



CEU

**Trabajo Final de Grado en Educación Infantil
Universidad CEU Cardenal Herrera:**

***“Mission, vision and values for a
positive education”***

Alumna:GiuliaBeatriceMoccia

Valencia, 30 de mayo de 2014.



CEU

Datos.

- Universidad CEU Cardenal Herrera.
- Facultad de Humanidades
- Grado en Educación Infantil
- Título del trabajo: "Mission, vision and values for a positive education".
- GiuliaBeatrice Moccia.
- Valencia, 30 de mayo de 2014.
- Tutora: Francisca Torres.
- Innovación educativa, didáctica general y Organización de centro escolar.



CEU



Resumen

“La risa y humor merecen un importante protagonismo dentro de la psicología positiva, definida como el estudio de las emociones, los estados y las instituciones positivas. La risa produce una de las sensaciones más placenteras de la experiencia humana, y estimula comportamientos positivos como el juego, el aprendizaje y la interacción social. El sentido del humor, como rasgo de la personalidad, es una de las principales fortalezas del ser humano. Se les atribuyen a ambos importantes beneficios físicos, psicológicos y sociales. Sin embargo, aún son pocos los investigadores y teóricos de la psicología positiva que han tratado estos fenómenos en detalle, en parte porque la risa y el humor siguen resistiéndose a una definición teórica y al estudio empírico” (Carbelo y Jáuregui, 2006, página 18).

En el presente trabajo se expone la Psicología Positiva como una forma de vida, enseñanza y aprendizaje. Además se propone el diseño de un modelo de enseñanza para la Educación Infantil basado en la misma Psicología Positiva.

La Psicología Positiva es una ciencia que pretende afrontar el malestar de los individuos de nuestra sociedad a través de una serie de técnicas, las cuales resultan tener muchos beneficios para los sujetos que las ponen en práctica.

En los contextos educativos hemos de desarrollar un sentimiento de búsqueda y encuentro de la felicidad. De esta manera, educando en la Psicología Positiva, tendremos alumnos felices y con dotes que solamente a través de esta enseñanza podrán alcanzar.



CEU

Palabras clave.

Felicidad, educación, niños y emociones.



Abstract

“Laughter and humour deserve a special prominence in the field of Positive Psychology that can be defined as “the study of emotions, and positive emotional states. Laughter produces one of the most pleasant feelings of human experience, and it is useful in stimulating positive behaviours like playing, learning, and social interaction. On the other side, sense of humour, a special feature of personality, is one of the strength of human being. These two elements have important benefits, from different perspectives: physical, psychological, and social. However, very few researchers have analyse them in depth, because of the difficulties to define and measure them.” (Carbelo y Jáuregui, 2006, page 18)

The objective of this work is to present Positive Psychology as a way of living, teaching, and learning. Moreover it is going to be proposed an Early Years teaching model design based on the Positive Psychology.

Positive Psychology is a science that pretends to analyse in depth the causes of discomfort and presents a series of techniques that can reduce this mental discomfort and stimulate positive responses.

Indeed, it is needed to develop the necessity of looking for happiness in schools, in order to have happy children and with positive attitudes.

Key words.

Happiness, education, children and emotions.



Index.

1. Introduction. (Page 9)
 - 1.1. Why this topic. (Page 9)
 - 1.2. Going through. (Page 12)

2. Justification. (Page 14)
 - 2.1. Happy classrooms related to the Spanish laws. (Page 17)

3. Aims. (Page 23)

4. Theoretical framework. Working with positive education in Early Years. (Page 26)
 - 4.1. Virtues of Positive Psychology. (Page 30)
 - 4.2. The happiness formula. (Page 34)
 - 4.3. A happy environment: happy teacher, happy student. (Page 37)
 - 4.4. Grow up happy: yesterday, today and tomorrow. (Page 41)
 - 4.5. Basic competences and goals to reach. (Page 44)

5. Intervention proposal. (Page 50)
 - 5.1. Centre ideology. (Page 50)
 - 5.2. Context and environment. Happy territories. (Page 54)
 - 5.3. Mission, vision and values. (Page 60)
 - 5.4. Methodology. (Page 62)
 - 5.5. Activities. (Page 66)



CEU

5.6. Evaluation. (Page 74)

6. Conclusion. (Page 76)

7. Bibliography. (Page 78)

Annexes.



1. Introduction.

1.1. Why this topic.

“I want a revolution in world education. All young people need to learn workplace skills, which has been the subject matter of the education system in place for two hundred years. In addition, we can now teach the skills of well-being of how to have more positive emotion, more meaning, better relationship, and more positive accomplishment. Schools at every level should teach these skills.” (Seligman, 2011, page 63).

Everybody constantly looks for their own happiness; it is a goal that people dream to reach. Of course, during our lives we have to face negative moments, it is something that we cannot detach. However, at the same time, we go through positive experiences. In addition, it is very important not to ignore them.

Elbert Hubbard defends that happiness is a habit and we need to cultivate it.

Happiness is a feeling, and feelings are ephemeral. People need to work on their happiness every day to endure this feeling for the rest of their lives.

Salvatore Moccia, in his still non-published article, defends that it is important to know that Positive Psychology focus on three interrelated areas:

- The study of positive subjective experiences as happiness, well-being, pleasure or satisfaction.
- The study of positive personality traits as character, talents, interests or values.



- The study of institutions (families, schools, shops, communities, societies...), which enable positive traits and make room to positive subjective experience.

Besides, in the preface of “Aulas Felices” program (2010), it is said that usually, teachers believe that the student’s well-being will be reached in the future; educators envisage the students learning as an allocation of knowledge, skills and attitudes which will be useful in the future. The idea that happiness comes simply by having a basic education, a job and a family is very gripped in the educators understanding of education.

As a future teacher, I believe that all the schools Curricular Projects or the teaching programs have to expressly contemplate happiness as the first goal to reach by the teachers and students.

If we walk into an early years’ classroom and we stand on the door observing we will discover how happy the environment is. Children make the place happy. Because during childhood there are no other worries than playing, discovering, exploring, laughing or learning. Nevertheless, why this feeling have to change as they grow up?

“If we ask to ourselves to describe in one or two words what do we most want for our children’s life we will agree that well-being will be the topmost priority. Now it comes a second question, which is to describe in one or two words what do schools teach. Comparing the answers, we will find out that there will be again an agreement: schools teach how to succeed in the workplace. [...] There is almost no overlap between the two questions. The schooling of children has, paved the boulevard toward adult work” (Seligman, 2011, page 78).

As a future teacher, I defend the idea that children need to enjoy their education since the beginning. They have to find in the school a positive and comfortable atmosphere. Once we have positive feelings about someone or somewhere we can say that we are happy. The teacher must create this positive environment in the class. Even though, it is important



CEU

to highlight that the teacher has to be the first happy person in the class. As we know, children follow and copy the people that surround them; this means that the educator has to be an example of happiness for the students.

Nowadays teachers need to attend to every single necessity of each student. Moreover, they have to satisfy the educational laws. In addition, if it was not enough they have to respond to the parents demands. This entire job turn out to be more easy and effective if we do it in a positive and optimistic way.

The reason for my choice of topic is to in enhance the ability of the children to learn, to provide the happy atmosphere in which to learn and to be able to teach through the Positive Psychology.

Teachers should work on the broaden – and – build idea. *“The broaden – and – build idea claims that when people feel positive emotion, they are jolted into a different way of thinking and acting. Their thinking becomes creative and broad – minded, and their actions become adventurous and exploratory. This expanded repertoire creates more mastery over challenges, which in turn generates more positive emotion, which should further broaden – and – build thinking and action, and so on.”* (Seligman, 2003, page 210).



1.2. Going through.

Martin Seligman is the promoter of Positive Psychology and the different theories of happiness are supported by his studies.

My intention with this work is to focus on the Positive Psychology and to apply the basic ideas of this method in education. While searching material to set those basic ideas, I found different theories and resources, although all of them are based on Seligman's studies.

Positive Psychology works on the development of the personal strengths. Besides, it teaches how to discover the strengths of each person and how to work on those strengths to reach a main goal: being happy.

We can understand happiness in lot of different ways. Every person is different from the other ones. Even though everybody is different, it is a goal that we can all reach.

Going through the topic developed, I organised the task in the following way: first there is an introduction where will be explained the reasons why I chose the topic and the route along the work. After it, the topic will be justified followed by a study where the Spanish educational laws are related to Happy classrooms. Then I will talk about the aims to reach with the work. Afterwards the theoretical framework will be exposed.

This framework is based on the Positive Psychology in Early Years. Within this part, will be described the meaning the virtues of Positive Psychology necessary to be a happy person, the happiness formula, a happy environment where we can find happy teachers and so happy students, and finally how to grow up as a happy person. To end up with this part of the work, I present the basic competences and goals to reach through Positive Education.



CEU

Afterwards, an intervention proposal will be displayed. This part of the work is going to be based on the main ideas to consider in a school context that works with the Positive Psychology. To develop the proposed intervention it is important to know the centre ideology, the context and environment where the school is situated (it is going to be explained an example of the organization and architecture of a school which works with this methodology), the mission, vision and values explanation, the methodology that is going to be applied in the educational school system, some activities related to the Positive Psychology and the Evaluation of those activities.

Finally, there is going to be a conclusion of task worked on.



2. Justification.

Salvatore Moccia, in his still non-published article, refers to Martin Seligman (2003) who writes that he pretends to develop a better psychology for her (his daughter) and every child of the whole world. This psychology will understand positive motivations – loving kindness, capacity, election freedom and respect for human life – are so authentic as darker motives. A psychology interested in positive feelings, satisfaction, happiness and hope. Moreover, it will arise how children acquire the strengths and virtues that will take them to such positive emotions. Finally, it will arise which are the positive institutions –joined families, democracy, and broad moral circle – that encourage those strengths and virtues. It will guide us to better pathways that lead to the good life.

“Positive emotion is so abundant in young children because this is such a fundamental period for broadening and building cognitive, social, and physical resources. Positive emotion accomplishes this several ways. First, it directly generates exploration, which in turn allows mastery. Mastery itself produces more positive emotion, creating an upward spiral of good feeling, more mastery, and more good feeling” (Seligman, 2003, page 210).

Besides, it is important to highlight that *“Children need to fail. They need to feel sad, anxious, and angry. When we impulsively protect children from failure, we deprive them of learning skills. When they encounter obstacles, if we leap in to bolster self-esteem to soften the blows, and to distract them with congratulatory ebullience, we make it harder for them to achieve mastery. And if we deprive them of mastery, we weaken self-esteem just as certainly as if we had belittled, humiliates, and physically thwarted them at every turn”*. (Seligman, 2003, page 217)



CEU

Indeed, in “Aulas Felices” program (2010) it is said that happiness is an inner attitude of human beings, and is also educable; it implies a process of change and increase of the personal self.

Happiness is an essential component of the human being. Our own happiness depends on the happiness of the people around us. It is a social and collective phenomenon. For this reason, it is essential to give meaning to our vital experiences.

