

An Evaluation of a Positive Psychology School-Based Program and its Impact on Pupil Wellbeing in South Ayrshire.

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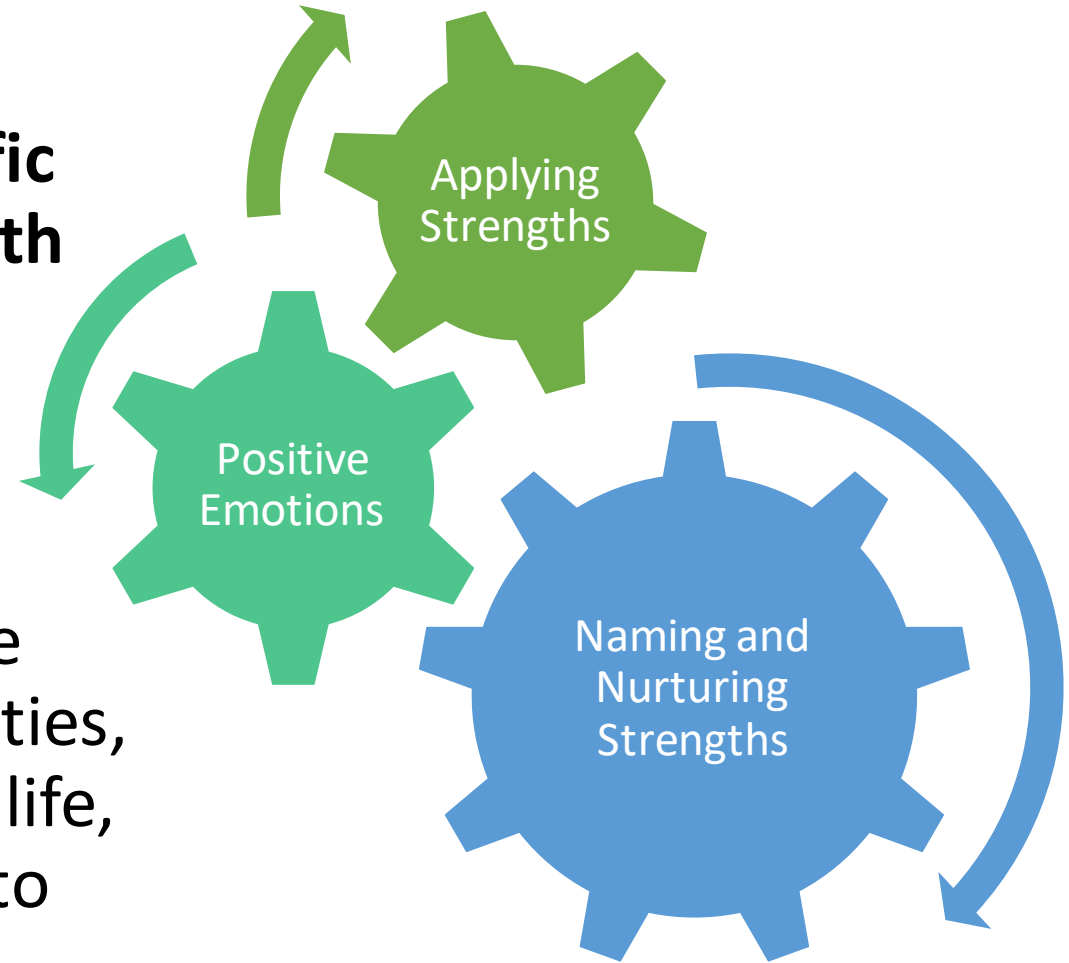


What is Positive Psychology?

“Positive psychology is the scientific study of what makes life most worth living”

Key links with Mental Health:

“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 is able to make a contribution to his or her community” (WHO, 2004b).

