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DEPARTMENT OF EDUCATION
NATIONAL CAPITAL REGION
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FEB 16 2021

MEMORANDUM TO:

OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisors, SGOD and CID
Elementary and Secondary School Principals
Officers-In-Charge
Public Schools

POSITIVE EDUCATION PROGRAM 2021

Attached is the letter from Sir Loreto A. Santos, EdD, Knights of Rizal - Marikina City Chapter and Sir Raul I. Nivera, MPM, KOR, Representative, International Positive Education Network dated February 5, 2021, re: **Invitation to the teachers of Elementary and Secondary Schools to participate in the above mentioned activity**, the content of which is self-explanatory, for information and guidance of all concerned.

Wide dissemination of this Memorandum is desired.


SHERYLL T. GAYOLA

Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent



International Positive Education Network

Knights of Rizal

(Chartered Under Republic Act 646)

MARIKINA CITY CHAPTER



Transformation of the Nation through Positive Education

SCHOOLS DIVISION OFFICE

Marikina City

RECORDS UNIT

February 5, 2021

DR. SHERYL T. GAYOLA

OIC- Office of the Schools Division Superintendent

Schools Division of Marikina City

RECEIVED

Feb 05 2021 Time: 3:42

T: 21-0376 By: Louella

Dear Dr. Gayola,

Mabuhay! We are conducting the **POSITIVE EDUCATION PROGRAM (2021): LIFE SKILLS FOR OPTIMAL ACADEMIC and CAREER PERFORMANCE IN THE 21ST CENTURY** on March 6 and 7, 2021. This is a two (2) days FREE ONLINE WEBINAR based on Positive Education that draws on the Science of Positive Psychology co-founded by Martin E.P Seligman of the University of Pennsylvania's Positive Psychology Center. Participants shall be credited with 13 CPD Units by the Professional Regulation Commission (PRC).

In this regard, may we respectfully request for your endorsement to invite the teachers of the Elementary and Secondary Schools whose principals have expressed their interest in the **POSITIVE EDUCATION PROGRAM (2021)**.

POSITIVE EDUCATION PROGRAM (2021) is an experiential and interactive life-changing program to enhance personal, academic and career performance by enhancing well-being through the practice of science based character strength and other life skills developed by the University of Pennsylvania's Positive Psychology Center. (Annex 1: Overview of the Positive Education)

To keep abreast with the current trends of personal growth, development and resilience; for optimal functioning and performance; and to address the skills needed for the 21st century, we collaborated with University of Pennsylvania's Positive Psychology Center, International Positive Education Network (IPEN), Knights of Rizal-Marikina Chapter and Ateneo Grupo'58. (Annex 2: Positive Education Program).

Knights of Rizal-Marikina Chapter, is an accredited Continuing Professional Development (CPD) Provider for Teachers by the Professional Regulation Commission (Accreditation No. 2019-265). Training programs conducted by Knights of Rizal is also recognized by the Civil Service Commission (CSC) based on CSC Resolution 1600770 Sec. III. 2 and 3 by virtue of Republic Act 646, an Act converting Knights of Rizal into a public corporation.

Sincerely with Gratitude and Optimism,


SIR LORETO A. SANTOS, EdD, KCR

Chapter Commander

KOR- Marikina City Chapter


SIR PAUL I. NIVERA, MPM, KOR

Representative

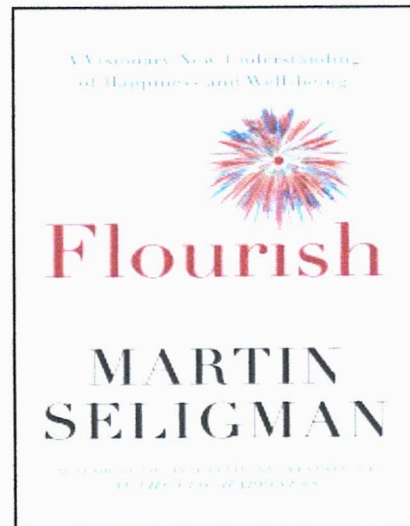
International Positive Education Network

ANNEX 1: OVERVIEW OF POSITIVE EDUCATION

1. Positive Psychology and Positive Education

Martin E.P.Seligman, as president of the American Psychological Association (APA) in 1998, urged psychology to supplement its venerable goal of relieving misery and uprooting the disabling conditions of life to a new goal: exploring what makes life worth living and building the enabling conditions of life worth living. This was the beginnings of positive psychology and positive education, a scientific and professional movement.

