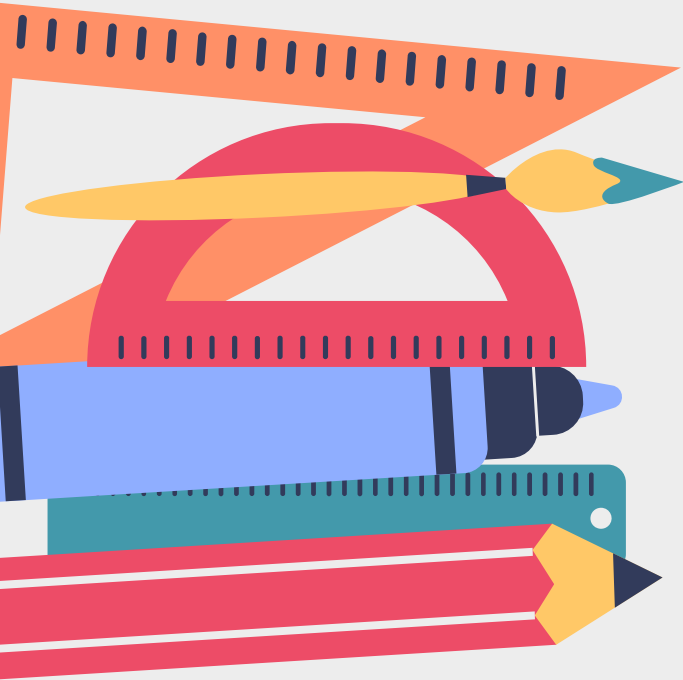


Proff. G. Cacioppo - C. La Rocca



CHEERFUL CLASSROOM: Joy in learning

Porto (*Portugal*)

3-7 November 2025



The Science of Positivity in Learning



The neuroscience of positive emotions and their influence in cognition and memory.



Understanding the “broaden-and-build” theory: how positivity expands learning potential.



The physiological effects of stress vs. optimism in educational settings

Insights

Support

Negative emotions reduce attention

Positive emotions impact life

Negative emotions narrow down perspective

Positive emotions can undo effects of negative emotions

Positive emotions increase levels of dopamine in the brain

Positive meaning - emotion

Resilience - Bouncing back

The broaden and build theory by Barbara Fredrickson



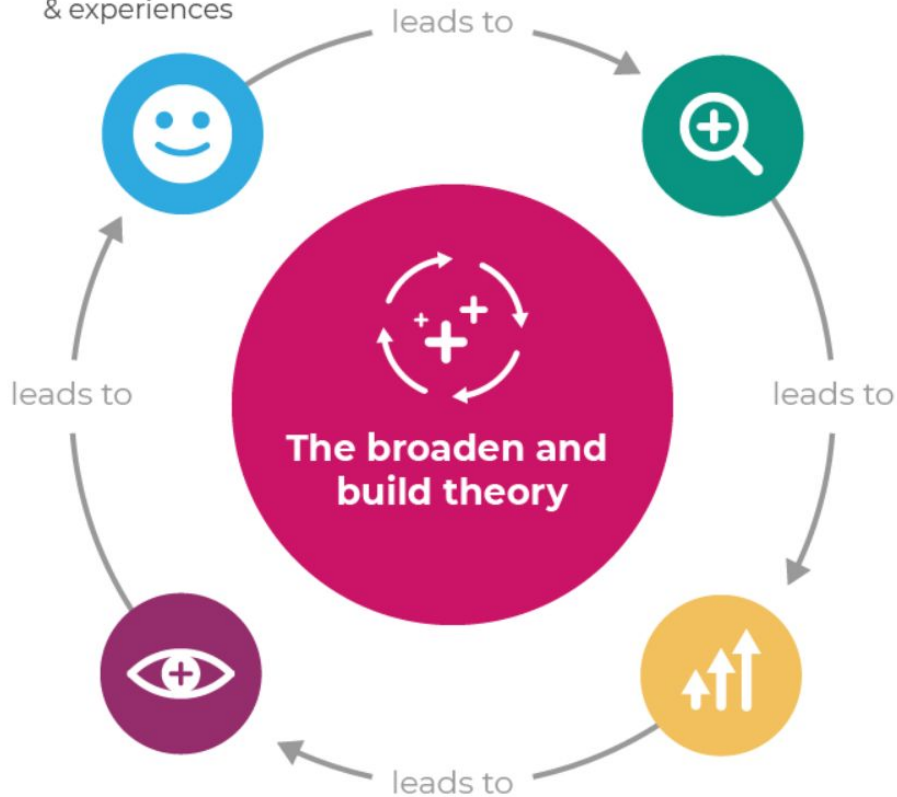
Positive emotions

Love, joy, new thoughts
& experiences



Discoveries

New ideas & friendships



leads to

leads to

leads to

leads to

Positive outlook

On ourselves & the world

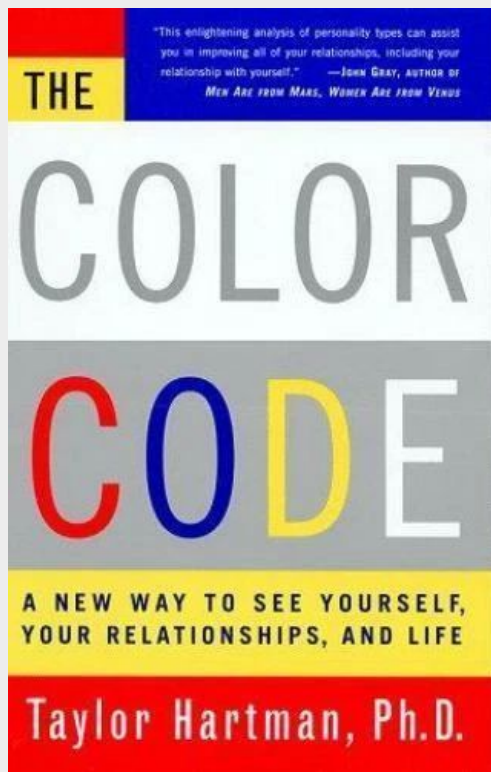


Development

Physical, mental & social



THE COLOR CODE PERSONALITY TEST



https://www.colorcode.com/choose_personality_test/

The Color Code Personality Test is known for being one of the most accurate and comprehensive personality tests.

