

Engaging Education – Let’s Make it Happen!

Pre-conference

June 26-27, 2018

Budapest

INTERVENTION FAIR

Abstracts

Nancy Goyette

Learning activities to develop well-being of trainees at the bachelor's degree in education

In Québec (Canada), to be a teacher at the elementary or high school level, a four-year university program is required. The programs are based on a repository of 12 professional competencies that students must develop as be able to plan lessons, manage class and students with behavioral or learning difficulties, evaluate learning evolution but also develop their professional identity. This professional identity have to dimension: personal identity and social identity. In a university course focuses on positive professional identity development, devices towards the emergence of personal skills and strengths of character are put in place to promote well-being of students who are going on internships. To do this, they are required to be able to identify their strengths and limitations, along with personal objectives and means of achieving them, and engage in rigorous reflexive analysis on different aspects of their teaching and competencies development. According to the positive psychology literature, one way to promote teacher's personal skills and optimal functioning could be to identify and develop character strengths. The goal of this intervention is to present learning activities use in university class to prepare student to analyse their practice and their competencies development during internship to help them to build positive professional identity and to prepare them to face professional context of schools. This approach integrating appreciative inquiry (Cooperrider and Whitney, 2005), character strengths (Peterson and Seligman, 2004) and experiential analysis (Kolb, 1984) in teachers' training could be a way to help them succeed in their internship, and in the long term, persevere in the profession despite the complexities and challenges of the first years.

Nancy Goyette (Ph. D) is professor and researcher in education sciences at Université du Québec à Trois-Rivières (Canada). She is particularly interested in well-being in teaching and the development of professional and personal identity of teachers. Her research, fueled by the field of positive education, focuses on the development personal skills and strengths of character as part of initial teacher training to prepare them to face professional insertion and encourage perseverance in the trade.

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S. Feldt-Rasmussen, K. Rasmussen, B. Haucke, P. Dreier

Character Strengths, Mindfulness and Physical Activity – a Whole-school Approach

The whole-school project is based on pilot studies in pre-schools and schools conducted in 2015-2017i . The design of the project combines positive psychology, mindfulness and physical activity aiming to create inclusive learning environments. On a weekly basis teachers and pedagogues at the Lagoni School in Vojens (Southern Denmark) follow a specifically designed program introducing character strengths combined with mindfulness and physical activities reflecting the character strength in question.

The Lagoni School has 846 pupils divided into 40 classes from pre-school till 9th grade, including five special needs classes. The design is scheduled for every class at the school as a part of their regular subjects. 30 teacher and pedagogues are being educated through workshops and supervision throughout the school year 2017/18. The design and its outcome have been and is currently being evaluated and documented through empirical data consisting of semi-structured interviews (teachers, pedagogues and pupils), field observations, national test in Danish and Math, and national obligatory questionnaire on well-being. The project indicates positive results within the following areas; concentration, social skills, language skills, inclusion, learning and well-being.

At the intervention fair the project will be presented by two teachers from the school and two researchers. The presentation will be a combination of video, pictures, exercises and a poster introducing the applied design and the preliminary results of the project.

Facilitators:

Feldt-Rasmussen, S., Associated professor, Teacher Education, University College South Denmark, sfra@ucsyd.dk

Rasmussen, K., Associated professor, Ph.D, Research Centre of Health Promotion, University College South Denmark, krra@ucsyd.dk

Haucke, B, Teacher, Lagoni School, Vojens, Denmark

Dreier, P., Teacher, Lagoni School, Vojens, Denmark

Feldt-Rasmussen, S., Rasmussen, K. & Ottesen, C.L. (2017): Karakterstyrker, mindfulness og bevægelse i skolen – en vej til inkluderende læringsmiljøer. I Schultz, A. & Seelen, J.V.: I skolereformens fodspor - en antologi om læring, trivsel og sundhed. København: Akademisk Forlag

Rasmussen, K, Feldt-Rasmussen, S. & Ottesen, C. L. (2017): Karakterstyrker, mindfulness og bevægelse I børnehave og skole. I Linder, A. (red.): Kognition og Pædagogik. Temanummer - "Berørt og bevæget", nr. 104; 2017.