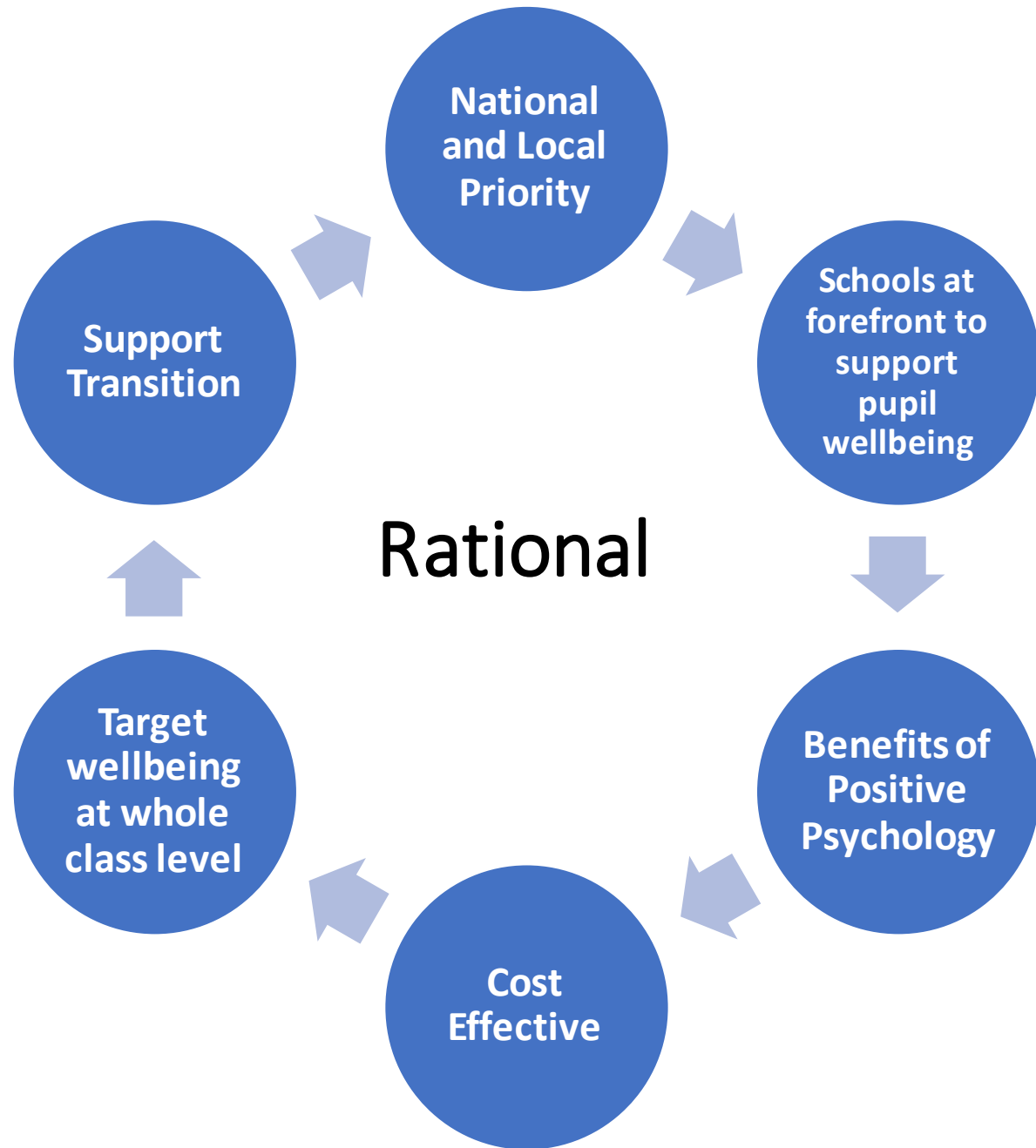


Positive Psychology School Based Interventions

- ✓ Positive impact on subjective wellbeing
- ✓ Increase in pupil life satisfaction
- ✓ Increased self perception
- ✓ Enhanced pupil engagement
- ✓ Reductions in depressive symptoms
- ✓ Development of skills for sustainable wellbeing



Suldo et al. 2015; Proctor et al. 2011; Sin & Lyubomirsky, 2009; Froh et al. 2008;2009;



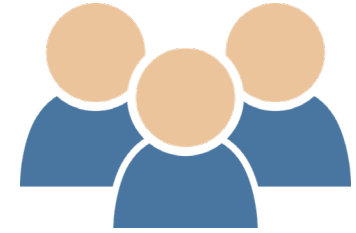
Research Question

An Evaluation of a Positive Psychology School-Based Program and its Impact on Pupil Wellbeing in South Ayrshire.