It shows not only what you do, but why you do it, allowing you to get much deeper and more useful insights.

THE COLOR CODE PERSONALITY TEST

CHEERFUL CLASSROOM: JOY IN LEARNING



Color Code Personality Test

Mark the letter that corresponds with how you would describe yourself:

- | | |
|---|---|
| 1. a. opinionated
b. nurturing
c. inventive
d. outgoing | 10. a. critical of others
b. overly sensitive
c. shy
d. obnoxious |
| 2. a. power-oriented
b. perfectionist
c. indecisive
d. self-centered | 11. a. determined
b. detail conscious
c. a good listener
d. a party person |
| 3. a. dominant
b. sympathetic
c. tolerant
d. enthusiastic | 12. a. demanding
b. unforgiving
c. unmotivated
d. vain |
| 4. a. self-serving
b. suspicious
c. unsure
d. naïve | 13. a. responsible
b. idealistic
c. considerate
d. happy |
| 5. a. decisive
b. loyal
c. contented
d. playful | 14. a. impatient
b. moody
c. passive
d. impulsive |
| 6. a. arrogant
b. worry prone
c. silently stubborn
d. flighty | 15. a. strong-willed
b. respectful
c. patient
d. fun-loving |
| 7. a. assertive
b. reliable
c. kind
d. sociable | 16. a. argumentative
b. unrealistic
c. directionless
d. an interrupter |
| 8. a. bossy
b. self-critical
c. reluctant
d. a teaser | 17. a. independent
b. dependable
c. even-tempered
d. trusting |
| 9. a. action-oriented
b. analytical
c. easygoing
d. carefree | 18. a. aggressive
b. frequently depressed
c. ambivalent
d. forgetful |

Adapted from *The Color Code* by Taylor Hartman

Let's start taking the test with the students

Answer all the questions quickly.
Choose the first option that comes
to your mind.
Don't think too much about your
answers.

Then let's talk about the results.

Color group - Getting to know ourselves - and others - better

Join classmates who have the same color as you.

Discuss how you identify yourselves with the descriptions.

Prepare together a poster to share with the rest of the class the most important traits from your color, so they can better understand you.



Emotional Literacy and Daily Positive Practices



Emotional awareness and regulation strategies for teachers and students



Designing morning rituals and emotional check-ins to set a positive tone



Techniques for cultivating gratitude, empathy, and optimism in the school day

Reading and sharing time

Each group will receive a short articles to read, then discuss and share the main ideas with the rest of the class.



How to Build a Positive Classroom Environment

Maintaining a positive mindset in the classroom

December 30, 2021 Digital Marketing

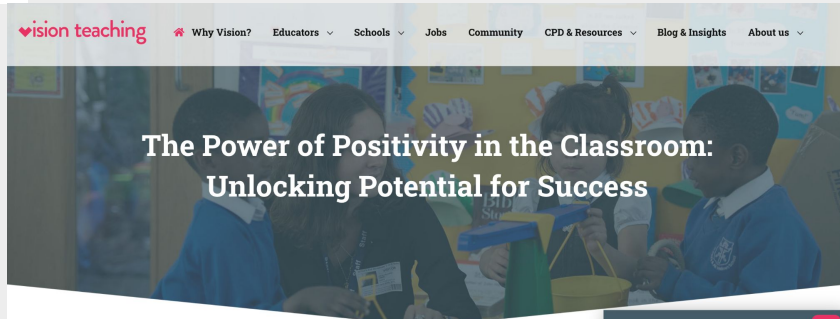


NEW TEACHERS Modeling Emotional Regulation to Support Students' Growth

Teachers and school leaders can demonstrate valuable social and emotional learning skills through their actions.

By Matt Pitman

March 21, 2025



EMOTIONAL LITERACY STRATEGIES

Some ideas teachers are sharing
in those videos:

<https://www.youtube.com/watch?v=CU11dW8UfbE&t=102s>

<https://www.youtube.com/watch?v=UnNU-CMYhXw>

<https://www.youtube.com/watch?v=WulfFmDQctI>



EMOTIONAL LITERACY STRATEGIES

Empathy

<https://www.youtube.com/watch?v=FBUBPbwqVIs&list=PL060xPCz9j-VJx7vlwrly2h3qpgiq63F5>

<https://www.youtube.com/watch?v=w13LC6DLMn8>

<https://www.youtube.com/watch?v=GDDS0v0Df7U>

<https://www.youtube.com/watch?v=T9j6rQ4rtQY>



Playfulness, Humor, and Creativity in Learning



The educational role of humor and play in engagement and retention



Creativity boosters for both students and teachers



Designing joyful lessons for my classroom

THE UNESCO 2024 REPORT



Why the world needs happy schools: Global report on happiness in and for learning

This report presents the UNESCO global Happy Schools framework consisting of 4 pillars – people, process, place and principles – and 12 high-level criteria to guide the transformation of learning.