Christian Jensen

**A Mixed Marriage between Positive Psychology and
Experiential Learning**

**How to Create a Meaningful and Engaging Learning Process
and Making Positive Psychology Tangible**

Learning outcomes: As a participant, you will try out some exercises and be a part of and discussion where Positive Psychology and Experiential Learning are the theoretical foundation. Background: Learning is not only reserved schools and children. Every day people are attending education in a working context. The aim can be being better at using some kind of tool that are required, or being better to engage an interaction with colleges. Often efficiency in the process, how to prevent a stressful environment, getting along doing all that, is topics practitioners within the field of Positive Psychology are offering the world of business. Using Positive Psychology applied with a didactic from Experiential Learning are very powerful in the learning process. And yes; children and schools would benefit as well.

Content: We are going to try some exercises, making positive psychology tangible and are discussing the theory behind the exercises. Why are this exercise meaningful? In what context? What are the theoretical reasons behind it? You will laugh, you will learn, you will wonder.

CHRISTIAN JENSEN Master in Positiv Psychology, BA in Pedagogy and Didactics, BA in Cognition and Neuropsychology. Former Professor and manager of Academy Profession Degree of Outdoor Education in Theory and Practice.

Louise Tidmand

Strengths – Happiness Enhancing Factors and Perma

All materials have undergone research, is undergoing research and or is research based. The materials have recommendations from the Danish Board of Health, Danish Board of Social Services and the Danish Psychiatric Foundation as well as WHO.

The booth is sponsored by **The Strength Academy** and will present:

- **BOOK RELEASE:** The Battle against Boredom (Danish)
- Zippy´s Friends (30 languages)
- My Happy Book (Danish, Swedish, English and French)
- The Strength Game 6-10 years old (Danish and English)
- The Strength Game from 11 years old (Danish and English)
- My Strength Book at School (Danish)
- Strength Cards (Danish and English)

A variety of Strength Activities including play, movement and action.

At the booth we will also present and make available, the research that the materials have been part of through posters and articles and abstracts.

The booth will invite the participants to play, try out and become familiar with the materials. We will have give-aways for the participants.

Louise Tidmand: BA of Education, MA Educational Psychology, Ph.d. candidate at the University of Aarhus, enrolled at the University of Melbourne, Centre for Positive Psychology during spring 2018.

Author of several educational books with recommendations from Danish Board of Social Services, Danish Board of Health and Psychiatric Foundation of Denmark. Louise has worked as a teacher for 15 years teaching from 1st-10th grade as well as adults.

The Strength Academy is a publisher who specializes in publishing researched based educational materials for working with social-emotional learning, well-being, and resilience and life skills. The Strength Academy has published all the above materials above mentioned authored by Louise Tidmand, who will be at the booth presenting the materials and the research behind it.



Ase Fagerlund

Strength, Joy and Compassion

Enhancing Child Well-Being in Finnish Children

Ase Fagerlund^{1*}, Mari Laakso^{1,2}, Anu-Katriina Pesonen², Johan Eriksson^{1,3}

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²Department of Psychology and Logopedics, Helsinki University, Helsinki, Finland

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Background

This presentation forms part of a larger intervention study on enhancing child well-being through interventions with children, parents and school staff. Here the focus is on the process of the intervention with children.

An important question when designing an intervention aiming at enhancing well-being regards the requirements for attaining lasting change. Meta-analyses from school studies point to better effects from studies lasting a whole school year compared to shorter studies [1]. Better results may also be attained focusing on a broad spectrum of skills [2]. Accordingly, our aim was to develop a broad intervention targeting children's well-being. As change requires time and effort it would have to be an intervention long enough to enable real change and also engaging for both teachers and students. Finally, a change in well-being is not always easy to delineate. Traditional forms of evaluation like questionnaires can pose a challenge for children in reliably describing changes in inner states like mood over a period of time. We thus included a broader than usual set of measures to evaluate the intervention.

Population

10-12 year old middle-school students from southern and western Finland (N=154). All participating schools were randomized into intervention or control classes.

Measurements

- Questionnaires on a broad spectrum of well-being.
- Experience sampling through an app for 6 days, where students rated their mood, flow and coping experiences in real time.
- Physiological measures on heart rate variability (24 hrs). All children received a personal report on stress and recovery.
- Salivary samples of stress hormones (cortisol).
- Focus groups after every intervention theme (n=5).

