

ECPP 2026 · DUBLIN · SYMPOSIUM

ACTIONS, PEAS and PoETA

*Implementing Positive Education through short, stand-alone,
flexible and evidence-based interventions*

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ACTIONS, PEAS and PoETA

Implementing Positive Education through short, stand-alone, flexible and evidence-based interventions

1

From Theory to Action *The ACTIONS Framework as a Foundation for Positive Education*

Elena Boniwell *or Ilona Lucciarini* · HEC Paris · CEO of Positran

**HEC**
PARIS**2**

Evermore Wellbeing for Teens *Evidence-Based Foundations for the PEAS Approach*

Elena Lucciarini · University of Teacher Training, Valais · University of East London

**University of
East London****HEPVS | PHVS** **3**

PEAS in Action for Schools *A book in three languages, a CAS and a platform*

Sara Benini · **Jenny Marcionetti** · SUPSI — University of Applied Sciences and Arts of Southern Switzerland

University of Applied Sciences and Arts
of Southern Switzerland**SUPSI**

Evermore Wellbeing for Teens

A scoping review of stand-alone and brief positive psychology interventions for potential use in educational settings

Elena Lucciarini

Alan Carr · Nicolas Bressoud · Ilona Boniwell · Catherine Audrin · Philippe Gay · Nicolas Burel

Published in *Educational Psychology Review* (2025) 37:63

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A dual challenge for schools

Schools offer a universal entry point for wellbeing.

Adolescent mental health crisis

Rising stress & anxiety in
WEIRD countries

(World Happiness Report, 2024)

Wellbeing ↔ Learning

Bidirectional link:
psychosocial skills support
attention, motivation and
academic performance

(Durlak et al., 2022; Ha et al., 2025)

School curricula

Teachers have to
implement
psychosocial skills
(part of their job)

(CIIP, 2021)

→ *But teachers lack time, training and evidence-based, flexible tools.*

Four barriers to classroom adoption



Time

Packed curricula leave little room for full programmes



Training

Most teachers lack access to WB training



Flexibility

Rigid scripted programmes don't fit varied classrooms



Evidence based material

Not many resources grounded in research

Frameworks like SAFE (Durlak 2011) define what to do — but not which concrete activities fit a 45-minute lesson.

The PoETA — Positive Education Toolbox

A practical, evidence-informed approach to bring brief, validated wellbeing practices into real classrooms.

- **Brief** — 5–10 minutes
- **Stand-alone** — no programme dependency
- **Evidence-based** — meta-analytically validated
- **Flexible** — teacher & student choice

Grounded in three pillars of education-based practice

(Richard et Gentaz, 2022)



Why brief, choice-based PPIs for teens?

1

Stage–Environment Fit *Eccles, 2004*

Adolescents thrive when environments match their need for autonomy, identity, and peer connection
Activities must match adolescents' need for autonomy & identity

2

Self-Determination Theory *Deci & Ryan*

Autonomy, competence, and relatedness fuel intrinsic motivation and engagement
Choice-based design fuels intrinsic motivation

3

Self-Regulated Learning *Zimmerman, 1990*

Metacognition, motivation, and strategic action drive learning success

4

Four-Phase Interest Model *Hidi & Renninger, 2006*

Brief, varied triggers can develop into sustained individual interest

From mega-analysis to classroom toolbox

Starting point: Carr et al. (2023) mega-analysis of positive psychology interventions

198

meta-analyses

4 063

studies

501 335

participants

70%

RCTs

Four-phase systematic screening:

Phase 1

Meta-analyses

198 → 18

Phase 2

PPIs screening

1472 → 147

Phase 3

Diversity & clarity

147 → 76

Phase 4

Study quality (AXIS)

→ 64

What counts as a PoETA-compatible PPI?