<https://www.unesco.org/en/articles/why-world-needs-happy-schools-global-report-happiness-and-le>

THE UNESCO 2024 REPORT

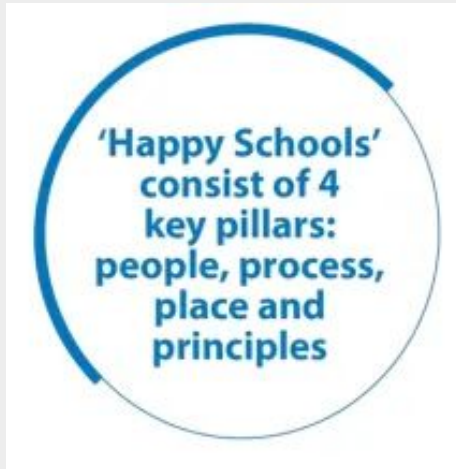


Figure 1. The global Happy Schools framework.



Source: Based on UNESCO (2018).

WHY



OLS

TEAM READINGS

TEACHING STRATEGIES

Laughter and Learning: Humor Boosts Retention

Humor activates the brain's dopamine reward system, stimulating goal-oriented motivation and long-term memory, which means that humor can improve retention in students of all ages.

By Sarah Henderson

March 31, 2015



Does Humor Keep Students Engaged?



The Vital Role of Humor in Education

Leave a Comment / Faculty Development / By Chandru B

https://www.edutopia.org/blog/laughter-learning-humor-boosts-retention-sarah-henderson?qt-edu_blog_popular_sidebar=0

<https://elearningindustry.com/does-humor-keep-students-engaged>

<https://ascenttransformation.in/the-vital-role-of-humor-in-education/>

Building a Positive Classroom Culture



Conflict prevention through empathy and positive communication.



Designing a lesson plan for your classroom.



Designing a personal plan for implementing joy in your classroom.

POSITIVE EDUCATION IN SCHOOLS



GAMIFYING YOUR CLASSROOM

Leaderboard

<https://www.youtube.com/watch?v=RWEvjhw5rCA>

Gamification to reduce stress and anxiety

<https://www.youtube.com/watch?v=Fz1Ph-1fc1E>

GAMIFYING YOUR CLASSROOM



ClassDojo



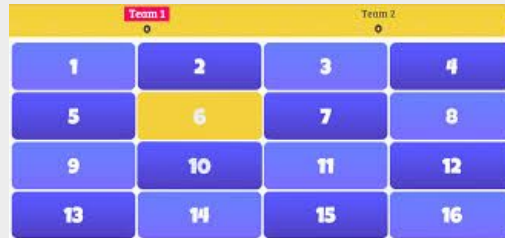
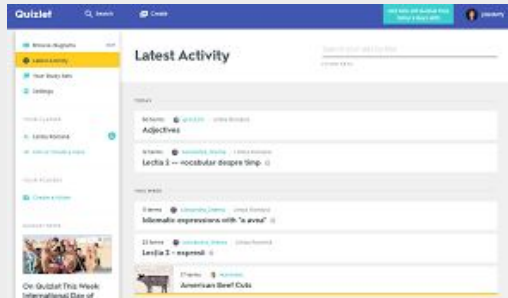
Kahoot!



Wordwall



GAMIFYING YOUR CLASSROOM



Resources

Brain breaks for High Schoolers:

<https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers/>

Brain breaks teens will love

<https://www.youtube.com/watch?v=HBjMEVbnZ4E>

Using individual whiteboards

<https://www.youtube.com/watch?v=2JDRXpvajJw>

Brain breaks for Elementary students

<https://www.youtube.com/watch?v=rx1AtWIUvEw>

Resources

Whole brain teaching samples

<https://www.youtube.com/watch?v=g6NmegdUK-I>

<https://www.youtube.com/watch?v=v1k9wBMOSwg>

<https://www.youtube.com/watch?v=eBeWEgvGm2Y&list=PLF1DCD38BF8902185>





ATTACHMENTS

How to Build a Positive Classroom Environment

A healthy, successful school community has as its foundation a culture of positivity. This positivity is part of every interaction within the school, from teachers to students to support staff to parents. Schoolwide, building a positive culture begins at the classroom level. While your schoolwide matrix typically spells out what positive behavior looks like in a variety of settings, developing a positive mindset is part of social and emotional learning. But how do you build a positive classroom environment?

The Basics of Positivity

The term “positivity” can be a loaded concept. Thanks to popular culture, people expect to see positivity expressed as a sunny attitude and an innocent, simplistic view of life. While there is certainly room for happiness and cheer within a positive culture, it’s important to realize that positivity can exist even when times are tough.

Positivity is the foundation for optimism, which can manifest as reduced stress, greater resilience, better problem-solving skills, and higher levels of achievement. Positive, optimistic individuals often have greater motivation to work through challenges, both in the classroom and in life.

Development of a positive environment, both in the classroom and schoolwide, enables teachers and students alike to progress through challenging times.

Creating a Positive Classroom Environment

A classroom community thrives on the interactions between teacher and students, and it’s up to the teacher to set the tone. Shifting your perspective toward the positive can go a long way toward changing the classroom atmosphere. Change how you see your classroom when you:

Actively seek the positive – Most of us understand what it feels like to have our faults on display. For students, the learning process is filled with mistakes and hurdles. Be careful not to let the successes be overshadowed by the failures. There is a fine line between coaching and constant criticism. Focusing on the positive actions and abilities that students possess makes you a cheerleader.

Observe and Apply– Often, behavior is not an indicator of ability. Even your most challenging students have talents that don’t show up as academic success. Watch your students carefully to learn what excites them, what they can do well, and what makes them tick. Find ways to connect these strengths and talents to academics. Give them opportunities to develop their leadership abilities. Assign them classroom jobs to give them a sense of purpose.