Intervention

In the intervention schools, the students participated in a well-being class once a week for the whole school year (36 x 45 min). In the control classes students followed the normal curriculum.

The intervention was divided into five different well-being themes:

- A positive me – Working with strengths in me and others
- Positive emotions – Savoring and increasing positive emotions towards self and others
- Positive relationships – Active constructive responding, filling buckets and solving conflicts assertively
- Hope and engagement – Mindset, goals, strategies and problemsolving
- Resilience – Bouncing back from setbacks and learning to better handle adversity

Outcomes

All data is gathered and analyses are under way. Feedback from students (focus groups), parents and staff are overwhelmingly positive. Initial data analyses show positive trends in the results.

Ase Fagerlund, PhD, specialist in child neuropsychology, psychotherapist (CBT) and mindfulness trainer. Ase has a background both in clinical and research work. She has worked with enhancing child well-being first as a school psychologist and clinical neuropsychologist, later with research on disadvantaged children. Ase is now a senior researcher at the Folkhälsan

Research Institute in Helsinki, Finland, leading the intervention project Strength, Joy and Compassion to enhance child well-being.

References

1. Durlak, J. A., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions *Child Development*, 82(1), 405-432.
2. Boniwell, I., & Ryan, L. (2012). *Personal well-being lessons for secondary schools. Positive psychology in action*. Maidenhead, England: McGraw Hill.

Laure Reynaud

BECS - ScholaVie

BECS (Bien-Être et Climat Scolaire) is a school-based positive psychology well-being programme by ScholaVie. It is the French adaptation of Personal Well-Being Lessons for Secondary Schools: Positive Psychology in Action (Ilona Boniwell & Lucy Ryan, 2012). In addition to the latter programme, BECS in France has been adapted to a broader age range that breaks down into 3 age-appropriate programmes: preschool (3-6 years), primary school (6-10 years) and secondary school (10 to 15 years). This programme offers a selection of separate, yet coherent, evidence-based well-being lessons that enable teachers to choose those that best meet the needs and potential of the group in order to support individual and group well-being at school. Detail session-sheets are provided to teachers with information regarding the relevant objectives, skills, duration, activities, materials, and possible add-ons to each lesson. Links to resources and research are also included for teachers wishing to investigate the concepts further. At the Intervention Fair, participants will be able to experience sections of the BECS programme via fun and interactive activities.

Vanessa Clamy-Sebag

SPARC – SCHOLAVIE

SPARC Apprendre à rebondir is a *ScholaVie* programme and the French adaptation of SPARK Resilience (Ilona Boniwell & Lucy Ryan, 2010), already implemented in many different countries. SPARC Apprendre à rebondir aims to develop resilience via fun educational activities. The curriculum is based on research findings from four fields of study: cognitive-behavioural therapy, resilience, post-traumatic growth and positive psychology. Based on the SPARC acronym, it teaches students to break simple and complex situations into manageable components of a Situation, Perception, Affect, Reaction and Consequences. The programme uses hypothetical scenarios to show how everyday Situations can trigger Perceptions, which in turn generate Affect (feelings and emotions) that drive our Responses and bear Consequences. Thus, participants learn how to challenge their interpretation of life situations and consider alternatives in order to both manage everyday situations and build their resilience in the longer-term. During the preconference Intervention Fair, participants will become playmates in '*Aventure Résilience*', a board game that helps children and teenagers practice these skills and engages in them in a fun way.

Lucy Airs

Pre-school Applications – ScholaVie

Many positive education programmes and activities are designed for primary school and beyond. A number of games, programmes and tools can nevertheless be adapted to preschool-aged children. Let's Play Strengths and My Goodness, a PAT are examples of such adaptations. Let's Play Strengths (ScholaVie, 2018) is a game and activity for younger children (from age 3) to explore character strengths, both in themselves and in other people. The cards have been adapted from the VIA Strengths classification, using words and activities in line with that age group. They are designed for use at home or at school. My Goodness, a PAT (Lucy Airs & Evie Rosset, 2016) is a prosocial awareness tool (PAT) aimed at 2 to 5 year olds in group and school settings. This evidence-based activity aims to awaken the awareness of good in people – oneself and others – to counter both the negativity bias natural to humans and any environmental negative assumptions. It also has the potential to initiate a premise to gratitude from a very young age. Finally, this activity is designed to be implementable by all at next-to-no cost and with materials that can be adapted for younger children. The preschool applications Intervention Fair booth will invite participants to actively experience these two tools and creatively adapt existing tools they know.