In the preface of his 2011 book *Flourish*, the book that narrates the early stages of positive psychology, Martin E.P.Seligman writes “I am a research scientist, and a conservative one at that. The appeal of what I write comes from the fact that it is grounded in careful science: statistical tests, validated questionnaires, thoroughly researched exercises, and large, representative samples. In contrast to pop psychology and the bulk of self-improvement, my writings are believable because of the underlying science.”

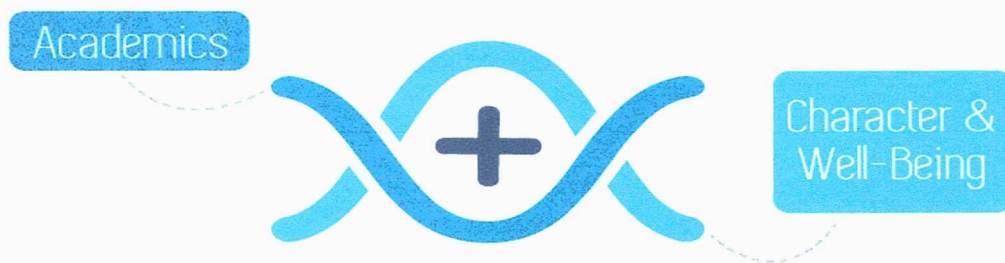


Martin E.P.Seligman (*University of Pennsylvania*) and Mihaly Csikszentmihalyi (*Claremont Graduate University*) founders of Positive Psychology defines Positive Psychology as the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life.

Positive psychology is the branch of psychology that uses scientific understanding and effective intervention to aid in the achievement of positive human development and well-being described as and manifested by Positive emotions, Engagement, positive Relationships, Meaning, and Achievement (**PERMA**, for more details about **PERMA**, refer to the attached POSITIVE EDUCATION PROGRAM, ANNEX 5A: WELL-BEING). The basic premise of positive psychology is that human beings are perhaps more often drawn by the future than they are driven by the past. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves and to enhance their experiences of love, work, and play.

Positive Education is an approach to education that draws on Positive Psychology's emphasis on individual well-being and character strengths to improve learning. Drawing on classical ideals, International Positive Education Network (IPEN) advocates that the DNA of education is a double helix with intertwined strands of equal importance: Academics, the fulfilment of intellectual potential through the learning of the best that has been thought and known. Plus, Well-Being and Character, the development of well-being and character strengths, which are intrinsically valuable and contribute to a variety of positive outcomes.

The twin strands of 'academics and well-being/ character ' approach complement one another and are mutually reinforcing. This ancient wisdom has been empirically verified by modern science. Academic achievement contributes to wellbeing by increasing engagement, meaning and accomplishment. Conversely, programs and practices designed to enhance wellbeing through the development of character strength and other life-changing skills have been shown to positively contribute to academic achievement.



2. Need for Positive Education

The dominant paradigm in education, which values passing exams, barely cultivates young people's minds and vaguely prepares them with the character strengths they need to flourish. Instead, they are left with an inadequate understanding of the basic principles needed to lead a fulfilling, meaningful life. Positive education addresses this deficiency with an approach based on classical ideals and evidence from cognitive science and positive psychology. Its DNA is a double helix with strands of equal importance:

- Academics, the fulfilment of intellectual potential through the learning of the best that has been thought and known.
- Well-Being and Character, the development of well-being (PERMA) and character strengths which are intrinsically valuable and contribute to a variety of positive outcomes.

Across the world, the implementation of Positive Education programs and curricula has been growing over the last 17 years. The USA, Canada, Australia, the United Kingdom, the Czech Republic, France, Germany, Greece, Hungary, Ireland, Italy, Scotland, Spain, Switzerland, China and Singapore among other countries have established research centers and/or associations to put into practice Positive Psychology and Positive Education.

Extensive research and evidence based practices indicate that the Positive Education approach to education compliments the K to 12 program and essentially contributes to upgrading the educational standard. With the implementation of the K to 12 program in the Philippines, there is a compelling need towards upgrading our educational standard with the principles of Positive Education to keep up with the demands of the 21st century.

3. Empirical evidence shows that well-being and character strengths contribute to:

- | | |
|------------------------------------|----------------------------------|
| 1. Better self-regulation | 6. Enhanced academic performance |
| 2. Increased motivation | 7. Higher creativity |
| 3. Increased cognitive functioning | 8. Better social relationships |
| 4. Better emotional management | 9. Better physical health |
| 5. More meaning in schoolwork | 10. Less depression |

4. For further information please refer to:

ANNEX 4A: Positive Psychology and Positive Education
Selected Articles, Sites and Videos

5. The Positive Education Initiative in the Philippines

The Positive Education initiative in the Philippines aims to:

1. Complement and upgrade existing education standards by using the best evidence-based practices, tools and life-changing skills from positive psychology and cognitive science as applied to education;
2. Implement a comprehensive Positive Education Program for schools which will equip teachers and students to develop their character strengths, enhance their well-being in order to heighten their academic and career performance to lead flourishing lives.
3. “To emulate and practice the examples and teachings of our national hero”, Dr. Jose P. Rizal and other national personalities about education and love of our country and eventually, to influence national educational policy to adopt the Positive Education approach to education.