Provide Accommodations – Each student has strengths and challenges, and for those with learning differences, an IEP [individualized educational plan] or 504 plan can help to level the playing field. For these students and many others, using assistive technology can boost skills and learning. Even something as simple as accepting printed or typed work instead of requiring cursive can build confidence and put a positive focus on what a student can do.

Teachers can have profound influence on classroom dynamics, and the way they view their students can make all the difference. But increasing positivity in the classroom is not the sole responsibility of the teacher. Students need to learn how to develop a positive mindset, as well.

Giving Students the Tools for Positivity

Just like you create lesson plans for academics, you can teach students actions and activities that foster resilience and well-being. Once they move on from your classroom, they will have the skills and abilities to continue their academic journey with confidence. Help your students get in touch with positivity by:

• Journaling

Student journals have been a mainstay in classrooms for many years. In addition to helping students to learn to organize ideas and develop writing skills, journaling has numerous benefits. Students who journal can use this activity to set goals, work through emotions, and reflect on their progress. As a non-graded activity, journals are free from academic pressure and enable teachers to identify students who need additional help.

• Exercise

A restless classroom is a classroom that is ripe for negative behavior. With the number of minutes devoted to recess and physical activity in schools dwindling, incorporating exercise can be a big boost to student well-being. Students can use exercise to calm anxiety before a test, blow off steam, and release pent-up energy. The physical release and mood boost that exercise provides enables students to view challenges in a more positive light.

• Mindfulness

Learning to be present in the moment is a valuable skill that can benefit students throughout their lives. A mindfulness or meditation practice, introduced at the beginning of a class or prior to any sort of transition can help students to focus. Mindfulness exercises can improve emotional regulation, enable students to manage stress and anxiety, and lead to the development of a positive outlook.

• Random Acts of Kindness

Few things in this world are more satisfying than doing something nice for someone else, just because. Generosity without expectation of reciprocation can help build feelings of positivity for both the giver and the receiver. There are plenty of ways to encourage students of all ages to practice random acts of kindness. It might take a little bit of guidance on your part to get them started, but once your students get a taste of the positivity that comes with being kind, acts of kindness will come unprompted.

PBIS and Positivity

It's important to realize, however, that positivity is not simply a rosy view of every situation, nor is it a means to gloss over serious issues. Instead, positivity is a tool for dealing with issues in a productive manner.

Building a positive classroom environment should include plenty of positive reinforcement. In fact, positive interactions should outnumber negative ones by a ratio of 4:1.

A PBIS initiative enables educators to change the focus of their classroom and concentrate on expectations instead of rules. The natural result of this is increased positivity in the classroom and beyond. For schools using PBIS Rewards, extending recognition beyond the classroom is simple. Staff throughout the school can acknowledge positive behavior and award points to any student, anywhere.

<https://www.pbisrewards.com/blog/build-a-positive-classroom-environment/>

Unleashing the Power of Positivity in Your School

Enhance your practical optimism through focusing on the upside, gratitude, small acts of kindness, emotional mindfulness, brain and body exercise, and positive surroundings.

By Donna Wilson and Marcus Conyers - September 30, 2015

A positive community of educators within a school has a powerful effect on the students who learn there. Individually, teachers contribute to that positive environment by exhibiting and modeling an optimistic outlook and can-do attitude. An understanding of the role that emotions play in learning can lay the foundation for positive and productive interactions with students, colleagues, administrators, and parents. As neuroscientist Richard Davidson explains in his book *The Emotional Life of Your Brain*, "Emotion works with cognition in an integrated and seamless way to enable us to navigate the world of relationships, work, and spiritual growth."

Enhancing Your Practical Optimism

In a previous post, we explored the benefits of teaching students to adopt an attitude of practical optimism as they learn. This outlook is also key for educators in our professional practice. The concept of practical optimism combines the commitment to plan and execute the steps needed to achieve one's goals with a positive outlook that success is possible. A variety of strategies may be useful in enhancing your practical optimism, in sharing this approach with colleagues, and in encouraging students to persist in the sometimes hard work required for learning.

Stay focused on the "upside."

This is possible when you commit to actions and emotions that are useful and positive. A negative attitude is neither. Attend to the completion of tasks that help solve problems and move you closer to accomplishing your goals. Celebrate each small achievement along the way. And especially when your emotional batteries need recharging, choose to spend time with people, in places, and in activities that make you feel happy, refreshed, and rejuvenated.

Express gratitude.

Saying thank you is not just good manners but also offers a path to better emotional health and stronger collegial relationships. Professors at the University of California - Berkeley's Greater Good Science Center share a growing body of research that expressing sincere gratitude:

- Lessens feelings of social isolation
- Increases joy and optimism
- Enhances acting with more generosity and compassion
- Improves physical health

Consciously recognizing all of the people and interactions that you appreciate and expressing those feelings can boost your mood and pass that positivity along to others.

Regularly commit small acts of kindness.

Lending a hand to an overworked colleague, paying a specific and heartfelt compliment, bringing vegetables from your garden to share -- all of these are examples of charitable actions that spread the wealth of positivity. Acts of kindness lift the recipients' spirits and have the boomerang effect of enhancing your own feelings of well-being and positivity. In a study where participants were asked to reflect on their feelings after engaging in acts of kindness, many people reported feeling happier and more content.

Be mindful of your emotional state.

Researchers recently enrolled thousands of participants in a study via their cellphones and checked in with them at random moments about their thoughts and feelings. The surprising conclusion of the study was that when people allow their minds to wander, they tend to drift toward worries and negative thoughts. To avoid that pessimistic default, notice when you are feeling gloomy and consciously redirect your thoughts into more positive territory. Instead of cycling through everything that might go wrong, stay focused on what you love about teaching and what you can do to improve the learning environment in your school and classroom.