Ernesto Tejeda-Yeomans Prep2U.

In Latin America, 80% of high school students (14 to 17 years old) do not have a clear professional or life purpose and therefore, they struggle to pick a university degree that could help them success in their life.



Prep2U is an innovative positive education Mexican startup launched in 2018, whose purpose is to develop and promote high school students in Latin America to study at the best universities in the United States. It provides 3 online services:

- 1) Vocational Orientation (PERMA, Character Strengths & Life Purpose).
- 2) SAT & TOEFL Preparation (Flow, Stress Management & Mindfulness)
- 3) Admission Consulting (Resilience, Skills, Positive Emotions).

The goal is to help them figure out their plan of action, their purpose, their best fit for undergraduate program / university which could led them to achieve their academic, professional and life goals. After graduation, they will be able to go back to their countries and further develop their communities in their fields of study.

I would like to present a poster or a video to explain the methodology, good practices, first results and future plans. I think sharing and getting constructive feedback would be of great impact for both, the pre-conference and my company.



Ernesto Tejeda-Yeomans, Founder of Prep2U.

- Master in Science from the University of California, Berkeley.
- 3+ years working as a Grad School Admissions Consultant.
- Positive Psychology Diploma from Universidad TecMilenio. As the
- Director of the University, implemented a the new Positive Education
- Model focused on Life Purpose.

J.M. Goldberg, A.M. Clarke, K.M.G. Schreurs, & E.T. Bohlmeijer

Positive Education Programme: A Whole School Approach to Supporting Children's Wellbeing

Background – The Positive Education Programme (PEP) is a whole school approach to supporting children's wellbeing and creating a positive school climate. PEP adopts a competence skill enhancement approach with a focus on developing children's positive emotional skills and strengths.

Intervention – PEP is implemented in 13 primary and secondary schools (regular and special needs education) in the Netherlands. PEP consists of study days around observing and acting on the process indicators 'wellbeing' and 'engagement'. Furthermore teachers formulate life rules based on their shared values. During monthly PEP-talks, teachers are stimulated to execute PEP in their curricula, in the physical school environment, in the contact with parents and in the contact with their colleagues.

Findings –The results include the impact of PEP on children's wellbeing, engagement, emotional and behavioral problems, bullying behaviour, school climate and academic achievement. Implementation findings including fidelity, quality of implementation and the view of key stakeholders will be discussed in the context of programme outcomes.

Originality – A whole school approach aimed at creating a positive school climate and promoting student wellbeing has not been carried out in the Netherlands to date. The results from this study provide a unique insight into the implementation and effectiveness of this approach. Implications for future research and practice in the context of adopting a whole school approach to supporting children's wellbeing will be discussed.

Way of presentation – We would like to share the principles of PEP in the form of an exercise, by letting the participants experience the screening of engagement (via video's made in Dutch primary schools). Also we would like to display the impact of PEP and the experiences of teachers on a poster.

Jochem Goldberg, MSc, dr. Aleisha Clarke, prof.dr. Karlein Schreurs and prof.dr. Ernst Bohlmeijer are affiliated with the department of Psychology, Health and Technology at the University of Twente. To date, they have developed, researched and implemented PEP in 13 schools in the Netherlands.

Aaron Jarden

Assessing Wellbeing in Education (AWE)

Assessing Wellbeing in Education (AWE) is a specialised and specific Positive Education business that delivers wellbeing assessments to school communities – to students aged 8-11, aged 12-18, and to adults (teachers and parents). These assessments are specifically designed to track changes in wellbeing overtime, to assist schools with Positive Education program design and evaluation. Presently AWE is used by dozens of schools internationally, with strong representation in private schools. We would like to propose an interactive exhibit in a booth that details the AWE assessment, and displays assessment reports (students, adults, school community reports), and explain how this assessment information can guide program intervention. We intent to have live assessments for adults available at the booth, that produce real-time contextualised wellbeing reports for attendees of the booth.

