

**SUPSI**

# Developing Wellbeing skills in the classroom: The PEAS project: Positive Education Actions in Schools

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**movetia** Austausch und Mobilität  
Echanges et mobilité  
Scambi e mobilità  
Exchange and mobility



**Programma internazionale**

## Why this project?

1. Today's teachers have to promote wellbeing competencies in their classrooms but do not have, so far, the knowledge nor adequate materials to do so.
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## Panoramica del piano di studio

Cicli, discipline, competenze trasversali, formazione generale.

La Panoramica del piano per una rapida consultazione.

[Aree disciplinari](#)
[Competenze trasversali](#)
[Formazione generale](#)

Cicli, discipline, competenze trasversali costituiscono un insieme di caratteristiche personali che si attivano in diversi contesti dell'apprendimento essenziali per operare la trasformazione delle conoscenze in un comportamento.

[Scopri di più](#)

Sviluppo personale	Collaborazione
Comunicazione	Pensiero riflessivo e critico
Pensiero creativo	Strategie di apprendimento
Tecnologia e media	



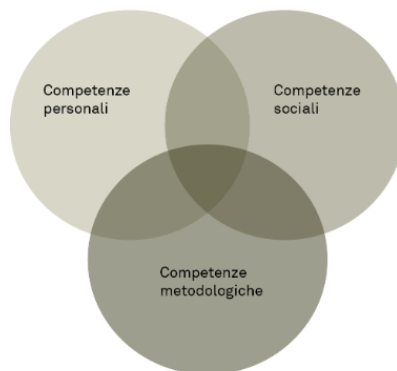
## Competenze trasversali

### Introduzione

Competenze personali, sociali e metodologiche

Le competenze trasversali sono fondamentali per affrontare con successo la vita. Nel Piano di studio 21 si distingue tra competenze personali, sociali e metodologiche; esse sono orientate al contesto scolastico. È difficile separare nettamente tra loro le singole competenze personali, sociali e metodologiche, esse infatti in parte si sovrappongono.

Illustrazione 2: Competenze personali, sociali e metodologiche e le loro sovrapposizioni



## Self-development / Self-knowledge

Communication

Collaboration

Creative thinking

Reflective and critical thinking

Learning strategies

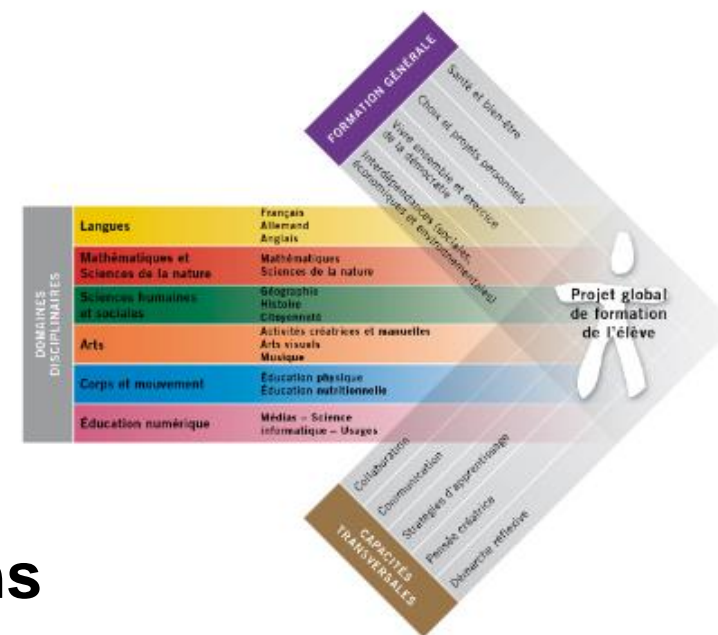
## Swiss Study Plans

## Plan d'études romand

### Contenu et objectifs

Ce plan d'études recense un ensemble de connaissances et de compétences dont le développement est attendu chez tous les élèves de la scolarité obligatoire, ensemble réparti en trois entrées. Depuis 2021, avec l'arrivée de l'Education numérique comme nouveau domaine disciplinaire, ces entrées sont les suivantes:

- Six domaines disciplinaires** (Langues, Mathématiques & Sciences de la nature, Sciences humaines et sociales, Arts, Corps & Mouvement, Education numérique);
- Formation générale** (Santé et bien-être, Choix et projets personnels, Vivre ensemble et exercice de la démocratie, Interdépendances);
- Capacités transversales** (Collaboration, Communication, Stratégies d'apprentissage, Pensée créatrice, Démarche réflexive)



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2. A large body of research suggests that wellbeing and cognition go hand in hand and that school is the right place where to develop wellbeing competences along with academic skills.

