## Contents

PREFACE	9
Helping children to flourish	9
A quick guide to the Flourishing Programme	10
Part I Positive Psychology and the	
Flourishing Programme	
What Do Children Need to Be Happy, Confident and	
Successful?	15
Building psychological wellbeing	15
Deciding what is important	16
Facing the future with confidence	16
Planning for change	17
Boosting psychological wellbeing	17
The building blocks of wellbeing	18
Positive Psychology: Understanding the Nature of Wellbeing	19
Wellbeing and the Flourishing Programme	23
Building strengths	24
Enjoying wellbeing	25
The child supplies the power but adults do the steering	26
The importance of childhood wellbeing	26
Avoiding the downhill slide	27
Helping children to flourish	27
Moving forward	27

An undercurrent of anxiety.  Getting things right now is a preparation for the future  The solution.  Focusing on Toby's strengths.  What had gone wrong?  Small steps, big changes  Developing Toby's core strengths.	. 28 . 29 . 29 . 30 . 30 . 30
First Steps to Flourishing Questionnaire	. 32
Part II The Flourishing Programme	
Unique and Personal: Meeting a Child's Individual Needs	
Finding the potential in every child	
The joys and the challenges	. 41
Factor 1 Personal Strengths: The Inner Compass that Guides Our Choices	. 45
Understanding personal strengths	
Identifying personal strengths	
Building and using personal strengths	. 54
Summary	. 64
Factor 2 Emotional Wellbeing: Creating a Positive Balance	. 65
Understanding emotional wellbeing	. 65
Emotional learning and wellbeing	
Understanding and nurturing emotional competence	. 78
How to nurture positive emotions	. 88
Summary	. 97
Factor 3 Positive Communication: Building Trust and	
Fulfilling Relationships	. 98
Building positive communication	. 98
Exploring and boosting your own positive communication	. 108
Next steps: building rapport	. 112
Appreciative attention and positive feedback	
Communication: rapport, trust and sharing hopes and dreams	. 116
Summary	. 118

Factor 4 Learning Strengths: Developing Learning Habits to	
Motivate and Get Results	119
Learning for life	119
The five learning success skills	121
How adults can help children become confident and	
independent learners	125
Motivation and success: encouraging a Zest4Learning	126
Bringing out the best in each child: the 3M formula for success.	130
Putting the 3Ms into practice	141
Summary	144
Factor 5 Resilience: How to Avoid Roadblocks and Bounce	
Back from Setbacks	145
The roots of resilience	145
The environmental building blocks which support resilience	149
Developing independent resilience	151
Using the seven-step programme	162
Summary	164
Developing Independence: The Journey through Childhood	165
The Flourishing Programme	165
Working with a buddy: how co-coaching can increase your	
success with the Flourishing Programme	170
NOTES	171
INDEX	173

## LIST OF TABLES, FIGURES AND BOXES

	Tables	
Table 1	The 20 prime strengths	2
Table 2	The features of the two mindsets	3
	Figures	
Figure 1	How energy and performance levels interact to create	
	prime strengths	7
Figure 2	The four pillars of positive emotions 9	4
Figure 3	The eight positive communication principles 10	1
Figure 4	Four types of response to good news	7
Figure 5	The five learning success skills flowchart	2
Figure 6	Zest4Learning flowchart	7
Figure 7	The 3M formula	2
Figure 8	The ten top skills to build resilience	2
	Boxes	
Box 1	The five building blocks of psychological wellbeing 2	4
Box 2	The six core principles for nurturing individual wellbeing. 4	2
Box 3	The three factors that create wellbeing 4	8
Box 4	Ten ways to encourage self-discovery learning 5	5
Box 5	Seven signposts of prime strengths 5	8
Box 6	Ten ways to help children build their strengths 6	2
Box 7	Ten ways to build a child's trust and soothe troubled	
	feelings 7	7
Box 8	The five stages of behaviour coaching 8	2
Box 9	Ten ways to nurture positive emotions on a day to day basis 9	2
Box 10	The eight positive communication principles 10	2
Box 11	Ten ways to build positive communication with a child 10	6
Box 12	Ten ways to build non-verbal positive communication	
	with children in a group	7
Box 13	The seven-step resilience recovery programme 16	1
Box 14	Ten strategies to help you make the Flourishing	_
	Programme a success	7