By means of the educative proposals that we can find in the educational system, happiness can turn out to be a goal to reach every day. This will convert schooling into a period in which we learn how to be happy while we enjoy the present, without forgetting the past and the future. Teachers should join the students during this stage, creating welfare with every word, taught, activity...

“Two good reasons that well-being should be taught in schools are the current flood of depression and the nominal increase in happiness over the last two generations. A third good reason is that greater well-being enhances learning, the traditional goal of education. Positive mood produces broader attention, more creative thinking, and more holistic thinking.” (Seligman, 2011, page 80)

Positive thinking affects every single thing that we do or make; moreover it vibe permeates everything that surrounds us. It works in our and the people around us benefit. Generally, positive attracts positive.

The “Aulas Felices” program (2010) defends the idea that happiness depends on our interior and deliberate activity; this is the reason why we need to have personal strengths and to be able to use them every day.

This is the main reason why the children’s life must be full of positive experiences and we need to help them to develop their strengths. Those strengths are going to let the child reach permanent welfare and vital satisfaction.

Fredrickson (2003) is mentioned in Salvatore Moccia’s still non-publishedIn his article, defending that positive emotions expand the



CEU

repertoire of people's ideas and actions, which, at the same time, are useful to create enduring personal resources, including intellectual, physical, psychological and social resources.



2.1. Happy classrooms related to the Spanish educational laws.

The preface of the “Aulas Felices” program (2010) questions the necessity of keeping happiness for the future. If happiness is the most dreamed goal to reach for the human being, why not to cultivate it every day in our daily work in the classrooms. Usually our Centre Educative Projects, Curricular Projects and Teaching Planning don’t contemplate expressly happiness as an aim to reach by our students. During the last years, the teaching work has become a difficult job. Schools are often immersed in a complex net of projects and activities to work out, with a very large curriculum to follow and develop and in a short time. The most frequent consequences for teachers are: cramped feeling, stress and difficulties to reflect on the essential. The basic question that we can’t forget is: Where are classrooms going? What do we really want to develop in our students? Studying the Spanish education laws we will observe that there is a huge lack of the main aims and goals that we should work through Positive Education.

There are five educational Spanish laws that are going to be compared to Positive Education in the following paragraph:

- Ley Orgánica 2/2006, 3 de mayo, de Educación (LOE);
- Ley Orgánica 8/2013, 9 de diciembre, para la mejora de la calidad educativa (LOMCE);
- REAL DECRETO 1630/2006, 29 de diciembre, por el que se establecen las enseñanzas mínimas del Segundo ciclo de Educación Infantil;
- DECRETO 37/2008, 28 de marzo, del Consejo, por el que se establecen los contenidos educativos del primer ciclo de la Educación Infantil en la Comunitat Valenciana [2008/3829];



CEU

- DECRETO 38/2008, 28 de marzo, del Consejo, por el que se establecen los contenidos educativos del segundo ciclo de la Educación Infantil en la Comunitat Valenciana [2008/3829].

First of all we are going to compare the Ley Orgánica de Educación with the Positive Psychology. We need to know that the three fundamental sources of this law are:

1. To provide a quality education to every citizen of both sex, at every educational level
2. The educative community to collaborate reaching the first source
3. To work with the goals establish by the Europe Union.

Looking at those fundamental sources we can realize that the basic aim to reach by education is to rise up children that in a future will be adults and will be part of the society. At any time is talking about the child as an individual person that needs a plain attention during the schooling education. Moreover, it keeps focusing on the future, on what the student has to reach to be competent to be part of the society.

Besides, in this law it is said that the ways to reach those fundamental sources are: to conceive the education as a permanent process that has to be developed across the life and to promote learning across life implies to provide to young students a complete education. Again we can observe that the law is based on the students' future. Positive Psychology defends the idea to promote a meaningful knowledge and education every day, reaching by education an authentic happiness for the present, the past and the future.

Finally, the purposes of LOE are to catch up a plain development of personality and affective capacities of the students, to respect the rights of fundamental freedoms and opportunities equality between men and woman, to recognize the sexual-affective variety, and the critical valuation



CEU

of inequalities [...] Also, it is proposed to exercise tolerance and freedom, respecting the democratic sources of coexistence and pacific problem resolution. Moreover we insist on the importance to prepare the students to exercise the citizenship and to participate in the economic, social and cultural life with a critic and responsible aptitude.

Observing the sources, the ways to reach them and the purposes we can see that the law was designed to reach a complex of goals for the students' future, aside the importance of the present and the individual plain attention that the student need to be happy.

Next we are going to compare the Ley Orgánica para la mejora de la calidad educativa (Organic law to enhance of the educative quality) with the Positive Psychology.

LOMCE is basically supported by the idea to develop students' talents across their education.

In the preamble of the following law it is written that every student has a dream, and every young person has a talent. Spanish people and their talents are the most value that the country has. This is why every single student is going to receive a plain attention to find and develop his or her talent. Education is going to be transformed into a social movement that will help to overcome economic and social barriers, so to generate aspirations and ambitions for everybody to reach. [...] Every student has a talent, but each student talent is different. So the educational system must use the necessary mechanisms to recognize and maximize those talents. [...] Education is the motor that promotes the country well-being. The educational level of citizens determinates the ability to compete with success in an international panorama, so to be able to face problems in the future. Moreover it is important to improve the educative level of the citizens so to open to them the doors into a sort of high qualification jobs. This law bets for an economic growth and a better future.



CEU

Taking all this information into account we must compare it with what Seligman says about talents. *“A talent involves some choices, but only those whether to burnish it and develop it; they are more innate. Strength involves choices about when to use it and whether to keep building it, but also whether to acquire it in the first place. With enough time, effort, and determination, the strengths can be acquired by almost any ordinary person.”* (Seligman, 2003, page 135)

First of all, as Seligman says talents are innate, we just need to develop it. Once it is developed the talent is acquired. But what is really important is to find out our own strengths and to work on them. For this it will be necessary time, efforts and determination.

These three sources are what we need to work in the schools with the students. It is too easy to develop a talent and get stuck with that talent forever, and maybe a person has a talent but he or she does not like it. Instead, we need to keep looking for our strengths that motivate us to do something new, something that makes us happy all the time. Finally, it is important to highlight that even if the law is new, it keeps focusing on the students' future, and what they will be when they finish their education. Again we forget that students should be motivated and feel happy during their schooling period.

About the REAL DECRETO 1630/2006 we are just going to study the contents that this law presents. There are four contents, which are:

- The body and the own image
- Game and movement
- Activity and daily life
- Personal care and health.

These four contents have to be worked in Early Years classrooms. All of them are necessary to be developed with the students. Working with those



CEU

contents we help the children to have an image of their selves and their body so to create their personality, which is very important to find out through it their strengths. Moreover whatever they will learn is going to be promoted by the game and movement; while the children play and move around they discover and learn new things and the knowledge will be meaningful for them. It is also essential for the students to be conscious of the activities that compose their daily life. Finally, teachers should teach to the students to have a personal care and to look after their health, when the child develops a personal care means that loves him or herself, and firstly we need to our selves to then love the people around us. Love is a very important aspect of Positive Psychology because it is a sample of happiness.

Before analysing the last two documents we need to spotlight that both Decrees are very similar. The difference between them is that the first one is designed for children from zero to three years old, the second one, instead, is designed for students from three to six years old. The explanation of both is not going to be for separate.

Related to the DECRETO 37/2008 and to the DECRETO, we are going to analyse some aspects considered important to talk about.

First of all, if in the second article of both Decrees, which are general principles and purposes, we can find that it is written that childhood education purpose is to contribute to the physical, affective, social and intellectual development of the children. During both cycles shall comply the movement control development and corporal control habits, communication and representation through the different languages, guidelines for coexistence and social relationships, and to discover the environment physical and social features. Moreover the students will acquire a positive and balanced image of their selves, to acquire autonomy and to maximize their affective capacities.



CEU

This principles and purposes accord with the Positive Psychology ones. The reason of this is because they reflect the need of attend to every single aspect of the child. This requires a plain attention, which is a very important feature of the Positive Psychology. Moreover, in this law it is talking about the affective and social development. Affective and social ability is useful and essential for Seligman to be able to find out each person's virtues and strengths. Actually, in this law, one of the main goals to work on in both cycles of Early Years is to develop affective abilities.

This year laws are changing in our country, but even then it is very difficult to find some aspects related to the Positive Psychology. Most of the goals of these laws have been established based on the future of the students, on how to reach those aims and forgetting how important the motivation and learning enjoyment is.



3. Aims.

Seligman makes difference between traits and feelings. *“Feelings are momentary occurrences rather than recurring features of personality. Traits are negative or positive characteristics that recur across time and different situations”.* (www.kdheks.gov [last visit: 28th of May 2013])

Besides, we have to distinguish between negative and positive emotions. All emotions are consisting by four components: feeling, sensory, thinking and action.

“Negative emotions tend to be intolerant and focused. [...] Positive emotions create an ability to be expansive, tolerant and creative. When we’re positive we are better liked and we are opened to new experiences and ideas. Positive mood allows us to think in an entirely different way than a negative mood. We focus on what is right rather than on what is wrong.” (www.kdheks.gov [last visit: 28th of May 2013])

Our emotions infer on our health, productivity, our social resources and how we handle adversity.

Once we know the difference between positive and negative emotions, we need to find the best way to reach them.

For these reason Martin Seligman establishes a happiness formula, which is the following one:

$$H = S + C + V.$$

This formula means that to endure the level of happiness is equal to the sum of the set range, the circumstances in life and the voluntary control.



CEU

It is important to know the previous information to establish the essential aim of the present task. This aim is to become acquainted about principles and theories of the Positive Psychology. Once those principles are fixed, they have to be put into practice in our lives.

However, before putting them into practice we need to know the virtues that we should develop at the same time as our signature strengths to reach happiness.

Reading Aristotle and Plato, Aquinas and Augustine, the old Testament and the Talmud, Confucius, Buddha, Lao-Tze, Bushido, the Koran, Benjamin Franklin and the Upanishads, Seligman gets surprised because *“a most every single one of these traditions flung across three thousand years and the entire face of the earth endorsed six virtues:*

- *Wisdom and knowledge*
- *Courage*
- *Love and humanity*
- *Justice*
- *Temperance*
- *Spirituality and transcendence.”* (Seligman, 2003, page 132).

“So we see these six virtues as the core characteristics endorsed by almost all religious and philosophical traditions, and taken together they capture the notion of good character. But wisdom, courage, humanity, justice, temperance, and transcendence are unworkably abstract for psychologists who want to build and measure these things.

Moreover, for each virtue, we can think of several ways to achieve it, and the goal of measuring and building leads us to focus on these specific routes. [...] Therefore I now turn to the routes- the strength of character- by which we achieve the virtues” (Seligman, 2003 page 133)



CEU

Once the person knows his or hers personal strengths, follows the steps to reach happiness and finally turn out to be a happy person, he or she should spread his or hers happiness to the ones by who is surrounded. This last part refers to the capacity to teach how to be happy.

