

p u y s a p p r e n d r e e / e r n e n + i y



(ap)Prendre soin de soi

Équipe R&D “émotions, apprentissages, bien-être à l’école”

Elena Lucciarini



■ Bienvenue !

1. Prendre soin de soi: pourquoi?
2. Prendre soin de soi: comment?



■ que voulons-nous pour nos élèves?





■ ... ce serait pas un peu
ce qu'on veut pour nous
aussi???

Oui... c'est bien joli...
Mais pourquoi
d'abord? (et ensuite...
comment?)



■ Parce qu'un·e prof·e heureux·se...

1. enseigne mieux (ex. ;Turner, K., & Theilking, 2019)
2. tisse des liens forts avec ses élèves (ex. ; Spilt et al., 2011)
3. dure plus longtemps dans le métier(ex. ; Goodman et al., 2015)
4. c'est contagieux ! →



L'impact du/de la prof·e ■ dans la classe

→ Contagion émotionnelle

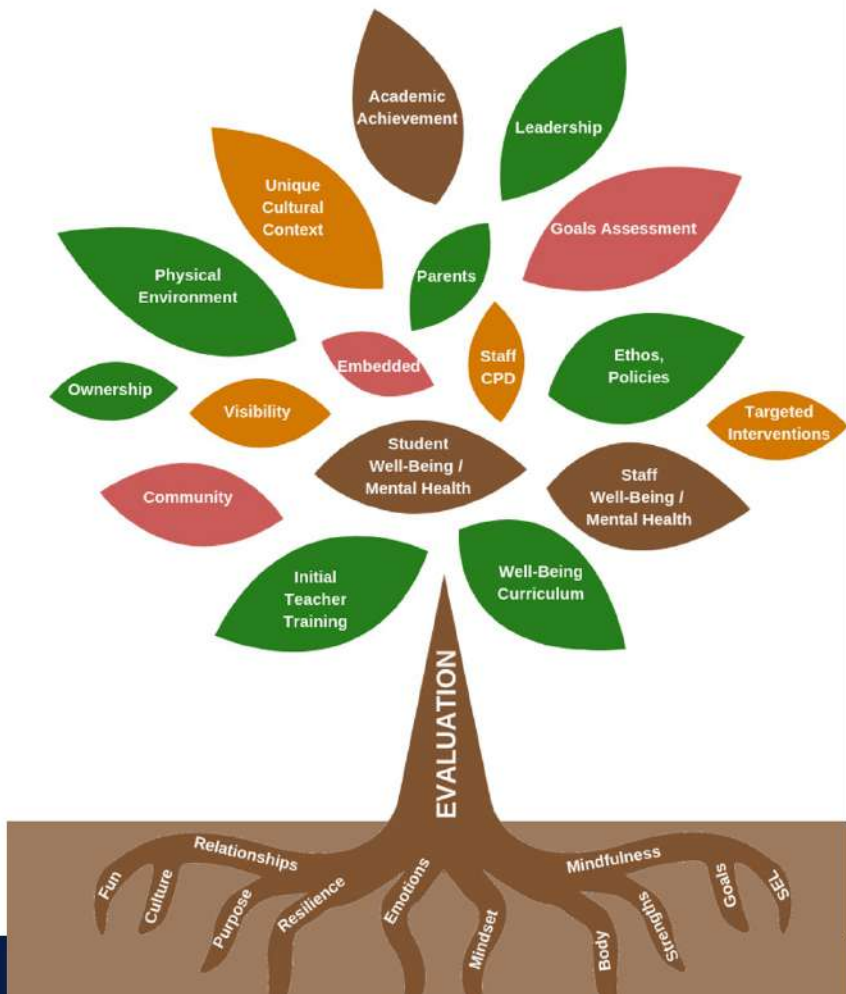
Stress est contagieux

(Oberle & Schonert-Reichl, 2016)

Le bonheur est (encore plus) contagieux

(Moskowitz & Dewaele, 2021)

«Les élèves qui pensent que leurs enseignant·es sont satisfait·es de divers aspects de leur vie, y compris de leur décision de devenir enseignant·es ont une attitude plus positive à l'égard de l'apprentissage.»



Evidemment... tout ne dépend pas de nous!

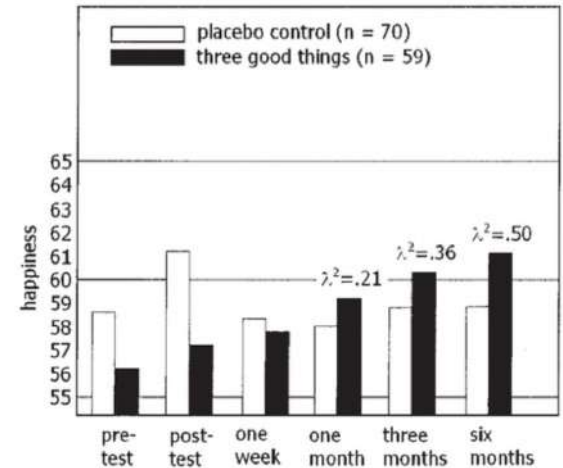
«Parmi les choses qui existent, certaines dépendent de nous, d'autres non»
(Manuel d'Epictete)





Le bonheur: ça s'apprend...