✓ INCLUDED

- Non-clinical / universal samples
- Brief (5–10 min) or shortenable
- Stand-alone (not part of a programme)
- No specialised expertise or equipment
- Published from 2000 onwards
- Evidence-based effectiveness

✗ EXCLUDED

- Clinical or therapeutic interventions
- Group-only or full-period activities
- Technology / app-dependent
- Requires clinical expertise
- Negative or null effects consistently
- Inaccessible full protocols

Two independent reviewers · classroom testing for borderline cases · AXIS quality appraisal for all studies

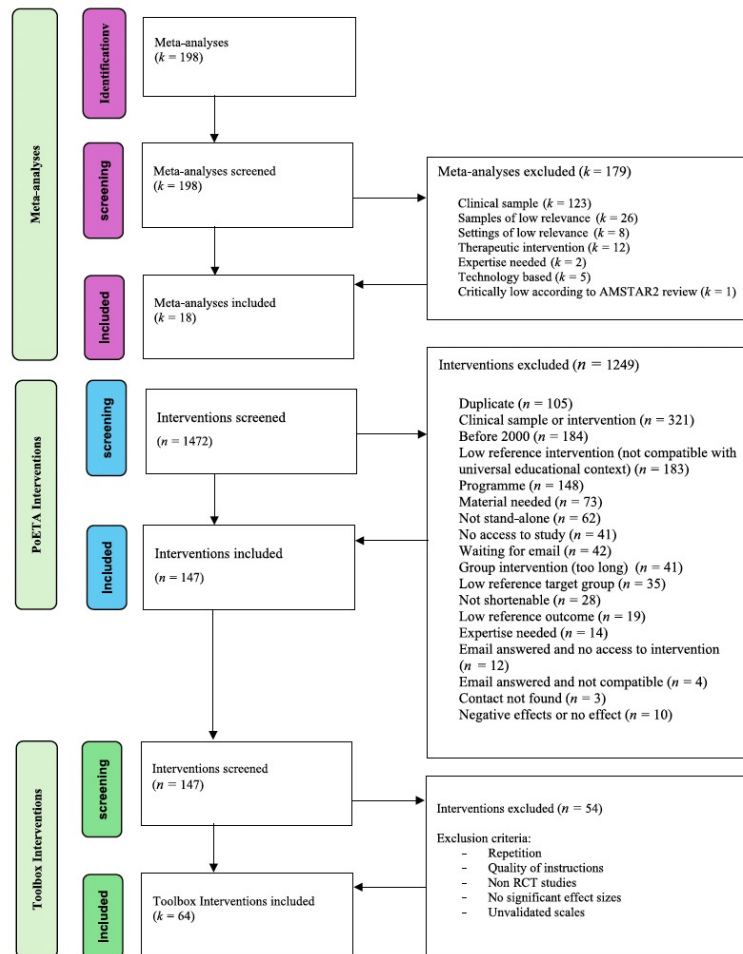


Fig. 1 Summary of methodology

64 evidence-based PPIs retained

64

brief, stand-alone
evidence-based PPIs

Diverse domains covered:

Gratitude — *List of thanks, Go further, Counting kindness...*

Best Possible Self — *Letter to myself, Tomorrow, School...*

Mindfulness & calming — *Focused breathing, Counting breaths...*

Movement — *HIIT, dance, music-based activity*

Positive reminiscence — *Pleasant memory, Childhood memory...*

Creativity & problem-solving — *Improv, riddles, Wonder, Travel...*

Humour & savouring — *Three funny things, Art of savouring...*

Adapted to teenagers · translated to French · 19 original, 43 quasi-original, 14 modified instructions

THE PROBLEM

How to organise these interventions?

60+ evidence-based practices — and no obvious way to sort them

PERMA (H)? CASEL? SEARCH? OECD? SANTE PUBLIQUE FRANCE? 3x3 ? CARR?.





Ilona Boniwell



Elena Boniwell

Active

A

Calming

C

Thinking

T

Identity

I

Optimising

O

Nourishing

N

Social

S



Wellbeing as a professional skill

ACTIONS didn't begin in a classroom. It began with the adults Ilona Boniwell trains — coaches, managers, professionals — who needed wellbeing to be a **concrete, teachable competence**, not a vague aspiration.

The same need turns out to be **exactly what schools face**: teachers want practices that work, in minutes, without special training.

“

Wellbeing as a professional competence — trainable, not aspirational.



Built on evidence, not intuition

12

meta-analyses
reviewed

60+

distinct positive
interventions

spanning

Movement & exercise

Mindfulness & calming

Gratitude

Optimism & hope

Strengths

Relationships

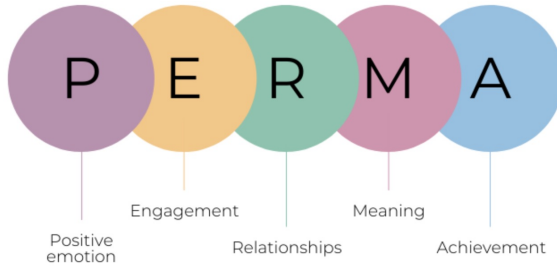
But when we tried to sort them into existing frameworks ... a problem appeared.