The first meta-analysis of 213 school-based, universal **social and emotional learning (SEL) programs** involving 270,034 kindergarten through high school students showed that compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement (Durlak et al., 2011).

Learning to regulate emotions impacts academic readiness and results (Cavadini et al., 2021; Denervaud et al., 2017).

**Table 1: Meta-Analyses of Social and Emotional Learning (SEL) Outcomes at Post-Test**

Authors (by publication date)	Number of Studies	Education Level Studied	Effect Size of Outcomes Measured				
			SEL Skills	Positive Social Behaviors	Reduced Conduct Problems	Reduced Emotional Distress	Academic Performance
Durlak et al., 2011	213	K-12	0.57*	0.24*	0.22*	0.24*	0.27*
Sklad et al., 2012 <sup>a</sup>	75	K-12	0.23*	0.13*	0.20*	0.10*	0.26*
Wiglesworth et al., 2016 <sup>b</sup>	85	PreK-12	0.53*	0.33*	0.28*	0.19*	0.28*
Boncu et al., 2017	37	PreK-12	0.36*	0.20*		0.17*	
Yang et al., 2019	29	PreK (children from low-income families)		0.24*	0.15*		
Blewitt et al., 2018	63	PreK-K	0.30*	0.24*	0.19*		0.18*
Corcoran et al., 2018	40	PreK-12	0.30*	0.24*	0.19*		Reading 0.25* Math 0.26*
Goldberg et al., 2019	45	K-12 (whole-school approaches)		0.22*	0.13	0.10*	0.19
van de Sande et al., 2019	40	Secondary	0.24* to 0.58*	.	0.33*	0.31*	
Murano et al., 2020	48	PreK	0.34*		0.32*		
Mertens et al., 2020	104	Secondary		.	0.15*	0.19*	
Luo et al., 2022	33	PreK	0.42		0.31		

<sup>a</sup> 63% of studies assessed outcomes at post-test only (within 6 months of the end of intervention).

<sup>b</sup> 73% of studies assessed outcomes at post-test only (within 6 months of the end of intervention).

Note: \* is  $p < 0.05$

Source: Learning Policy Institute. (2023).



Changes in teacher **strengths-spotting** (the identification and subsequent explanation of character strengths identified in others) permitted to explain students **improved classroom engagement, positive affect, and needs satisfaction** after a strengths intervention (Quinlan et al., 2019).

Moreover, according to the meta-analysis of Schutte & Malouff (2019):

- Across nine studies, **signature character-strength interventions** had a significant positive impact on **positive affect or happiness**,  $g = 0.32$  (SE = 0.10, 95% CI [0.12, 0.51],  $p = .002$ ).
- Across seven studies, signature character-strength interventions had a significant impact on **decreases in depression**,  $g = 0.21$  (SE = 0.04, 95% CI [0.08, 0.34],  $p = .001$ ).
- Across seven samples, signature character-strength interventions had a significant impact on **life satisfaction**,  $g = 0.42$  (SE = 0.15, 95% CI [0.14, 0.71],  $p = .004$ ).
- Across two studies, signature character-strength interventions did not have a significant impact on negative affect,  $g = 1.53$  (SE = 1.45, 95% CI [-1.32, 4.38],  $p = .29$ ).
- Across two studies, signature character-strength interventions had a significant positive impact on **flourishing**,  $g = 0.36$  (SE = 0.17, 95% CI [0.03, 0.69],  $p = .03$ ).
- Across two studies, signature character-strength interventions had a significant impact on increases in **use of strengths**,  $g = 0.55$  (SE = 0.16, 95% CI [0.03, 0.87],  $p = .001$ ).