On April 4 to April 8, 2016, the five (5) days comprehensive **“Positive Education in the Philippines: Educating for Academic Success and for Well-being and Character Strengths”** a collaborative Positive Education Teachers Training Program with University of Pennsylvania’s (Penn) Positive Psychology Center was conducted for 307 teachers/educators/trainers by researchers and instructors from the Positive Psychology Center of the University of Pennsylvania to demonstrate the value and effectiveness of the life-changing skills of Positive Education. The testimonials and evaluations of the participants were overwhelmingly positive.

An additional a three-days intensive training for 30 trainers on April 11 to April 15, 2016 was conducted to initially transfer the Positive Education technology to 30 trainers and to give them the capability to train other teachers and trainers.

These trainings used 2 IPEN manuals for teachers, *Positive Education Curriculum* and *Teacher Booster Book* by Emily Larson, IPEN Director and 1 additional manual for trainers, *Positive Education Trainer Manual* by Alejandro Adler, PhD., Penn Instructor. The manuals discuss the best evidence-based practices, interventions and life skills applied over the past 17 years.



Marikina City Mayor Del de Guzman with some participants of the 1st Positive Education Program in the Philippines on April 4, 2016 in Marikina City.



Alejandro Adler, PhD, of the University of Pennsylvania, discusses the compelling need for Positive Education to enhance academic performance and appropriately address the challenging needs of the 21st Century during the 1st five (5) days Positive Education Program in the Philippines on April 4 to 8, 2016 in Marikina City.



Quezon City Academy Foundation, Inc. teachers with Alejandro Adler, PhD, University of Pennsylvania and Emily Larson IPEN Director.



Positive Education Program Trainers' Training conducted by Alejandro Adler, PhD, University of Pennsylvania (Penn) and Emily Larson IPEN Director.

Consequently, the training group composed of the Knights of Rizal-Marikina Chapter, International Positive Education Network- Philippines (P-IPEN), Ateneo Grupo'58 and Quezon City Academy Foundation, Inc., in collaboration with University of Pennsylvania's Positive Psychology Center have conducted Positive Education Programs (PEP) and have also infused local culture, examples and practices. The participants and beneficiaries were the following: all the teachers of Quezon City Academy; Kalumpang National High School; Tanong National High School; and Don Bosco Technical Institute Mandaluyong Elementary and High Schools; the principals of all the Elementary and High Schools of Calamba City and the Province of Occidental Mindoro; all the subject trainers of Foundation for Upgrading the Standard of Education, Inc., a Lucio Tan Foundation; and selected teachers, principals and school owners of Antipolo City and Marikina City. The Provinces of Rizal, Capiz, Bulacan, Pampanga and also the other Don Bosco Technical Institutes have indicated interest in the Positive Education Program.

Currently, the training group, now has three (3) teams of Penn/IPEN trained trainers to train other teachers in various locations simultaneously.



Calamba City Mayor Justin Marc S.B. Chipeco giving the keynote address on the relevance of the Positive Education Program to the elementary and secondary school principals of Calamba City.



Congresswoman Josephine Y. Ramirez-Sato of Occidental Mindoro welcomes the elementary and secondary school teachers of Occidental Mindoro.



Outdoor learning exercise on the life skills of Character Strengths of Don Bosco Mandaluyong elementary and secondary school principals. Facilitated by Penn/IPEN trained trainer.



Group leaders of Occidental Mindoro principals presenting their “Gratitude Hot Air Balloon”.



Trainers of Math, Science and English teachers of the Foundation for Upgrading the Standards of Education (FUSE) in a dyad discussing the life skill of Optimism.



Principals practicing Mindfulness, a life skill that gives better control of attention and emotions; improves memory; reduces stress, anxiety, irritability and depression; and as Jon Kabat-Zinn, PhD, the scientist who brought in Mindfulness into the mainstream of medicine and society states, “influences health, well-being and happiness as attested by scientific and medical evidence.”



Principals preparing a Shared Vision of a Positive Education Program Plan for implementation in their schools.