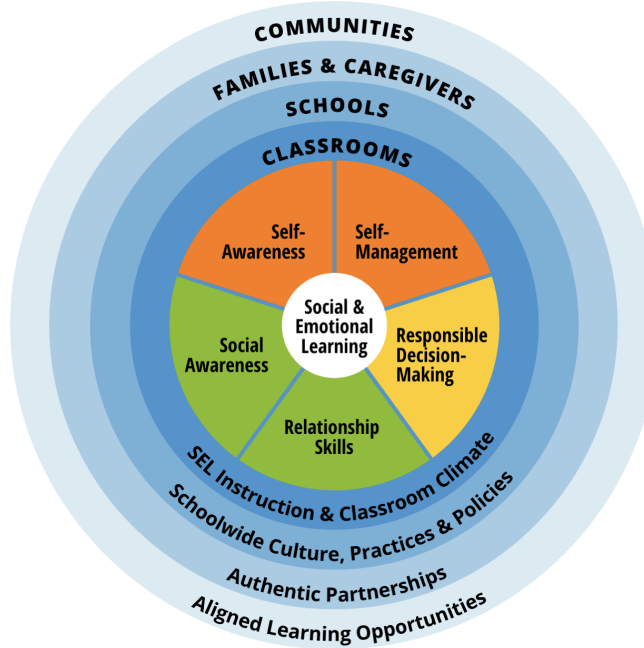
HOW DO WE ORGANISE WELLBEING?

Four leading frameworks

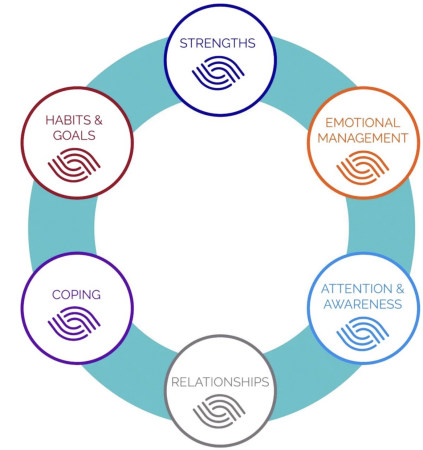
PERMA Seligman, 2011



CASEL — SEL competencies CASEL, 2020



SEARCH Waters & Loton, 2019



OECD Learning Compass 2030 OECD, 2019



All describe *what flourishing looks like* — none tells you *what to do*.

None of them has a drawer for the body

8 / 12

of the meta-analyses are movement- or body-based

Walking

Physical exercise

Yoga

Dance

Massage

Tai Chi

Aerobic exercise

Where does “*do tai chi*” go in PERMA?

Nowhere.

*These frameworks are maps of outcomes
— not taxonomies of what to do.*



ACTIONS — built from what people do



Active



Calming



Thinking



Identity



Optimising



Nourishing



Social

A energy, movement & physical activity

C mindfulness & meditation

T working through & integrating past events

I personal strengths & sense of self

Boniwell, 2012; 2017

O goals, the future & self-improvement

N self-soothing, pleasure & self-care

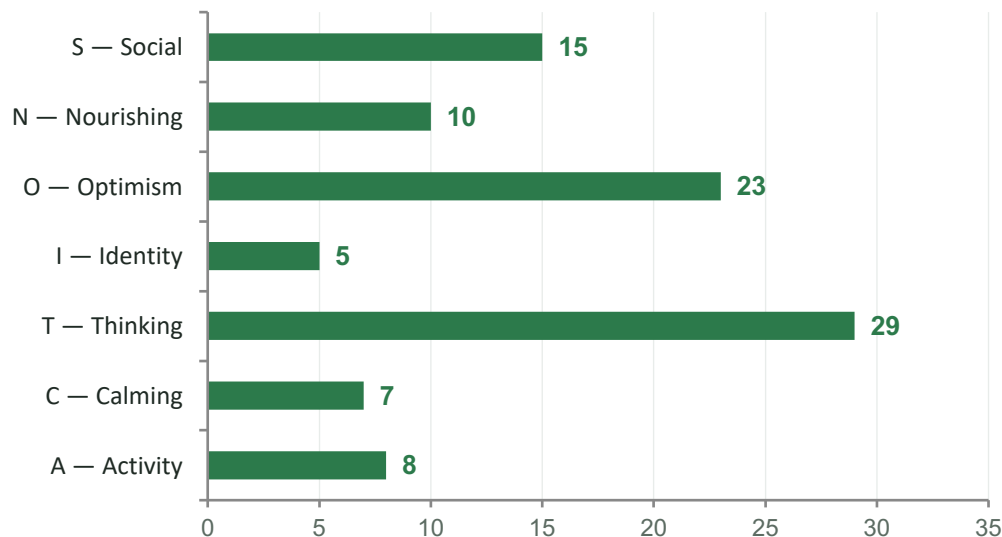
S building & maintaining positive relationships