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## The SAFE recommended practices for skill development (Durlak et al., 2011)

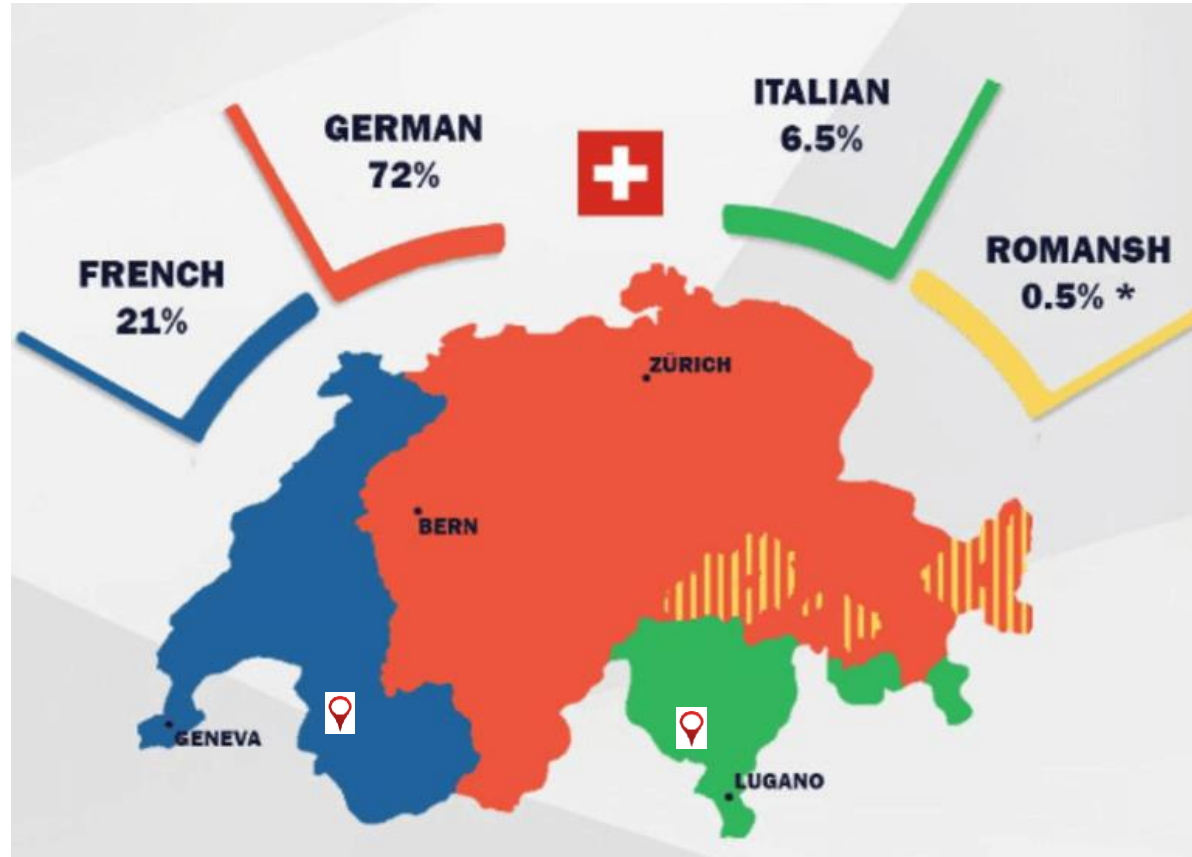
- a) The program use a connected and coordinated set of activities to achieve the objectives relative to skill development (**Sequenced**);
  - b) The program use active forms of learning to help youth learn new skills (**Active**);
  - c) The program have at least one component devoted to developing personal or social skills (**Focused**);
  - d) The program target specific skills that are clearly identified, taught, and practiced, rather than targeting skills or positive development in general terms (**Explicit**).
- ➔ In Durlak et al. (2011) metanalysis programs following the SAFE criteria produced significant effects for the six considered outcomes (i.e., SEL skills, attitudes, positive social behavior, conduct problems, emotional distress, and academic performance) whereas programs not coded as SAFE achieved significant effects in only three areas (i.e., attitudes, conduct problems, and academic performance).

