org) - [Mental Health: Strengthening our Response](#)

Further Definitions of Resilience

- *'Resilience refers to the process of positive adaptation in the face of risk or adversity'* (Masten & Coatsworth, 1998).

These authors offer a useful definition of positive adaptation as evidenced by psychosocial competence, which for many primary school children, can be measured across the domains of academic competence, social competence and behavioural conduct. Competence is defined as performance within or above a normative range. This definition fits well within the models of Positive Education and Positive Psychology, as it contains a focus on positive outcomes and not just the absence of mental health problems.

- *'The flexibility in response to changing situational demands, and the ability to bounce back from negative emotional experiences'* (Tugade et al. 2004)
- *'Patterns of positive adaptation during or following significant adversity or risk'* (Masten, Cutuli, Herbers & Reed, 2009)

The Science of Resilience

Have a look at the short video below which looks at how our initial levels of resilience can vary based on genetic factors and the impact of positive and negative life events on these levels.

- Video (InBrief: The Science of Resilience): <https://youtu.be/1r8hj72bfGo>

The Benefits of Resilience

Our base level of resilience can vary depending on our genetic make-up. Our resilience levels can then change over time by the various negative and positive events that occur in our lives and by the environment that we are brought up in. However, it is very important to understand that research has now shown that resilience is also a skill that can be learned and developed rather than simply being an inbuilt disposition.

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View the voiced presentation below for a deeper understanding:

- PowerPoint (Introduction to Benefits of Resilience): <https://vimeo.com/354630822>

Research on Resilience

The following voiced presentation discusses some of the research completed to help us understand what resilience is and some of the factors that help determine or enhance our levels of resilience.

- PowerPoint (Research on Resilience): <https://vimeo.com/355502740>

Practical Strategies for Teaching Resilience Skills in the Classroom

There are a range of practical strategies for teaching resilience skills in the classroom. Some of these have already been covered in our two previous modules. For example - *Enhancing Positive Emotions* and using *Mindfulness*. Two other strategies worth exploring are *Emotional Regulation* and *Resilient Self-talk*.

- PowerPoint (Background on Emotional Regulation): <https://vimeo.com/354630670>

Children's experiences of an Amygdala Hijack

Let's look at a video of children sharing their personal experiences of *Amygdala Hijack*.

- Video (Amygdala Hijack): <https://vimeo.com/166080701>

Emotional Regulation Technique

Consider how you regulate your own emotional response to an incident or an event? Or indeed, how you could teach children to regulate theirs? Take a few moments to think about these questions before listening to a presentation on the N.A.B.B. technique.

- What are the four elements/steps in N.A.B.B.?
- Write them down and then cross-reference your answers with the ones in the voiced presentation below.
- PowerPoint (Emotional Regulation Technique): <https://vimeo.com/355506127>

N.A.B.B. in action

The following video is very useful as it shows children talking about how to use the N.A.B.B. technique to deal with an Amygdala Hijack.

Noting the children's use of N.A.B.B. to manage an Amygdala Hijack, try and think of a recent event where you actually experienced an Amygdala Hijack yourself? How did it pan out for you? Would you consider using the N.A.B.B. technique to manage such an incident in the future?

- Video (Emotional Regulation N.A.A.B.): <https://vimeo.com/166080705>

The following video shows children talking about posters they created on the N.A.B.B. technique.

- Video (N.A.A.B. Posters): <https://vimeo.com/166080711>

The following article by author Fiona Forman will give you a more in-depth knowledge of the N.A.B.B. Technique and the 90 second rule.

Name - **A** - Accept - **B** - Breathe - **B** - Body



Research shows us that emotional regulation is one of the key factors for the development of resilience and well-being. When you think about it, this makes a lot of sense. Having the ability to understand and manage our emotions, particularly those strong emotions which can hijack and threaten to overwhelm us, can allow us to feel more in control and respond rather than react to difficult situations.

There are many strategies which may help the development of emotional regulation in children. Teaching them about the 90 second rule is one of them.

First, it is helpful to understand some of the neuroscience behind emotional regulation. In my experience, children from around the age of eight and upwards really enjoy learning about their brains. I think that it is vital to equip them with this knowledge, as it can build their self-awareness and self-efficacy. We can teach them that intense emotional response is triggered by the amygdala, which is the emotional centre of the brain. When we feel under stress or perceived threat, the amygdala literally hijacks the brain, leaving us without access to that part of the brain which is involved in higher-order reasoning, that being the pre-frontal cortex. When the amygdala is in control, our impulses take centre-stage and often we do and/or say things we regret later. When discussing this with children, they can give plenty of examples of when this has happened to them. It's really helpful if us adults can also share our experiences of 'amygdala hijack'. For sure, the children will enjoy reminding us of any they witnessed!

So, what is the 90 second rule? It comes from the work of [Dr. Jill Bolte](#), a brain scientist who, following a stroke, gained a unique understanding of the inner workings of the brain and mind. Her [TED Talk](#) and her book: *My Stroke of Insight*, are well worth exploring for more information on her insights. She discovered that when we have a strong emotional response, it only takes 90 seconds for the stress chemicals produced by this response to be flushed out of our systems at a biological level. This is such an empowering fact, as it means that if we allow the strong emotion to surge through us for those ninety seconds without interference, it can pass and we can then respond on a calmer level and from a position of more self-control. On a neurobiological level, these 90 seconds give us time to access the pre-frontal cortex and choose a more adaptive and rational response.

This is easier said than done, as once the emotion takes hold on a physiological level, it is our interferences on the thought level which can perpetuate it. This is where a spiral of automatic negative thoughts can often kick in and our self-talk becomes destructive and damaging. Our minds can go into overdrive at this point, remembering similar incidents from the past or imagining future implications. The amygdala doesn't get a chance to become inhibited and so our higher order brain remains out of reach. If left unchecked, this pattern of response can become habitual, with subsequent damage to so many life domains, including relationships, self-esteem and overall well-being.

To help children to use and remember the 90 second rule, I have devised a strategy for dealing with stress and strong emotions called N.A.B.B. Each of the letters stands for an action which the child carries out. In doing so, it allows 90 seconds to pass without negative-thought interference. The strategy works as follows:

- **N:** Name the strong emotion. Research has shown that the act of naming an emotion engages the prefrontal cortex, thus allowing higher-order thinking processes to become engaged.
- **A:** Accept the strong emotion. The emotion has occurred, so there is no point trying to suppress or question it at this point, as these actions can engage automatic negative patterns of thought.
- **B:** Breathe! By bringing awareness to the breath, the waves of emotion can be surfed and allowed to pass. Keeping attention on the breath also helps to keep negative thought processes at bay.
- **B:** Body: Connect to your body as you breathe. Try to feel your breath going right down to your feet!

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I have found that children readily understand the steps of this strategy and the four letters are easy for them to remember, which is vital when in the midst of an intense emotion. Linking it to a lesson on the brain deepens understanding. Having a poster on display as a reminder will also help. Of course, that's not to say that this is an easy process. It takes time and repeated practice. However, I feel it is a powerful self-calming technique which is well worth arming children with. Modelling this response ourselves is probably the most effective way of helping our children to use it – we have to walk the walk, as well as talk the talk! The Weaving Well-Being programme contains more information on this and other positive mental health strategies for children.

References:

Bolte Taylor, J. (2006). My Stroke of Insight.

LeDoux, J. (1998). The emotional brain: The mysterious underpinnings of emotional life. Simon and Schuster.

Creswell, J. D., Way, B. M., Eisenberger, N. I., & Lieberman, M. D. (2007). Neural correlates of dispositional mindfulness during affect labeling. Psychosomatic Medicine

Resilient Self-talk

As noted previously, another tool for building resilience skills is **Resilient Self-talk**. You may be aware of the concept of self-talk but let's explore it some more and look at how it can be introduced in the classroom. Click on the image below to listen to the presentation.

- PowerPoint (Resilient Self-Talk): <https://vimeo.com/355507891>

Reflection

Think about your self-talk when something goes wrong:

- What sort of things do you say?
- How does that make you feel?
- What can you replace these statements with?

Review the self-talk illustration from the previous presentation:



Disappointment and Resilience

Another important aspect of developing resilience is allowing children to experience disappointment and failure. Some psychologists, notably Martin Seligman, suggest that it is through experiencing failure, disappointment and frustration that children learn to become resilient. Click on the image below to listen to a presentation that will explore this connection in more detail.

- PowerPoint (How Disappointment Can Build Resilience): <https://vimeo.com/355508985>

Reflection and Reading

Consider the following:

- In your experience, have you noticed Seligman's theory in terms of a shift in parenting and teaching, towards overprotecting children from disappointments and failures?
- What effects, if any, have you noticed from this?
- How can you counteract this tendency?

The article below by Jim Taylor Ph.D is about why parents need to allow their children to feel disappointment. Consider the following questions:

1. What are the dangers of placating children?
2. What difficulties are associated with an over-reaction to failure?
3. Which suggestion do you think is most helpful?

Click on the image below to access the article:



Jim Taylor Ph.D.

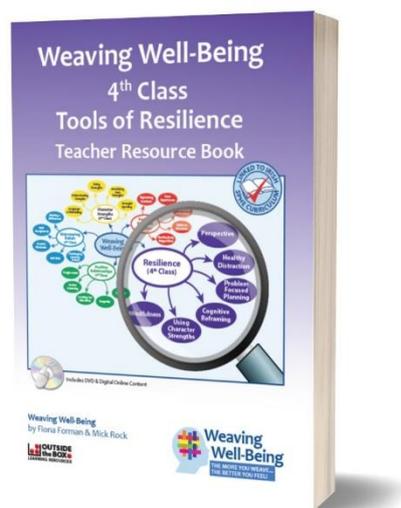
Parenting: Disappointment Is Good

Could disappointment in children really be healthy for them?

You might also like to explore the following articles:

- [How People Learn to Increase Their Resilience](#)
- [Building Resilience in Children](#)

Resilience and Mindfulness in Weaving Well-Being Programme - 4th Class Weaving Well-Being



Let's look at the Fourth Class Weaving Well-Being Book. It's entitled Tools of Resilience and includes 6 strategies (including Mindfulness and Character Strengths) designed to enhance resilience. Lessons and activities are linked to the SPHE Curriculum. A pupil book and Teacher's Resource Manual is available as well as a Mindfulness Script and DVD. All of the materials that you need to try out a lesson plan from the Tools of Resilience programme and the other four programmes are available on the OTB website: Click [HERE](#) to access the free lessons. There is also a free e-Book 'At Home with Weaving Well-being' which you are encouraged to use and share. This can be accessed here: www.otb.ie/WWB.

The following voiced presentation explains how we introduce children to the concept of resilience in the Weaving Well-Being fourth class programme. We use the theme of tools to introduce children to six evidence based resilience skills – including Mindfulness.

- PowerPoint (Resilience & Mindfulness In Weaving Well-Being): <https://vimeo.com/355928875>

The following article written by Fiona Forman offers suggestions for parents to support an anxious child. Please take time out to read it as it will be very useful for teachers also:

- [Ideas for Supporting an Anxious Child](#)

Lesson 1 of the Weaving Well-being Tools of Resilience programme introduces 'Why We Need Resilience'. Click on the page image below to access this lesson as a pdf for your information.



Lesson 1: Why Do We Need Resilience?

SPHE Strand: *Myself*

Strand Units: **Taking care of my body (Health and well-being) / Growing and changing / Feelings and emotions**

The child should be enabled to:

- *begin to develop strategies to cope with the various worries or difficulties that he or she may encounter*
- *talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed*

Objectives

1. That the children will understand the concept of resilience.
2. That the children will understand why resilience is needed in everyday life.
3. That the children will begin to explore examples of resilience in everyday life.
4. That the children will understand that negative feelings are completely normal, however we need to learn ways not to get stuck in them.