***Activity** & **Calming** finally give the body a home.*



The ACTIONS framework (Boniwell, 2017)

Selected over SEARCH, 3x3 Matrix, and Carr et al.'s typology for its granularity and educational fit



Why ACTIONS?

Granular vocabulary

Teachers can match an activity to a specific classroom need

Movement included

Captures physical activity, unlike SEARCH

Practical & flexible

Easier to navigate in fast-paced classrooms



Two contributions to the field

1

A curated toolbox

64 brief, evidence-based PPIs, each supported by a meta-analysis AND quality-rated individual studies. Adapted for teenagers and ready to test in classrooms.

2

A theoretical framework

PoETA complements CASEL and other SEL frameworks by tackling implementation barriers: time, training, and flexibility — while respecting teacher and student agency.

The toolbox is a starting point

Honest caveats before scaling up

Adolescent evidence is thin

Many source studies were conducted with adults

Real risks exist

MYRIAD, AWARE trials and Britton et al. (2021) show mindfulness interventions can backfire

Long-term effects under-explored

Heterogeneous follow-up periods across studies

Teacher-led delivery untested

Most were led by trained practitioners or researchers

Mostly WEIRD samples

Cultural adaptation and validation still needed

Choice overload

64 options may overwhelm — refinement to ~50 planned

Two studies already on the way

UNDER REVIEW

Child & Adolescent Mental Health · Pilot, n = 137 (Swiss teens 16–19)

Shaking off one-size-fits-all

Baseline anxiety as a moderator of school-based wellbeing interventions

Higher baseline anxiety → greater gains in emotional awareness

→ a **linear mixed-effects model** with random intercepts for student and class, testing a Time × Group × Anxiety interaction. $\beta = .308$, $p = .036$ — a moderate, significant effect

→ A vantage-sensitivity pattern in a naturalistic school setting

→ Differential responsiveness as a function of baseline anxiety

IN PREPARATION

Waiting-list controlled · n ≈ 900 · 150 teachers trained — Joined display

Replicating the pilot at scale

Quant (SPANE · psychosocial skills · sensory processing sensitivity)

Qual (19 teacher interviews + journal logs) — joined-display mixed methods

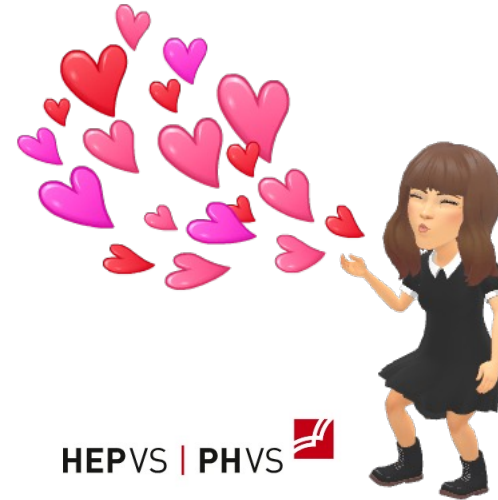
TAKE-HOME

Brief, evidence-based

PPIs can fit the classroom

*— and may fit especially well
for the most vulnerable
students.*

**Thank you
Go raibh
maith agat**



PEAS: Positive Education Actions in School

SUPSI

HEPVS | PHVS
Haute école pédagogique du Valais
Pädagogische Hochschule Wallis



HEC
PARIS



Symposium: Implementing
Positive Education through short,
stand-alone, flexible and
evidence-based interventions

Sara Benini
Prof. Jenny Marcionetti

2 July 2026
ECPP Dublin



ECPP 2026

European Conference on Positive Psychology



PEAS

Positive Education
Actions in School

Why the PEAS project?