- In Durlak et al. (2011) metanalysis **programs conducted by teachers were effective** in all six outcome categories (i.e., SEL skills, attitudes, positive social behavior, conduct problems, emotional distress, academic performance).
- **Multicomponent** programs (teacher-administered classroom interventions + parent component / schoolwide initiatives) were effective in four outcome categories (i.e., attitudes, conduct problems, emotional distress, academic performance).
- Classroom programs delivered by **non-school personnel** (e.g., university researchers or outside consultants) produced only three significant outcomes (i.e., SEL skills, prosocial attitudes, conduct problems).
- Student academic performance significantly improved only when school personnel conducted the intervention.

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# The Swiss context: different languages and educational contexts... and UEL



SUPSI

What are we doing?

1. A book

2. A web platform

3. A certificate of advanced studies

What are we doing?

# 1. A book

## What we are doing...

We are writing a **BOOK** for teachers with:

- Theoretical insights explaining “why” and “what”
- Practice sheets to explain "how" to foster the development of wellbeing skills

Why wellbeing skills at school?

What is wellbeing?

What are wellbeing skills?

What is positive psychology?

Based on Ilona Boniwell's  
ACTIONS PPI  
classification

Activity

Calming

Thinking

Identity

Optimism

Nourishing

Social

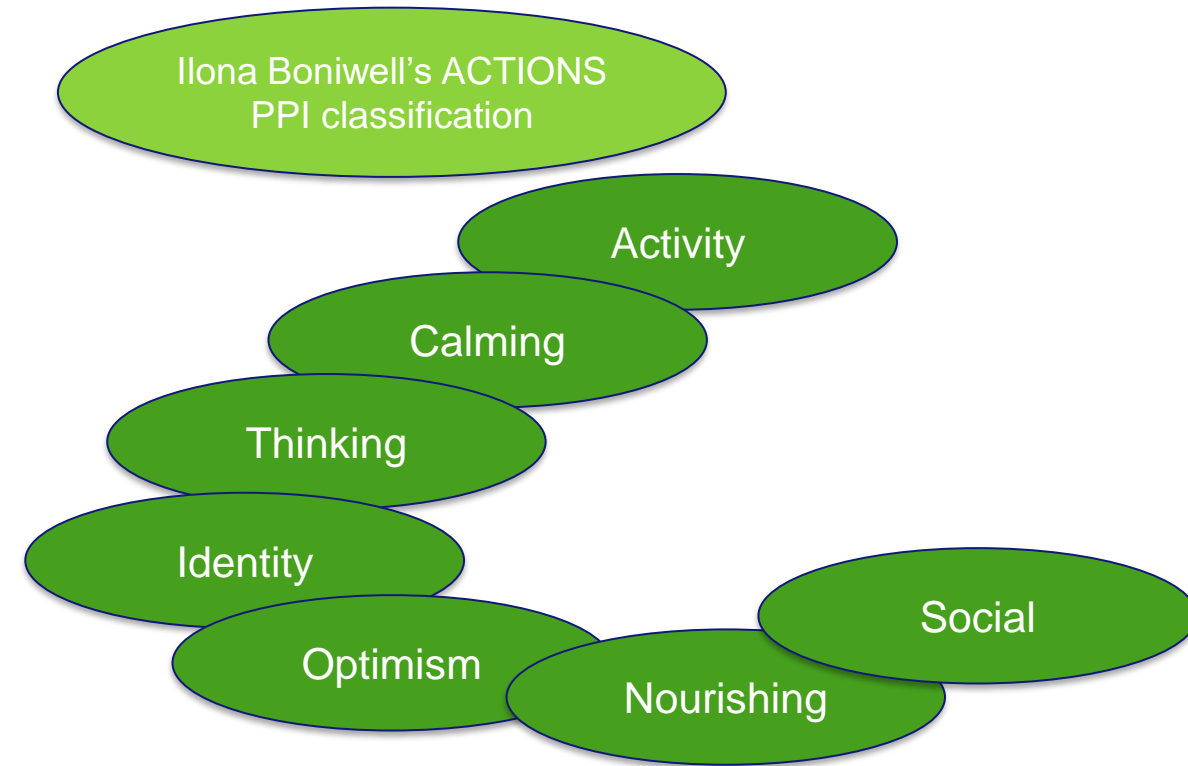
Long interventions

Short interventions

Whole school interventions

→ Published in 3 languages in 2025

	<b>Name</b>	<b>Key elements</b>
A	Activity	Movement Physical activity Indoor and outdoor sport
C	Calming	Stillness Mindfulness Nature Breathing Meditation
T	Thinking	Interventions about the past Assimilating past events or behaviours Reflecting, making sense of the past Adopting a kind attitude towards our past Acceptance of what happened Resilience
I	Identity	Character strengths Skills Values
O	Optimising	Interventions about future Fixing goals Looking positively towards the future Developing optimism Eudaimonic wellbeing
N	Nourishing	Savouring Arts and crafts Reading Taking care of ourselves Soothing
S	Social	Positive relationships (friends, family) Prosocial behaviour Teamwork Communication Enhancing social skills Developing self-compassion and kindness





## THINKING

There are two types of mindsets: growth and fixed. We can go from a fixed mindset to a growth one. Mindsets are a way to see the world, like glasses really. We all wear them. Research tells us that if you have a growth mindset, you are happier and more performant at school! First trick: when you can't do something, say to yourself that you can't do it YET. Indeed, brain changes and learns all the time! Now, try to find a new way for saying these sentences in a growth mindset way:

1. I'm not good at this
2. I give up
3. It's good enough
4. I can't make this any better
5. This is too hard