## Index



ABCDE approach to unhelpful thinking 158 - 9active listening skills 86 adapting to change 147 adults early parenting role 74-5, 104-6 learning role 125-6 own feelings 81 own needs 43-4 steering role 26, 48-9 see also role models; school anger and anger management 66-7 Annie's story 79-80 anxiety 28-9 appreciation 167 appreciative attention 113,

114, 115

attention, joint 103

autonomy 48, 64

Aristotle 19

and positive feedback

112 - 16

behaviour 54
change 163–4
coaching 82–4
impulsive 91–2
belonging and protection
103
boundaries, creating 168
brain
development and
learning capacity
105–6

mirror neurons 99
positive communication,
role of 104–5
regions and interaction
72, 73–4
see also emotional brain
bullying 157
busy lives, impact of 54

calming/soothing 77, 90 celebrating success 169 change adapting to 147 behaviour 163-4 planning for 17 small steps approach 30, 63 co-coaching 170 cognition see thinking communication activities 110-12 appreciative attention and positive feedback 112 - 16beginnings 100-2 uilding 98-108 exploring and boosting 108 and learning 128 non-verbal 107-8, 110, principles 102-4, 109 rapport, trust and sharing hopes and dreams 116 - 17role 100

using and strengthening

106-8

compensatory experiences
121
competence 48, 64
emotional 78–88
and mastery 150
concentration and learning
127
concept formation and
thinking skills 122–3
confidence
in communication 112
wellbeing and 16–17
connect, need to 99–100
creative visualization 95–6
creativity and imagination
124–5, 141–2

Damasio, A. 71
Deci, E.L. and Ryan, R.M.
47, 136
decision-making 71–2
deferred gratification 85
depression 20, 68
diaries 95
difficult feelings, accepting
149
disgust 70
distress 75–6
downhill slide, avoiding 27
drop-in sessions 129
Duckworth, A. 85, 160
Dweck, C. 132, 133–4

emotional brain concentration and learning 127

emotional brain cont. fixed ability mindset 133 and fixed ability mindset and decision-making flourishing 19, 27 133 social 99-100 elements 22 71 - 2learning 89 distress and 75-6 interaction with other Flourishing Programme James, W. 124 regions 72, 73-4 165 - 7joint attention 103 learned security 74-5, 76 building blocks 18, 24-5 overriding 92-3 co-coaching 170 knowledge past-future relationship origins 16, 17 new, existing interests questionnaire 32-8 76 and 142 role 74 strategies 167-9 social 86 flow 128, 137-8 understanding 73 and focus 125 and wellbeing 89 emotional competence focus language power of 113 flow and 125 78-88 skills 114, 122 emotional learning 71-6 on strengths 30, 165-6 forgiveness 94 see also communication emotional management learned helplessness 49 Fredrickson, B. 90-1, 93 79 - 81learned security 74-5, 76 Freud, S. 71 emotional wellbeing see learning wellbeing adult role 125-6 emotions Gardner, H. 51 capacity, brain accepting difficult 149 goal setting 142, 153-4, development and adult, monitoring of 81 166 105 - 6positive Goleman, D. 99-100 compensatory four pillars 93, 94 gratitude 94, 167 experiences 121 nurturing 88-97 group activities 97 developing own mind role of 104-5 group learning 108 120 - 1purpose of 66 growth mindset 133-6, emotional 71-6 empathy and empathy 142, 166 to learn 120, 131 building 86-7 for life 119-21 encouragement and praise hierarchy of needs theory mindset, motivation and 104 20 - 1mentoring (3M enjoyment hope 94 formula) 131-43 creating 68-9 humanistic psychology of wellbeing 25 skills 121-5 20 - 1Zest4Learning 126-31 Ericsson, A. 137, 152 humour 155 limbic system 71-2 executive function/self-Linley, A. 51, 57 regulation 123-4 listening skills exercise and energy imagination creativity and 124-5, active 86 building 155-6 141 - 2speaking and 112-13, existing interests and new 122 knowledge 142 play 63, 124-5, 128, see also communication 141 - 2expectations, realistic 168 imaginative rehearsal 96 love and sustaining love 69 extracurricular activities individual needs 130 core principles 42–4 Maslow, A. 20-1 finding potential 40-1 mastery 150 fear and fear management