A growing body of research shows that:

- well-being can be learned and developed
- well-being matters in school
- student well-being is strongly related to learning and achievement
- schools are a key context for developing well-being skills.

Today's teachers are expected to promote psychosocial competences; however, they often lack:

- adequate training,
- practical teaching guidelines,
- Evidence-based and ready-to-use materials,
- and appropriate assessment tools.

**It is not enough to know
what works; we also
need to understand
how to make it work in
specific contexts.**

SOME BRIDGING STRATEGIES...

(Bambara, 2012; Barwick, 2016; Farmer et al., 2023, Lucciarini et al., 2025;
Shankland, 2017, Slavin, 2004, Waters, 2011)



Tailored and age-appropriate
content



Engaging activities



Frequent sessions



Clear implementation strategies



Leadership and peer support



Training and continuous
professional learning

The PEAS project

Key features



International collaboration between :

SUPSI DEA/ASP

Sara Benini

Prof. Jenny Marcionetti

HEP Valais

Elena Lucciarini

HEC Paris

Prof. Ilona Boniwell



PEAS - Positive education actions in school

Combines

- Evidence-based, ready-to-use, context-sensitive materials
- Structured professional training
- Ongoing implementation support
- Collaborative professional communities

Includes

- Teacher handbook (E/I/F)
- Teacher training program (CAS)
- Interactive online platform

Teacher handbook

Key features

PEAS

Positive Education Actions
in Schools. An evidence-based toolkit
for classroom wellbeing
and psychosocial development

Elena Lucciarini,
Sara Benini,
Jenny Marcionetti



Teacher handbook

Key features

- Forward by Prof. Ilona Boniwell
- Scientific rigor, theoretical introduction
- Clear and accessible language
- «take action» activities for teachers
- approximately 10 brief classroom activities for each ACTIONS dimension
 - practical, brief, evidence-based activities suitable for everyday teaching

1 Positive Psychology

"The brain is like Velcro for negative experiences and Teflon for positives ones."
(Hanson, 2020)

Before diving into the practical part of this book, it is mended that you read the following paragraphs. They describe the main theoretical foundations of the interventions presented in the book, and therefore activities confidently to your class and to all stakeholders. Theoretical knowledge is essential and has had a massive teaching, which is why it is very important for us to stress in fact, we believe that it is the key to the whole book.

We have a negativity bias (and loads of other things) noticed that during the lesson we often watch the kids behave the way we expect? Or that the one mistake or immediately jumps to our attention? Or when someone backs back, we only remember the negative elements? It's

Take action 8 Happiness

As we've seen, happiness is many things. Above, we shared with you only a limited number of happiness models. Just to give you an idea... Michel Hansenne found 99 different scales to measure it (Hansenne, 2021)! So, just like in cooking, everyone has their own personal recipe for happiness—their favourite ingredients, their little secrets. Try imagining yours here...

How to do it

Write your own recipe for happiness as if you were a real chef.

Here's an example (kindly provided by Elena Lucciarini), just to show you the activity:

Basic ingredients (essential) for an optimal week:

At least 7 hours of restorative sleep per night (otherwise I'm a grumpy zombie)

Lots of authentic connections (a real exchange with students, colleagues, teammates, or someone dear to me)

4 The ACTIONS | 117

Biofeedback (2–5 min)

Wellbeing outcome

- Anxiety
 - Stress
- (Lehrer et al., 2020)

Materials

Nothing or an app for biofeedback (example: Petit BamBou or Breathly)

Instructions

Biofeedback helps regulate heart rhythm through calm, regular breathing. This practice improves attention, reduces stress, and promotes a rapid state of relaxation, even after just a few minutes. The exercise consists of guiding students to breathe in and out while following a rhythm.

Instructions for the students

- Ask students to inhale while counting to 4, then exhale while counting to 6.
- Invite them to repeat a simple, positive phrase silently (e.g. "I feel calm" or "I can do this").

Instructions for younger students

- Turn the exercise into an imaginative game: "Breathe in as if you were inflating a balloon... then breathe out slowly to deflate it."
- Invite them to imagine blowing on a candle without blowing it out.
- Use a visual object (a feather, a pinwheel, a soap bubble) to make the breathing more concrete.