Every single person should find out his or her personal strengths to be so happy and attain a pleasant life; but specially teachers should know and practice the Positive Psychology in their classrooms with their students.

Teachers should base education on the idea that *“positive emotions produce the tendency to approach rather than to avoid and to prepare the individual to see out and undertake new goals. Thus, we propose that the success of happy people rests on two main factors. First, because happy people experience frequent positive moods, they have a greater likelihood of working actively toward new goals while experiencing those moods. Second, happy people are in possession of past skills and resources, which they have built previous pleasant moods.”* (Lyubomirsky, King & Diener, 2005, page 803,804)

Teaching through Positive Psychology since early years in schools, will accomplish a happy society, accompanied by all positive aspects that this entails.



4. Theoretical framework. Working with positive education in Early Years.

“Positive Psychology is about what we choose for its own sake”
(Seligman, 2011, page 11)

The Positive Psychology was born at the end of the 90ths in the United States of America, as a renewal movement within the general psychology. In “Aulas Felices” program (2010) it mentions The International Positive Association, 2012, which describes Positive Psychology as the scientific study of what enables individuals and thriving communities.

The promoter of this movement is Martin Seligman. The “Aulas Felices” program also reflects that he defends that it is necessary to boost changes, which balance the scales, promoting research and the promotion of positive aspects in the human being.

According to Seligman (2002), there are three basic pillars of study of the Positive Psychology: positive emotions, positive traits and the positive institutions, which help to develop those emotions and traits.

In “Aulas Felices” program, Seligman, Steen, Park and Peterson, 2005 are mentioned for defending that Positive Psychology arises from other previous current investigations. This psychology joins the human being positive aspects and the factors that make worth to live this life.

“Happiness is in vogue at the moment. There has been a surge of books from psychologists, and even the occasional economists, all seeking to unlock the secrets of personal happiness. [...] Recently there has been a recognition that psychology has neglected to pay enough attention to what makes for a good life-positive feelings and good functioning. [...] Broadly speaking, there are two types of emotions, often simplistically called positive and negative emotions. [...] Interestingly, positive emotions tend



to be more blurred: joy, contentment, love and interest. [...] The positive emotions actually lead to good functioning. In other words, positive emotions are not just an outcome or reward for doing the right things, they also increase our potential for doing well in the future.” (Marks, 2010, page 5)

One of the most interesting aspects studied by the Positive Psychology are the emotions. Salvatore Moccia refers to Fredrickson (2003) in his still non-published article who underlines that Positive emotions expand the repertoire of people actions and ideas, which, at the same time, are helpful to create enduring personal resources, including intellectual, physical, psychological and social resources.

Positive emotions have many positive consequences for the happy person. First of all, positive emotions improve the person thinking abilities. Vecina Jiménez (2006) writes in her “Emociones positivas” article that her experimental studies demonstrated that positive affect is related to an opened, complex and flexible cognitive organization, and with an ability to integrate the different type of information. [...] The result of this way of thinking makes more creative the solution of problems and more successful and sensible the judgment and decision-taking.

Positive emotions have also a tremendous impact on health. Indeed, Vecina Jiménez (2006), considers that health is something more than the lack of an illness, and that positive emotions are as well something more than the lack of negative emotions, it is possible to think about using positive emotions to prevent diseases, to reduce their intensity and length and to reach a high well-being level.

Finally, positive emotions improve the ability to cope with adversity. Again, Vecina Jiménez (2006) defends that resilient people, those who bend down in front of adversity but don't break, are able to experiment positive emotions in stressful situations. A few studies demonstrated that resilient



people experiment high levels of happiness and interest for things while they are going through anxious moments.

To conclude with the benefits of Positive Affect and emotions, Fredrickson and Losada defend that *“positive emotions, positive moods, and positive sentiments carry multiple, interrelated benefits. First, these good feelings alter people’s mindsets: experiments have shown that induced positive affect widens the scope of attention (Fredrickson & Branigan, 2005; Rowe, Hirsch, & Anderson, 2005), broadens behavioural repertoires (Fredrickson & Branigan, 2005), and increases intuition (Bolte, Goschkey, & Kuhl, 2003) and creativity (Isen, Daubman, & Nowicki, 1987). Second, good feelings alter people’s bodily system: experiments have shown that induced positive affect speeds recovery from the cardiovascular after effects of negative affect (Fredrickson, Mancuso, Branigan, & Tugade, 2000), alters frontal brain asymmetry (Davidson et al., 2003). Third good feelings predict salubrious mental and physical health outcomes: prospective studies have shown that frequent positive affect predicts: resilience to adversity, increased happiness, psychological growth, lower levels of cortisol, reductions in subsequent-day physical pain, resistance to rhinoviruses and reduction in stroke. Good feelings predict how long people live: Several well-controlled longitudinal studies document a clear link between frequent positive affect and longevity.”* (Fredrickson & Losada, 2005, pages 678,679).

In general, a good life is based on some character strengths. Peterson and Seligman believe that *“character strengths are the bed rock of the human condition and that strength-congruent activity represents an important route to the psychological good life”* (Peterson, Seligman, 2004, page 4). According to them, character strengths are the psychological ingredients that define the virtues. They classify 24 specific strengths under six broad virtues that consistently emerge across history and



CEU

culture. The six broad virtues are: wisdom and knowledge, courage, love and humanity, justice, temperance and spirituality and transcendence.

Trough positive education we pretend to work on those virtues and to reach happiness in our students.

“So my first piece of advice about building strengths in kids is to reward all displays of any of the strengths. My second and final piece of advice is to go out of your way to allow the child to display these burgeoning signature strengths in the course of the normal daily activities.” (Seligman, 2003, page 245).



4.1. Virtues of Positive Psychology.

“To be a virtuous person is to display, by acts of will, all or at least most of the six ubiquitous virtues: wisdom, courage, humanity, justice, temperance and transcendence.” (Seligman, 2003, page 137).

“Strengths of wisdom and knowledge include positive traits related to the acquisition and use of information in the service of the good life. [...] There are five character strengths studied by psychologists in which cognition is especially salient.” (Peterson & Seligman, 2004, page 95). The strengths that are included in these virtues are:

- Creativity
- Curiosity
- Open-mindedness
- Love of learning
- Perspective.

*“Strengths of **courage** entail the exercise of will to accomplish goals in the face of opposition, either external or internal. [...] Virtues as corrective because they counteract some difficulty inherent in the human condition, some temptation that needs to be resisted, or some motivation that needs to be checked or rechanneled.”* (Peterson & Seligman, 2004, page 199)

The strengths that are included in this virtue are:

- Bravery
- Persistence
- Integrity
- Vitality.



CEU

*“Strengths of **humanity** include positive traits manifest in caring relationships with others.” (Peterson, Seligman, 2004, page 293)*

The strengths that are included in this virtue are:

- Love
- Kindness
- Social intelligence.

*“We regard of **justice** as broadly interpersonal, relevant to the optimal interaction between the individual and the group or the community. [...] We maintain the distinction by proposing that strengths of justice are strengths among, whereas those of humanity are strengths between, but the difference is perhaps one of degree more than kind.” (Peterson & Seligman, 2004, page 357)*

The strengths that are included in this virtue are:

- Citizenship
- Fairness
- Leadership.

*“What are the types of excess of special concern? Hatred- against which forgiveness and mercy protect us. Arrogance- against which humility and modesty protects us. Short-term pleasure with long-term costs – against which prudence protects us. And destabilizing emotional extremes of all sorts – against which self-regulation protects us. It is worth emphasizing that the strengths of temperance temper our activities rather than bringing them to a complete halt. [...] **Temperance** strengths are defined in part by what a person refrains from doing, and they may be more apparent to observers in their intemperate absence than in their temperate presence. Indeed, in our attempts to measure this class of strengths, we have found that among people in the mainstream United States, strengths of*



temperance are infrequently endorsed and seldom praised. [...] The strengths of temperance are important. They are included in virtually all philosophical and religious discussions of virtue.” (Peterson & Seligman, 2004, page 431).

The strengths that are included in this virtue are:

- Forgiveness and mercy
- Humility and modesty
- Prudence
- Self-regulation.

*“At first glance, our final grouping of character strengths seems mixed, but the common theme running through these strengths of **transcendence** is that each allows individuals to forge connections to the larger universe and thereby provide meaning to their lives. Almost all of the positive traits in our classification reach outside the individual – character, after all, is social in nature – but in the case of the transcendence strengths, the reaching goes beyond other people per se to embrace part or all of the larger universe. The prototype of this strength category is spiritually, variously defined but always referring to a belief in and commitment to the transcendence (nonmaterial) aspects of life – whether they be called universal, ideal, sacred, or divine. [...] Humour – admittedly the most controversially placed entry – connects someone directly to troubles and contradictions in a way that produces not terror or anger but pleasure.” (Peterson & Seligman, 2004, page 519).*

The strengths that are included in this virtue are:

- Appreciation of beauty
- Gratitude
- Hope
- Humour



CEU

- Spirituality.

“Engaging in a strength usually produces authentic positive emotion in the doer: pride, satisfaction, joy, fulfilment, or harmony. For this reasons, strengths and virtues are often enacted in win-win situations. We can all be winners when acting in accordance with strengths and virtues”.

(Seligman, 2003, page 138)



4.2. The happiness formula.

Martin Seligman establishes a happiness formula, which is the following one:

$$H = S + C + V.$$

This formula means that to endure the level of happiness is equal to the sum of the set range, the circumstances in life and the voluntary control.

Seligman talks about two different type of happiness: momentary and enduring happiness. Momentary happiness, as the word says, is transient. But enduring happiness is the one that has a long-term lasting.

By the other hand, Seligman talks about set range, which is *“the range of happiness that we inherit. Our personal set range of positive and negative emotion.”* This factor indicates us the barriers that prevent us to be happier. (www.kdheks.gov [last visit: 28th of May, 2013])

Moreover, Seligman introduces in the happiness formula the life circumstances, trying to determinate how happiness is influenced by external circumstances. These last ones can change the level of happiness of someone.

Salvatore Moccia's thesis (2010) appoints to Lyubomirsky, Sheldon and Schkade's (2005) empirical researches tack on Seligman's happiness formula values to the factors:

- S (set of range) = 50%
- C (circumstances) = 10%
- V (voluntary control) = 40%.

For instance, al least a 40% of the variation of the happiness depends on the voluntary control, so they can be modified.”



Moreover, Salvatore Moccia appoints to Tkach and Lyubomiesky (2006) who suggest a few strategies to maintain or increment the level of happiness. These are the intervention strategies that they indicate:

- Mental control: used to control the level of unhappiness using different interventions.
- Direct strategies: designed to affect positively on the happiness level.
- Social affiliation strategies: include all those interventions that help the person to open up to others.
- Religious strategies: comprehend all those interventions that act in a spiritual level.
- Party strategies: take in all those interventions destined to increment people extroversion.
- Active strategies: include all those interventions that suggest practicing “active” activities during free time. [...]

