**Goal:**
Supporting youth to flourish, particularly in a stressed-out, achievement-oriented culture.

**Discussion Questions:**

1) Let’s share what’s already working well. What are your favorite tools or activities to use with teens, school faculty or parents? Which create the most excitement, growth or benefits?

2) Have you experienced or do you think there is any benefit in combining research - say, growth mindset, ideal self, and character strengths – into one applied tool or activity?

3) Thinking of Barbara Fredrickson’s positivity resonance, how can we create more micro-moments of love in the lives of teens?

4) What concepts outside of the positive psychology research have you applied – HeartMath, Self Regulation, 5 Love Languages?

5) I believe connected, we will be more effective, faster. Would you like to stay in touch as a group, to continue to share ideas and collaborate on tools for bringing Positive Psychology to teens? If yes, would any particular structure serve you best?
Top concepts I've used for introducing Character Strengths in schools:

• This is not the character ed from the 80's. Strengths are not based on morality or judgment, but rather are **performance-based**: They're changeable, practical, beneficial.

• The language alone can **shift a classroom environment** from motivating through fear and shame, to motivating through positive incentive to do better. A new program or curriculum is not needed; rather the information can easily be infused into what is already being taught.

• Using the language of strengths makes it easy to create positive and specific praise, the stuff of creating a **growth mindset**.

• **Take your time.** Rather than forcing programming on teachers or those who work with teens, allow strengths activities to grow organically.

• **For communities**, applying signature strengths creates a **better culture**, providing a buffer against problems (resilience), improving relationships (reducing bullying, increasing community), and enhancing overall well-being (reducing stress)

• **For teachers**, using strengths creates **morale improvement, increased engagement, and more meaning in work**.

• **For students**, learning their strengths means they know themselves better as people and learners, helping them be **more independent and better prepared for their future**.

• Knowing your own strengths is proven to **improve self-confidence, persistence (GRIT), well-being and strategy skills**.
Bringing Positive Psychology to Teens
Wendy McLean, CiPP1

Resources for those who create teen programming:

http://greatergood.berkeley.edu
http://www.mindfulschools.org
https://characterlab.org
https://www.viacharacter.org/www
https://ibme.info - Inward bound mindfulness education. MA, USA.

RULER  Yale Center for Emotional Intelligence, USA  http://ei.yale.edu/ruler/

AWE  ASSESSING WELLBEING IN EDUCATION  Australia. www.awesomeschools.com

edutopia  George Lucas Educational Foundation. www.edutopia.org


Sources of Strength  North Dakota, USA  www.sourcesofstrength.org

YOUTH Positive  Educational development, USA. www.youthpositive.net

Elementary focus. USA. www.posproject.org

Wendy McLean. wmclean22@gmail.com, 914-263-7495. EveryonesWisdom.com.
Resources for teens:

**HEADSPACE**
Treat Your Head Right
App at [www.headspace.com](http://www.headspace.com)

**SUPERBETTER**
App at [www.superbetter.com](http://www.superbetter.com)

**Recharge – Move Well, Sleep Well, Be Well**
By ReachOut Australia
App in Itunes store

**MindShift**
By Anxiety Disorders Association of British Columbia
App in Itunes store

App at [www.calm.com](http://www.calm.com)

“*Strengths to Strengths*” cards and games
“*Mindful Games*” by Susan Kaiser Greenland