6. I made a mistake
7. My friend can do it but I cannot. I'll never be as smart.
8. I'm awesome at this!

There are two different difficulties levels to this exercise. If it's too easy (or you want to do it a second time) ask for a harder one!

Note : there is a great TEDx on "the power of yet" by Carol Dweck on Youtube! (you can find it here: [LINK](#)).

Dweck, 2006



Today's objective is to learn how to formulate effective and achievable goals using the SMART criteria, which help organize time and efforts for success in various life aspects.

Initial goal setting: Consider a goal related to academics, personal development, or a hobby. Write it down.

Refine your goal according to the SMART criteria:

*Specific:* What do you want to accomplish, and why is it important? (e.g., "I want to raise my math grade from a B to an A by the end of the semester for my college applications.")

*Measurable:* How will you measure your progress? (e.g., "I will track my test scores in math throughout the semester.")

*Achievable:* Is your goal realistic with the effort and resources available? (e.g., "I will use my school's tutoring services twice a week.")

*Relevant:* Why is this goal meaningful to you, and how does it align with your objectives? (e.g., "Improving my math grade will help maintain a strong GPA for university applications.")

*Time-bound:* What is your deadline for achieving this goal? (e.g., "I aim to achieve this by the end of the current semester.")

Write your SMART goal: Integrate all adjustments into a rewritten SMART goal, such as "I will raise my math grade from a B to an A by the end of the semester by attending tutoring sessions twice a week and completing an extra set of math problems each week, tracking my test scores to ensure consistent improvement".

Weiss et al., 2016

What are we doing?

1. A book

2. A web platform

# What we are doing...

We are developing a **PLATFORM** for teachers and people interested in PE:

- Where they can find practical materials
- Where they can upload their materials
- Where they can exchange and give/receive feedback on use of materials
- Where they can find interesting research papers

LogIn



## BENVENUTO

Tincidunt laoreet leo, adipiscing tacti tempor. Primis senectus sapien, risus donec ad fusce augue interdum.



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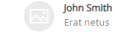
## NEWS

Curae hendrerit donec commodo hendrerit egestas tempus, turpis facilisis nostra nunc. Vestibulum dui eget ultrices.

LOREM LIBERO DONEC

### Character strenghts at kindergarten

Cras justo odio, dapibus ac facilisis in, egestas eget quam. Donec id elit non mi porta gravida at eget metus.



LOREM LIBERO DONEC

Nullam id dolor id nibh ultricies vehicula ut id elit. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Donec id elit non mi porta gravida at eget metus.



## ARTICOLI



### HEADING

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium.



### HEADING

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium.