Give your brain and body a positive workout.

A brisk walk over the lunch hour and a regular exercise routine before and/or after the school day can relieve stress and provide health benefits and a refreshing endorphin boost.

Infuse positive feelings into your surroundings.

Arrange your classroom to take advantage of a pleasant view. Make sure that you get outside regularly for some fresh air. Avoid joining negative conversations about your school, administrators, colleagues, students, or parents.

A Deliberate Effort

These kinds of everyday activities can improve your outlook about yourself and your abilities, which can help motivate you and fuel continued progress toward the attainment of your personal and professional goals.

Incorporate these strategies into your routine for one week, and then reflect on what changes you notice in your outlook, attitude, and interactions with others. In our own experience of employing these ideas, we find that we enjoy more positive emotions and a higher sense of purpose and productivity. Much like developing the skills and knowledge that you need to advance as a teacher, becoming more optimistic entails deliberate effort. And as with maintaining other competencies, sustaining a positive outlook may require a *practical maintenance routine* of being mindful about the good things in life, in you, in your work, and in students, colleagues, and administrators.

<https://www.edutopia.org/blog/unleashing-power-positivity-your-school-donna-wilson-marcus-conyers>

Maintaining a positive mindset in the classroom

December 30, 2021 Digital Marketing

Positive thinking is crucial in the development of brilliant minds, healthy bodies, and happy children. A student's optimism might suffer as a result of the stress of **tests, quizzes, schoolwork, sports, extracurriculars**, other pupils, or some kind of family issues. These elements influence a student's physical and emotional wellbeing. It's a stressful thing, but a positive attitude can be learned and maintained. The benefits of staying positive are numerous. Positive reinforcement is a step in increasing a learner's possibilities of delight as well as brilliance, from improving memorization to assisting a student in reaching his goals. The following tactics can be considered to instill positivity in the classrooms and beyond.

A shot of positivity

School is sometimes perceived as only a place to keep a kid, focused on education, but this doesn't hold any truth. A school gives children the opportunity to become responsible and, most importantly, optimistic individuals. Teachers do not deal with machines rather; they deal with dynamic children who deserve nothing less than the best from their teachers. A child-centered educational curriculum with an emphasis on student well-being is necessary. **NSN Group of Schools** provides a comprehensive education that considers a child's holistic growth. NSN Schools strives to establish serenity and a compassionate atmosphere as well as foster healthy competition in children that leads to personal and organizational progress. NSN Chromepet and NSN Chitlapakkam both attempt to build an inner connection via contemplation to experience a happy and positive self in a learning realm.

Mistakes are the stepping stones

It is necessary to learn from the failures in order to have a good perspective. There is a great significance in making errors. The students must be taught that mistakes will help for development and advancement rather than fretting them for always failing. When a kid answers a question erroneously, instead of being negative, acknowledge their error and consider what went awry and how that can be prevented from happening again in the future. NSN Chromepet is one of the **best schools in Chennai** basks in the success of being one of the best CBSE schools in Chennai. The method of teaching here corresponds to the method of learning. Here, a child is made to acknowledge his mistakes in a convenient way rather than pressurizing a kid to quit making errors and be flawless. A perfect person is not the one who never fails, but one who realizes his mistakes learns from them, and moves on.

Laughing is the healing herb

Humour is a powerful technique for maintaining a healthy atmosphere in the classroom. When there is a dash of laughter in the classroom, dull faces will be quickly converted to interested learners. A teacher can be firm but need not be frightening. Firmness is normal and generally valued by the learner, but frightening signifies that fear is causing a gap between a teacher and the student. A child must be allowed to develop, where they feel free to speak out, contribute, and are encouraged to be the best they can be. The NSN Group of Schools has a devoted group of professional educators that do an excellent job and make the classrooms a joyful place to study.

Stress-less, learn more

When a child is stressed or worried, it is tough to keep a pleasant attitude in the classroom. Stress can impair the mind's capacity to engage in the process of learning new information. The most effective method to manage stress is to teach students to perceive new situations as exciting and not worrisome and that will provide the students with a sense of accomplishment. The specialty of the **NSN Group of schools** is that no matter how tough the syllabus might be, learning is never going to be stressful and worrisome and that is the reason it has been tagged among the top schools of Chromepet. A stress-free environment helps the kid to grasp more knowledge.

Positivity around is positivity within

A positive attitude in the classroom is very important and the surroundings contribute to that.. Removing a negative outlook from a student's life might result in a plethora of positive outcomes. Children must be surrounded by forward-thinking classmates, motivating teachers, soothing extracurricular activities, nice books, and a playground in order to maintain a positive mindset. The **NSN Group of Schools** provides students with an exceptional environment. They study and grow alongside like-minded children, which greatly adds to a healthy environment.

Impact of a positive mindset

A positive attitude allows students to relax, recall, focus, and absorb knowledge. They are open to new experiences and notice a wide range of learning possibilities. And when they perceive opportunities, they have more reason to be hopeful. A pleasant environment is one in which a student feels at ease, one in which healthy connections with classmates and teachers develop. Learning becomes something that children readily adjust to and look forward to being in a happy setting. Children must be fostered with love, care, and support in order to achieve this atmosphere.

“A positive mindset is a companion on the path to becoming a successful individual.”

<https://www.nsnschools.com/maintaining-a-positive-mindset-in-the-classroom/>

The Power of Positivity in the Classroom: Unlocking Potential for Success

In the ever-evolving landscape of education, one thing remains clear: a positive classroom environment can significantly impact both students and teachers. Fostering positivity in the classroom goes beyond just creating a pleasant atmosphere. It is about cultivating a space where students feel supported, inspired, and motivated to reach their full potential.