Finally, these two authors, using the literature to describe the concept of happiness, indicate that happiness is composed by three elements:

- Frequent positive affections.
- High life satisfaction.
- Few frequent negative affections.

From those three elements, we can use in an Early Year School only two of them. The teacher has to show and have frequently positive affections to the students *“Love, affection, warmth, and ebullience should all be delivered unconditionally. The more of there, the more positive the atmosphere, and the more secure the child will be”* (Seligman, 2003, page 219).



CEU

By the other hand, the teacher should not have frequent negative affections; the teacher is responsible of creating a kind, warm and friendly environment in the class with the students. Besides, affection is an emotion and it must be positive because *“positive emotion does much more than just feel pleasant; it is a neon sign that growth is under way, that psychological capital is accumulating”* (Seligman, 2011, page 66).

We cannot talk about “high life satisfaction” in Early Years because so we will be working with students whose life is too short to talk about satisfaction. What we can do instead is to teach on the Positive Psychology goals and aims to be able to reach a high life satisfaction in a future.



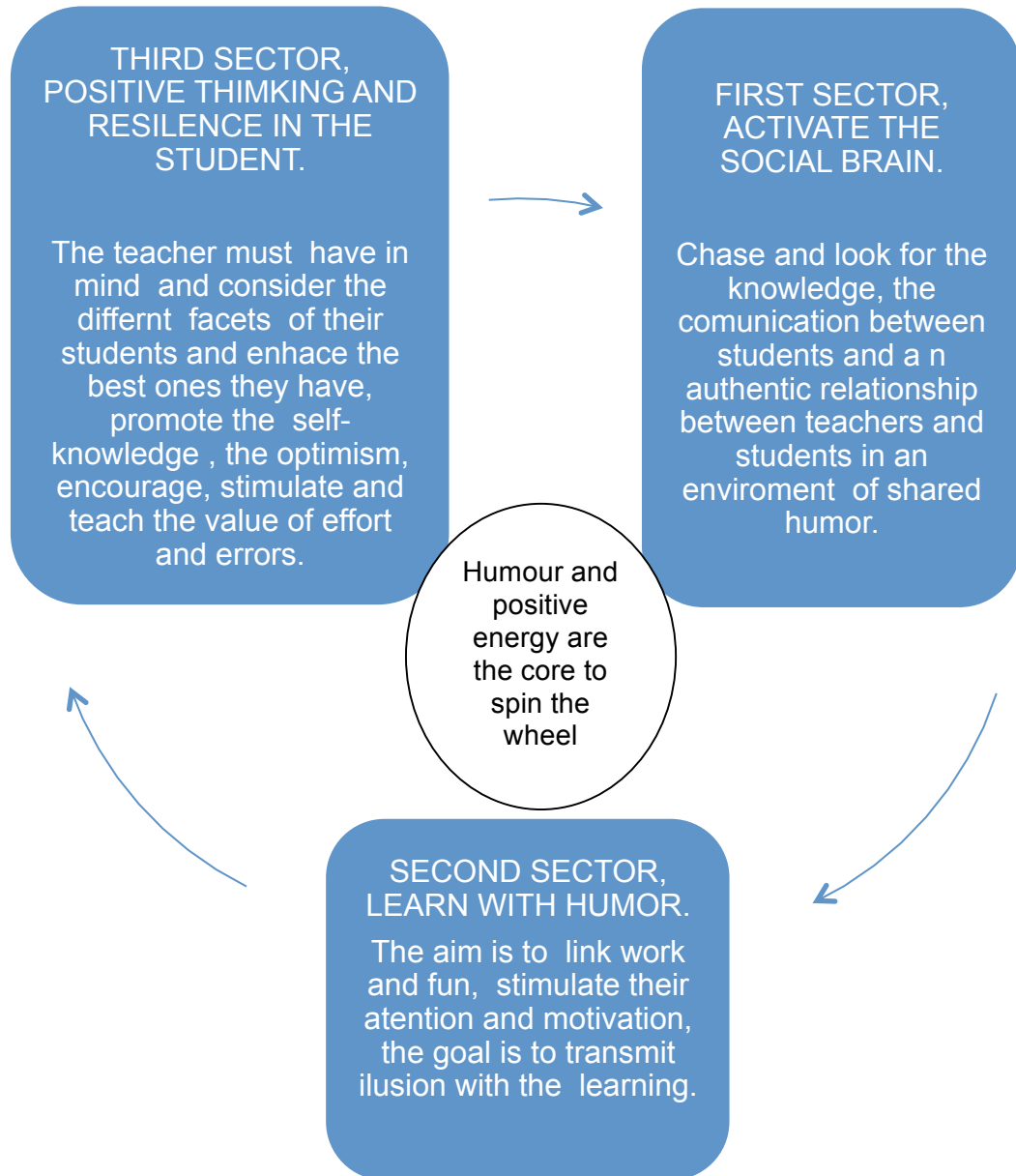
4.3. A happy environment: happy teacher, happy student.

“Multiple cognitive and motivational process moderate the impact of the objective environment on well—being. Thus, to understand why some people are happier than other, one must understand the cognitive and motivational process that serve to maintain, and even enhance, enduring happiness and transient mood.” (Lyubomirsky, 2001, page 240)

Educators should create a cosy and happy environment in Early Years Schools. This environment must allow the development of flourishing.

“Flourishing means to live within an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience. [...] The key predictor of flourishing is the ratio of positive to negative affect” (Fredrickson & Losada, 2005, page 678)

To create this environment, one of the clues that we can use is the humour wheel. “Claves para aprender en un ambiente positivo y divertido” (2010) describes that this wheel axis is good humour and positive energy. García – Larrauri (2009), present the humour sense wheel and the interrelation between the three sectors.



Graphic 1. Humour sense wheel and the interrelation between the three sectors (García-Larrauri, 2009)



Besides, in “Claves para aprender en un ambiente positivo y divertido” (2010) good humour and positive energy are understood like a tide; when the tide goes up, the boats floating on the sea pull up as well.

It is important to built a relationship of love and trust between the students and the teacher, so that makes the wheel roll and work properly.

In “Claves para aprender en un ambiente positivo y divertido” (2010) are developed the following ideas, which are that there are two basic elements to create a positive atmosphere in the classroom are:

- The authentic relationship of the teachers with the students; this means that the teacher keeps looking for approaching to the students, understanding them and worry about their academic and personal well-being. [...] By customizing the relationship the teacher must: worry about the suitable physic conditions of the class, know the students and try to talk to them by their name, distribute the class so the teacher has visual contact with all the students and direct attention equally. Customizing means receive the students in the classroom, greet them kindly, make good wishes and say encouragement words. It is also important to worry about being understood, paying attention to their expressions and attitudes. [...] The teacher that has a good relationship with the students can be a sample can be firmly but flexibly in other circumstances. By the other hand, the teacher values and encourages the students to overcome, shows trust in their possibilities, commends the answers or appropriate initiatives, the students effort and their work well done.

[...] A positive environment in the classroom in characterized by the positive humour between the students and the teacher.

- By the other hand, related to the interrelationships between the students, which happen in a natural way. [...] It is essential to



promote and maintain those relations of affect, generosity and empathy with the other people. In our opinion, the teacher is a very strong clue to promote and maintain these relationships and prevent conflicts. [...] Nowadays, schools are being shaped as a place to develop and improve student's resilience, especially through the environments that is possible to generate. Thus, Handerson and Milstein (2003), an resilience atmosphere that brings support and love (basic and fundamental element), that moreover establishes and transmits elevated expectations and offers meaningful participation opportunities. [...]

In our opinion, teachers have to huge opportunity to promote bidirectional relationships with the students, and so the students between themselves. This also promotes team works in and out the classroom.

Moreover, in the same book, it is defended the importance of maintaining balance between humour and formality. To generate a favourable climate related to humour, which is not incompatible with rules and limits. Those rules and limits are like street signs, they help traffic to be safe and secure.

In conclusion, the teacher should create and provoke optimum conditions and feelings in the classroom. If the students are raised up in a positive environment, their feelings will be positive and so their actions.

Finally, this book ends up defending that teachers often forget about the importance of affective, relational and recreational aspects in the classroom.

When teachers forget those important aspects, emerges in the class despondency, hostility and alienation. This is something that Positive Psychology wants to pull down.



4.4. Grow up happy: yesterday, today and tomorrow.

“My central theme of this point is that there are several routes to authentic happiness that are each very different. There are three importantly different kinds of positive emotions (past, future and present), and it is entirely possible to cultivate any one of these separately from the others. Positive emotion about past can be increased by gratitude, forgiveness, and freeing yourself of imprisoning deterministic ideology. Positive emotion about the future can be increased by learning to recognize and dispute automatic and pessimistic thoughts. Positive emotion about the present divides into two different things - pleasure and gratifications - and this is the best example of radically different routes to happiness. The pleasures are momentary, and they are defined by felt emotion. They can be increased by defeating the numbing effect of habituation, by savouring, and by mindfulness. The pleasant life successfully pursues positive emotions about the present, past and future.” (Seligman, 2003, page 248)

The human being had always looked for happiness as a goal to reach, as a state of well-being and permanent. In Salvatore's Moccia still non-published article, it is described that the human being is not satisfied with the price of a happy future for a miserable life; he/she hopes to be happy every single moment of his/her life.

Besides, this permanent happiness is very difficult to reach. It seems that happiness is made by small instances or details that happened during the day. Happiness is also defined by its futility, it means that it can appear and disappear constantly along our lives.

It is very important when someone has sense of humour because that person is able to find out the funny aspect of things happening.

As educators, we need to develop sense of humour and happiness in our students. Because we are working in Early Years we can offer to them a



CEU

happy present, which in a future will be their past; and a happy background will always support it.

Along his still non-published article, Salvatore Moccia appoints to Kjerful (2007), who talks about ten reason that justify that happy people work better and have better results in their lives:

- They have a better team work
- They are more creative
- They solve problems instead of complaining
- They have more energies
- They are more optimist
- They are more motivated
- They get less sick
- They learn quicker
- They don't really mind about mistakes, so consequently they make less mistakes
- They take better decisions.

All the previous aspects are very important to work with children; all of them are something that want to reach through education. *“Positive emotion emanating from a child is a neon sign that identifies a winning situation for the child”*. (Seligman, 2003, page 169)

Seligman (2005), is mentioned by Salvatore Moccia in his still non-published article, defending that positive attitude makes us adopt a way of thinking totally different to the negative attitude. So, while bad and cold humour activates a way of thinking based on negativity, the positive mood moves people to adopt a more critical, creative, tolerant, constructive, generous, relaxes and lateral way of thinking. This thinking style focuses on what is good and positive, not what is wrong.