Bio: Dr. Aaron Jarden is Head of Research at the Wellbeing and Resilience Centre at the South Australian Health and Medical Research Institute, and Senior Research Fellow at Flinders University. He is a wellbeing consultant with multiple qualifications in philosophy, computing, education, and psychology, and is a prolific author and presenter.

Dr. Aaron Jarden Head of Research, Wellbeing and Resilience Centre, SAHMRI Senior Research Fellow, Flinders University Professional hero, author, speaker, and global optimist

Karina Mostert, Arnold B. Bakker and Arnold B. Bakker

Utilising the Study Demands - Resources model and an advanced online analytical process tool as an intervention for university student's engagement, wellbeing and success

Background The South African Higher Education sector currently faces many challenges. Low levels of student success, poor retention rates and disengagement of university students are particularly problematic issues. It is therefore necessary to follow a systematic approach to investigate student engagement, wellbeing and success by following an evidence-based approach and utilising an advanced online analytical process (OLAP) tool that is valid, reliable and equivalent for students from all different cultural groups. This tool can be used as a proactive intervention to identify factors that contribute to positive psychological states or a lack thereof (including engagement, life satisfaction, flourishing, thriving and wellbeing) and also identify students at risk for failure and ill-health. The development of such a tool will assist Higher Education institutions to pinpoint areas for proactive interventions and to assess the effectiveness of the interventions on important student outcomes.

Intervention An OLAP tool for university students is in the process of being developed based on five years of research on student experiences (demands and resources), engagement, wellbeing and psychological resources. The tool is based on a sound theoretical model (the Job Demands-Resources model) and based on the concept of a current OLAP tool (the Organisational Human Factor Benchmark, OHFB) used in organisational settings. The OHFB is a scientific-based organisational diagnostics suite developed since 1998 and is powered by a multitude of scientific theory, psychometrics, norms, benchmarks and a real-time workplace analytics reporting system. The aim of the presentation will be to demonstrate the OHFB as an example of the OLAP tool that will be developed based on current research endeavours among university students and to showcase the theoretical model that forms the basis of this tool (the Study Demands-Resources model).

Population The Study Demands-Resources model has been developed based on extensive interviews and group sessions from university students from different language and cultural backgrounds. Interviews and groups sessions were also conducted with personnel from university support structures (student deans, lecturers, psychological services, residence wardens, etc.). The OHFB has been administered to thousands of employees in South Africa.

Outcomes The development of such a tool will assist universities to proactively identify areas of strengths to build on as well as identify areas for development. It will identify appropriate resources that facilitate student engagement, satisfaction and wellbeing.

The following are specific outcomes of this research:

- A scientific and validated model (the Study Demands-Resources model) and OLAP tool to explore, measure and monitor the experiences, engagement, well-being and success of NWU students.
- Key performance indicators for student engagement, well-being and success.
- Profiles of students in terms of important factors that influence their engagement, well-being and success. Requested way of presentation Video Interactive presentation Poster (Internet access if possible, but not necessary)

Karina Mostert is a Professor in Industrial Psychology in the WorkWell Research Unit, Faculty of Economic and Management Sciences at the North-West University, Potchefstroom Campus, South Africa. Her research focuses on the health and wellbeing of university students, with a specific focus on their experiences, engagement and psychological resources that can assist in optimal functioning and performance.

Arnold B. Bakker is Professor and Chair of the research group Work and Organizational Psychology of the Institute of Psychology at Erasmus University Rotterdam, The Netherlands. His research interests include positive organizational phenomena such as work engagement, Job Demands-Resources model, flow, happiness at work and virtues and strengths. He has also developed several internet applications, such as the Job Demands-Resources monitor, the Happiness Indicator, the Career Monitor and Career Counselling Instrument for doctors and the Engagement App for iPhone.

Ina Rothmann is the CEO of Afriforte (Pty) Ltd., the commercial arm of the WorkWell Research Unit (Potchefstroom, South Africa) and also extra-ordinary professor in this research unit. Her focus is on human factor and workplace risk management. She is involved in creating awareness of a business and evidence-based approach to occupational health and well-being. Afriforte provides validated and standardised risk management tools to align employee well-being with business strategy.