Development

- Show and discuss the PowerPoint slides.
- Discuss and set the appropriate pages in the children's Pupil Book. Some words/phrases to do with resilience which could be elicited from the children include: stay strong, believe in yourself, coping skills, be brave, stand tall, keep going, don't give up etc.
- Set and discuss the homework page.

Cross-curricular links / Supplementary Activities

- Allow the children (individually or in groups) to do some research and a short presentation on a person (famous or not) whom they admire for showing resilience (as outlined in Supplementary Worksheets - SW1A and SW1B - pages 76/77). It could be a family member, somebody they know, or a famous figure from history such as Helen Keller. A list of suggestions is included in the resources section. A display board could be compiled with a title such as Inspiring Real-Life Resilience.
- Allow the children to do some research and a short presentation (1 page) on an animal or plant which is resilient. A display board could be compiled with a title such as Natural Resilience.
- Refer to the concept of resilience informally whenever appropriate, and look for examples in other curricular areas, e.g. characters from literature or historical figures.
- Compile and display a class list of ten resilient people from history. Each child could make a suggestion and justify it, then the class could vote and the top five could be displayed.

 **Life = Risk** – Motivational Movie: Famous Achievers – YouTube (1:16)
www.otb.ie/wwwb-Motivational-Video

 **The Story of Malala Yousafzai** – YouTube (2:21) www.otb.ie/wwwb-story-of-Malala

 **The Life and Times of Nelson Mandela** – YouTube (13:29) www.otb.ie/wwwb-Nelson-mandela

*The following two videos have been filmed on location in schools in Ireland and show children talking about well-being and using the self-assessment grid which is on page 31 of their **Tools of Resilience** Pupil Book.*

 **Children's views on Well-Being** - Vimeo (1:50) www.otb.ie/wwwb-childrens-views

 **Language of Well-Being and Children's Self-Assessment** - Vimeo (1:50)
www.otb.ie/wwwb-language-of-well-being

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You can look inside the books from the Weaving Well-Being Tools of Resilience programme for 4th Class by clicking on the links below:

- [Tools of Resilience Teacher Book](#)
- [Tools of Resilience Pupil Book](#)

Resilience: SPHE Curriculum Links

The following Strands, Strand Units and Objectives support the integration of resilience in the SPHE Curriculum:

1st & 2nd Class: Strand: *Myself* / Strand Unit: *Safety and Protection*

- personal safety discussing and practising appropriate strategies for dealing with situations

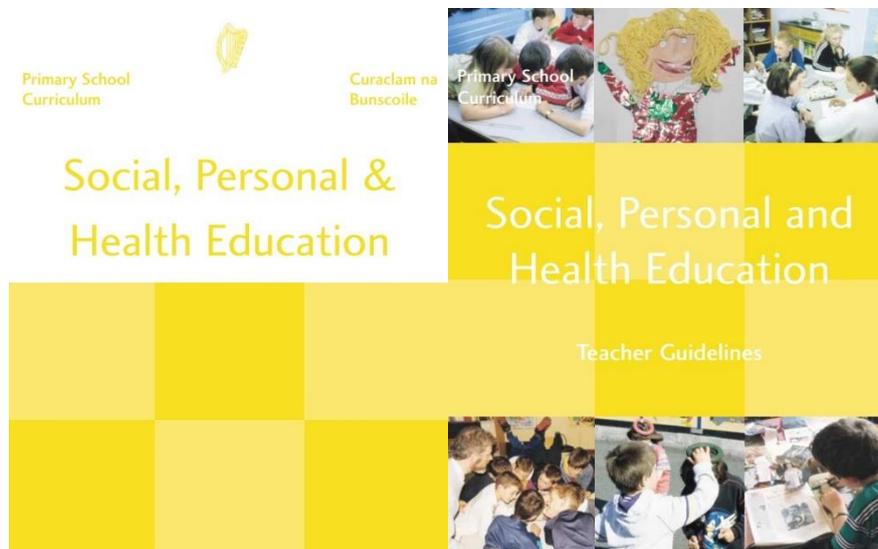
3rd & 4th Class: Strand: *Myself* / Strand Unit: *Growing and Changing*

- feelings and emotions recognising how an individual action can affect the feelings of another

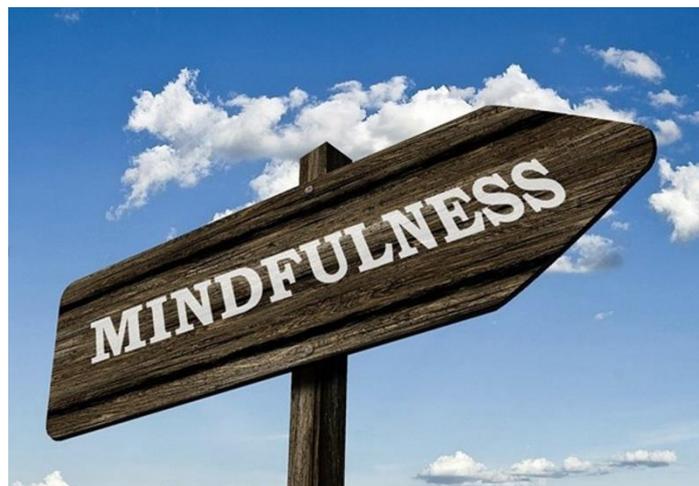
5th & 6th Class: Strand: *Myself* / Strand Unit: *Taking care of my body*

- health and well-being, recognising causes of personal worry and identifying appropriate coping strategies

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Introduction to Mindfulness



We have had some opportunities to practice short mindfulness meditations in the last few modules. Now it is time for a more in-depth look at this topic.

- PowerPoint (Introduction to Mindfulness): <https://vimeo.com/355518260>

To help you deepen your understanding of the concept, we will now have a look at Jon Kabat-Zinn talking about the nature of mindfulness.

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Take some time to reflect on the key points of this video.

- Video (Jon Kabat-Zinn Defines Mindfulness): <https://youtu.be/wPNEmxWSNyg>

Key Concepts of Mindfulness

It may be helpful now to examine a key concept of mindfulness, which is the idea that we have two distinct mental levels. The following presentation will explore this and will talk about practising mindfulness. After this presentation we will put our learning into practice.

- PowerPoint (Key Concepts of Mindfulness): <https://vimeo.com/354630928>

Now it's time to experience mindfulness once again. We will follow a 3 minute guided meditation from Professor Mark Williams of Oxford University. He is the founder of the [Oxford Mindfulness Centre](http://www.oxfordmindfulnesscentre.com) and co-developer of MBCT.

- Video (Guided Meditation): <https://youtu.be/CVW IE1nsKE>

Take some time to reflect on this experience. Did you find this mindfulness practice difficult? Why or why not?

Benefits of Mindfulness

So why is mindfulness gaining such popularity? One reason is the growing body of research that outlines the many benefits of regular daily practice. Let's look at some of them now.

- PowerPoint (Benefits of Mindfulness): <https://vimeo.com/355523069>

Effects of mindfulness on the brain

We will now take a look at a short animation which explains the effects of mindfulness on the brain. As this video is animated it could be used with children.

- Video (Mind the Bump): <https://youtu.be/aNCB1MZDgQA>

Mindfulness in Schools

Let's now look at research on mindfulness in schools. The first slide of the next presentation asks you to reflect on your experience, if any, of using mindfulness in your school or classroom.

- Did you find it easy to introduce?
 - What programme, if any, did you use?
 - Did you notice any effects?
 - What difficulties did you encounter?
- PowerPoint (Research on Mindfulness in Schools): <https://vimeo.com/355529398>

Resources

Click on the links below to access the resources highlighted in the presentation:

- Paws B (Mindfulness in Schools Project) - www.mindfulnessinschools.org
- Mindfulness Matters - www.mindfulnessmatters.ie
- Weaving Well-Being Homepage - www.otb.ie/wwwb
- Weaving Well-Being - www.weavingwellbeing.com

Others:

- [Creative Mindfulness - Louise Shanagher](http://www.creative-mindfulness.com)
- [Mindfulness Wexford](http://www.mindfulnesswexford.com)
- [25 Fun Mindfulness Activities for Children and Teens](http://www.25funmindfulnessactivities.com)
- [Bright Sparks](http://www.brightsparks.com)

Formal and Informal Aspects of Mindfulness

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[www.otblearning](http://www.otblearning.com) / www.otb.ie / www.otb.ie/www

It is important to be aware of the distinction between formal and informal mindfulness practice. Formal practice refers to the intentional daily activity in which you set aside a certain amount of time for your mindfulness practice. Informal practice refers to bringing this level of awareness and attention into everyday activities.

- PowerPoint (Formal and Informal Aspects of Mindfulness): <https://vimeo.com/354630739>

Now that you have a greater understanding of mindfulness, consider the benefits of informal practice in the classroom and to you as a teacher.

- PowerPoint (Informal Practice in the Classroom): <https://vimeo.com/354630802>

Mindfulness and Resilience

Earlier in this module we explored the concept of resilience. Now, let's look at the link between the two. The video below shows two of the leading researchers, [Jon Kabat-Zinn](#) and [Richard Davidson](#), discussing this.

- Video (Can Mindfulness Increase Our Resilience): <https://youtu.be/AljF1yb-VLw>

Personal Mindfulness Moment

Listen to a guided mindfulness session.

- Soundcloud (Sitting Mindfulness Practice Female Voice -Fiona Forman): <https://soundcloud.com/user-730165280/sitting-mindfulness-practice-female-voice-fiona-forman>

Mindfulness in Weaving Well-Being Programme - 4th Class

We will now watch a video showing children engaging in mindfulness using the Weaving Well-Being programme. This programme teaches children about the two levels of the mind previously referred to, thinking/doing, using the imagery of Bee Level and Flower Level.

'Bee Level' is used to describe the active, busy level of the mind, which is concerned with thinking, planning, judging, deciding, worrying etc.

'Flower Level' is used to describe the 'being' level of the mind which mindfulness is associated with - this level of the mind is described as sensing, non-judging, accepting etc.

Children learn that at 'Flower Level' our attention is always in the here and now.

The children learn to think of their attention like the cursor on a computer screen, moving between the two levels. Their breath is the bridge bringing their attention between the levels. A four-step process is used to help the children access 'Flower Level' - breathe, sense, connect, accept. The final step involves bringing kindness and self-acceptance into the practice.

The programme includes mindfulness floor practice, sitting practice and mindfulness colouring.

Take a few moments to reflect on the video clip.

After watching this video, if you haven't done mindfulness with children, it might be something you will consider.

- Video (Mindfulness in the Classroom): <https://vimeo.com/166080721>

Mindful Colouring:

You might also like to try Mindfulness Colouring in the classroom.

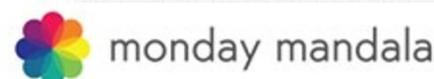
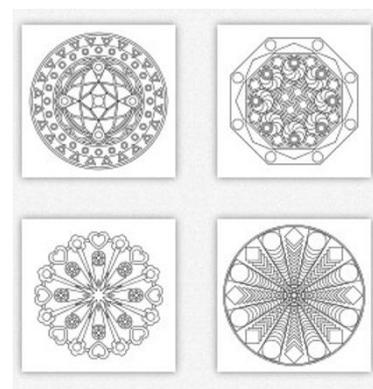
Research suggests that mindful colouring is linked to a reduction in anxiety. (Curry, N. A., & Kasser, T. (2005). Can colouring mandalas reduce anxiety? - Art Therapy, 22(2), 81-85.).

It is suggested that structured colouring of a complex geometric pattern may induce a calm state that helps to reduce anxiety and therefore enhance well-being.

If you wish to experience some Mindful Colouring, there is free online access to a variety of mandalas on the [Monday Mandala](#) website. Print out a mandala from this or a similar website.