Moreover, Salvatore appoints to Seo and Barrett (2007) who affirm that positive emotions can constantly affect the three dimensions of motivation,



CEU

helping us to choose the way (selection of an action), the timely dosing of the required effort to carry out the action (intensity of the action) and, finally, acting with perseverance to reach the selected aim (length of the activity).

“The pleasant life is wrapped up in the successful pursuit of the positive feelings, supplemented by the skills of amplifying these emotions. The good life, is not about maximizing positive emotion, but is a life wrapped up in successfully using your signature strengths in the service of something larger than you are. To live all three lives is to lead a full life.”
(Seligman, 2003, page 249)



4.5. Basic competences and goals to reach.

In the preface of “Programa Aulas Felices” it talks about the Ley Orgánica 2/2006, 3 de mayo, de Educación, includes the Basic Competences as an essential component in the curriculum, collecting so the European Parliament Recommendation and Council, 18 de diciembre 2006, according to the basic competences for a permanent learning. The eight Basic Competences defined in Spain are, contemplated in the Decrees that develop the educative curriculum in the different Autonomies Communities of our country. [...] They are defined as <those competences that the student must reach when finish the compulsory education to achieve a personal fulfilment, to perform active citizenship, to embody satisfactory to the adult life and to be able to develop a permanent learning during the life>, and in Spain we specify the eight following ones:

- Linguistic communication competence.
- Mathematic competence.
- Knowledge and interaction with the physical world competence.
- Information managing and digital competence.
- Social and citizenship competence.
- Cultural and artistic competence.
- Learn to learn competence.
- Autonomy and personal initiative competence.

It is very difficult to work in a classroom the eight competences at the same time and to develop them. In the same preface it is written that this is why it will be necessary to adopt measures to obtain a balanced development of the Basic Competences in schools. [...] It is essential to design a program that works and develops the eight competences,



including the competence Learn to learn. [...] This will be based in the Positive Psychology conceptual framework.

Salvatore Moccia talks about this competences in his still non-published article, where he defends that usually, when we about the basic competences that a teacher need to develop to be a good teacher, we focus on instrumental, technical-professional and academic competences. In the same way, we insist on the teacher's role as a catalyst of basic skills in students. Nonetheless, much less often we are interested on the necessity, that both the teacher and the learner, to active and develop, in a teaching-learning context, their emotional competences which are directly related to the Positive Psychology strengths and virtues.

Good humour, comprehended as one of the strengths, can help to teach and learn from a positive and funny perspective, favouring an educative context in where the relationship between the teacher and the students allows both growth, not only as agents involved in the teaching act, but also as competent integral people.

Besides, Salvatore Moccia refers to Palomera et. el (2008) who indicates that "emotions and abilities related to its management, affect the learning process, the mental and physical health, the quality of social relationships and the academic and working efficiency. Moreover, much of the buzz about the contributions that the study of emotions can offer to improve the education is due to the emergence of a new study field called Emotional Intelligence." The concept of emotional intelligence has its origins in the concept of social intelligence; developed by the American behaviourist psychologist Edward Lee Thorndike. Thorndike defined the social intelligence as q capacity to understand and manage people in order to act wisely in human relations. Salovey and Mayer (1990) were the first investigators that used the concept of emotional intelligence to present the people capacities to face their emotions, and they defined the emotional intelligence as "the subset of the social intelligence that involves the ability to recognize our emotions and the other ones, in order to discriminate



from each other and use them to guide our thought and actions”. [...] But the one that shaped the emotional intelligence has been Daniel Goleman. He defines the emotional intelligence as “the capacity to recognize our own emotions and the other ones, to motivate ourselves and to control our own emotions and the other ones.

Moreover, Salvatore Moccia’s non-published article appoints to Goleman who divides the emotional intelligence in five categories:

- **Self-Awareness.** It refers to the capacity of recognize and understand our moods, our own emotions and the factors that stimulate us, and the effects of our emotions in other people
- **Self-Regulation.** It refers to the capacity of control and divert the impulses and negative moods. It refers as well to the propensity of good thinking before acting and to avoid snap judgements.
- **Motivation.** It refers to the illusion of working for something else than obtaining money or a specific social status. It is the ability of pursue some goals with energy and persistence.
- **Empathy.** It is the ability of recognize the emotions of other people and treat those people according to their mood.
- **Social skills.** It is the capacity of manage the social relationships and establish contact nets. It refers also to the ability of finding out mutual interests and establish relationships.

Finally, in the same report, Salvatore Moccia talks about these five categories, which are easily related to the Positive Psychology strengths and virtues.

- Self-Awareness is very similar to humility, understood as a realism virtue, which consists in being conscious of our limitations and to act according our conscious.



CEU

- Self-Regulation approaches to honesty and justice values because this means to behave with integrity, transparency and sincerity.
- Motivation is understood as the result of an interior force that stimulates the person to move on, to purpose new and different things and to establish new goals to reach.
- Empathy matches with love, understood as the sum of good behaviour and positive actions that allow people to develop affective feelings.
- Social skills refer to the ability to manage social relationships. It is very similar to peace virtue as a positive mood that promotes the social relationships between people and provides an interior and exterior peace and quite.

Virtues are the basic features of character. Positive humour, Positive Psychology and Emotional Intelligence flourish on a solid base that is supported by a few virtues. In the following table we will compare the virtues and strengths purposed by Seligman and Peterson, the good humour virtues and the virtues studied from the Emotional Intelligence. Finally we will underline the good ones to be used to teach with good humour.



Peterson y Seligman		Emotional Intelligence	Positive humour virtues	Competences to teach through good humour
Virtue	Strengths			
WISDOM AND KNOWLEDGE	Creativity; Curiosity; Critical Thinking; Love for learning; Perspective		POSITIVE VIEW AND PRUDENCE	WISDOM KNOWLEDGE POSITIVE VIEW PRUDENCE
VALUE	Courage; Perseverance; Honesty; Enthusiasm	JUSTICE AND HONESTY	HONESTY	HONESTY ENTHUSIASM
LOVE AND HUMANITY	Kindness; Love; Social Intelligence	LOVING THE OTHER ONES	COMPREHENSION AND LOVING THE OTHER ONES	LOVE HUMANITY
JUSTICE	Public spirit; Balance; Leadership		JUSTICE	JUSTICE
TEMPERANCE	Self-control; Prudence; Humility;	HUMILITY	HUMILITY	HUMILITY
SPIRITUALITY AND SIGNIFICANCE	Love for beauty and excellence; Gratitude; Hope, Optimism and forecast; Humour sense; Spirituality and faith; Clemency and forgiveness		POSITIVE HUMOUR	HOMOUR SENSE FORGIVENESS CLEMENCE
		INITIATIVE	INITIATIVE	INITIATIVE
		PEACE	PEACE	PEACE
			TRUST	TRUST

Table 1. Seligman and Peterson’s virtues and strengths compared with good humour virtues and Emotional Intelligence virtues according to Salvatore’s Moccia still non-published article.



CEU

Once we are aware of the previous competences and the importance of virtues and strengths to reach happiness it is possible to establish a main goal to reach through education: help the students to be happy, yesterday, today and tomorrow.

Now that this goal is established we must specify a few aims to work out to then reach the main goal.

Across education people need to find out their own virtues and strengths. Afterwards, it is important to work hardly on them. Now, we must not forget that the learning process has to be enjoyable and meaningful. It is Teachers' goal to motivate the students during their schooling and to help them to hit happiness.



5. Intervention proposal.

5.1. Centre ideology.

The following centre is an Early Years School designed for students between zero and six years old. It has a bilingual and private school and it has a confessional Catholic character. The property on which the centre ideology is based is the Positive Psychology.

The “Programa Aulas Felices” (2010) is based on Positive Psychology and the educative program is founded on some features:

- An integrating model that allows maximizing the personal and social development of the student.
- That unify and structure the work that, nowadays, is being developed in every school based on the Tutorial Action, Values Education and Basic Competences related to the personal and social development, and to learn to learn.
- Have as a core the development of two special and relevant concepts of Positive Psychology: the plain attention and the education of the 24 personal strengths (Peterson and Seligman, 2004). The plain attention will be a basic feature, maximizing attitudes of plain conscious and self-control. At the same time we can make our students able to build their own positive traits. All this will make our students more autonomist, more capable to develop in the world that surrounds them, and definitely make them happy.”

In the preface of the previous program, it talks about the throughout the mankind history, a lot of human beings reached the conclusion that people primordial goal in happiness. However, despite the time elapsed, we still finding very confusing how to reach so important aim. People keep



CEU

thinking that happiness will arrive in a very far future (and probably it will be based on materials goods or external favourable circumstances), forgetting the fact that it is possible to live happily here and now. Without ignoring both present and future, it is possible to be more conscious of the present and to taste happiness, without the need to postpone this goal for a far future.

The main goal to reach in the centre is to work, teach and learn with the children through Positive Psychology. It is very important to highlight that children grow up according to their first experiences in their first years of life. *“When a young organism experiences negative emotion, it runs for cover. Once it feels safe and secure again, it leaves its refuge and ventures out into the world. When young organisms are safe, they feel positive emotion, and they will reach outward and broaden their resources by exploring and playing.”* (Seligman, 2003, page 209)

This is why it is essential to make those Early Years a sum of happy, comfortable, safe and different emotions for the children.

It is also necessary to know that during their Early Years, children's first social contact outside their families is the school; in school they develop some abilities and knowledge that they would not do as much at home. Children, since their first years of life imitate people, so they choose unconsciously people as an example to follow. Normally, those examples are the people that educate and look after them and give them love and safety, so parents and teachers. For that reason teachers must be a good and positive example for their students. Thus, if we want to teach through Positive Psychology, teachers should be the first perfect example of happiness.

As it was written before, Positive Psychology has a lot of positive consequences in people's past, present and future. Teachers need to focus on the importance of this theory. Teachers need to consider that happy classes result into a happy environment and the happy environment develops motivation on the students to learn. A motivated student learns



CEU

better, then the knowledge becomes meaningful, and this meaningful knowledge makes the student happy. Finally a happy student is the one that is brave, energetic, motivated, autonomic, fighter, sensible, critic, reasonable and an example for others.

Nowadays, we live in a difficult society, where people are constantly asked to reach more and more and whatever we do is never enough. This is the reason why schools should teach to leave happily, so no matter what we are asked to do, we will be satisfied and motivated doing it, instead of complaining.

Let's reflect about the fact of doing something motivated and satisfied. If we do something that we do not like to do, we will never do it properly and happily. Instead, if we are asked to do something that motivates us, we will do it happily and motivated, and the work will be well done. This is a goal that the school wants to work out with the children. In the centre we need to present to the students every single type of activity and make the children to enjoy it and learn through it.

“Positive emotion broadens and builds the intellectual, social, and physical resources that the children draw upon later in life. Augmenting positive emotions in the children can start an upward spiral of positive emotion.”