Group photos of various elementary and secondary school principals and teachers groups.

6. Statement of Significance

Across the world, the implementation of Positive Education programs is growing. The initial participating schools will be pioneers in this new educational paradigm in the Southeast Asia region. The program will not only enhance the quality of life of the Filipino youth, but it will also accelerate the shift towards an education that values both the development of well-being, strong character and the cultivation of the mind in the Central Asia region.

In the context of dramatic increases in mental illness (Wickramaratne, et. al.,1989), positive education provides people with the character strengths they need to lead happier lives, combat depression, achieve academic success and become productive citizens (Seligman et al., 2009; Waters, 2011). The educational terrain is particularly fertile in schools with its existing initiatives. But the desire for change runs much deeper: 9-in-10 parents want their children to receive both academic and character education (Jubilee Centre for Character & Virtues, 2013).

Reference

Adler, A. (2015) Positive Education in the Philippines: Educating for academic success and for well-being. *Proposal from University of Pennsylvania to Quezon City Academy, Quezon City, Philippines.*

Adler, A. (2016) Positive Education Trainer Manual

IPEN (2015)' Why Positive Education? *International Positive Education Network*, <http://ipen-network.com>

Larson, E. (2016) Positive Education Curriculum: Learning well-being.

Larson, E. (2016) Teacher Booster Book: Designed with your well-being in mind.

Seligman, M. (2011) Flourish: A visionary new understanding of happiness and well-being.

ANNEX 4A: Positive Psychology and Positive Education Selected Articles, Sites and Videos

ARTICLES

1. **What is Positive Education and How To Apply It?**
<https://positivepsychology.com/what-is-positive-education/>
Sep 11, 2016 - **Positive education** is the combination of traditional **education** with the study of happiness and well being, using Seligman's PERMA model and Values in Action (VIA) classification.
2. **The State of Positive Education –World Government Summit**
April 2017
<https://www.worldgovernmentsummit.org/api/publications/document/8f647dc4-e97c-6578-b2f8-ff0000a7ddb6>

SITES

1. **PENN POSITIVE PSYCHOLOGY CENTER**
<http://www.positivepsychology.org/>
2. **Positive Education Institute Geelong Grammar School, Australia**
<https://www.ggs.vic.edu.au/blog-posts/positive-education-skills-and-knowledge-come-to-the-fore-in-challenging-times>
3. **INTERNATIONAL POSITIVE EDUCATION NETWORK (IPEN)**
www.ipen-network.com
4. **International Positive Education Network (IPEN) Global Representatives**
www.ipen-network.com

VIDEOS

1. **What is Positive Psychology: A Graphic Illustration 4:58**
<https://www.youtube.com/watch?v=1qJvS8v0TTI>
2. **The new era of positive psychology | Martin Seligman 23:42**
<https://m.youtube.com/watch?v=9FBxfd7DL3E>
3. **What is Positive Education Martin Seligman 4:28**
<https://www.youtube.com/watch?v=igpqyuw6GLw>
4. **August 25, 2012 Martin Seligman “Flourishing – A New Understanding of Wellbeing” 30:07**
<https://www.youtube.com/watch?v=e0LbwEVnfJA>
5. **February 24, 2012 Martin Seligman “ The Science of Wellbeing”. 1:07:23**
This is the expanded version of Wellbeing. Adelaide, Australia.
<https://www.youtube.com/watch?v=iETonFiCkac>

ANNEX 2: “POSITIVE EDUCATION PROGRAM 2021: LIFE SKILLS FOR OPTIMAL ACADEMIC and CAREER PERFORMANCE IN THE 21ST CENTURY

In collaboration with International Positive Education Network (IPEN)
and University of Pennsylvania’s Positive Psychology Center

“**Positive Education** represents a paradigm shift: away from viewing education merely as a route to academic attainment, towards viewing it as a place where students can cultivate their intellectual minds while developing a broad set of character strengths and well-being. This in a nutshell is the ‘academics + well-being and character’ approach to education.”
(O’Shaughnessy and Larson, IPEN 2014)

The Positive Education Program (PEP) is founded on the science and evidenced based Positive Psychology and is aimed to train educators, principals and teachers how to **enhance academic and career performance** by **enhancing well-being** through the practice of character strengths and other life skills in their own lives.

Academics is the fulfilment of intellectual potential through the learning of the best that has been thought and known. **Well-being** is described as and manifested by a balance of Positive emotions, Engagement, Relationship, Meaning and Accomplishments (**PERMA**) in a person’s life (Annex 5A: WELL-BEING). **Character Strength** are the twenty-four (24) character strengths that have been researched and identified to be intrinsically valuable and as helping to contribute to optimal human development (Annex 5B: 24 CHARACTER STRENGTHS).