Feeling Magnets (adults) / My Feelings Box (kids) : an extensive series of emotions grouped into categories that serves as a prompt and guide to help people name their emotions with greater specificity and clarity.

Feeling Bodies: cleverly designed drawings that visually depict how key emotions are felt. These can be used as visual prompts but also as a basis to “act” out or stand in those postures and stimulate a feeling and further empathy.

Manuela Berger

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Manuela Berger

Manuela is a life coach for children and parents, as well as, the founder of Feeling Magnets – a personal development company that helps people build their Emotional Awareness, understand emotions and ultimately themselves through practical tools and courses. She combines her studies in Positive Psychology (MAPP), Mindfulness, Resilience, Emotional Intelligence to create her tools and deliver workshops for children and parents.

Pay-Ling Harn and Chao-Chi Hsiao

The Effects of Psychology Course with Six Bricks and Play Box on Positive Learning of High School Students in Taiwan

Six Bricks and Play Box were developed by LEGO® foundation in South Africa. Six Bricks is a set of 2*4 dots DUPLO® bricks in six colors: red, orange, yellow, green, dark blue, and light blue. Educators in Africa, Europe, America, and Asia have already used Six Bricks widely in the educational context. Afterward, LEGO® foundation designed the DUPLO® Play Box which are more abundant and more kinds of bricks. These two facilitative methods, Six Bricks and Play Box, are able to improve language skills, problem solving, collaboration, and emotional mediation.

At the beginning of development, Six Bricks and Play Box were applied in early education area. In 2017, two researchers utilized Six Bricks and Play Box for psychology course in senior high school. The study aimed to discuss the applications and effects of utilizing Six Bricks and Play Box for psychology course. Researchers set up a five-week LEGO® Psychology course, including four areas, physiological psychology, social psychology, emotional psychology, and positive psychology. The class time is two hours a week, with 39 first-grade students participating. Researchers used Six Bricks and Play Box facilitative methods fulltime to construct psychology teaching activities, including "copy model", "spot that brick", "tricky tower", "parentchild chair", "warm and clod creature", "emotional duck", "bridge", and "positive DUPLO® figure". After weekly course ends, participants wrote the reflective journals, and filled in learning feedback form in the fifth week. Researchers analyzed the contents of learning journals, and learning feedback forms by content analysis method in order to explore learning effects generated from LEGO® Psychology course. The results showed that the teaching modal possessed the effectiveness of promoting learning motivation as follows, promoting positive emotions and relaxing learning pressure, triggering learning engagement and boosting comprehension, stimulating creative learning and expanding the diversity of thinking, enhancing social intelligence and deepening self-reflection. In addition, the teaching modal also obtained the benefits of learning content, including the experience of sensory working, the comprehension of emotional adjustment, the awareness of social interaction, and the utilizing of positive emotions.

Keywords: psychology course, Play Box , Six Bricks, positive learning , high school students

Pay-Ling Harn received the M.S. and Ph.D degrees in educational psychology and counseling from Taiwan Normal University, Taipei, Taiwan. Currently, she is an assistant professor at Hsuan Chuang University, Hsinchu, Taiwan. She is certified counseling psychologist, LSP facilitator, and Play-Box facilitator. Her research interests are in positive psychology, career counseling, and LEGO® facilitated methods.

Chao-Chi Hsiao received the M.S. degree in educational psychology and counseling from Taiwan Tsing Hua University, Hsinchu, Taiwan. Currently, he is an LSP facilitator and Play Box facilitator at LEGO® SERIOUS PLAY® Lab. he is certified counseling psychologist, LSP facilitator, and Play-Box facilitator. His research interests are in forensic psychology and LEGO® facilitated methods.

Martin Galpin & Michele Deeks

Tools to Facilitate Appreciative Discussions

Building a positive culture is, in part at least, about shifting the focus of the organisation to build on what is working, appreciating strengths and growing strong positive relationships. A significant part of achieving this shift is changing where we focus our attention and the questions we ask. These are seemingly small changes but can be difficult to implement in a practical, engaging way on an ongoing basis.

In our interactive demonstration, we will introduce visitors to exercises that can be used both inside and outside of the classroom. Based around the questions we ask and where we focus, these approaches can be used to develop strong positive relationships, compassion and gratitude – three enablers of positive climates.