(Seligman, 2003, page 212)

The “Programa Aulas Felices” (2010) defends that our students' happiness should be an aim to reach for the future. But, through the educational proposals that we offer in this program, happiness can turn out to be a goal to reach day by day, making learning and schooling stage a period where, at the same time that we enjoy, we learn to be happy here and now, without forgetting the importance of our past and future. And us, teachers, can join our students during this path, creating well-being with each step, every day, with every act.

Following the previous pedagogical principles, the school basic centre ideology is to raise happy children up. The school wants to provide them an integral and meaningful knowledge for their lives. It is important not to



CEU

forget that we are teaching to children that in a future will be adults. Those adults would be in the way that they were thought mainly during their Early Years. That is why it is important to provide them a happy, meaningful and integral learning, so they can work basing on those principles in their future. We also must remember that we are part of a society, and nowadays children are part of that society and they will be part of it in a few years. We need to raise them up according to everybody's hope of reaching an ideal happy and peaceful society.

"I conclude that, were it possible, well-being should be taught in school because it would be and antidote to the runaway incidence of depression, a way to increase life satisfaction, and an aid to better learning and more creative thinking" (Seligman, 2011, page 80)



5.2. Context and environment. Happy territories.

Appy School is a private, confessional Catholic and bilingual school. It will open the door to the students next 15th of September 2014.

Appy is an Early Years school for students between zero and six years old.

The name chosen for the school is “Appy” which means “A Positive Psychological for Youth”. Appy comes from the word “Happy”.

Appy School is situated in Rocafort municipality, in the Valencian Community, Spain. Rocafort’s municipality is located at the northwest part of Valencia city. This town is laid on a calcareous territory. The village is divided in two parts. The really northwest part that where we could find rain-fed crops (olive tree, grapevine or carob tree). Nowadays, houses and shops replace those crops. The southwest part of the town is a flat territory, which is perfect for irrigated crops with Moncada’s Acequia Real water.

Related to the family environment, the features of the students’ families are own of an affluent area. Most of the families work in the tertiary sector or own properties. Rocafort grew up a lot in the last years. Formerly, it was an agriculture zone with only summerhouses. Now it is a very rich place with an elevated family economic level. The main preoccupation of the families is to give to their children the best and highest education.

It is essential to underline that Rocafort’s citizen are very hard workers with social and religious concerns. This is why most of the citizen are catholic. In the town we can find two churches. One of them is located in the centre of the town, in front of the town hall and the other one in Santa Barbara’s houses complex.



CEU

Appy School signed a contract with Rocafort's town hall, which consists that the school community will be able to use all the public sport facilities and parks. Similarly, the school will organize excursions to the town to visit, for example, the House of Culture.

We need to highlight that, because of the parents' job, most of the classrooms will be filled very quickly. Nowadays, in our society is very important to learn a second language. This is the main reason why it is taught English in Appy School. The sooner the children learn another language, the easiest for them to learn it. Furthermore, the school introduces a new methodology of work which is very attractive and becoming popular in the USA.

The school ideology defends the importance of a tutorial action and a personalized education. The strengths and the affective education are two important axes for our education concept. But it is important to teach, not only to the students, but to their parents as well. This is why during the school years, teachers will organize courses for the parents.

The school is going to offer free places to those families that cannot afford paying the school. For the first cycle, so for students from zero to three years old, there will be offered two free places. For the second cycle, so for students from three to six years old, we offer five places.

Before assigning the places, the school is going to analyze the economic situation of the families that apply this offer. The chosen families have to undertake the responsibility of participating and collaborating with the different activities organized in the school.

Next there is a sort of useful information about the school.

- **Ownership:** Private enterprise centre.



CEU

- **Educative levels:** Early Years Education (0-6 years old)
- **Unit number:** six units.
- **Level courses number:** one level for each course.
- **Students' number:** 116 students.
- **Teachers' team:** five teachers, one principle (who works as a teacher as well), four class assistances and one psychologist.
- **Timetable:** the school opens at 8:00 and closes at 17:30.
- **Centre programs:** Special needs inclusion.
- **Additional centre staff:** one secretary, kitchen staff, cleaning staff and a beadle.

The school is set on one ground floor building, so the accessibility to the different school facilities will be easier for the users.

The school facilities are:

- **School dining room:** it hosts 80 students. It will present all the furniture needed for the different students' age.
- **Classrooms:** the school has six classrooms. Moreover we can find one for special attention, another one for Physical Education, one for music education and the last one for public representations, parents meeting or cinema.
- **Offices:** a staffroom, the principal office, the psychologist office, a room for private meetings with parents and a chill out staffroom.
- **Playgrounds:** the school has two playgrounds, one is covered and the other one is opened. Both of them are communicated in between. The playgrounds have safe equipped facilities so the children can play, being safe and free while playing.
- **Orchard:** it is located in front of the school playground. It hosts 30 people. This zone allows the teachers to work with the students the land and to look after it.



CEU

- **Farm:** in the farm there will be some animals like hens, ducks, tortoises, rabbits and a donkey. It is important to teach the children to look after animals and to be aware of the needs that we have to give to them.

Focusing on the school, it is going to be described the happy territories. The school has to look a comfortable and attractive place for the children. It has to be colourful and shiny. It has to be an opened area where the children can walk around and feel that it is their territory.

The school furniture and spaces are going to be adapted to the children needs, and so their classrooms.

Classrooms disposition.

All the classrooms are going to be safe and comfortable for the children. Moreover, it is considered very important to have natural light, so the walls are going to be made of big windows. Furthermore, there will be an audio system per class. Also, a part of one wall of each classroom will be used by the students to be paint on it. Finally, they will have a direct access to the playground.

First Cycle

0-1 years old

The classroom for children from zero to one year old will be a diaphanous place. It has to have a lot of light and blinds to turn down the light for relaxing moments, like sleep time. In this place we will have a carpet corner where the children can lay down or crawl. The child can play with the different toys that are in this zone. There will be a mirror as well, so the children can look at their selves in it. Besides, there will be cribs for each child to sleep when necessary. There is a toilet in the classroom where the



CEU

teacher will be able to change the children nappies. This toilet is going to have a window, so the teacher will be able to look at what is happening in the classroom.

1-2 years old

This classroom is very similar to the previous one. The only change that we can find is that there will be a small table and different toys. The furniture will be the same. The toilet will be the same as the other classroom but there will be a new element that is the loo.

2-3 years old

The following classroom is the same as the previous one. Again, the furniture would not change. The only element that changes is the toys. Besides, the toilet is going to be shared with the previous classroom.

Second Cycle

These three classrooms are going to be structured more or less in the same way.

They are going to be big classroom. All of them will have the following corners: carpet corner, library, symbolic game, logical-mathematical corner and experimental corner. Moreover there will be tables and chairs for the children and a white board. The toys will be disposed in the different shelf of the class.

The only difference between the classrooms is that in the 3-4 years old classroom there will be a toilet only for this class. The other two ones will share it.

The classroom material and toys will be adapted to the age of the children. The furniture will be comfortable and safe. Everything has to be colourful and attractive for the students. It is important for the child to feel free and



CEU

happy in his/her territory. Finally, the school has to be a place where the student can learn and discover every day something new.



5.3. Mission, vision and values.

Education is a very difficult but pleasant mission for the educators. The quality of this education depends on the vision that every teacher has on the students. But, what is really important to underline is that education is a value for the children.

Society trusts in teachers, because they have the responsibility of rising the youngest ones that in a future will be adults. Teachers have the power of changing the simple negative facts that happen daily in our towns, cities, and countries. But this power is very special, and not every body owns it. The teacher is the one who masters in an uncountable number of abilities. The teacher must be clever, patience, fair, creative, calm, outgoing, kind, strict, respectful, tactful, effective... there are thousand adjectives to describe a teacher.

Moreover, we cannot forget how important the teacher image is for the students. Usually, children use teachers as an example to follow. It is in the teacher's hands to help the students' to achieve their future by the daily work. The teacher is in charged to make the children's knowledge to be meaningful and to make them selves happy learning through that knowledge. The teacher should create a pleasant and happy environment for the students so their schooling period would be amusing. As we can see, the teacher mission is essential. This mission involves helping the children to be happy through their education and when a child is happy the brain is totally opened for a brainstorm of meaningful knowledge.

The quality of the education depends on the teacher's vision of the ways of teaching. Schools are the place where children spend most of their days. It is where they discover new things every day, where they learn and where they develop their strengths and values. Schools should be a happy



CEU

place where the students grow up and discover who they want to be. This is why schools should focus on the children's present to develop the best attitudes, aptitudes and values for the future. Educators cannot forget that teaching should be lead to the growth of the two dimensions of the person: the cognitive and the moral one. Both should be developed at the same time and in the same way. By the other hand, the society goal to reach is to reach happiness. So the vision of teaching should be to offer a positive and happy education to the youngest ones. This positive education is lead to both sides of the person, the moral and the cognitive one.

Finally we cannot forget that education is a value for the children and for our society. Education is a value and a right for every child of the world. Furthermore, this value includes a million of values in it. Depending on the school, teachers and parents vision these values will change. This is the reason why the educator should choose the best values to teach to the students. Because, depending on what schools teach today to the children, will be reflected in their future, and so in our society. Positive Psychology defined values as an aim to reach to be happy. And those values are lead to strengths. Educators should develop those values and strengths in children since their very early years so to catch up with happiness.



5.4. Methodology.

Attuned to the Organic Law 2/2006, of 3rd of May, of Education (LOE) philosophy, the school tries to use a methodology that develops all the children abilities.

To develop our teaching, in the school we will work through the Positive Psychology. From Positive Psychology born a new methodology called "Happy classrooms".

Nowadays, we expect too many things for our students. Moreover, we plan their education looking forward their future, not their present. Children need to find a meaning to their learning. It is very important for them to give sense to what they discover. If the new learning has a lack of meaning, then the knowledge will be useless and forgot.

Furthermore, teachers keep focusing on an academic education, forgetting the importance of the moral education. Teachers are submitted to a sort of laws that they have to fulfil in a very short term of time. Besides, these stressful factors are not motivating teachers at all to make a good job.

Now, if the teacher is not motivated, then the activities will be boring and so the students. And a non-motivated students' is the result of school failure.

Happy classrooms program defends the idea of make the learning meaningful for the students. The children have to enjoy through education. They have to be happy. And the very important ingredient is the teacher. Teachers must be creative so to design motivated activities. Those activities have to be meaningful for the child. Moreover, the activities have to let the student to use all his or her abilities. Activities must be different and let the student learn by his or her own. This will help the child to be autonomous, sure of him/her self, and motivated to reach the knowledge.

It is very important that the teacher participates in those activities. The teacher has not to be a viewer; he or she has to be a reference point for



CEU

the students. This means that the children can feel safe and supported by the teacher. These feelings make the child even surer of him/her self and they feel protected. When a child feels protected and safe, he/she feels loved.

Love is the base of this methodology. People feel happy when they feel loved.