The objectives of the experiential three (3) days Positive Education Program are:

1. To train educators, principals, teachers and trainers how to enhance their academic, career, management and leadership performance by enhancing their well-being through the practice of science-based character strengths and other life skills in their lives and in the lives of their students.
2. To heighten personal development as the foundation (a) to bolster professional performance and competencies required by Department of Education’s (DepEd) Philippine Professional Standards for Teachers (PPST) and (b) to build up the life skills needed to face the challenges of the 21st Century.
3. “To emulate and practice the examples and teachings of our national hero”, Dr. Jose P. Rizal, and other national personalities regarding education and love of our country.
4. To eventually, influence national educational policy to adopt the Positive Education approach to education.

To attain these objectives, the educators/principals/teachers shall learn, practice, and more significantly benefit from, among other life skills, the following life-changing skills of **Positive Education** that will enhance their well-being. (Annex 5C):

- | | |
|------------------------|---|
| 1. Growth Mindset | 6. Active Constructive Responding (ACR) |
| 2. Optimism | 7. Intrinsic Motivation |
| 3. Gratitude | 8. SMART Goals |
| 4. Mindfulness | 9. Shared Vision |
| 5. Character Strengths | 10. Personal Development Planning |

UNICEF defines life skills and life skills education as follows:

Life skills are as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

Life skills education is a structured program of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behavior by assisting individuals to develop and practice psychosocial skills that minimize risk factors and maximize protective factors. Life skills education programs are theory and evidenced based, learner focused, delivered by competent trainers, and appropriately evaluated to ensure continuous improvement of documented results.

The Positive Education Program for educators, principals and teachers are conducted by Penn/IPEN trained trainers and are based on two (2) IPEN Manuals, *Positive Education Curriculum* and *Teacher Booster Book* by Emily Larson, IPEN Director. These are reinforced by power point and video presentations, handouts, Filipino culture, research and reference to relevant articles/sites on the internet and best practices from schools worldwide that are benefiting from their Positive Education Programs.

TABLE 1

**POSITIVE EDUCATION LIFE SKILLS TO INCREASE WELL-BEING
FOR ACADEMIC AND CAREER PERFORMANCE IN THE 21ST CENTURY**

LIFE SKILLS NEEDED TO ENHANCE WELL-BEING (PERMA)

Mindset

Mindfulness

Positive Emotions

24 Character Strengths

Gratitude

Optimism

Engagement

Active Constructive Response

Relationship

Intrinsic Motivation for SMART Goals

Meaning

**Personal Development Plan/
Shared Vision**

Accomplishment

NOTE:

BLUEPRINTS are a set of life skills that encompass the 21st Century Life Skills described by UNESCO, P21, WHO, and OECD (except for media, information and ICT literacy skills).

TABLE 1 shows the Positive Education Life Skills needed to increase well-being (PERMA) in order to increase academic and career performance.

ANNEX 2A: WELL-BEING

“Here then is well-being theory: well-being is a construct; and well-being, not happiness, is the topic of positive psychology. Well-being has five measurable elements (PERMA) that count toward it: Positive Emotion, Engagement, Relationships, Meaning, and Achievement. No one element defines well-being, but each contributes to it. Well-being is about all five pillars.”

“Each of the 5 elements of well-being:

1. Contribute to well-being.
2. People pursue the element for its own sake, not merely to get any of the other elements.
3. Is defined and measured independently of the other elements (exclusively)”.

“Some aspects of these five elements are measured subjectively by self-report, but other aspects are measured objectively. “...positive emotion is subjective, defined by what you think and feel. Engagement, meaning, relationships and accomplishments have both subjective and objective components. Well-being cannot just exist in your head: well-being is a combination of feeling good as well as actually having meaning, good relationships and accomplishment. The way we choose our course in life is to maximize all five elements”.

Seligman, M. (2011) Flourish

The **PERMA MODEL** was developed by positive psychologist, Dr. Martin Seligman, and was widely published in his influential 2011 book, “*Flourish*” to define and describe the five essential elements that should be in place for us to experience lasting well-being. These are:

1. Positive Emotion (P)

For us to experience well-being, we need to experience positive emotions in our lives such as, optimism, gratitude, mindfulness, love, joy, serenity, interest, pride, amusement, inspiration, awe, satisfaction, pleasure, curiosity, happiness and others.

2. Engagement (E)

When we're truly engaged or absorbed in a situation, task, in sports, or reading, watching a game, movie or TV or even teaching, we experience a state of flow : time seems to stop, we lose our sense of time and self, and we concentrate intensely on the present. This feels really good! The more we experience this type of engagement, the more likely we are to experience well-being.