Delegates will be able to try out a short exercise using the words and images on the 'At My Best' strengths cards. Visitors will use the visual and tactile stimulus of the cards to reflect on the qualities they appreciate in a particular individual. This will be run as an interactive, paired exercise, in a group format, with the opportunity to explore how that exercise can be adapted and extended to achieve different and additional outcomes.

In addition to the practical activities with the strengths cards, we would like to show a short video that introduces a related online tool that can be used to share strengths-based feedback with either staff or students. This video would ideally be positioned alongside the card demonstration and would be on a loop.

Martin Galpin & Michele Deeks

Martin and Michele are Chartered Psychologists (BPS) and Registered Occupational Psychologists (HCPC) in the UK, with a passion for applying positive psychology in simple, practical ways. They are founding directors of Work Positive, where they have co-created the At My Best® brand of tools, which are now used world-wide in schools and workplaces.

Tom Gillson

Strickers - a collectible sticker album

My product is Strickers - a collectible sticker album (similar to a football sticker album) based on the 24 VIA character strengths, which would allow schools to build a cost effective Positive Psychology approach into their school culture. 'Strickers' have the added value of placing no extra workload on teachers, as their utilisation is primarily self-directed by students.

The sticker album consists of a page for each of the 24 character strengths. Each strength has seven stickers to collect. One sticker features an avatar of the character strength; the other six are composed of six 'MPPIs' (Mini Positive Psychology Interventions designed to take no longer than the typical school break time to complete). The 6 MPPIs for each character strength exercise a variety of reflective, fun and interactive exercises that aim to aid the development of character strengths and relationships. One MPPI is mindfulness based, one is based on mentoring, one makes use of a specified location around the school, one is based at home, one invites the participant to think of a paragon of that strength and give reasons why they exhibit this strength so well and one sticker asks the participant to design their own MPPI to exercise that strength.

I am aiming to reach primary / elementary schools, educational institutions and children with this product. I see it as an enjoyable and free approach to introducing PP practices and habits of wellbeing to young children in a natural and playful manner. This approach also aims to incorporate multiple aspects of the children's lives under a coherent and positive perspective.

I would be looking to present the product using prototype materials for potential clients to engage with as well as a tool for initiating conversation with myself and others.

As of yet the product is still in the theoretical stage although I have approached various designers and hope to have a tangible product available at the time of the conference. At least I hope to be able to display completed designs for perusal.

Tom Gillson, Graduate (with distinction) of the IMAPP at ARU. My professional background is in teaching where I have worked with students as diverse as Primary students in Hong Kong, young adults with severe and complex special needs in London and adults in long term unemployment in Luton.

Sue Roffey

The Wellbeing Stories

The Wellbeing Stories are six stories for 9-13 year old children with a teacher toolkit and a family toolkit for each.

The stories put negative and positive thinking into characters - five for each and these are represented in the stories that deal with various issues of concern to this age group - test anxiety, transition, perfectionism, entitlement, loss and depression and organisational issues. The stories are based in positive and narrative psychology although there is an element of cognitive behavioural approaches.

The positive characters are those we regularly meet in positive psychology and many will recognise the protective factors in resilience - the beautiful blessings, the mindfulness magician, organisation owl, ZIP who sees the best in everyone and everything and Common Sense who is only interested in the facts! The stories are not however, stand alone.

The family toolkit gives information on the issues and ideas as to how to promote the positive at home. The teacher toolkits have numerous activities based in the Circle Solutions pedagogy, one or two for each of the 10 short chapters of each book, The stories are beautifully illustrated by Elizabeth Stanley and two have been written by my colleague Keith Heggart.

These stories have been several years in development and have only just been published - we are keen to share them with everyone!

See www.wellbeingstories.com

Dr Sue Roffey is a parent, teacher, educational psychologist, academic and prolific author. She is an internationally respected authority on school and student wellbeing and in demand as a speaker on related issues. She is the creator of Circle Solutions for social and emotional learning based in the ASPIRE pedagogy for effective implementation. Sue is currently an honorary professor at both Exeter university in the UK and Western Sydney University in Australia and also affiliated with the Cambridge Institute of Wellbeing and University College London. She is the Director of Growing Great Schools Worldwide.

www.growinggreatschoolsworldwide.com