Love is a very important point of view to consider, even more when working with children. The teacher that loves his/her students, is the one that cares about their education, learning and interests; so is the one who designs activities that motivate the children to reach the aims. In addition, the relationship between the teacher and the student will be special and more solid.

Working through Happy Classrooms, teachers educate both half of the person: the moral one and the academic one. As it is said above, the teacher that loves his/her students will get wonderful results. Also, if the relationship between the teacher and the students is based on love, then activities will be motivating for both teacher and students. This causes that the students' performance will be very high and so the acquired knowledge.

As it was explained before, Positive Psychology establishes a complex of virtues and strengths to reach to be happy. Those virtues and strengths are very important in Happy Classrooms. First of all, it is important to understand that every person is different from the other ones. So each one of us will have different virtues and so strengths.

The teacher has to know his/her virtues and strengths develop them and put them into practice always, in classroom as well.

Once the teacher developed his/her virtues and strengths, then he/she will be able to help the students to find their own virtues and strengths through the activities and the daily education.



CEU

Happy education is considered very important. It implies a lot of positive consequences for the student learning, development and life.

Positive Psychology develops all the student virtues and strengths. Those virtues are going to make the student a virtuous person. So, a virtuous person is a happy person. Finally, the happy person is the one that reaches success in life, that believes in changes, that keeps establishing new goals and ways to reach them.

It is essential to highlight that this methodology will be supported by another methodology, which is “corners”.

Corners are a sort of small areas where the children can learn playing and discovering for free. The corners that cannot be forgotten in a classroom are:

- **Carpet corner.** This is a quite area where the teacher sits down with the students and talks about anything. For example, if there has been a fight between some children, the teacher can solve the problem talking with the students in this area. It is also a place where students can tell what they feel, think or believe.
- **Library.** This place is going to be comfortable and quite. Children dispose of books that they can read or look at. In this corner there will be a computer as well in case they want to play some games.
- **Logic-Mathematical.** In this area children can develop their local and mathematical abilities using materials like puzzles, abacus, bricks or shape sorters.
- **Symbolic game.** This area is very important in Early Years Classrooms. Children play in a free way representing daily activities like cooking, driving, looking after a baby or an animal, teaching...
- **Experimental corner.** This area is made for the child to use his/her own imagination and creativity to experiment and learn from this



CEU

experimentation. Children's knowledge increases with their mistakes and discovering.

Finally, parents have a huge responsibility in their children education. This is why is very important in the school to work with the parents. The school helps parents to join in the education activities. It is essential so to be coherence in the educational actuation between the parents and teachers. Every parent hopes for their sons and daughters to be someone happily brilliant, both academic and moral ways. Happy Classroom program offers reaching these aims; not only in a future, but in the present as well. Again there must be a coherence and collaboration between the parents and the school.

Teaching trough this methodology we adapt our education to the different levels and maturational developments, to the cognitive necessities and possibilities, to the affective, social and motor skills and to the variety of the children interests.



5.5. Activities.

Next we are going to find a weekly program where there will be explained three groups of activities. The first one will be for children from zero to one year old. The other two ones are planned for the two cycles of Early Years Education. We separate the first year of life because the students' knowledge and development is smaller. The program is going to be titled "To be happy I want..." The title is based on the "Happy classrooms" methodology. This is the reason why the activities are designed to work with Positive Psychology in the class with children from zero to six years old.

First of all the teacher must know the teaching goals to reach with following activities:

- To maximize the children's love feelings.
- To establish a kind and loving relationship between the teacher and the student.
- To stimulate and develop every part of the child through Positive Education.
- To find out each student's virtues and strengths.
- To reach every day a personal satisfaction with the new acquired knowledge.

"To be happy I want..."

First cycle

Designed for children from zero to one year old. We cannot forget that the children are constantly learning something new. Teachers must accompany the students across this process. The activities are based on



CEU

the children previous knowledge, their abilities and their limitations. It is essential to know that we are talking about a period where children are constantly changing and acquiring new abilities. Educators have to allow them to discover the world that surrounds them and motivate their concerns.

The main goal to work with this unit is to develop happiness and love feelings in the students. The activities are proposed to reach the goals established in the Spanish laws through Positive Psychology.



Weekly planning.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>“Finger rhymes”</i></p> <p>There is a sort of popular songs that the adult sings to the child to play with him or her. They are very useful to stimulate children’s senses and to establish a love and caring relationship between the child and the adult. These songs are accompanied by short games with parts of the child body.</p>	<p><i>“What is this”</i></p> <p>The teacher plays with the child trying to stimulate his or her senses with a sort of toys. It is important to choose those toys that the child likes and that motivate him or her.</p>	<p><i>“Cuddles”</i></p> <p>The teacher takes two students and puts them in between his or her legs. The children have to be able to touch and play between them. The space where the teacher is has to be quite and relaxing. The teacher has to stimulate the children senses with hand movements (they have to be kind) and talk love words to them in a soft voice.</p>	<p><i>“Relax”</i></p> <p>The teacher dims the lights and turns on classic relaxing music. Little by little, the teacher walks around the class and caress their face softly for a minute. It is important to know that in case that one of them cries the teacher should try to calm the baby down with love and patience.</p>	<p><i>“Brushes”</i></p> <p>The teacher holds a fine and smooth tip brush and plays with the child making smooth tickles to the baby’s feet, hands, arms, and face.</p>



CEU

We cannot forget two more important activities that we can do every day with the children. The first one is “Infant Massage”. “Infant Massage” is a type of massage that we can make to the babies while changing their diaper. This massage helps the baby to calm down and relax. It also stimulates the child bones, organs and muscles. Finally it creates a special relationship between the baby and the teacher.

“To be happy I want...”

First cycle

Designed for students from one to three years old. The activities are based on the children previous knowledge, their abilities and their limitations. It is essential to know that we are talking about a period where children are constantly changing and acquiring new abilities. Educators have to allow them to discover the world that surrounds them and motivate their concerns.

The main goal to work with this unit is to develop happiness and love feelings in the students. The activities are proposed to reach the goals established in the Spanish laws through Positive Psychology.



Weekly planning.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>“Body painting”</i></p> <p>The teacher will draw and cut a huge heart. Then will put trays of different colours finger paint. The children will have to paint the palm of their hand and foot and print it in the heart.</p>	<p><i>“Drawing happiness”</i></p> <p>The teacher will draw on backing paper a rainbow. Then will put on the floor different type of material to decorate or colour the rainbow. Each child chooses which material to use and how to use it.</p>	<p><i>“Making faces”</i></p> <p>The teacher will take the children one by one and will play with them to make funny faces. The student has to imitate the face that the teacher makes. This activity is a great fun for the child and it stimulates the face muscles.</p>	<p><i>“Our happy corner”</i></p> <p>The teacher creates a happy corner where he/she will play with the children to stimulate their laugh playing with them with the toys or movements that motivate each child. For example a toy that makes sounds or tickling.</p>	<p><i>“The train of love”</i></p> <p>We make a circle sitting down one behind the other one. So we have to massage the person that we have in front of us. For the children between one and two years old we will do the same exercise but only the teacher and the student.</p>



There is another activity that we can do every day with the children. This is that before siesta time, the teacher talks to the children while they are lying down in their cribs. The teacher is going to talk about having sweet and happy dreams. This activity must be relaxing and the teacher has to talk with a kind voice. It can be supported by classic music.

“To be happy I want...”

Second cycle

Designed for students between three and six years old. The activities are based on the children previous knowledge, their abilities and limitations.

It is essential to know that we are talking about a period where children are constantly changing and acquiring new abilities. Educators have to allow them to discover the world that surrounds them and motivate their concerns.

The main goal to work with this unit is to develop happiness and love feelings in the students. The activities are proposed to reach the goals established in the Spanish laws through Positive Psychology.

This cycle is very important to start working and developing the children virtues and strengths.



Weekly planning.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>“Happy faces to the sky”</i></p> <p>Each one of us draws a happy face on a paper or writes down what makes them happy. Then we show it to our class. After it we will put the pictures or sentences into a balloon bloated with helium and we will go to the playground. Then we will let the balloon fly away with our message in it.</p>	<p><i>“Happiness circuit”</i></p> <p>The teacher prepares a circuit in the playground and gives to the student a sort of slogans to reach the goal. Every slogan will start with the sentence “To be happy I want...”</p> <p>For example, the teacher says, “To be happy I want the children to jump into the hula-hoops.”</p> <p>At the end of the circuit the children have to sit down and say what they want to be happy.</p>	<p><i>“Love hide and seek”</i></p> <p>We play to hide and seek in the classroom or playground.</p> <p>Only half of the class hides while the other half looks for their classmates.</p> <p>When they find someone the ones that seek have to hug the hidden one.</p>	<p><i>“Looking for love”</i></p> <p>The teacher hides around the classroom some hearts and the children have to look for them. Once they find one, they have to stick it on a wall. When they all find the hearts, they have to take one and give it to someone of the class saying why he/she loves the person to who is giving the heart.</p>	<p><i>“Cooking time”</i></p> <p>The teacher and the students are going to cook cookie hearts in the classroom and then decorate them.</p> <p>When the cookies are ready we will eat them sitting down together.</p>



CEU

There are three more activities that we can do every day with the students. The first one is that we will talk about what they want to be happy during carpet time. The second activity is to read to the children a story, the same one every day of the week. The story is “Guess how much I love you”. The last activity is to hang up in the classroom a Happiness board where, at the end of the day, each child has to put a happy face if he/she was happy during the day in school and explain in a short sentence why.



5.6. Evaluation.

The teacher is going to evaluate the children development and progresses through observation and participation. In our education system, teachers are very used to mark this development and improvement. Besides, when a teacher evaluates a student, he/she compares the child with the rest of the class.

It is essential to take into account that each person is totally different from the rest of the world people. The teacher can not compare the students in between them. Instead, he/she has to focus on every good aspect of each child and work on it to maximize them. To improve bad behaviours, the teacher has to prevail the child virtues and strengths over the bad behaviour.

The teacher is a very important reference for the child. This is the main reason why the teacher has to participate in the class activities. Participating it will be easier to recognise the children deficiencies and problems. Moreover, the children will be more motivated if the teacher participates in the activities with them; so those activities will be better done, because the students will have the teacher example and reference, and it will be easier for them to understand the exercise.

For observation, the teacher has to employ all his/her energies and attention to the class. But, involving all the attention will make easier the evaluation and the particular attention to each child.

To end with, it will be a great resource to write down every day a short opinion about the work of the children, highlighting their difficulties and progresses.

Next there is a simple table that the teacher can use to evaluate each child and the activities done during the day.



CEU

Week n°	Monday	Tuesday	Wednesday	Thursday	Friday
Activity					
Reached goals					
Behaviour					
Team work					
Comments					

In the previous table the teacher fills the gaps that consider important to record and there is no need to write down any mark. With a cross or a tick will be enough. Even this criterion depends on each teacher.