3. Positive Relationships (R)

As humans, we are "social beings," and good relationships and social connections (with family, friends, co-workers, school mates) are core to our well-being. Time and again, we see that people who have meaningful, positive relationships with others are happier than those who do not. Relationships really do matter to enhance our well-being.

4. Meaning (M)

Having a meaning and purpose is important to living a life of fulfilment. Meaning and purpose comes from serving a cause bigger than ourselves. Whether this is a specific deity, religion, country or a cause that helps humanity in some way, we all need meaning and purpose in our lives to have a sense of well-being.

5. Accomplishment/Achievement (A)

Many of us strive to better ourselves in some way, whether we're seeking to master a skill, achieving our goals, or even just accomplishing small tasks or errands. As such accomplishments are important factors that contribute to our well-being and ability to flourish.

From "Flourish: A Visionary New Understanding of Happiness and Well-Being" by Martin E. P. Seligman. Published by Free Press, 2011 and MindTools Free Newsletter.

View:

<https://www.habitsforwellbeing.com/perma-a-well-being-theory-by-martin-seligman/>

ANNEX 2B: TWENTY-FOUR (24) CHARACTER STRENGTHS

The twenty-four (24) character strengths have been scientifically researched and identified as helping to contribute to optimal human development. “These twenty-four character strength underpin all five elements of well-being: deploying your highest strength leads to more positive emotion, to more meaning, to more accomplishment and better relationship.” *Seligman, M. (2011) Flourish*

There is a widely held view that the role of the doctor is to cure the sick. Similarly it is felt that the psychiatrist is there to cure mental illness. Historically this has been the case, certainly in Western cultures. In recent years there has been a shift in the medical profession towards prevention. If we can prevent illness happening in the first place then this is not only beneficial to the patient, but can save money. Now when I visit my doctor I am also offered advice on diet and lifestyle as well as pills for my ailments. Modern health services are not there just to treat illness, or even prevent illness. They encourage people to reach their optimum physical fitness.

The psychology profession is beginning to look at how to address people with no obvious mental issues, but who have not yet reached their full potential as positive human beings. One of the pioneers of this approach is Martin Seligman at the University of Pennsylvania. He wanted to know what character strengths are necessary to reach a human being’s full potential. If these character strengths were developed, the result would be happy, well-balanced and positive persons with enhanced well-being.

Seligman and his colleagues embarked on a quest to catalogue these character strengths. They looked at what traditions throughout history had to say on the matter; from the great religions of the world to Greek and Chinese philosophers. They brainstormed, consulted, discussed, debated - and eventually came up with a list of 24 character strengths. Seligman branded this branch of psychology Positive Psychology. Positive Psychology is based on scientific evidence and research. Like all science it is not fixed in stone. The 24 character strengths are a model that may be fine-tuned and more added to them. Seligman has written a best-selling books on Positive Psychology entitled *Authentic Happiness* and *Flourish*. Positive Psychology examines positive feeling and positive character and how you can achieve positive states and enhance well-being.

If you look at these character strengths you will probably recognize all of them as part of your personality. Some will be stronger than others. A well-balanced person will have developed all the character strengths .Each character strength is a life skill. The good news is that each of the character strength skills can be learnt, nurtured and developed. To reach your full potential is possible. Positive Psychology is not just a model, or theory on how to develop well-being and a positive life. It can be applied to your life in a practical way. It is like a road map. Once you have the map then it makes it a lot easier to reach your destination.

By Stephen Williamson

I. Wisdom and Knowledge – Cognitive strengths that entail the acquisition and use of knowledge

1. Creativity: [originality, ingenuity]: Thinking of novel /productive ways to conceptualize and do things; includes artistic achievement but is not limited to it
2. Curiosity: [interest, novelty-seeking, openness to experience]: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering
3. Judgement: [critical thinking]: Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly
4. Love of Learning: Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows
5. Perspective: [wisdom]: Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people

II. Courage – Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

6. Bravery: [valor]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it
7. Perseverance: [persistence, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks
8. Honesty: [authenticity, integrity]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions
9. Zest: [vitality, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated

III. Humanity - Interpersonal strengths that involve tending and befriending others

10. Love: Valuing close relations with others, in which sharing and caring are reciprocated; willing to extend one’s self for others.
11. Kindness: [generosity, nurturance, care, compassion, altruistic love, "niceness"]: Doing favors, good deeds, helping, taking care of others
12. Social Intelligence: [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick

IV. Justice - Civic strengths that underlie healthy community life

13. Teamwork: [citizenship, social responsibility, loyalty]: Working well as a member of a group or team; being loyal to the group; doing one's share

14. Fairness: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.
15. Leadership: Encouraging a group of which one is a member to get things done, and at the same time maintaining good relations within the group; organizing group activities and seeing that they happen.