Aims:

- To measure the impact of the positive psychology program on pupil wellbeing.
- To measure the impact of the positive psychology program on pupils perceived satisfaction with life.
 - To explore pupils' experiences of learning positive psychology.
- To explore teacher's experiences of teaching a positive psychology program.

Participants



School	Year Group	Number of Teacher Participants	Number of Pupil Participants
Secondary School Hub	S2 to S3	1	3 (3 Females)
Secondary School	S1	3	75 (38 Females, 37 Males)
Primary School	Primary 6 and Primary 7	1	21 (10 Females, 11 Males)
Total:		5 Teachers	99 Pupils

Positive Psychology Program

- 7 Lessons (1 per week)
- Second and Third Level E's & O's
- Accompanying PPT, various tasks, activities, video clips (individual, group & whole class)
- Approx. 50mins per lesson

Lessons:

- Happiness
- Optimistic Thinking
- Resilience
- Self-esteem
- Discovering my Strengths
- Gratitude
- Mindfulness

curriculum for excellence



Positive Psychology Resource Pack:

Lesson 3: Resilience



South Ayrshire Psychological Service



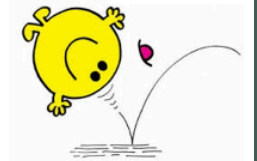
Experiences and Outcomes



I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a / HWB 3-01a
I know that we all experience a variety of thoughts and emotions that affect how we feel and behave, and I am learning ways of managing them. HWB 2-02a / HWB 3-02a
I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a / HWB 3-03a
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a / HWB 3-04a
I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a / HWB 3-06a
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a / HWB 3-07a

Introduction to Lesson:

This lesson will focus on the importance of resilience, and how being 'resilient' to setbacks can help us to achieve our goals.



Learning intentions and Success Criteria:

Learning Intentions:

By the end the lesson I will learn about resilience and why it is an important skill to help me achieve my goals.

Success Criteria:

I will have been successful if I can:

- Understand the concept and importance of resilience
- Learn to become more resilient

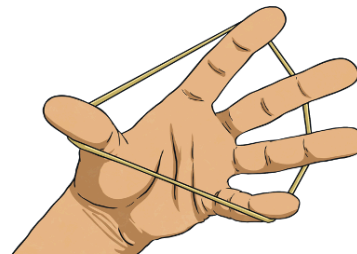
Worksheet 1: Building Resilience

BUILDING RESILIENCE

I think being resilient means:	When I am going through a difficult time the people I can trust to support me are:
Things I can do to help me through a difficult time:	I have shown resilience and bounced back when:

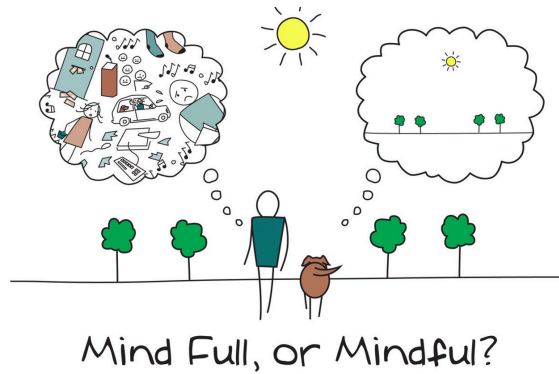
Resilience

Activity: Practical demonstration of 'bouncing back'

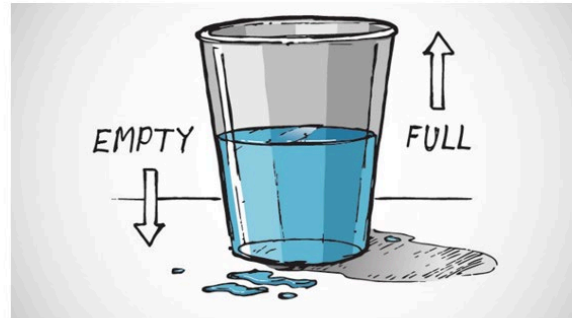


How do the characters show resilience?





Activity:
Is the glass half full or half empty?