The following video shows children engaging in it.

- Video (Mindfulness Colouring): <https://vimeo.com/166080693>



The following article by Fiona Forman also explains the process of Mindfulness Colouring in the classroom:

- [How To Create Moments Of Calm In The Classroom Using Mindful Colouring](#)

Lesson 7 of the Weaving Well-being Tools of Resilience programme introduces the 'Mindfulness Switch'. Click on the page image below to access this lesson as a pdf for your information.



Lesson 7: Mindfulness Switch – Part 1

SPHE Strand: *Myself*

Strand Unit: **Growing and changing (As I grow I change) / Taking care of my body (Health and well-being)**

The child should be enabled to:

- realise that growing and changing are continuous throughout life
- appreciate the need for space and privacy in life
- identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
- begin to develop strategies to cope with the various worries or difficulties that he or she may encounter

Objectives

1. To introduce the children to the idea that their minds have an active, busy level, which is continually *thinking, planning, judging, remembering* etc.
2. That the children will understand why it may be helpful for them to think of this level of their minds as 'Bee Level'.
3. That the children will understand the different mind activities associated with 'Bee Level', and that the mind at this level, is often thinking about the *past* or the *future*.

Development

- Show and discuss PowerPoint slides.
- Discuss and complete one or both of the activities in the children's book.
- Discuss and set the homework page.

Cross-curricular Links / Supplementary Activities

- Allow the children to do some research on bees. Do they think 'Bee level' is a good name for the busy level of their mind?
- Visual Art: Allow the children to draw and colour pictures of their thoughts inside a blank head. Supplementary Worksheet - SW5A (page 81)

 **Headspace Meditation - Changing Perspective**– YouTube (1:16)
www.otb.ie/wwwb-growth-mindset-classdojo

Additional movies available on the **Weaving Well-Being** Channel: www.otb.ie/wwwb-channels

Remember, you can look inside the books from the Weaving Well-Being Tools of Resilience programme for 4th Class by clicking on the links below:

- [Tools of Resilience Teacher Book](#)
- [Tools of Resilience Pupil Book](#)

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Audio Mindfulness Meditations from Weaving Well-Being

There are a number of free Mindfulness meditations on the Outside the Box website from Weaving Well-Being, particularly for the 2nd class and 4th class programmes. Have a listen to the one below called 'Mindfulness on the Floor'. The others can be accessed at: [Meditations](#).

- Soundcloud (Mindfulness On The Floor Female Voice – Fiona Forman): <https://soundcloud.com/user-10491760/mindfulness-on-the-floor-female-voice-fiona-forman>

Resilience & Mindfulness - Literacy Links for Children

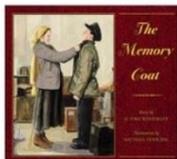
The following selection of children's literature may be useful in embedding the concepts of Resilience and Mindfulness. This list is included in the Weaving Well-Being teacher's manual for fourth class.

Suggested Children's Literature

The following books may be useful for teachers to use to support the embedding of the concepts taught through the programme. All have general themes of resilience or mindfulness.



Baseball Saved Us
by Ken Mochizuki



The Memory Coat
by Elvira Woodruff



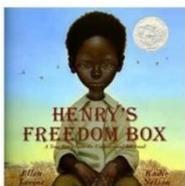
Home of the Brave
by Katherine Applegate



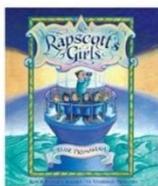
Serafina's Promise
by Ann E. Burg



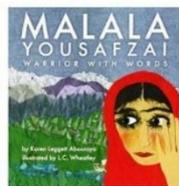
Armando and the Blue Tarp School
by Judith Pinkerton Josephson
and Edith Hope Fine



Henry's Freedom Box
by Ellen Levine

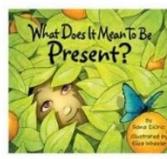


Ms. Rapscott's Girls
by Elise Primavera



Malala Yousafzai: Warrior with Words
by Karen Leggett Abouraya
and L.C. Wheatley

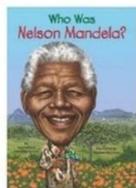
Mindfulness-Themed Books



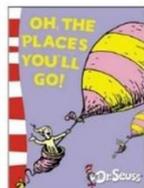
What Does It Mean to Be Present?
by Rana DiOrio and Eliza Wheeler



Visiting Feelings
by Lauren Rubenstein
and Shelly Hehenberge



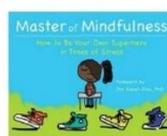
Who Was Nelson Mandela?
by Pam Pollack and Meg Belviso



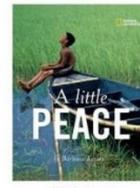
Oh, the Places You'll Go!
by Dr. Seuss



Who Was Rosa Parks?
by Yona Zeldis McDonough



Master of Mindfulness: How to Be your
Own Superhero in Times of Stress
by Laurie Grossman and
Mr. Musumeci's 5th Grade Class



A Little Peace
by Barbara Kerley

Mindfulness: SPHE Curriculum Links

If you decide to incorporate Mindfulness into your classroom, here are the relevant strands and strand units from the SPHE Curriculum (full document below):

1st & 2nd Class: Strand: Myself / Strand Units: Taking Care of My Body / Growing and Changing

- realise that each individual must take some responsibility for self-care
- begin to recognise the physical, emotional, social and spiritual factors that promote growth - becoming more reflective, enjoying quiet time for longer periods, experiencing wonder through the senses

3rd & 4th Class: Strand: Myself / Strand Unit: Growing and Changing

- becoming more reflective, using and appreciating quiet time, becoming more aware through exploring the senses, continuing to use his/her imagination
- begin to appreciate the need for space and privacy in life the need for personal boundaries
- identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner

5th & 6th Class: Strand: Myself / Strand Units: Taking Care of my Body / Growing and Changing

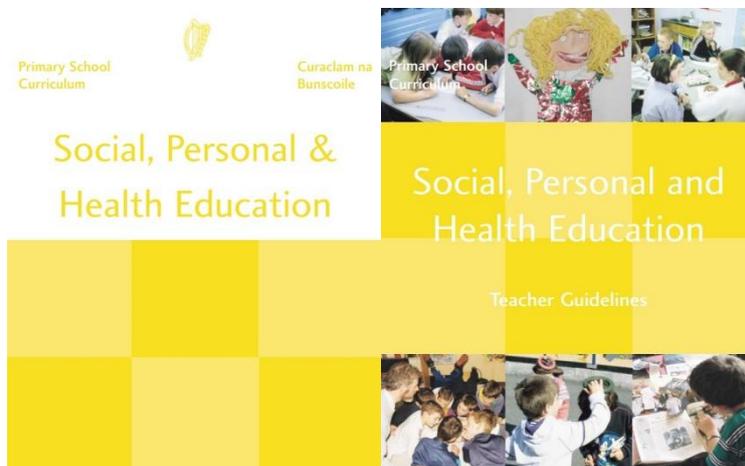
- acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult

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- recognise and examine behaviour that is conducive to health and that which is harmful to health
- realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others, identifying practical ways of taking care of himself/herself and of promoting a healthy lifestyle

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Module 3 Further Reading

You may find the following books by [Jon Kabat-Zinn](#) useful in developing your own mindfulness practice:

- [Wherever You Go, There You Are](#)
- [Full Catastrophe Living](#)
- [Mindfulness for Beginners](#)

Also some good reads by author [Andy Puddicombe](#):

- [The Headspace Guide to Meditation and Mindfulness](#)
- [Get some Headspace](#)

You can also watch and listen to Andy Puddicombe in the following TED Talk

- Video (All it takes is 10 mindful minutes): <https://youtu.be/qzR62JJCMBQ>

These online articles may help to deepen your understanding of the concept of mindfulness:

- [5 Reasons you're having a hard time being Mindful](#)
- [It's Not Mindfulness Without Kindness](#)
- [Why the Mindfulness Fad Won't Go Away](#)
- [Mindfulness: Finding Peace in a Frantic World](#)

Here are some useful websites for you to visit. You may have visited some of these earlier in this course:

- [Oxford Mindfulness Centre](#) (associated with Prof Mark Williams)
- [UMass Memorial Center for Mindfulness](#) founded by Kabat-Zinn
- [Headspace: Mindfulness for your Everyday Life](#) (Andy Puddicombe)
- [MISP: Mindfulness in Schools Project](#)
- [Loss, Trauma & Emotional Lab](#) - Teachers College, Columbia University, NY, USA

Module Reflection

How mindful are you? Take the online '[Awake Mind: Five Facet Mindfulness Questionnaire](#)'. Click on the image below to access it. Reflect on your results. However, at a personal level, it may be useful to use this as a before and after indicator if you wish to begin a formal mindfulness practice. Give yourself at least 8 weeks between surveys.



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[www.otblearning](http://www.otblearning.com) / www.otb.ie / www.otb.ie/wwwb

Conclusion

"Mindfulness is about being fully awake in our lives. It is about perceiving the exquisite vividness of each moment. We also gain immediate access to our own powerful inner resources for insight, transformation, and healing." [Jon Kabat-Zinn](#)

To conclude, we are going to leave you with the above quote and a video of children talking about their experience of mindfulness using the Weaving Well-Being programme.

- Video (Children's Views on the Benefits of Mindfulness): <https://vimeo.com/166080695>

This concludes Module 3.

Module 3 References

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Introduction to Module 4

At the end of each module, you are required to make a posting of at least 100 words to a discussion forum and reply to at least one other participant's post. Here is a sneak preview of the topic for this module which you can be thinking about as you navigate through Module 4:

- *In this module we explored four different conflict outcomes, namely: win-win, win-lose, lose-win and lose-lose. Outline how you might use this information to help your pupils to resolve conflicts. Do you think it could be difficult for children to see the benefits of win-win? How could you help them to understand these benefits?*

We will start this module with a quote from [Ed Diener](#):

"Just like food and air, we need social relationships to thrive"

This module will explore the role positive relationships and self-efficacy plays in our well-being. It will discuss strategies to develop and enhance positive relationships and self-efficacy. It will also explore how this can be done at a practical level in the classroom. It will also outline how both concepts link to the SPHE curriculum. Click on the presentation below to learn more.

- Video (Module 4 Introduction): <https://vimeo.com/171906251>

Three Good Things



So if a day has passed since you completed the previous module, it would be beneficial to complete our '**3 Good Things**' exercise again.

Take 2 minutes to write down 3 positive moments from the last 24 hours. Reflect on and savour the feelings generated.

The Importance of Positive Relationships

This section is going to look at tools that can enhance and cultivate positive relationships in schools. There is an overwhelming amount of research that suggests that the strength of our social relationships has a major impact on our well-being.

Note down a few ways in which positive relationships may influence our well-being.

- PowerPoint (Importance of Positive Relationships): <https://vimeo.com/355936727>



Listening Skills

Listening is a very under-rated skill. Enhancing our listening skills has a wide range of benefits. The most relevant of these in this programme is that when we become better listeners we have the potential to transform the relationships in our life.

Before we listen to the following presentation consider the following.

- What constitutes 'good' listening?
- What are the barriers to 'good' listening?
- How can you support children to listen better?

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- PowerPoint (Listening Skills and How They Can Be Enhanced): <https://vimeo.com/355939029>

Empathy, Listening and Responding

Being able to express empathy effectively can make a significant contribution to positive relationships. Any intervention that cultivates the use of empathy should strengthen relationships with others. Listening is a critical skill required for developing empathy. One opportunity for using your listening skills and expressing empathy is when someone shares some good news with you.

Before we listen to the next presentation take a few moments to consider these questions:

- Do you like sharing good news you have received with other people?
- Is there anyone with whom you particularly like to share good news? If so why did you choose this person?
- Is there anyone with whom you particularly don't like to share good news? If so why?