V. Temperance – Strengths that protect against excess

16. Forgiveness: Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful
17. Humility: Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is
18. Prudence: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted
19. Self-Regulation: [self-control]: Regulating what one feels and does; being disciplined; controlling one's appetites and emotions

VI. Transcendence - Strengths that forge connections to the larger universe and provide meaning

20. Appreciation of Beauty and Excellence: [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience
21. Gratitude: Being aware of and thankful for the good things that happen; taking time to express thanks
22. Hope: [optimism, future-mindedness, future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about
23. Humor: [playfulness]: Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes
24. Spirituality: [faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort

<https://www.viacharacter.org>

Updated November 2020

ANNEX 2C: BRIEF DESCRIPTION OF SOME OF THE LIFE-CHAGING SKILLS OF POSITIVE EDUCATION

GROWTH MINDSET: The belief that intelligence is able to change, whereas, a fixed mindset is the belief that intelligence is permanent and unchangeable. A 30 year research conducted by Stanford Professor of Psychology, Dr. Carol S. Dweck, revealed that a student's mindset is behind the difference between an A and a D student. This theory has been tested in the laboratory numerous times, but more importantly it has also been tested in a host of classrooms across the USA.

Research shows that students with growth mindsets work harder and achieve academic success, improve their motivation, engagement and well-being. Students with growth mindsets believe that intelligence can be developed and this leads to a desire to learn, to embrace challenges, to persist in the face of setbacks, to see effort as a path to mastery, to learn from criticism and to find lessons and inspiration in the success of others (Dweck 2006).

OPTIMISM: How you perceive and respond to events in your life in a more realistic way and with hope-expecting the best in the future and working to achieve it and also believing that a good future is something that can be happen.

Research shows that optimists have more positive emotions and morale, vitality, sense of mastery and more self-regard. Optimists experience less anxiety, depression, despair and hopelessness. Optimists cope better with stress, perform better under pressure and are more resilient. Optimists also are happier, healthier and are seen to do better in school, in sports and as leaders.

GRATITUDE: Recognition of the good in your day. Gratitude changes the lens we view the world, rather than noticing and paying attention to the negative, we redirect our attention to the positive. "Not every day is good but is good in everyday". Gratitude, seeing what is good, is the gateway to optimism.

Gratitude is affirmation of goodness. Gratitude recognizes that the sources of this goodness are outside of ourselves. Gratitude is a celebration of a moment of goodness. (Robert A. Emmons, PhD., the world's leading scientific expert on gratitude).

Feeling grateful increases positive emotions by savouring good company, places and experiences that we encounter. Gratitude is one of the top 5 character strength consistently and robustly associated with life satisfaction and happiness (the others being zest, love, hope and curiosity) (Wood, Froh, and Geraghty, 2010).

Grateful people enjoy their work, have positive emotions and less depression, have better exercise and good sleep. Gratitude has spiritual benefits as well, such as feeling interconnectedness with life and a general responsibility towards others. (Wood, Froh, and Geraghty, 2010). Significantly, research shows that grateful students earn better grades (Froh, Sefick and Emmons 2008).

MINDFULNESS: Awareness that arises through paying attention, on purpose in the present moment and non-judgementally (Jon Kabat-Zinn).

<https://www.mindful.org/jon-kabat-zinn-defining-mindfulness/>

“We are always paying attention to something, but not what we choose, as our mind wanders from one thing to another. Through practice we can pay attention:

On purpose, by training ourselves to focus on an object of our choice, such as our breath, parts of our body, or a common activity.

In the present moment, being willing to let go of thinking about the past, the future and about fantasies, coming back to what is here now.

Non-judgementally, being kind to ourselves as we bring our minds back to the focus, over and over. We don’t judge our experience as ‘good’ or ‘bad’, we stay open to all of it all, just as is.” (Tessa Watt, 2012).

Mindfulness practice can be:

Informal, such as doing common day activities (eating, walking, showering, with awareness).

Formal, such as sitting meditation using the breath as the focus, the anchor based largely on thousands of years old Buddhist tradition of meditation.

Brain imaging of Harvard researchers found mindful meditation have long term changes in brain structure associated with attention and sensory processing (Lazar et al., 2005) and have increased positive emotions and stronger immune functioning (Davidson et al., 2003).