LogIn

LogIn

### Character strenghts at kindergarten



Turnul Eiffel (în franceză La tour Eiffel) este o construcție faimoasă pe schelet de oțel din Paris ce măsoară 324 m înălțime. Turnul a devenit simbolul Franței cel mai răspândit la nivel mondial. A fost conceput de către Émile Nouguier, Maurice Koechlin și Stephen Sauvestre, angajați la Eiffel și Co. Gustave Eiffel, inițial rețineri cu privire la proiect, a devenit ulterior un mare susținător al său și a cumpărat brevetul. Turnul, care poartă numele său, este una dintre principalele destinații turistice ale Parisului și lumii, cu mai mult de 5,5 milioane de vizitatori anual. Turnul și-a primit cel de-al 200.000.000 vizitator la 28 noiembrie 2002.

Structura a fost construită între anii 1887-1889. Aceasta urma să servească drept arc de intrare la Expoziția Universală (1889) un săg mondial ce sărbătorea centenariul Revoluției franceze. A fost inaugurat la 31 martie 1889 și deschis pentru public la 6 mai. 300 de muncitori au unit 18.038 de piese de oțel puștăten) folosind două milioane și jumătate de nituri. Luând în considerare standardele de siguranță din acel moment, este remarcabil faptul că un singur muncitor a murit la construcția turnului, și anume în timpul instalării stălpilor. Utilizările originale funcționau cu ajutorul unui sistem hidraulic, pe când lifturile actuale sunt electrice. Turnul are 300 m înălțime, excluzând antena din vârf, ce mai adaugă 20 de metri, și o greutate de peste 10.000 de tone. Când a fost construit era cea mai înaltă clădire din lume. Înregistrarea turnului include utilizarea a 50 de tone de vopsea mare închis, la fiecare 7 ani.

191 | Descarcă

Write a comment

Comenta

LogIn

Lingua Tematica Scuola Classe Tag

## Heading

Curae hendrerit donec commodo hendrerit egestas tempus, turpis facilisis nostra nunc. Vestibulum dui eget ultrices.



Article

### Character strenghts at kindergarten

egestas eget quam. Donec id elit non mi porta gravida at eget metus.



Mostra



Article

### Character Strengths

>Lorem libero donec

Nullam id dolor id nibh ultricies vehicula ut id elit. Cras justo odio, dapibus ac facilisis in, egestas eget quam. Donec id elit non mi porta gravida at eget metus.



Mostra



Article

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Mostra

What are we doing?

1. A book

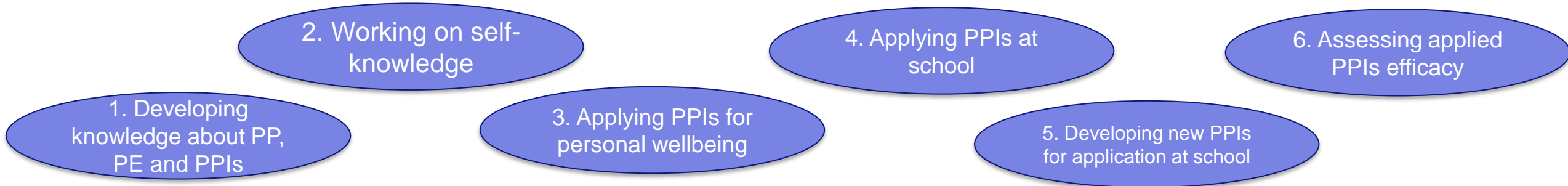
2. A web platform

3. A certificate of advanced studies

## What we are doing...

We are structuring a **Certificate of Advanced Studies** in Positive education:

- For teachers and school heads of Canton Ticino and Canton du Valais
- For researchers in education



### Reflections about Actions

A of activity: Can you think of all the activities involving movement you do to enhance your wellbeing?

C of calming: Can you think of all the calming exercises you do to enhance your wellbeing?

T of thinking: Can you think of all the thinking activities you do to enhance your wellbeing?

I for identity: Can you think of all the identities activities you do to enhance your wellbeing?

O of optimizing: Can you think of all the activities you do to enhance your optimism?

N of nourishing: Can you think of all the activities you to feel nourished?

S of social: Can you think of all the activities you do to savour?



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