Let's explore why positivity matters in the classroom and how it can help shape better learning experiences for everyone involved.

1. Positivity Builds Confidence

When students are encouraged to adopt a positive mindset, they are more likely to believe in their abilities. A classroom where mistakes are viewed as opportunities for growth rather than failures helps students develop resilience. This confidence is key in encouraging students to take risks, ask questions, and engage in their learning without fear of judgement.

Teachers who maintain a positive attitude, even when faced with challenges, act as role models for their students. Their approach can help students see that setbacks are part of the learning process and not an indication of their limitations.

2. It Promotes a Growth Mindset

A positive classroom fosters a growth mindset, which is the belief that abilities and intelligence can be developed through effort and perseverance. This mindset is essential for encouraging students to push beyond their comfort zones and view challenges as opportunities to improve.

Teachers can promote a growth mindset by praising effort rather than innate talent, acknowledging progress over perfection, and encouraging self-reflection. When students feel that they can improve through their actions, they are more likely to be motivated and engage actively with the subject matter.

3. Encourages Collaboration and Teamwork

Positivity doesn't just benefit individual students; it also creates a culture of collaboration. A positive classroom encourages students to work together, share ideas, and support one another. This collaborative spirit not only enhances learning but also fosters social skills such as communication, empathy, and respect for others' viewpoints.

When teachers model positive behaviour and create an inclusive environment, students are more likely to feel valued, regardless of their abilities or backgrounds. This sense of belonging is essential for building strong classroom communities where everyone can thrive.

4. Reduces Stress and Anxiety

The pressure to succeed academically can often lead to stress and anxiety for students, especially in today's high-stakes educational system. A positive classroom environment helps alleviate some of this pressure by emphasising effort over outcomes, and by creating a safe space for students to express themselves without fear of ridicule.

Teachers can help reduce stress by fostering a calm and supportive atmosphere where students know that their emotional well-being is just as important as their academic progress. By offering reassurance and encouragement, teachers help students feel more confident in their ability to cope with challenges.

5. Enhances Engagement and Motivation

Positivity fuels enthusiasm for learning. When students feel positive about their classroom environment, they are more likely to actively engage with lessons, participate in discussions, and take ownership of their learning. Teachers who encourage a positive attitude towards learning can inspire students to approach new topics with curiosity and excitement.

In a positive classroom, even difficult subjects or tasks become more approachable, as students are motivated by the belief that they can succeed. This enhanced engagement leads to better retention of knowledge and deeper understanding of the material.

6. Fosters Long-Term Emotional and Social Skills

The lessons learned in a positive classroom environment extend beyond academics. Students develop emotional intelligence, resilience, and problem-solving skills that will serve them well in their personal and professional lives. A positive classroom is one where students learn not only the curriculum but also how to navigate challenges, work with others, and manage their emotions.

These skills are increasingly important in a world that values collaboration, adaptability, and emotional well-being. Teachers who model positivity provide students with the tools to succeed both inside and outside the classroom.

Practical Ways to Promote Positivity in the Classroom

- Praise Effort and Improvement: Focus on the effort students put in, not just the results. This helps foster a growth mindset.
- Create a Safe and Inclusive Environment: Ensure that all students feel valued and respected, regardless of their abilities or backgrounds.
- Use Encouraging Language: Choose words that uplift and motivate. Positive reinforcement can go a long way in helping students feel confident.
- Celebrate Successes, Big and Small: Acknowledge achievements and milestones, even if they seem minor. This helps students feel proud of their progress.
- Encourage Collaboration: Design group activities that promote teamwork and peer support, allowing students to learn from one another.
- Be a Role Model: As a teacher, your attitude sets the tone for the classroom. Be positive, approachable, and solution-focused, even when faced with challenges.

Conclusion

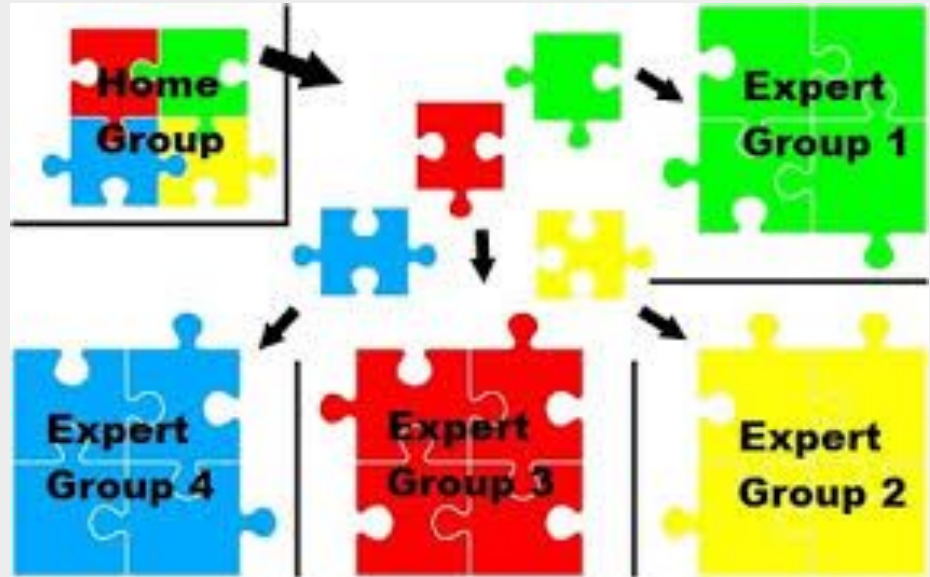
A positive classroom is more than just a pleasant place to be—it is a powerful catalyst for learning, growth, and development. By creating an environment where students feel supported, encouraged, and inspired, we give them the confidence to take risks, overcome challenges, and realise their potential.