Benefits of Mindfulness are better response to stress and negative emotions, decreases in anxiety and depression and increases in physical health and well-being (Wayment et al., 2010); increases in positive emotions, mindfulness, purpose in life, social support and life satisfaction (Barbara Fredrickson et al., 2008).

CHARACTER STRENGTH: People’s core characteristics that determine how they think, feel and behave. Good character is at the core of positive youth development. (Park and Peterson, 2009). The life satisfaction gains that result from increased character strenghts will serve to build long term personal resources to enable the students to enjoy a flourishing life. (Gillham,`Abenavoli, Brunwasser, Reivich,and Seligman, 2010; Park and Peterson, 2009; Peterson and Seligman, 2004; Procter et al., 2011). Each character strength is a life skill.

Twenty-four (24) character strengths have been researched and identified as helping to contribute to optimal human development. (Peterson and Seligman, 2004). Using signature strengths (strengths that are significantly manifested in a person) increased happiness and decreased depression. Furthermore, deploying one’s signature strength at work and school is linked with greater work satisfaction, greater well-being and higher meaning in life (Littman-Ovadia and Davidovict, 2010). Each of the character strengths is a life skill and can be learned and/or enhanced. <https://www.viacharacter.org>

ACTIVE CONSTRUCTIVE RESPONDING (ACR) : A way of responding to positive events that allows the person telling the story to prolong and enjoy the experience. ACR is about communication styles that foster positive relationships. ACR is all about showing people they matter in our lives.

According to a 2004 research study done by Gable and his colleagues, college students who shared their good news stories with friends had increases in positive emotions and life satisfaction. The more people the students told their stories to, the greater the benefits. Furthermore, ACR in relationships promotes higher satisfaction, intimacy (understanding, validation, caring), trust, relationships quality, daily happiness and fewer conflicts. The benefits don't stop at the person telling the good news story, the person responding with ACR also shows higher positive emotions, life satisfaction and stronger relationships (Gable et al., 2004).

INTRINSIC MOTIVATION: Being motivated by internal reasons that are personally enjoyable, interesting or meaningful based on our core values vs being extrinsically motivated by external factors like rewards, praise, grades, coercion or punishment. Intrinsic motivation is one of the two underlying structures of goal setting. Grit is the other underlying structure. Grit is defined by University of Pennsylvania Psychology Professor, Dr. Angela Duckworth, as the passion and perseverance for long term goals. Students who are more intrinsically motivated develop stronger grit and therefore accomplish their goals.

Benefits associated with being intrinsically motivated are more interest, deep learning, higher performance, increased persistence and well-being (Deci and Ryan, 2000).

SMART GOALS: Desired results or objectives to be achieved that a person envisions, plans and commits to achieve that are Specific, Measurable, Action Oriented, Realistic and Timed. Setting goals is a way of directing our attention to what we want in life based on our core values/intrinsic motivations.

Research shows that goal setting increases performance by an average of 19%. However, in one study the number of students who set goals were only 3%. What is more interesting is that 10 years later, those 3% were earning 10 times more than the other students combined! Another research by (Ford and Nicholas, 1991) found that the main reason why people do not accomplish their goals was because they were not taking action or giving up taking action after a short amount of time. Consequently, to benefit students, an action oriented goal setting based on core values and intrinsic motivation is a must.

SHARED VISION: The set of tools and techniques for bringing all disparate aspirations into alignment around the things people have in common, in this case their connection to the school. In building shared vision, a group of people build a sense of commitment together. They develop images of “the future we want to create together,” along with the values that will be important in getting there and the goals they hope to achieve along the way. (Senge et al., 2000)

The Mission and Vision of the school can be the jump off point for a sustained process of building shared vision which includes discussions of current problems, concerns, plans, deepest desires and hopes of the stakeholders and how the life skills learned from Positive Education may compliment the process.

PERSONAL DEVELOPMENT PLANNING (PDP): The process of creating an action plan based on Positive Education principles for personal development within the context of self-improvement, education, and future career.

The **PDP** includes (among others) a statement of one's character strengths and well-being, growth mindset, MBTI, VARK, MAAS, academic performance, opportunities and threats, and alternative plans (Plan B), SMART goals based on intrinsic motivation, priorities and definite steps of action to indicate how the plans to be operationalized and achieved

The practice of these life skills and character strengths draws on the Science of Positive Psychology's emphasis on evidence based interventions and life skills. These life skills are life-changing as these encompass cognitive skills for analyzing and using information; personal skills for developing and managing oneself, and inter-personal skills for interacting harmoniously with others and effectually leading others.

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