joys and challenges 41

intelligence

meaning and satisfaction 50

67, 148

feelings see emotions

memories and decisionmaking 71-2 Mental Health Foundation 147 - 8mentoring 139-41 3M formula 131-43 and role models 43 mindfulness 167 mindset 132-6 3M formula 131-43 growth 133-6, 142, 166 mirror neurons 99 mirror role of adults 43 Mischel, W. 85 mistakes accepting 169 as signposts 143 modelling see role models modern childhood downside 53 impact of busy lives 54 importance of wellbeing 26 role 54 monitoring feelings (adults) motivation 46, 47-8, 84-5, 136-9, 166 3M formula 131-43 Zest4Learning 126-31 moving forward 27 mutual concern 87

negative bias 89
negative communication
111
negatives into positives 143
non-verbal communication
107–8, 110, 111

open mornings 129 openness 87 optimism 94, 156–7, 165 over-protection 53 own feelings (adults) 81 own mind, developing 120–1 parent courses 129–30 parent evenings 130 parent-child relationship 74-5, 104-6 past-future relationship 76 performance reward and 137 self-efficacy and 134 and strengths 51 underperformance 153-4 PERMA elements for flourishing 22 persistence 160 personal recognition 149 personal strengths see strengths Petersen, C. 51 philosophical perspective physical proximity 102 Pink, D. 47 play 63, 124-5, 128, 141 - 2positive communication see communication positive emotions see emotions, positive positive psychology 23, positivity 159-60, 166-7 group activities 97 practical activities 94-6 ratio 94 research 90-1 praise effort not achievements 143 encouragement and 104 see also reward present-future relationship problem solving 160 protection belonging and 103 over-protection 53 psychological perspectives 19 - 22

psychological wellbeing see wellbeing

rapport 87, 108, 112, 116-17, 168 realism see expectations; goal setting reciprocity 87, 103 recognition of emotions 79 of emotions in others 85 - 6personal 149 recovery, resilience and 162 - 3relatedness 48 relationships developing and maintaining 87-8 early parenting 74-5, 104-6 and scaffolding 114-15 and wellbeing 100 resilience and adapting to change coping with uncertainty 147 - 8developing 151-60 environmental factors supporting 149-51 managing fear and uncertainty 148 promoting 146-7 risk-averse society 148 roots of 145-8 seven-step programme 161-4 reward and performance 137

see also praise

sadness and coping 68 satisfaction, meaning and savouring 95 scaffolding 114-15, 126 school bullying 157 curriculum 153 partnership with parents 129-30 roles 56 underperformance 153-4 scrapbooks 95 security belonging and protection emotional learning and 71 learned 74-5, 76 and safe haven 149 self determination theory (SDT) 47-8, 127, 166 self-belief 166 self-discovery 54-5 self-efficacy and performance 134 self-motivation see motivation self-regulation 123-4 Seligman, M. 20, 22, 135, 156 shame 70 sharing hopes and dreams 116 - 17small steps, big changes 30, 63 social awareness 86 social intelligence 99-100 social knowledge 86 soothing/calming 77, 90 speaking and listening skills 112-13, 122 see also communication spiritual dimension 22 steering role of adults 26, 48-9 strengths building 24-5, 62-3 and using 54-64

definition 46-7 discovering and developing 51, 56, 63, 168 focus on 30, 165-6 identifying prime 50-4, 57-62, 142 map 116 optimizing 152-3 understanding 46-50 Zest4Learning 127 see also learning stress avoiding overload 150 response 89-90 subject workshops 130 support circles of 167 enlisting 168 providing graduated 150 supported practice 169 supporting challenges 103 surprise 69 synchrony 87

temptation, avoiding 160
theory of mind 86
thinking
challenging unhelpful
158–9
concept formation and
skills 122–3
executive function/selfregulation 123–4
Toby's story 28–31, 128–9
treasure boxes 95
trust-building 77, 116–17
turn taking 87, 103

uncertainty, coping with 147–8 underperformance 153–4 unhelpful thinking 158–9 UNICEF survey 16–17 uniqueness *see* individual needs

Vygotsky, L. 114-15, 126

warmth 102, 168 well-rounded life 88 wellbeing boosting 17-18 building 15 confidence and 16-17 emotional brain and 89 enjoyment of 25 importance in childhood relationships and 100 understanding 65-70 WHO definition 15 Zest4Learning and 126 - 7World Health Organization (WHO) 15 world of limits, avoiding 53

Zest4Learning 126–31 zone of proximal development 126