Having considered the above questions, now click on the image below to listen to a presentation on how the way someone responds to good news can predict the quality of our relationships.

- PowerPoint (Relationship Tool Based on Empathy): <https://vimeo.com/355939879>

Personal Mindfulness Moment

You may now wish to try one of these guided mindfulness meditations by [Padraig O'Morain](#), one of the leading figures in Ireland in this area. You can choose from a range of free online meditations by Padraig by clicking on the colourful image:



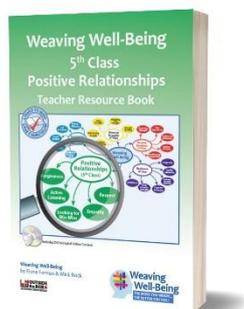
Conflict in Relationships

Whenever there is conflict between people it can create high levels of stress for the people involved. This, of course has a negative impact on their levels of well-being.

Therefore it is very important in any well-being programme, to address how we can reduce the impact of conflicts that arise and provide tools that can resolve conflicts before they begin to have a negative impact on our well-being. Before we explore conflict in relationships in greater detail, make notes on:

- the main causes of conflict in relationships
 - how you normally deal with conflict in relationships
- PowerPoint (Dealing With Conflict): <https://vimeo.com/355947832>

Positive Relationships in Weaving Well-Being Programme - 5th Class

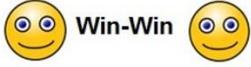


The Fifth Class Weaving Well-Being Positive Relationships Programme consists of 10 lessons which introduce children to eight evidence-based strategies to nurture positive relationships on a daily basis. The first letters of each lesson combine to spell the word 'Relating' which will serve as a reminder to the children of each lesson.

Each lesson gives children the opportunity to observe and record the effects of each strategy on their sense of well-being. The pupil book builds into a highly personal portfolio which reflects the child's understanding and use of each strategy. Children also learn what well-being means and the importance of taking care of our well-being. Activities are linked to the SPHE curriculum. The programme includes both a [Pupil Book](#) and [Teacher's Resource Manual](#). You can experiment in your class with the FREE lesson plan 'Look for Win Wins' from the Positive Relationships programme by clicking [HERE](#).

The following voiced presentation explains how we introduce children to the concept of positive relationships in the Weaving Well-Being Programme fifth class programme. The Positive Relationships programme introduces children to eight evidence-based strategies to nurture positive relationships on a daily basis.

- PowerPoint (Positive Relationships in Weaving Well-being): <https://vimeo.com/355950707>

 <p>Win-Win</p> <p>So we play by your rules today and my rules tomorrow – great!!</p>	 <p>Win-Lose</p> <p>We are playing by my rules I don't care what you say!!</p>
 <p>Lose-Win</p> <p>OK we will play by your rules but I really don't like this!!</p>	 <p>Lose-Lose</p> <p>If you are going to be like that I am just not going to play today!!</p>

Lesson 4 of the Weaving Well-being Positive Relationships programme covers 'Win-Win' solutions. Click on the page image below to access this lesson as a pdf for your information.



Part 3

Lesson Plans and PowerPoint Slides



Lesson 4: Step 3 - Look for Win-Wins

SPHE Strand: Myself

Strand Units: Taking care of my body (Health and well-being) / Growing and changing (Feelings and emotions)

The child should be enabled to:

- recognise causes of personal worry
- understand how feelings help in understanding himself/herself

SPHE Strand: Myself and others

Strand Units: Taking care of my body (Health and well-being) / Growing and changing (Feelings and emotions)

The child should be enabled to:

- discuss possible changes in family relationships and expectations and how he/she can cope with them (conflicting opinions)
- consider problems that can arise in relationships and how these could be handled
- discuss and identify behaviour that is important for harmony in family life
- begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
- discuss how conflict can arise with different people in different situations
- identify and discuss various responses to conflict situations
- explore and practise how to handle conflict without being aggressive

Objectives

1. To help children understand the way conflict can arise within relationships.
2. To help children understand the potential impact of conflict with others.
3. To explore the different ways that conflict can be resolved and their impact on relationships with others.
4. To provide children with a tool that can resolve conflicts while maintaining or enhancing relationships with others.

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The following video is used in this lesson. Take a look at this now and reflect how you might use it to support the idea of 'Win Win' solutions with your class.

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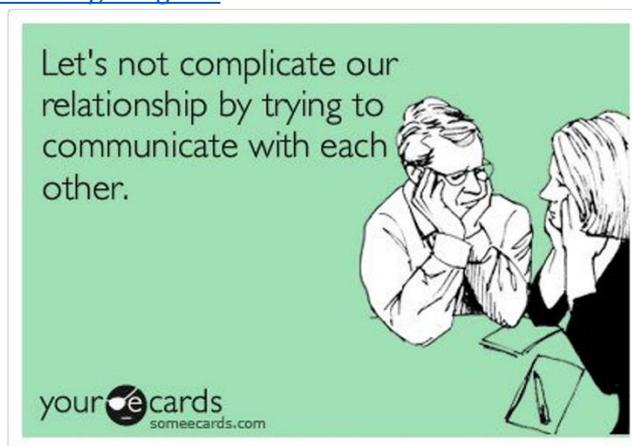
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- Video (Dr Seuss' The Zax): <https://youtu.be/dZmZzGxGpSs>

Reading activity:

Take time to read the following online article about the importance of positive relationships:

[This Is The #1 Way To A Happy, Healthy, Long Life](#)



You can look inside the books from the Weaving Well-Being Positive Relationships programme for 5th Class by clicking on the links below:

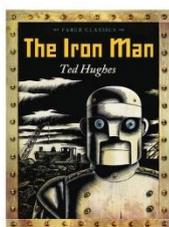
- [Positive Relationships Teacher Book](#)
- [Positive Relationships Pupil Book](#)

Positive Relationships - Literacy Links for Children

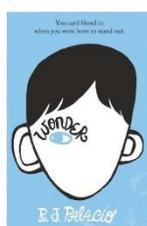
The following selection of children's literature may be useful in exploring and embedding the concept of Positive Relationships. This list is included in the Weaving Well-Being teacher's manual for fifth class.

Suggested Children's Literature

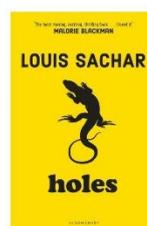
The following books may be useful for teachers to use to support the embedding of the concepts taught throughout the programme. All have general themes of positive relationships.



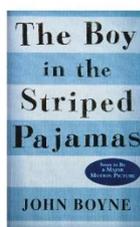
The Iron Man
by Ted Hughes



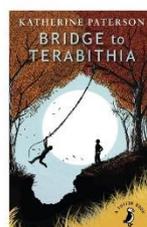
Wonder
by R. J. Palacio



Holes
by Louis Sachar



The Boy in the Striped Pajamas
by John Boyne



Bridge to Terabithia
by Katherine Paterson

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Positive Relationships: SPHE Curriculum Links

Positive Relationships integrate the following SPHE Strands, Strand Units and Objectives:

1st & 2nd Class: Strand: Myself and Others / Strand Unit: Myself and other People

- identifying, exploring and discussing qualities and skills associated with friendship

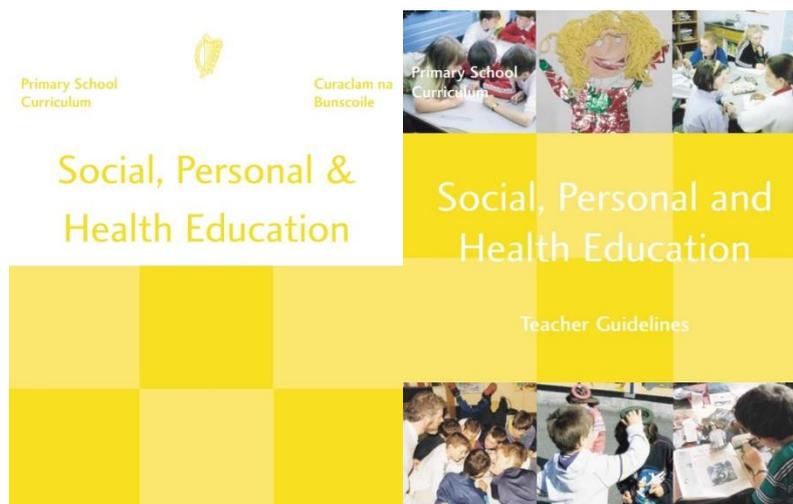
3rd & 4th Class: Strand: Myself / Strand Unit: Self Identity

- self-awareness: realising that each person has a unique contribution to make to various groups, situations and friendships

5th & 6th Class: Strand: Myself and the Wider World / Strand Unit: Developing citizenship

- exploring the concepts of the class or school as a community

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Introduction to Self-Efficacy

Self Efficacy can be defined as the belief a person has that they can reach their goals or a desired outcome (Bandura, 1994). Henry Ford is often quoted as saying whether you believe you can or you believe you can't, you are right.

- PowerPoint (Introduction to Self-Efficacy): <https://vimeo.com/355952656>

Mindset Activity

Before we move onto the topic of Mindsets complete this short test.

Look at each of the 4 statements below and decide the extent to which you agree or disagree with each statement using the following choices:

1. Strongly Agree
2. Agree
3. Mostly Agree
4. Disagree
5. Strongly Disagree?

The statements are as follows:

- You have a certain amount of intelligence and you can't really do much to change it
- Your intelligence is something about you that you can't change very much
- No matter who you are, you can significantly change your intelligence level
- To be honest you can't really change how intelligent you are.



Test Your Mindset

Please show how much you agree or disagree with each statement by clicking the number that corresponds to your opinion.

1 You have a certain amount of intelligence, and you can't really do much to change it.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

2 Your intelligence is something about you that you can't change very much.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

3 No matter who you are, you can significantly change your intelligence level.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

4 To be honest, you can't really change how intelligent you are.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

Analyse your results.

If you agree with any statements that suggest your intelligence cannot be changed, you are more likely to have a “Fixed Mindset”

If you feel your intelligence can be changed, this is a “Growth Mindset”

For a more accurate result you may find it useful to complete the full test which can be found here.

Note: You can substitute “intelligence” for “leadership”. “Sporting abilities” etc.

This test is taken from Carol Dweck’s [DMI: Dweck Mindset Instrument](#)

Carol S. Dweck is the Lewis and Virginia Eaton Professor of Psychology at Stanford University and the author of *Mindset: The New Psychology of Success* (Random House, 2006).

You can watch Carol Dweck’s Ted Talk below:

- Video (The Power Of Believing That You Can Improve): <https://embed.ted.com/56cae566-14fb-48e1-9baa-217b7e0c5d4a>

Mindsets

The following video gives a good introduction to fixed and growth mindsets and how they can affect whether people reach their potential in life:

- Video (Growth Mindsets Video): <https://youtu.be/EIVUqv0v1EE>

Fixed and Growth Mindsets

A person with a Fixed Mindset believes that their basic abilities, talents and intelligence are fixed traits. On the other hand a person with a Growth Mindset understands that all of these areas can be developed and enhanced through effort, practice and persistence. Most people have elements of both but lean more towards one or the other.

- PowerPoint (Differences Between Fixed and Growth Mindsets): <https://vimeo.com/355953677>

Cultivating Growth Mindsets in the Classroom

Let's now look at 2 ways to help cultivate Growth Mindsets in the classroom.

1. The first is to get the children to change the language they use to describe themselves or talk about setbacks that have occurred.
2. And the second is to look at the way we praise the children in the classroom.