6. Conclusion.

To end up with, Salvatore Moccia, in his still non-published article, defines good humour as the feature of the person who knows how to transform the experiences in something funny and amusing. This ability represents happiness. The one with positive humour is constantly looking for being happy, the one that finds the positive aspects of doings, and, is specially the one who lives in a good humour, so do not limit him/her self being positive only sometimes.

The goal that education has to reach is to develop in the students the importance and need of happiness for the life. It is essential to remember that, in the schools, we are rising up children that in a future will be adults. Teachers are responsible of the students' future. So the teachers' job has to be to take into account this responsibility and not to forget how important our today is for the children tomorrow.

In "Claves para aprender en un ambiente positivo y divertido" it affirms that if the teacher perfectly dominates the knowledge, but never establishes an authentic relationship with the students, it might emerge in the class feelings like discouragement, hostility and estrangement. The class group provides a meeting point and optimum conditions to experiment a huge number of feelings. We cannot loose the opportunity of facilitate the ideal conditions to make learning a personal resource and to facilitate the future life support modelling. Frequently, we forget about the importance of affective, relationships and recreational aspects.

It is essential in the classroom, especially in Early Years, to establish an affective and love relationship between the teacher and the student. As it is said along the topic, love is the principal ingredient for happiness. And



CEU

the teacher is the responsible one to create a positive atmosphere in the classroom so the students feel motivated and happy.



CEU

Bibliography

Arguís Rey, R., Bolsas Valero, A. P., Hernández Paniello, S., & Salvador Monge, M^a. del Mar. (2010). *Programa "AULAS FELICES". psicología positiva aplicada a la educación* (Equipo SATI ed.). Zaragoza. (Traducción propia)

Authentic happiness - developing a positive emotional life. Retrieved April/13 Retrieved from <http://www.kdheks.gov/hcf/healthquest/download/DevelopingAPositiveEmotionalLifeTranscript.pdf>

Carbelo, B., & Jáuregui, E. (2006). Emociones positivas: Humor positivo.27 (1), 18-30. (Traducción propia)

García Larrauri, B. (2010). *Claves para aprender en un ambiente positivo y divertido. todos rueda mejor si se engrasa con humor.* (Pirámide ed.). Madrid: Grupo Anaya. doi:978-84-368-2329-5. (Traducción propia)

Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52(6), 1122--1131.

Los libros de bastián - adivina cuánto te quiero. Retrieved May/11 Retrieved from <http://los cuentos de bastian.com/adivina-cu%C3%A1nto-te-quiero>

Lyubomirsky, S. (2001). Why are some people happier than others? the role of cognitive and motivational processes in well-being.56(3), 239--249. doi:10.1037/0003-066X.56.3.239



CEU

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *2005*, *131*(6), 803-855. doi:10.1037/0033-2909.131.6.803

Marks, N. (2010). Happiness is a serious business.

Moccia, S. *Competencias para educar con buen humor*. Unpublished manuscript. *(Traducción propia)*

Moccia, S. (2010). *El papel de la empresa del buen humor en una perspectiva avanzada de la dirección de las organizaciones*. Universidad de Navarra; Instituto Empresa y Humanismo). *(Traducción propia)*

Peterson, C., & Seligman, M. E. P. (2004). *Character strenghts and virtues. A handbook and classification*. (American Psychological Association ed.) Oxford University Press. doi:978-0-19-516701-6

Preschool. Fingerplays, action poems, nursery rhymes and songs. Retrieved May/11 Retrieved from <http://www.preschoolrainbow.org/preschool-rhymes.htm>

Seligman, E. P. M. (2003). *Authentic happiness*. London: Nicholas Brealey Publishing. doi:978-1-85788-329-9

Seligman, E. P. M. (2011). *Flourish*. London: Nicholas Brealey Publishing. doi:978-1-85788-569-9

Vecina Jiménez, M. L. (2006). Emociones positivas. *27*(1), 9-17. *(Traducción propia)*



CEU

Laws

Ley Orgánica 2/2006, 3 de mayo, de Educación. (*Traducción propia*)

Ley Orgánica 8/2013, 9 de diciembre, para la mejora de la calidad educativa. (*Traducción propia*)

Real Decreto 1630/2006, 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil. (*Traducción propia*)

Decreto 37/2008, 28 de marzo, del Consejo, por el que se establecen los contenidos educativos del primer ciclo de la Educación Infantil en la Comunidad Valenciana [2008/3829] (*Traducción propia*)

Decreto 38/2008, 28 de marzo, del Consejo, por el que se establecen los contenidos educativos del segundo ciclo de la Educación Infantil en la Comunidad Valenciana [2008/3829] (*Traducción propia*)



CEU

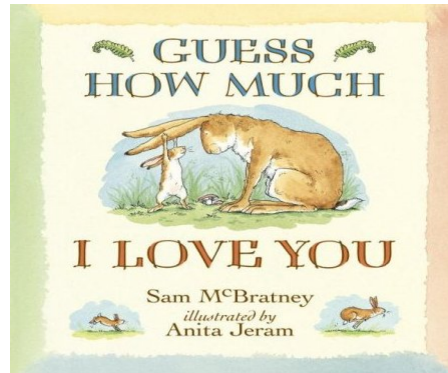
ANNEXES



CEU

Annex 1. Guess how much I love you.

<http://espectacularkids.com/blog/en/guess-how-much-i-love-you/> (21.05)



Little Nutbrown Hare, who was going to bed, held on tight to Big Nutbrown Hare's very long ears. He wanted to be sure that Big Nutbrown Hare was listening.

"Guess how much I love you," he said.

"Oh, I don't think I could guess that," said Big Nutbrown Hare.

"This much," said Little Nutbrown Hare, stretching out his arms as wide as they could go.

Big Nutbrown Hare had even longer arms. "But I love YOU this much," he said.

Hmm, that is a lot, thought Little Nutbrown Hare.

"I love you as high as I can reach." said Little Nutbrown Hare.



CEU

"I love you as high as I can reach," said Big Nutbrown Hare.

That is quite high, thought Little Nutbrown Hare. I wish I had arms like that.

Then Little Nutbrown Hare had a good idea. He tumbled upside down and reached up the tree trunk with his feet.

"I love you all the way up to my toes!" he said.

"And I love you all the way up to your toes," said Big Nutbrown Hare, swinging him up over his head.

"I love you as high as I can HOP!" laughed Little Nutbrown Hare, bouncing up and down.

"But I love you as high as I can hop," smiled Big Nutbrown Hare - and he hopped so high that his ears touched the branches above.

That's good hopping, thought Little Nutbrown Hare. I wish I could hop like that.

"I love you all the way down the lane as far as the river," cried Little Nutbrown Hare.

"I love you across the river and over the hills," said Big Nutbrown Hare.

That's very far, thought Little Nutbrown Hare. He was almost too sleepy to think any more. Then he looked beyond the thorn bushes, out into the big dark night. Nothing could be further than the sky.



CEU

"I love you right up to the MOON," he said, and closed his eyes.

"Oh, that's far," said Big Nutbrown Hare. "That is very, very far."

Big Nutbrown Hare settled Little Nutbrown Hare into his bed of leaves. He leaned over and kissed him good night.

Then he lay down close by and whispered with a smile, "I love you right up to the moon - AND BACK."



Annex 2. Finger Rhymes.

<http://www.preschoolrainbow.org/preschool-rhymes.htm> (21.05)



Monkeys On the Bed

Action poem

Five little monkeys jumping
on the bed
One fell off and bumped
his head
Mama called the doctor and
the doctor Said,
" No more monkeys
jumping on the bed!"
Four little monkeys jumping
on the bed, three little monkeys jumping on the bed, (and so on).

Ten Fingers *A finger play*

I have ten fingers *hold up both hands, fingers spread*
And the yall belong to me, *point to self*
I can make them do things-
Would you like to see?



CEU

I can shut them up tight *make fists*
I can open them wide *open hands*
I can put them together *place palms together*
I can make them all hide *put hands behind back*
I can make them jump high *hands over head*
I can make them jump low *touch floor*
I can fold them up quietly *fold hands in lap*
And hold them just so.

Five Little Bees

One little bee blew and flew.
He met a friend, and that made two.
Two little bees, busy as could be--
Along came another and that made three.
Three little bees, want done more,
Found one soon and that made four.
Four little bees, going to the hive.
Spied their little brother, and that made five.
Five little bees working every hour--
Buzz away, bees, and find another flower.

Five Fat Peas

A counting finger play especially
useful in the spring and summer.
Five fat peas in a pea pod pressed (*Children hold hand in a fist*)
One grew, two grew, so did all the rest. (*Put thumb and fingers up one by one*)
They grew and grew (*Raise hand in the air very slowly*)
And did not stop,
Until one day
The pod went POP! (*Children clap hands together*)



CEU

Annex 3. School pictures.

Picture n. 1: Classroom for children from 0 to 1 year old.



Picture n. 2: Classroom for children from 1 and 2 years old.





CEU

Picture n. 3: Classroom for children from 2 to 3 years old.



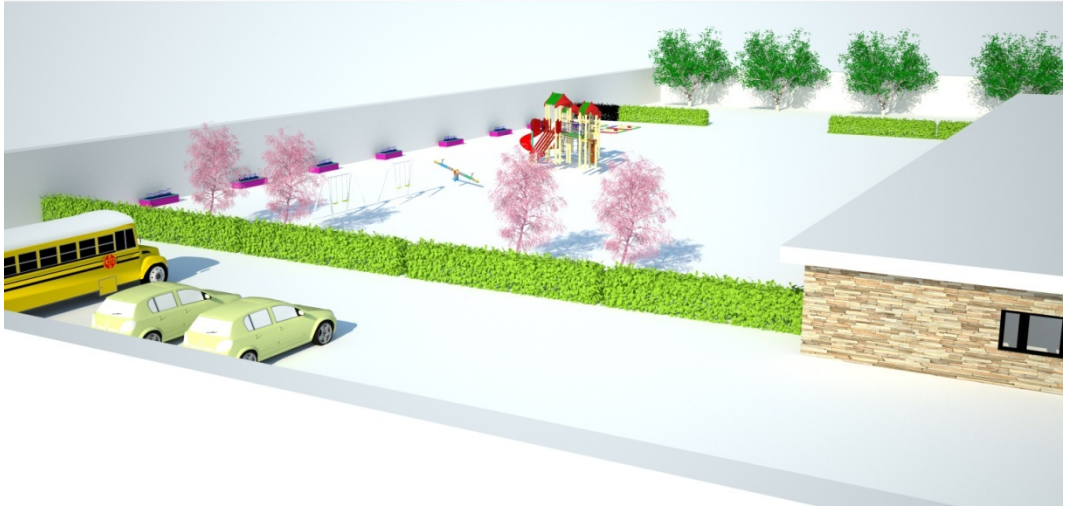
Picture n. 4: extracurricular activities courts.





CEU

Picture n. 5: School Playground.



Picture n. 6: School playground.





CEU

Picture n. 7: School view from the outside.





CEU