In a world that often seems uncertain, positivity in the classroom offers a beacon of hope and a pathway to success. When we invest in fostering a positive classroom culture, we not only help students excel academically, but also equip them with the emotional and social skills needed to thrive in life.

Let's continue to nurture positivity in our classrooms, and watch our students flourish!

Jigsaw

Jigsaw is a **cooperative learning technique** where a class is divided in home groups, and each member becomes an expert on a different part of a topic.





Jigsaw



Reading: The broaden-and-build theory of positive emotions -
Barbara L. Fredrickson

- Form your home groups: 4 groups of 4 or 5 members - name yourselves A, B, C and D
- A: Summary of current research findings (a)
- B: Summary of current research findings (b)
- C: Summary of current research findings (c)
- D: Summary of current research findings (e)



Jigsaw



Reading: The broaden-and-build theory of positive emotions -
Barbara L. Fredrickson

Step 1 - The whole class: Reading introduction together

Step 2 - Split into expert groups (A, B, C, D)

20 min for reading and discussion of your section

Step 3 - Going back to your home group. Each member presents the discussion from the expert group

Step 4 - The whole class: Reading and discussing the concluding remarks together

Color Code Personality Test

Mark the letter that corresponds with how you would describe yourself:

- | | |
|---|---|
| 1. a. opinionated
b. nurturing
c. inventive
d. outgoing | 10. a. critical of others
b. overly sensitive
c. shy
d. obnoxious |
| 2. a. power-oriented
b. perfectionist
c. indecisive
d. self-centered | 11. a. determined
b. detail conscious
c. a good listener
d. a party person |
| 3. a. dominant
b. sympathetic
c. tolerant
d. enthusiastic | 12. a. demanding
b. unforgiving
c. unmotivated
d. vain |
| 4. a. self-serving
b. suspicious
c. unsure
d. naïve | 13. a. responsible
b. idealistic
c. considerate
d. happy |
| 5. a. decisive
b. loyal
c. contented
d. playful | 14. a. impatient
b. moody
c. passive
d. impulsive |
| 6. a. arrogant
b. worry prone
c. silently stubborn
d. flighty | 15. a. strong-willed
b. respectful
c. patient
d. fun-loving |
| 7. a. assertive
b. reliable
c. kind
d. sociable | 16. a. argumentative
b. unrealistic
c. directionless
d. an interrupter |
| 8. a. bossy
b. self-critical
c. reluctant
d. a teaser | 17. a. independent
b. dependable
c. even-tempered
d. trusting |
| 9. a. action-oriented
b. analytical
c. easygoing
d. carefree | 18. a. aggressive
b. frequently depressed
c. ambivalent
d. forgetful |



19. a. powerful
b. deliberate
c. gentle
d. optimistic
20. a. insensitive
b. judgmental
c. boring
d. undisciplined
21. a. logical
b. emotional
c. agreeable
d. popular
22. a. always right
b. guilt prone
c. unenthusiastic
d. uncommitted
23. a. pragmatic
b. well-behaved
c. accepting
d. spontaneous
24. a. merciless
b. thoughtful
c. uninvolved
d. a show off
25. a. task oriented
b. sincere
c. diplomatic
d. lively
26. a. tactless
b. hard to please
c. lazy
d. loud
27. a. direct
b. creative
c. adaptable
d. a performer
28. a. calculating
b. self-righteous
c. self-deprecating
d. disorganized
29. a. confident
b. disciplined
c. pleasant
d. charismatic
30. a. intimidating
b. careful
c. unproductive
d. afraid to face facts

Total Up the A's, B's, C's and D's,

A _____

B _____

C _____

D _____

Situational Behavior:

31. If I applied for a job, a prospective employer would most likely hire me because I am:

- a. driven, direct, and delegating
b. deliberate, accurate, and reliable
c. patient, adaptable, and tactful
d. fun-loving, spirited, and casual

32. When involved in an intimate relationship, if I feel threatened by my partner I:

- a. fight back with facts and anger
b. cry, feel hurt, and plan revenge
c. become quiet, withdrawn, and often hold anger until I blow up over some minor issue later
d. distance myself and avoid further conflict



33. For me, life is most meaningful when it's:

- a. task oriented and productive
- b. is filled with people and purpose
- c. is free of pressure and stress
- d. allows me to be playful, lighthearted, and optimistic

34. As a child I was:

- a. stubborn, bright , and/or aggressive
- b. well-behaved, caring, and/or depressed
- c. quiet, easygoing, and/or shy
- d. too talkative, happy and/or playful

35. As an adult, I am:

- a. opinionated, determined, and/or bossy
- b. responsible, honest, and/or unforgiving
- c. accepting, contented, and/or unmotivated
- d. charismatic, positive, and/or obnoxious

36. As a parent I am:

- a. demanding, quick-tempered, and/or uncompromising
- b. concerned, sensitive and/or critical
- c. permissive, easily persuaded, and/or often overwhelmed
- d. playful, casual, and/or irresponsible

37. In an argument with a friend I am most likely to be:

- a. verbally stubborn about facts
- b. concerned about others feelings and principles
- c. silently stubborn, uncomfortable, and or confused
- d. loud, uncomfortable, and or compromising

38. If my friend was in trouble, I would be:

- a. protective, resourceful, and recommend solutions
- b. concerned, empathetic, and loyal regardless of the situation
- c. supportive, patient, and a good listener
- d. non-judgmental, optimistic, and downplaying the seriousness of the situation

39. When making decisions, I am:

- a. assertive, articulate, and logical
- b. deliberate, precise, and cautious
- c. indecisive, timid, and reluctant
- d. impulsive, uncommitted, and inconsistent