- PowerPoint (How to Cultivate Growth Mindset): <https://vimeo.com/355955249>

Mindset Reminders and Reading

Here are some reminders of how to cultivate growth mindsets:



Replace (Fixed Mindset)	With (Growth Mindset)
This is too difficult	This may take more time and effort
I'm no good at Maths	I can get much better if I try
I think it is good enough	What can I do to make it better
I feel bad that I made a mistake	Mistakes help me learn more
I am fantastic at this	All my efforts are paying off
I am just not smart enough	I can train my brain to learn so much more

Reading Activity

This article by Carol Dweck reflects on the positive and negative effects of praise. It also discusses the right and wrong types of praise to use.

The Perils and Promises of Praise

Carol S. Dweck

The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn.

We often hear these days that we've produced a generation of young people who can't get through the day without an award. They expect success because they're special, not because they've worked hard.

Is this true? Have we inadvertently done something to hold back our students?

I think educators commonly hold two beliefs that do just that. Many believe that (1) praising students' intelligence builds their confidence and motivation to learn, and (2) students' inherent intelligence is the major cause of their achievement in school. Our research has shown that the first belief is false and that the second can be harmful—even for the most competent students.

As a psychologist, I have studied student motivation for more than 35 years. My graduate students and I have looked at thousands of children, asking why some enjoy learning, even when it's hard, and why they are resilient in the face of obstacles. We have learned a great deal. Research shows us how to praise students in ways that yield motivation and resilience. In addition, specific interventions can reverse a student's slide into failure during the vulnerable period of adolescence.

Fixed or Malleable?

Praise is intricately connected to how students view their intelligence. Some students believe that their intellectual ability is a fixed trait. They have a certain amount of intelligence, and that's that. Students with this fixed mind-set become excessively concerned with how smart they are, seeking tasks that will prove their intelligence and avoiding ones that might not (Dweck, 1999, 2006). The desire to learn takes a backseat.

Other students believe that their intellectual ability is something they can develop through effort and education. They don't necessarily believe that anyone can become an Einstein or a Mozart, but they do understand that even Einstein and Mozart had to put in years of effort to become who they were. When students believe that they can develop their intelligence, they focus on doing just that. Not worrying about how smart they will appear, they take on challenges and stick to them (Dweck, 1999, 2006).

More and more research in psychology and neuroscience supports the growth mind-set. We are discovering that the brain has more plasticity over time than we ever imagined (Doidge, 2007); that fundamental aspects of intelligence can be enhanced through learning (Sternberg, 2005); and that dedication and persistence in the face of obstacles are key ingredients in outstanding achievement (Ericsson, Charness, Feltovich, & Hoffman, 2006).

Alfred Binet (1909/1973), the inventor of the IQ test, had a strong growth mind-set. He believed that education could transform the basic capacity to learn. Far from intending to measure fixed intelligence, he meant his test to be a tool for identifying students who were not profiting from the public school curriculum so that other courses of study could be devised to foster their intellectual growth.

The Two Faces of Effort

The fixed and growth mind-sets create two different psychological worlds. In the fixed mind-set, students care first and foremost about how they'll be judged: smart or not smart. Repeatedly, students with this mind-set reject opportunities to learn if they might make mistakes (Hong, Chiu, Dweck, Lin, & Wan, 1999; Mueller & Dweck, 1998). When they do make mistakes or reveal deficiencies, rather than correct them, they try to hide them (Nussbaum & Dweck, 2007).

They are also afraid of effort because effort makes them feel dumb. They believe that if you have the ability, you shouldn't need effort (Blackwell, Trzesniewski, & Dweck, 2007), that ability should bring success all by itself. This is one of the worst beliefs that students can hold. It can cause many bright students to stop working in school when the curriculum becomes challenging.

Finally, students in the fixed mind-set don't recover well from setbacks. When they hit a setback in school, they *decrease* their efforts and consider cheating (Blackwell et al., 2007). The idea of fixed intelligence does not offer them viable ways to improve.

Let's get inside the head of a student with a fixed mind-set as he sits in his classroom, confronted with algebra for the first time. Up until then, he has breezed through math. Even when he barely paid attention in class and skimmed on his homework, he always got As. But this is different. It's hard. The student feels anxious and thinks, "What if I'm not as good at math as I thought? What if other kids understand it and I don't?" At some level, he realizes that he has two choices: try hard, or turn off. His interest in math begins to wane, and his attention wanders. He tells himself, "Who cares about this stuff? It's for nerds. I could do it if I wanted to, but it's so boring. You don't see CEOs and sports stars solving for x and y ."

By contrast, in the growth mind-set, students care about learning. When they make a mistake or exhibit a deficiency, they correct it (Blackwell et al., 2007; Nussbaum & Dweck, 2007). For them, effort is a *positivething*: It ignites their intelligence and causes it to grow. In the face of failure, these students escalate their efforts and look for new learning strategies.

Let's look at another student—one who has a growth mind-set—having her first encounter with algebra. She finds it new, hard, and confusing, unlike anything else she has ever learned. But she's determined to understand it. She listens to everything the teacher says, asks the teacher questions after class, and takes her textbook home and reads the chapter over twice. As she begins to get it, she feels exhilarated. A new world of math opens up for her.

It is not surprising, then, that when we have followed students over challenging school transitions or courses, we find that those with growth mind-sets outperform their classmates with fixed mind-sets—even when they entered with equal skills and knowledge. A growth mind-set fosters the growth of ability over time (Blackwell et al., 2007; Mangels, Butterfield, Lamb, Good, & Dweck, 2006; see also Grant & Dweck, 2003).

The Effects of Praise

Many educators have hoped to maximize students' confidence in their abilities, their enjoyment of learning, and their ability to thrive in school by praising their intelligence. We've studied the effects of this kind of praise in children as young as 4 years old and as old as adolescence, in students in inner-city and rural settings, and in students of different ethnicities—and we've consistently found the same thing (Cimpian, Arce, Markman, & Dweck, 2007; Kamins & Dweck, 1999; Mueller & Dweck, 1998): Praising students' intelligence gives them a short burst of pride, followed by a long string of negative consequences.

In many of our studies (see Mueller & Dweck, 1998), 5th grade students worked on a task, and after the first set of problems, the teacher praised some of them for their intelligence (“You must be smart at these problems”) and others for their effort (“You must have worked hard at these problems”). We then assessed the students' mind-sets. In one study, we asked students to agree or disagree with mind-set statements, such as, “Your intelligence is something basic about you that you can't really change.” Students praised for intelligence agreed with statements like these more than students praised for effort did. In another study, we asked students to define intelligence. Students praised for intelligence made significantly more references to innate, fixed capacity, whereas the students praised for effort made more references to skills, knowledge, and areas they could change through effort and learning. Thus, we found that praise for intelligence tended to put students in a fixed mind-set (intelligence is fixed, and you have it), whereas praise for effort tended to put them in a growth mind-set (you're developing these skills because you're working hard).

We then offered students a chance to work on either a challenging task that they could learn from or an easy one that ensured error-free performance. Most of those praised for intelligence wanted the easy task, whereas most of those praised for effort wanted the challenging task and the opportunity to learn.

Next, the students worked on some challenging problems. As a group, students who had been praised for their intelligence *lost* their confidence in their ability and their enjoyment of the task as soon as they began to struggle with the problem. If success meant they were smart, then struggling meant they were not. The whole point of intelligence praise is to boost confidence and motivation, but both were gone in a flash. Only the effort-praised kids remained, on the whole, confident and eager.

When the problems were made somewhat easier again, students praised for intelligence did poorly, having lost their confidence and motivation. As a group, they did worse than they had done initially on these same types of problems. The students praised for effort showed excellent performance and continued to improve.

Finally, when asked to report their scores (anonymously), almost 40 percent of the intelligence-praised students lied. Apparently, their egos were so wrapped up in their performance that they couldn't admit mistakes. Only about 10 percent of the effort-praised students saw fit to falsify their results.

Praising students for their intelligence, then, hands them not motivation and resilience but a fixed mind-set with all its vulnerability. In contrast, effort or “process” praise (praise for engagement, perseverance, strategies, improvement, and the like) fosters hardy motivation. It tells students what they've done to be successful and what they need to do to be successful again in the future. Process praise sounds like this:

- You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it, and tested yourself on it. That really worked!
- I like the way you tried all kinds of strategies on that math problem until you finally got it.
- It was a long, hard assignment, but you stuck to it and got it done. You stayed at your desk, kept up your concentration, and kept working. That's great!
- I like that you took on that challenging project for your science class. It will take a lot of work—doing the research, designing the machine, buying the parts, and building it. You're going to learn a lot of great things.

What about a student who gets an A without trying? I would say, “All right, that was too easy for you. Let's do something more challenging that you can learn from.” We don't want to make something done quickly and easily the basis for our admiration.

What about a student who works hard and *doesn't* do well? I would say, “I liked the effort you put in. Let's work together some more and figure out what you don't understand.” Process praise keeps students focused, not on something called ability that they may or may not have and that magically creates success or failure, but on processes they can all engage in to learn.

Motivated to Learn

Finding that a growth mind-set creates motivation and resilience—and leads to higher achievement—we sought to develop an intervention that would teach this mind-set to students. We decided to aim our intervention at students who were making the transition to 7th grade because this is a time of great vulnerability. School often gets more difficult in 7th grade, grading becomes more stringent, and the environment becomes more impersonal. Many students take stock of themselves and their intellectual abilities at this time and decide whether they want to be involved with school. Not surprisingly, it is often a time of disengagement and plunging achievement.

We performed our intervention in a New York City junior high school in which many students were struggling with the transition and were showing plummeting grades. If students learned a growth mind-set, we reasoned, they might be able to meet this challenge with increased, rather than decreased, effort. We therefore developed an eight-session workshop in which both the control group and the growth-mind-set group learned study skills, time management techniques, and memory strategies (Blackwell et al., 2007). However, in the growth-mind-set intervention, students also learned about their brains and what they could do to make their intelligence grow.

They learned that the brain is like a muscle—the more they exercise it, the stronger it becomes. They learned that every time they try hard and learn something new, their brain forms new connections that, over time, make them smarter. They learned that intellectual development is not the natural unfolding of intelligence, but rather the formation of new connections brought about through effort and learning.

Students were riveted by this information. The idea that their intellectual growth was largely in their hands fascinated them. In fact, even the most disruptive students suddenly sat still and took notice, with the most unruly boy of the lot looking up at us and saying, “You mean I don’t have to be dumb?”

Indeed, the growth-mind-set message appeared to unleash students’ motivation. Although both groups had experienced a steep decline in their math grades during their first months of junior high, those receiving the growth-mind-set intervention showed a significant rebound. Their math grades improved. Those in the control group, despite their excellent study skills intervention, continued their decline.

What’s more, the teachers—who were unaware that the intervention workshops differed—singled out three times as many students in the growth-mindset intervention as showing marked changes in motivation. These students had a heightened desire to work hard and learn. One striking example was the boy who thought he was dumb. Before this experience, he had never put in any extra effort and often didn’t turn his homework in on time. As a result of the training, he worked for hours one evening to finish an assignment early so that his teacher could review it and give him a chance to revise it. He earned a *B+* on the assignment (he had been getting *C*s and lower previously).

Other researchers have obtained similar findings with a growth-mind-set intervention. Working with junior high school students, Good, Aronson, and Inzlicht (2003) found an increase in math and English achievement test scores; working with college students, Aronson, Fried, and Good (2002) found an increase in students’ valuing of academics, their enjoyment of schoolwork, and their grade point averages.

To facilitate delivery of the growth-mind-set workshop to students, we developed an interactive computer-based version of the intervention called *Brainology*. Students work through six modules, learning about the brain, visiting virtual brain labs, doing virtual brain experiments, seeing how the brain changes with learning, and learning how they can make their brains work better and grow smarter.

We tested our initial version in 20 New York City schools, with encouraging results. Almost all students (anonymously polled) reported changes in their study habits and motivation to learn resulting directly from their learning of the growth mind-set. One student noted that as a result of the animation she had seen about the brain, she could actually “picture the neurons growing bigger as they make more connections.” One student referred to the value of effort: “If you do not give up and you keep studying, you can find your way through.”