Activity:
Set yourself a goal to practise optimistic thinking



Activities: practising gratitude classroom activities



Below are some activities that could be used to help pupils practise gratitude in the classroom:

- **Gratitude journal:** Pupils could take five minutes in class every day to write down 3–5 things they are grateful for.
- **ABC Gratitude brainstorm:** Ask pupils to list generate an alphabetical list of things they are grateful for, or pupils could go around the class and each say something they are gratefully for that matches with their letter.
- **Positive gossip about classmates:** Pupils could write on a post it note something they appreciate about another person in the class and leave it on their desk.
- **Gratitude collage/ word picture:** Pupils can create a collage or word picture of things that they feel grateful for. Pupils can do this individually or in groups.

Activity: Who affects your self-esteem?



Your best friend	Friendship groups	Other pupils
People you don't get on with	Yourself	Teachers
People you don't know	Your sibling(s)	Parent(s) or caregiver(s)



Activity:
Take the VIA character strengths survey

<https://www.viacharacter.org/survey/account/register>

Data Collected:

2 x Pupil Questionnaires

The Stirling Children's Wellbeing Scale (2015)

Satisfaction with life scale-child (2010)

Pre

Post

Pupil Focus Groups

4 x focus groups

Approx. 45 minutes

Via Microsoft Teams App Video Function

Scenario Based

Pre

Post

Teacher Interviews

All 5 teachers

Approx. 30 minutes

Via Microsoft Teams App Video Function

To gain views on delivery of program

Post

Pupil Lesson feedback

Whole class lesson feedback form

To gain pupils lived experience and evaluation of Program

Ongoing

Coach and Consult Teacher Check ins

Action Research Approach to support Implementation

To gain teachers lived experience and evaluation of teaching positive psychology program