PEAS

Positive Education Actions
in Schools. An evidence-based toolkit
for classroom wellbeing
and psychosocial development

Elena Lucciarini,
Sara Benini,
Jenny Marcionetti



education sciences



Certificate of advanced studies (CAS)

Key features

SUPSI
Formazione continua

Advanced studies

Relazioni e competenze personali del docen

CAS Educazione positiva

Domanda di ammissione

Scopri di più



Structure

- 2 years, 13 ECTS
- Starts Sept. 2026
- For teachers and education professionals
- The program includes theory, practice aligned with ACTIONS framework, and professional implementation

Participants...

- deepen knowledge,
- design interventions,
- collaborate,
- test practices,
- and receive coaching.

SUPSI

Formazione continua

[Homepage](#)

[Catalogo corsi](#)

[Agenda](#)

[Su misura](#)

[Approfondimenti](#)

Advanced studies

Relazioni e competenze personali del docente

CAS Educazione positiva

Domanda di ammissione



Scopri di più



Online platform

Key features

https://www.positive-education.ch

Positran - Tr...

PEAS - Home

Google



PEAS

HOME

BENVENUTI

PROGETTO

CONDIVIDI E SCOPRI MATERIALI DI EDUCAZIONE POSITIVA

Insegnanti che condividono esperienze, risorse e strumenti per crescere insieme.

Scopri i materiali

Unisciti alla community

SHARE AND DISCOVER RESOURCES FOR POSITIVE EDUCATION

Teachers sharing experiences, tools, and resources to grow together.

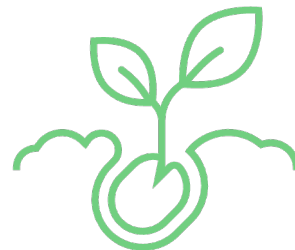
[Discover resources](#)[Join the community](#)

**A dynamic
professional
learning
environment
supporting
continuous growth
and collaboration**



PROVIDES ACCESS TO

teaching resources
implementation tools
assessment
instruments
updated materials



IT ALSO SUPPORTS

collaboration among
educators
exchange of classroom
experiences
reflective practice
continuous professional
development

Explore and share resources

[+ Share my resource](#) **it** • Thinking

Ti ascolto

Primary school • 5 H

L'attività permette di allenare concretamente l'ascolto attivo e le competenze...

 **Alessia Meoli**
6 months ago **it** • Optimism

La felicità ieri, oggi e domani

Primary school • 5 H

L'attività permette dapprima di definire con bambine e bambini che cosa sia la felicità e in...

 **Alessia Meoli**
6 months ago **it** • Thinking

Diario della gratitudine

Middle school

Un piccolo diario per coltivare la gratitudine, uno strumento che ci aiuta a spostare...

 **Marina Pettignano**
7 months ago**it** • Identity

Introdurre i PFC tramite la lettura di un albo illustrato alla scuola elementare

Primary school • 4 H

Lettura e discussione dell'albo I cinque malfatti per introdurre il tema dell'unicità personale e...

 **sara pironaci**
3 weeks ago**it** • Identity

Il mio Dream Team

Primary school • 7 H

L'attività "Dream Team" invita ogni allievo e allieva a scegliere tre persone o personaggi...

 **Jenny Marcionetti**
6 months ago**it** • Identity

I punti di forza del carattere ci aiutano!

Primary school

Questa attività permette

it • Identity

Memory dei punti di forza del carattere

Primary school

In questa attività le carte

it • Identity

Conosciamoci con le carte dei punti di forza del carattere

Middle school

it • Social

Ascolto attivo e risposta empatica

Secondary II • 8 H

L'ascolto attivo e la

it • Social

Un messaggio gentile

Primary school • 8 H

Scrivere messaggi gentili fa bene a chi li riceve, ma

From evidence to practice: key takeaways

To make well-being a universal educational goal, we need:

- guiding frameworks (e.g. ACTIONS),
- solid empirical evidence (e.g. PoETA),
- and systems that support implementation in everyday practice (e.g. PEAS).



Moving from evidence to practice means designing not only interventions, but supportive systems that allow them to live and grow in real classrooms!



PEAS

Positive Education
Actions in School

Thank you!

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