Adolescents often see school as a place where they perform for teachers who then judge them. The growth mind-set changes that perspective and makes school a place where students vigorously engage in learning for their own benefit.

Going Forward

Our research shows that educators cannot hand students confidence on a silver platter by praising their intelligence. Instead, we can help them gain the tools they need to maintain their confidence in learning by keeping them focused on the *process* of achievement.

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Maybe we have produced a generation of students who are more dependent, fragile, and entitled than previous generations. If so, it's time for us to adopt a growth mind-set and learn from our mistakes. It's time to deliver interventions that will truly boost students' motivation, resilience, and learning.

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Act 'as if'

[William James](#) the great philosopher and one of the first psychologists of our time once said:

*"If you want a quality, **act as if** you already have it"*

What do you think he meant by that? Note down your thoughts and then view the following video and presentation on Resilient Self-talk.

- Video (Resilient Self-Talk): <https://vimeo.com/166080715>

Act 'as if' Presentation

The key principle behind the **Act "as if"** tool is that the way we behave will drive our beliefs about what is possible in any situation.

- PowerPoint (The 'As If'): <https://vimeo.com/364307464>

Act 'as if' in the Classroom

Lesson 5 of the Weaving Well-being Empowering Beliefs programme (6th class) covers the Act 'as if' approach. Click on the page image below to access this lesson as a pdf for your information.



Lesson 5: Belief 4 - I can act 'as if'

SPHE Strand: *Myself*

Strand Units: Self-identity (Self-awareness / Developing self-confidence) / Growing and changing (Feeling and emotions) / Making decisions

The child should be enabled to:

- *recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways*
- *enhance skills to improve learning*
- *identify and learn about healthy ways to help himself/herself feel positive about himself/herself*
- *discuss and practise a simple decision-making strategy*

Objectives

1. To help children understand the link between their physiology and their emotions.
2. To show the children how they can create particular emotion states by the way they act.
3. To introduce children to evidence supporting this principle.
4. To help children create a range of desired positive emotional states through the act 'as if' principle.

Development

- Show and discuss PowerPoint slides.
- Discuss and complete one or both of the activities in the children's book.
- Discuss and set the homework page.

Here is another fun activity that you can try in the classroom to help children try out the Act 'as if' principle. Divide the children into pairs and tell them they are going to the premiere of 'The Emoji Movie'. Explain that each pair will be given an emoji to act out arriving at this premiere e.g. Mr Confident. Together they will write the script for their

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character with one child reading the script and the other child walking down the red carpet using the Act 'as if' principle. Before they break into pairs the teacher should demonstrate with one child reading a 'Mr Confident' script: 'Here is Mr Confident. Look how he is walking with his head held high and his shoulders straight back. He has a lovely smile on his face and he is making great eye contact with all his adoring fans.'

Look for volunteers to be the character walking down the carpet and responding to whatever they hear on the script. Brainstorm some key words on the whiteboard for calm, proud and excited first and set the children to work. Select pairs randomly to demonstrate their emotion.

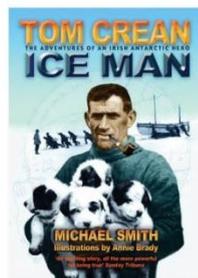


Literacy Links

The following selection of children's literature may be useful in embedding the concept of self-efficacy and the benefits of developing empowering self-beliefs. This list is included in the Weaving Well-Being Empowering Beliefs teacher's manual for sixth class.

Suggested Children's Literature

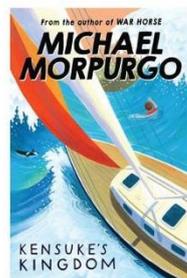
The following books may be useful for teachers to use to support the embedding of the concepts through the programme. All of the books feature characters who use empowering beliefs.



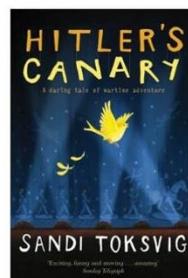
Tom Crean – Ice Man:
The Adventures of an Irish Antarctic Hero
by Michael Smith



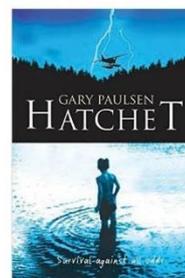
Real Kids, Real Stories, Real Change:
Courageous Actions Around the World
by Garth Sundem



Kensuke's Kingdom
by Michael Morpurgo

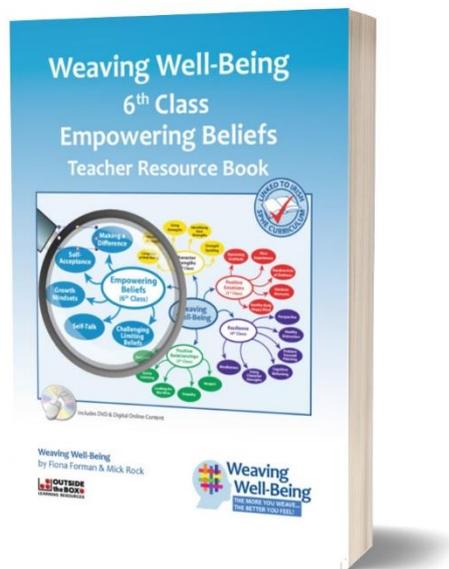


Hitler's Canary
by Sandi Toksvig



Hatchet
by Gary Paulsen

Self-Efficacy in the Weaving Well-Being Programme - 6th Class



The following voiced presentation explains how we introduce children to the concept of self-efficacy in the Weaving Well-Being Empowering Beliefs Programme for sixth class. The Empowering Beliefs programme introduces children to particular beliefs and encourages them to explore them and to try them out for themselves and to record the effects of each belief on their sense of well-being. The children learn that empowering beliefs are like batteries as they provide power and energy.

- PowerPoint (Self-Efficacy in weaving Well-being): <https://vimeo.com/355972032>

You can look inside the books from the Weaving Well-Being Empowering Beliefs programme for 6th class by clicking on the links below:

- [Empowering Beliefs Teacher Book](#)
- [Empowering Beliefs Pupil Book](#)

Self-Efficacy: SPHE Curriculum Links

Self-Efficacy education can be linked to the SPHE curriculum under the following strands and strand units:

1st & 2nd Class: Strand: Myself / Strand Unit: Self Identity

- develop an appreciation of and talk about personal strengths, abilities and characteristics

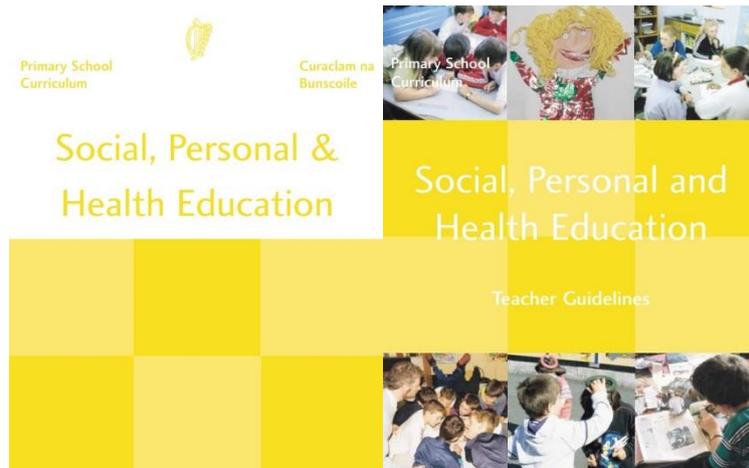
3rd & 4th Class: Strand: Myself / Strand Unit: Self Identity

- explore factors that influence his/her self-image

5th & 6th Class: Strand: Myself / Strand Units: Making Decisions / Growing and Changing (Feelings and emotions)

- explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision.
- Identify and learn about healthy ways to help himself/herself feel positive about himself/herself

You may click on the covers below to access the SPHE Primary Curriculum and/or SPHE Primary Teacher Guidelines (DES - 1999)



Conclusion

Module reflection:

 Win-Win  So we play by your rules today and my rules tomorrow – great!!	 Win-Lose  We are playing by my rules I don't care what you say!!
 Lose-Win  OK we will play by your rules but I really don't like this!!	 Lose-Lose  If you are going to be like that I am just not going to play today!!

In this module, we explored four different conflict outcomes, namely: win-win, win-lose, lose-win and lose-lose. Outline how you might use this information to help your pupils to resolve conflicts. Do you think it could be difficult for children to see the benefits of win-win? How could you help them to understand these benefits?



We leave you with the following quote from Mahatma Gandhi. Take time to reflect on it.

“If I have a belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”

This concludes Module 4.

Module 4 References

See below the references cited in this module

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Introduction to Module 5

At the end of each module, you are required to make a posting of at least 100 words to a discussion forum and reply to at least one other participant's post. Here is a sneak preview of the topic for this module which you can be thinking about as you navigate through Module 5:

The following are identified as key elements of a positive well-being school culture:

- *The presence of strong positive relationships*
- *A sense of belonging and shared identity*
- *Appreciation and valuing academic and non-academic achievement*
- *A participative approach to the management of the school in which the student voice is heard*
- *Clear rules and high expectations conveyed to students*
- *Students' needs for autonomy, competence and relatedness being met*

Choose one or more of these characteristics and share current good practice in your school and make a suggestion for improvement based on research from this course

This final module will explore three particular areas:

1. Whole-School Approach
2. School Self-Evaluation
3. Teacher Well-Being

Click on the video below for more details:

- Video (Module 5 Introduction): <https://vimeo.com/171905566>

Module Objectives

The objectives of this module are as follows:

- Explore and reflect on research showing the importance of a whole school approach to well-being
- Explore and reflect on contributing factors to a successful whole school approach
- Explore and reflect on practical strategies to implement at whole school level
- Review the role of parents in a successful well-being programme and the different options available to enhance their level of involvement
- Explore the [Wellbeing Policy Statement and Framework for Practice 2018-2023 \(DES 2018\)](#) for SSE
- Explore common teacher stressors
- Explore research-based strategies that can enhance teacher well-being

Three Good Things



So if a day has passed since you completed the previous module it would be beneficial to complete our 3 Good Things exercise again.

Take 2 minutes to write down 3 positive moments from the last 24 hours. Reflect on and savour the feelings that this generated.

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Whole-School Approach

We will now look at the importance of a whole-school approach. However, before we begin, take some time to consider how a whole-school approach to well-being might be achieved. In particular, consider how a positive well-being culture might be nurtured in your school.

- PowerPoint (Whole School Approach To Well-Being): <https://vimeo.com/354639254>

School Culture & Atmosphere:

We all acknowledge that each primary school has a particular and unique school culture/school climate/school atmosphere. Watch this short video about how students and visitors can pick up on school climate as soon as they enter the building. Click on the image below to watch it.

- Video (School Culture and Climate): <https://youtu.be/BXKREXUyUK4>

The following article '[Creating a Culture of Well-Being in Our Schools](#)' was written by co-author Fiona Forman. It discusses what a whole-school culture of well-being looks like. Click on the image below to read it.



Parental Involvement



Parents play a very important role in any whole-school approach. We will now look at the importance of their involvement and how it can be supported and enhanced in a whole-school approach to well-being. Click on the PowerPoint below to explore.

- PowerPoint (Parental Involvement): <https://vimeo.com/355078606>

Parental Guide Pull-outs:

Below is a sample of the Character Strengths (2nd class) parental pull-out. A copy of each parental pull-out is included in the teacher book and in the centre of each pupil book. You can access all parental guides by clicking <https://www.otb.ie/parent-guides/>

Introduction for parents:

If you are introducing the programme in your school, it is strongly recommended that you distribute the '*Weaving Well-Being Information for Parents/Guardians/Carers*' letter. This can be downloaded by clicking <https://www.otb.ie/wp-content/uploads/2020/06/WWB-Parent-Introductory-Letter.pdf>



Weaving Well-Being Information for Parents/Guardians/Carers

Dear Parents/Guardians/Carers,

As your child will be using the Weaving Well-Being Programme in school this year, you may find the following information useful.