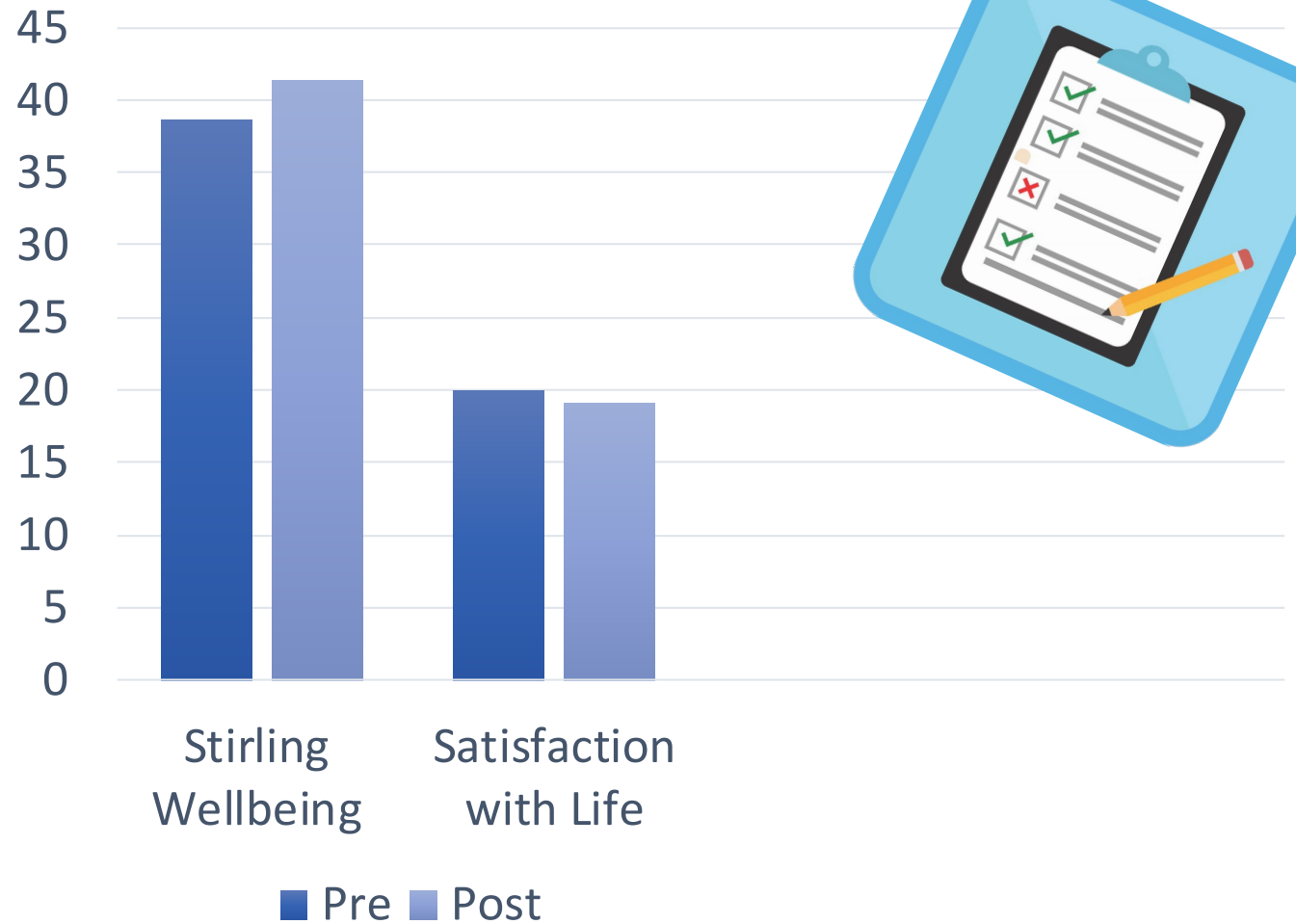
Approx. 15 mins fortnightly

Via Telephone/Skype

Ongoing

No significant impact on pupil subjective wellbeing and perceived satisfaction with life

Questionnaire Data



Pupil Focus Groups

Before Program

High Expression of Negativity

Negative Emotionality

Self-blame

Social Isolation

Negative Reactions

-After Program

Increased Expression of Positivity

- Reduced negative emotionality

- Positive self-talk/self perception

- Positive Reactions

- Alternative solutions



Resource

- Ease of implementation
 - Content
 - Task variety

Positive Impact

- Whole class level
- Individual pupils
- Specific lesson areas

Teacher Interview Themes

Barriers

- Time
- Content volume
- Covid 19 Restrictions

Future Delivery

- P7 to S1 Transition
- Targeted Intervention
 - S4 Exam stress

“pupils have adopted a positive mindset”
“if there were any barriers I would like to deliver it to upper primary every year to help them develop a positive mindset for the year ahead”
“they have increased in confidence to get on, it gave me everything I needed”
“one pupil was able to identify her strengths and personal qualities which she struggled with before”
“one pupil was able to get the confidence to become part of an intervention or part of a nurture group”
“pupils got a lot out of the program, they loved to be paired/group work or move around the classroom”
“finding out their strengths and creating posters”
“it could be used for 4th year pupils when coming up to exam time to help with exam stress”
“Some of the tasks I would have preferred to have done in lessons but couldn't because of the restrictions”
“they thought of them”

Pupil Lesson Feedback



20 Things To Be Thankful For

my friends and family!

food, clothes & a place to stay



my big garden

Education and school



12 rainy days

13 going on holiday

sunny days out

14 trips in the car

bed & sleeping



15 TV

Ice lollies



16 Beach

stars



17 people

starry nights



18 my bike

Shops



19 Swimming pools

Sweets

20 my iPad

Wi-Fi



Teamwork.

- I'll be good at team activities
- I'll be good at certain jobs in loving teamwork
- I can let everyone have a say in group activities

Kindness

- I can help someone
- I can be kind to anyone

Gratitude

- I am grateful for...
- I am grateful for...
- I am grateful for...

Judgment

- I can think about decisions before I make them.
- I'll be good at picking things I like for that purpose

Appreciation of Beauty and Excellence

- I can appreciate my surroundings.
- I can notice beautiful things.
- I'll be skilled at things like nature, art, math and science

Mia

I am...

- I am honest
- I am creative
- I am kind
- I am a hard worker
- I am good

Summary

Quantitative Data

No significant impact on pupils perceived satisfaction with life and subjective being.



Pupil Focus group and Teacher Interviews

Increase in pupil's expression of positivity post intervention



Lesson Feedback

Pupil experience of learning positive psychology and teachers experience of teaching positive psychology was positive.

Future Research

- **Extend research to other classes/schools**
 - **Age/Gender Differences?**
 - **Consider teacher feedback to improve delivery**
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- **Resource is currently being implemented in 4 South Ayrshire schools to support P7 to S1 transition**



Thank you for
Listening

Does anyone have
any Questions?