40. When I fail, I feel:

- a. silently self-critical, yet verbally stubborn and defensive
- b. guilty, self-critical, and vulnerable to depression, I dwell on it
- c. unsettled, and fearful, but I keep it to myself
- d. embarrassed and nervous, seeking to escape the situation

41. If someone crosses me:

- a. I am angered and cunningly plan ways to get even quickly
- b. I feel deeply hurt and find it almost impossible to forgive completely. Generally, getting even is not enough
- c. I am silently hurt and plan to get even and or completely avoid the other person
- d. I want avoid confrontation, consider the situation not important enough to bother with and or seek other friends

42. Work is:

- a. a most productive way to spend one's time
- b. a healthy activity, which should be done right if it is to be done at all. Work should be done before one plays.
- c. a positive activity as long as it is something I enjoy and don't feel pressured to accomplish
- d. a necessary evil, much less inviting than play.

43. In social situations I am most often:

- a. feared by others
- b. admired by others
- c. protected by others
- d. envied by others

44. In a relationship, I am most concerned with being:

- a. approved of and right
- b. understood, appreciated, and intimate
- c. respected, tolerant, and peaceful
- d. praised, having fun, and feeling free

45. To feel alive and positive, I seek:

- a. adventure, leadership, and lots of action
- b. security, creativity, and purpose
- c. acceptance, and safety
- d. excitement, playful productivity, and the company of others.

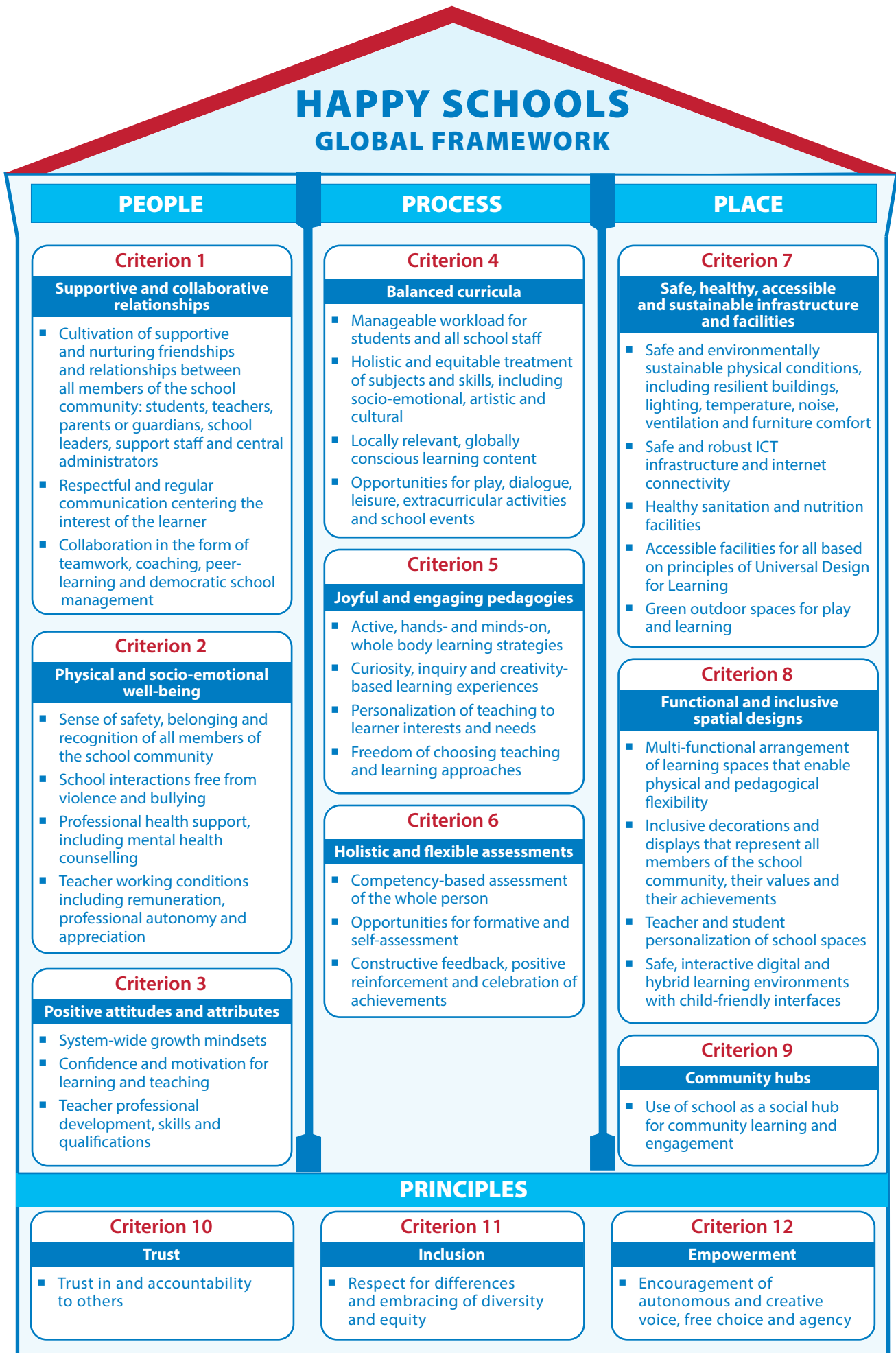
Total up the As, Bs, Cs, and Ds from this section:

A _____
 B _____
 C _____
 D _____

Now total up the previous section and this section:

A (red) _____
 B (blue) _____
 C (white) _____
 D (yellow) _____

Figure 1. The global Happy Schools framework



Source: Based on UNESCO (2016).