Weaving Well-Being is an Irish-designed SPHE programme which teaches children evidence-based skills and strategies to develop positive mental health and well-being. It is based on Positive Psychology, which is the science of well-being.

The aim of the programme is to empower children to become active participants in creating, maintaining and boosting positive mental health throughout their lives.

Key Features

The programme is multi-level, with a specific age-appropriate Pupil Book for children from Second to Sixth Class.

- Each level has 10 lessons.
- There is a pull-out Parent Guide at the centre of each Pupil Book.
- Each lesson has a homework activity designed to encourage parental involvement and help to embed the concepts in the children's daily lives.
- After the 10 lessons have been completed, parents should encourage their children to use the skills and strategies wherever possible.
- Each level explores a particular concept from Positive Psychology.
- The programme is ideally designed to build skills and strategies incrementally over a five-year period by providing children with the opportunity to revise and deepen their understanding of concepts year-on-year.

Year Level Themes

Each year level explores a specific concept and a child-centred theme is used to engage and interest the children.

- **Second Class: Concept: Character Strengths**

Theme: Treasure

Each of the 24 Character Strengths of Positive Psychology (such as Teamwork, Bravery, Kindness, Love of Learning, Creativity, Humour) are presented as Treasure Coins which they can use and develop within themselves.

- **Third Class: Concept: Positive Emotions**

Theme: Positive Emotion Potion

Children are introduced to the concept of Positive Emotions such as love, joy, hope, pride, gratitude and peace. They learn about 5 evidence-based interventions designed to cultivate positive emotions, for example, Attitude of Gratitude, Random Acts of Kindness and Healthy Body, Happy Mind.

- **Fourth Class: Concept: Resilience**

Theme: Tools of Resilience

Children are introduced to 8 strategies to promote resilience, including mindfulness and thought-disputation.

- **Fifth Class: Concept: Positive Relationships**

Theme: Steps to Positive Relationships

Children are introduced to 8 steps to develop Positive Relationships, including respect and empathy.

- **Sixth Class: Concept: Empowering Beliefs**

Theme: Batteries

Children are introduced to 8 strategies to promote self-belief and well-being, including helpful self-talk and self-acceptance.

Additional information on the programme can be found on the publisher's website **Outside the Box Learning Resources**

www.otb.ie/WWB

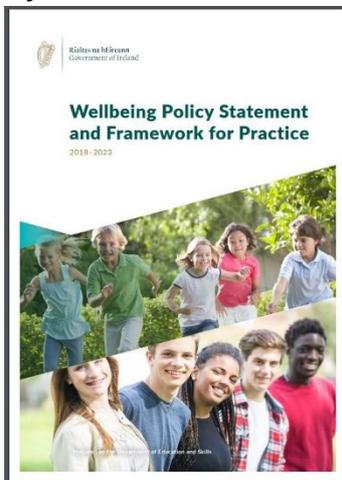
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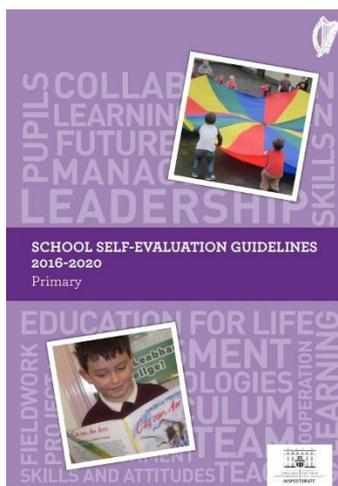
School Self-Evaluation: Using the Wellbeing Policy Statement and Framework for Practice 2018-2023 (DES 2018)

- PowerPoint (S.S.E. School Self-Evaluation): <https://vimeo.com/421875686>

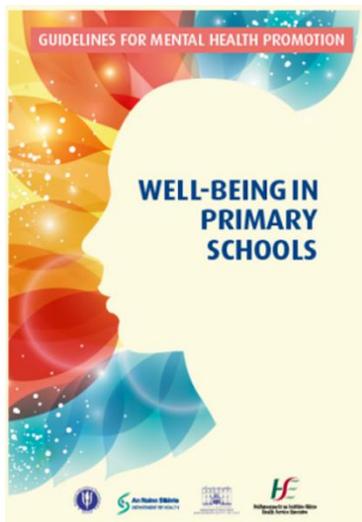
Well-being Policy Statement and Framework for Practice 2018-2023 - available below:



The revised **School Self-Evaluation Guidelines 2016-2020 Primary** can be viewed/downloaded by clicking on the cover below:



Well-Being in Primary Schools: Guidelines for Mental Health Promotion



The appendix from this valuable DES/HSE document contains some surveys and checklists which will be very useful for the gathering evidence stage. One such checklist is given below. We will examine the contents of this publication in more detail in the immediate next section.



Appendix 2C

Mental Health Promotion: Self-Evaluation Checklist And Questionnaire For Children

AREA OF REVIEW	YES	NO	SOMETIMES
1. I feel that my school is happy and welcoming			
2. This school is clean, tidy and bright			
3. There is enough space in my classroom			
4. My teachers listen to me in school			
5. My school is important to me			
6. We have SPHE classes in our school			
7. I feel safe when I am in school			
8. I am encouraged to join in at school			
9. If I'm worried or upset in school I know who I can talk to			
10. If I feel bullied in school, my teachers have told me what to do			
11. My teachers help me when I need it			
12. My teachers like me			
13. My teachers talk with my parents			

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When launching the *Well-Being in Primary Schools: Guidelines for Mental Health Promotion in 2015*, the then Minister for Education, Jan O'Sullivan acknowledged that:

'Schools play a vital role in the promotion of positive mental health in children. Schools can also provide a safe and supportive environment for building life skills and resilience and a strong sense of connectedness to school. Listening to the voice of the child and fostering healthy relationships with peers, teachers and school staff are essential to children's positive experience of school and their cognitive and emotional development'.

The Guidelines were developed in conjunction with the [HSE \(Health Service Executive\)](#) and [NEPS \(National Educational Psychological Service\)](#). They provide a practical framework for supporting schools in this challenging area and build on the existing good practice already in place in primary schools.

Click [HERE](#) or on the cover above to access this document.

PDST: Professional Development Service for Teachers:

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www.otblearning.com / www.otb.ie / www.otb.ie/wwwb

The PDST also offer CPD support for schools who wish to avail of it – schools should make contact as required. Click on the image below to access PDST health & well-being primary support or go to the PDST [Homepage](#)



Teacher Well-Being



'Teachers affect eternity; no one can tell where their influence stops.' - Henry Brook Adams
Take time to consider your thoughts on the quote above.

Take time also to reflect on your own personal reasons for entering the teaching profession.

Research shows that teaching in the 21st century is rated as one of the most stressful professions. Does this research surprise you?

Can you identify the main stressors in your daily experience of teaching? Note them down. We will now look at some research done on this subject and you can compare your experiences with this research. Click on the image below to listen.



- PowerPoint (Common Stressors of Teachers): <https://vimeo.com/354639470>

Take a moment now to reflect on how this information on teacher stressors relates to your own personal experiences.

Dealing with Stress

Take some time now to reflect on any strategies which work well for you in dealing with your stress on a daily basis.

Click on the document to explore some research about teacher stress in Ireland published by the ESRI in 2011.

Our perception of stress is also a critical factor in how we deal with it. Let's take a look now at Professor Kelly McGonigal, a health psychologist at Stanford University, who is leading research in this area. Click on the image below for more information about her work.

Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland



A Report Compiled by the ESRI on Behalf of The Teaching Council

Merike Darmody and Emer Smyth





Take some time to reflect on Professor McGonigal's work and on her quote above:

"Chasing meaning is better for your health than trying to avoid discomfort".

Click on the 3-minute TED Talk below for a summary of her key message.

- Video (How to make stress your friend):
https://www.youtube.com/watch?v=x_DMyF3GjCk&feature=emb_title

The following presentation outlines some important factors for teacher well-being:

PowerPoint (Research On What Helps Teachers' Well-being): <https://vimeo.com/354639365>

There follows an article on evidence-based solutions to teacher stress. Click on the image below to access it.



Teacher stress: we need evidence-based solutions

Consider the following questions from this article:

- Do you agree with the suggestions made for reducing teacher stress?
- What is your view on the '**sensible approach to student success**'?

Read the following article by co-author Fiona Forman called '[Why we need to teach children about the new science of stress](#)'. Click on the image below to read this on the *A Lust for Life* website.



Seven Key Suggestions

The following presentation outlines 7 key suggestions to support, enhance and maintain your well-being, summing up many of the messages from this course.

- PowerPoint (Teacher Well-Being – 7 key suggestions): <https://vimeo.com/354639308>

The 7 suggestions are as follows:

1. **Connect:** Sharing worries or concerns can be of particular benefit once we can accept that we don't need to keep up an appearance of having all the answers and always being in control
2. **Be aware of the Positivity Ratio:** We have seen how vital positive emotions are to teacher well-being. Bearing this in mind, find interventions which work best for you at classroom level to generate and savour these emotions
3. **Use N.A.B.B to deal with Emotional Contagion:** Consider using the N.A.B.B. (Name, Accept, Breathe, Body) technique outlined in module 3 to help you manage emotional contagion and possible amygdala hijacks!
4. **Practise Self-Compassion:** We can focus on what we are doing right perhaps by doing '3 Good Things' each day specifically related to school events
5. **Add a Mindfulness Practice:** Consider adding a mindful practice to your school day, for 5 or 10 minutes. Allow yourself to savour these few minutes with your class daily, remembering all of the benefits which can accrue. Commit to trying it for 8 weeks before reviewing it. Cultivate a more mindful attitude in general as we have seen that this can greatly enrich everyday life
6. **Don't postpone your Happiness:** Be aware of this tendency, and counteract by using your own ability to create happiness for yourself in the present moment whenever possible!
7. **Replenish your Reservoirs of Well-Being:** Keep them topped up as a preventive measure to enhance your well-being and buffer you against the inevitable stresses of the job.

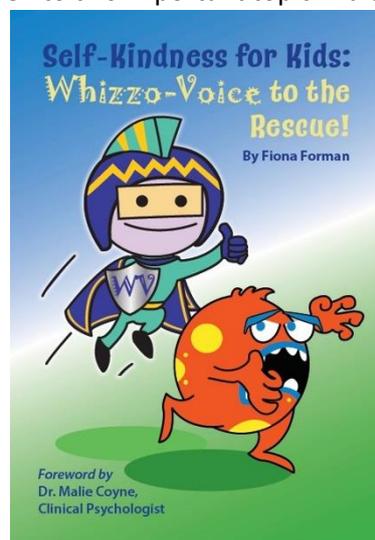
Self-Compassion

No doubt we, particularly as teachers, often show compassion for others. How often do we show compassion for ourselves, our own being, our own person - self-compassion?

Watch this short and humorous video from The School of Life on how to develop self-compassion!

- Video (Self Compassion): <https://youtu.be/-kfUE41-JFw>

Should you wish to explore the concept of self-compassion with children, the following book by co-author Fiona Forman may be useful. It introduces children to this important topic in a child-friendly and appealing way.



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Measuring your Self-compassion:

Professor Kristin Neff, a leading expert on self-compassion, has developed the following scale to measure levels of self-compassion. Take some time also to read her article '*Definition of Self-Compassion*' and listen/view her TED Talk below.

Try her interactive self-compassion test from the CSMC (Center for Mindful Self-Compassion). When you have answered the 26 questions, click on the 'Calculate Score' button to see what you have scored and see what this actually means in the table beneath.

Test how self-compassionate you are

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

Almost Never	Occasionally	About Half Of The Time	Fairly Often	Almost Always
1	2	3	4	5

Score interpretations:

Average overall self-compassion scores tend to be around 3.0 on the 1-5 scale, so you can interpret your overall score accordingly. As a rough guide, a score of 1-2.5 for your overall self-compassion score indicates you are low in self-compassion, 2.5-3.5 indicates you are moderate, and 3.5-5.0 means you are high. Remember that higher scores for the Self-Judgment, Isolation, and Over-Identification sub-scales indicate less self-compassion, while lower scores on these dimensions are indicative of more self-compassion (these sub-scales are automatically reverse-coded when your overall self-compassion score is calculated.)

You can share this CMSC Self-compassion test with your colleagues through the following link: www.otb.ie/wwwb-self-compassion-test or direct them to the CMSC website - click below for access:



Center for Mindful Self-Compassion

[Dr. Kristin Neff](#) is Associate Professor of Educational Psychology at the University of Texas at Austin and co-founder and president of the CMSC mentioned above.

Take time to read her article below explaining the three key aspects of self-compassion.

Definition of Self-Compassion:

Having compassion for oneself is really no different than having compassion for others. Think about what the experience of compassion feels like. First, to have compassion for others you must notice that they are suffering. If you ignore that homeless person on the street, you can't feel compassion for how difficult his or her experience is. Second, compassion involves feeling moved by others' suffering so that your heart responds to their pain (the word compassion literally means to "suffer with"). When this occurs, you feel warmth, caring, and the desire to help the suffering person in some way. Having compassion also means that you offer understanding and kindness to others when they fail or make mistakes, rather than judging them harshly. Finally, when you feel compassion for another (rather than mere pity), it means that you realize that suffering, failure, and imperfection is part of the shared human experience. "There but for fortune go I."



Self-compassion involves acting the same way towards yourself when you are having a difficult time, fail, or notice something you don't like about yourself. Instead of just ignoring your pain with a "stiff upper lip" mentality, you stop to tell yourself "this is really difficult right now," how can I comfort and care for myself in this moment?

Instead of mercilessly judging and criticizing yourself for various inadequacies or shortcomings, self-compassion means you are kind and understanding when confronted with personal failings – after all, who ever said you were supposed to be perfect?

You may try to change in ways that allow you to be more healthy and happy, but this is done because you care about yourself, not because you are worthless or unacceptable as you are. Perhaps most importantly, having compassion for yourself means that you honor and accept your humanness. Things will not always go the way you want them to. You will encounter frustrations, losses will occur, you will make mistakes, bump up against your limitations, fall short of your ideals. This is the human condition, a reality shared by all of us. The more you open your heart to this reality instead of constantly fighting against it, the more you will be able to feel compassion for yourself and all your fellow humans in the experience of life.

Below are the three elements of self-compassion:

1. Self-kindness vs. Self-judgment.

Self-compassion entails being warm and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than ignoring our pain or flagellating ourselves with self-criticism. Self-compassionate people recognize that being imperfect, failing, and experiencing life difficulties is inevitable, so they tend to be gentle with themselves when confronted with painful experiences rather than getting angry when life falls short of set ideals. People cannot always be or get exactly what they want. When this reality is denied or fought against suffering increases in the form of stress, frustration and self-criticism. When this reality is accepted with sympathy and kindness, greater emotional equanimity is experienced.

2. Common humanity vs. Isolation.

Frustration at not having things exactly as we want is often accompanied by an irrational but pervasive sense of isolation – as if "I" were the only person suffering or making mistakes. All humans suffer, however. The very definition of being "human" means that one is mortal, vulnerable and imperfect. Therefore, self-compassion involves recognizing that suffering and personal inadequacy is part of the shared human experience – something that we all go through rather than being something that happens to "me" alone.

3. Mindfulness vs. Over-identification.

Self-compassion also requires taking a balanced approach to our negative emotions so that feelings are neither suppressed nor exaggerated. This equilibrated stance stems from the process of relating personal experiences to those of others who are also suffering, thus putting our own situation into a larger perspective. It also stems from the willingness to observe our negative thoughts and emotions with openness and clarity, so that they are held in mindful awareness. Mindfulness is a non-judgmental, receptive mind state in which one observes thoughts and feelings as they are, without trying to suppress or deny them. We cannot ignore our pain and feel compassion for it at the same time. At the same time, mindfulness requires that we not be "over-identified" with thoughts and feelings, so that we are caught up and swept away by negative reactivity.

You can learn more about the author in the Ted Talk below:

- Video (The Space Between Self-Esteem and Self-Compassion):
https://www.youtube.com/watch?v=lvTZBUSplr4&feature=emb_title

Weaving Well-Being Programme

Click on the image below to access all of the videos from the Weaving Well-Being programme.



Implementation Guide to Weaving Well-Being Programme

For teachers who are considering rolling out any element of the Weaving Well-Being Programme in their schools, we have developed an Implementation Guide which gives an overview of the programme and provides information which will help you to introduce it as easily and successfully as possible. This [Overview and Implementation Guide](#) (below) is freely available on the Weaving Well-Being Homepage (www.otb.ie/wwb) as is the the '[Whole School Guide](#)', and the [Information for Parents/Guardians/Carers](#).

For trial purposes, teachers can also download one complete free lesson plan from the WWB Homepage for each of the five programmes. Click [HERE](#) to access the free lessons.

As a response to the Corona Virus pandemic, a new mental well-being journal for kids was published called 'At Home with Weaving Well-being'. Teachers are encouraged to share this e-Book journal with as many families as possible. To access, please go to www.otb.ie/wwb-home

- Video (WWB: Background, Overview and Implementation Guide): <https://vimeo.com/369523390>

Below you will find some free posters and resources from the Weaving Well-Being programme.

- [NABB Poster](#)
- [Rainbow Moments](#)
- [Well-Being Posters \(set of 8\)](#)
- [Self-Assessment Checklist](#)

Fí na Folláine

Laistigh de chreatlach an Churaclaim OSPS, is é Fí na Folláine an chéad chlár dá leithéid deartha in Éirinn don Mheabhairshláinte Dhearfach. Tá sé mar aidhm aige cur le folláine páistí idir 8-12 bhliain d'aois. Tá Fí na Folláine bunaithe ar an tSíceolaíocht Dhearfach. Tá 5 leibhéal in Fí na Folláine:

- [Rang a Dó: Buanna Pearsanta](#)
- [Rang a Trí: Mothúcháin Dhearfacha](#)
- [Rang a Ceathair: Uirlisí don Teacht Aniar](#)
- [Rang a Cúig: Caidrimh Dhearfacha](#)
- [Rang a Sé: Creidimh chun Cumasaithe](#)

Tá an Clár [Weaving Well-being](#) in úsáid i scoileanna ar fud na hÉireann agus clúdaíonn sé ó Rang a Dó go Rang a Sé. Is éard atá sa chlár ná cúig lámhleabhar do mhúinteoirí agus cúig leabhrán do dhaltaí. Tá an clár á aistriú go Gaeilge

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faoi láthair le maoiniú ó [COGG](#). Is é Fí na Folláine an t-ainm atá ar an gclár. Tá an t-aistriúchán á dhéanamh diadhdh ar ndiaidhdh mar seo: .

- Tréimhse a hAon: Leabhráin na nDaltaí á n-aistriú – roimh an 31 Iúil 2020
- Tréimhse a Dó: Na 'Comhábhair Mhúinteoireachta' ar fad ó Lámhleabhair na Múinteoirí – roimh 31 Lúnasa 2020. Cuimseoidh siad seo Cuir i Láthair PowerPoint, naisc leis an gcuraclam, naisc thraschuraclaim/gníomhaíochtaí breise agus póstaer don seomra do na 10 gceacht ar fad (50 ceacht san iomlán). Beidh siad seo ar fáil ón bhfoilsitheoir do thús na scoilbhliana nua.
- Tréimhse a Trí: Aistriúchán ar na Cúig Lámhleabhar don Mhúinteoir – roimh 15 Eanáir 2021

Module 5 Further Reading

These online articles can provide further information on some of the topics covered in this module.

- [Well-Being in the Classroom](#) - INTO 2012
- [Can't Need It, Gotta Want It](#) - [David Stuart Jnr.](#) 2015
- [Positive Strategies to Avoid Stress, Anxiety and Burnout](#) - Edutopia - Donna Wilson and Marcus Conyers 2016
- [Daily Assemblies Build a Positive School Culture](#) - Edutopia 2016
- [Why positive relationships at work matter more than you think](#) - World Economic Forum - Paolo Gallo 2016
- [Work with Well-Being: A Whole-school Approach](#) - Education Matters (Australia)

The following teacher books on the topic are also recommended:

- [Taking Care of You](#): Reducing Stress and Burnout for Teachers and Educators
- [HEART!](#) Fully Forming your Professional Life as a Teacher and Leader
- [Mindfulness Practices](#): Cultivating Heart Centered Communities where Students Focus & Flourish

Earlier we listened to a condensed version of Professor Kelly McGonigal talking about '**How to make Stress your Friend**'. Click on the image below to watch the full 15 min version. You can also check out Kelly's website at <http://kellymcgonigal.com/>

- Video (How to Make Stress Your Friend): <https://youtu.be/RcGyVTAoXEU>

Module Reflection



The following are identified as key elements of a positive well-being school culture:

- The presence of strong positive relationships
- A sense of belonging and shared identity
- Appreciation and valuing academic and non-academic achievements
- A participative-approach to the management of the school in which the student voice is heard
- Clear rules and high expectations conveyed to students
- Students' needs for autonomy, competence and relatedness being met

Reflection:

- Choose one or more of these characteristics
- Share current good practice in your school and make a suggestion for improvement based on research from this course.

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Conclusion

Good luck in your journey to explore and enhance your own well-being and that of your students. We hope that this course has provided you with plenty of practical suggestions and examples of how to do so. As with any new initiative you undertake, we would suggest starting with small daily changes and monitoring their effect. You can gradually discover which interventions feel best for you and have the most benefit. Our concluding message is that it is indeed the small things in life which possibly add up to being the most important! Taking care of ourselves and each other is a great place to start.

We will finish with an inspiring video (even though it is a commercial!) that may remind you of some aspects of the programme and get you to reflect on what it can mean to make a difference to others in the future. This will conclude Module 5 and this course. Before you watch the final video below, may we remind you to please share the Free Mental Well-Being Journal for kids: At Home with Weaving Well-being, especially during these very challenging times – www.otb.ie/wwwb-home

Thank you.

- Video (Creative positive emotions!): <https://youtu.be/-JnSktK3dVE>

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End of Course Reflective Assignment, Course Evaluation, Declaration & Course Completion Certificate Application

- Video (Weaving Well-Being Course Conclusion): <https://vimeo.com/434165648>

When you have finished the five modules you are required to do an End of Course Reflective Assignment. On completion, you upload this reflective assignment for your supervisor to review. It will also be available for the DES inspectorate should they wish to view it at any stage.

Your End of Course Reflective Assignment for this course is:

- *Reflecting on what you have learned in this course, outline the ways you will enhance and nurture the well-being of your students and yourself in the future. (300 – 400 words)*

Course Evaluation, Assignment upload, Declaration & Application for Certificate:

Please click [HERE](#) to complete your course.

PowerPoint PDF links:

- Module 1: www.otb.ie/WWB-Mod1-PP
- Module 2: www.otb.ie/WWB-Mod2-PP
- Module 3: www.otb.ie/WWB-Mod3-PP
- Module 4: www.otb.ie/WWB-Mod4-PP
- Module 5: www.otb.ie/WWB-Mod5-PP