- Black cab studies
- 25'000 rues + éléments touristiques dans les 10km autour de Charring cross
- IRM: hippocampe plus développé ((orientation) / + de matière grise (stockage d'info))





Comment?

1. diagnostic



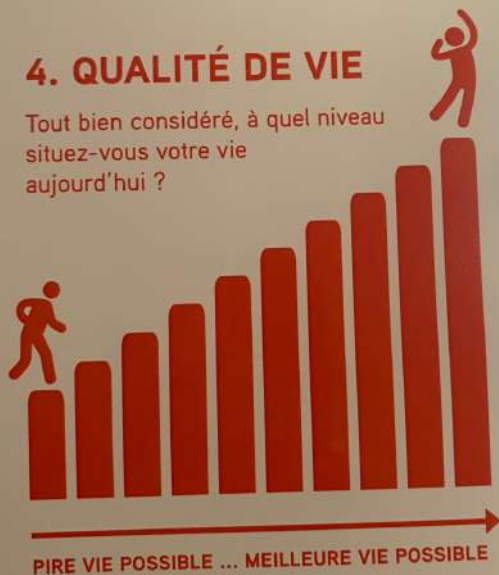
1. NIVEAU D'ENERGIE

Selon vous, quel est votre niveau d'énergie en ce moment ?



4. QUALITÉ DE VIE

Tout bien considéré, à quel niveau situez-vous votre vie aujourd'hui ?



5. ZONE DE SATISFACTION

Quel est votre degré de satisfaction en ce qui concerne ...



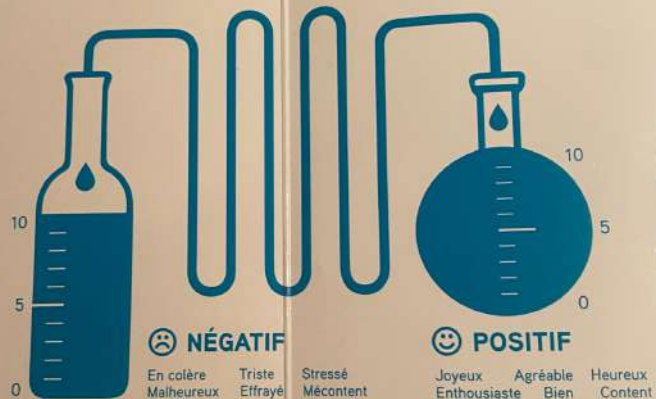
6. COMPTEUR DE STRESS

Dans quelle zone de stress vous placez-vous ?



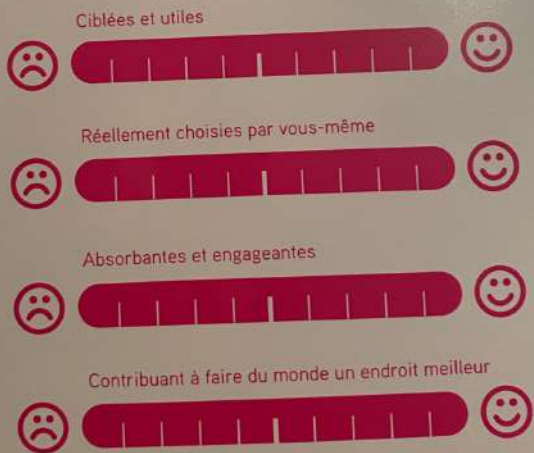
2. RÉSERVOIRS DES ÉMOTIONS

Comment pouvez-vous graduer vos émotions positives / négatives ?



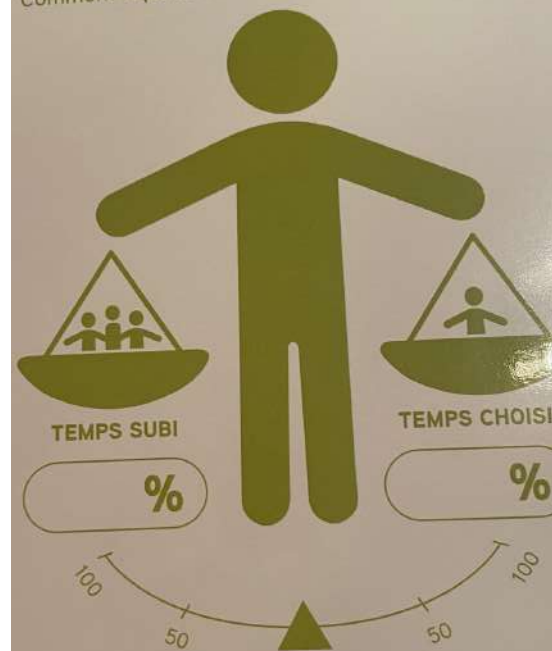
7. BIEN-ÊTRE EUDÉMONIQUE

Dans l'ensemble, vous considérez les activités que vous faites comme



3. ORGANISATION DU TEMPS

Comment répartissez-vous votre temps ?



Donner de son temps



COMMENT FAIRE

Quelle que soit votre situation financière, vous êtes en mesure de faire le plus beau des cadeaux : le don de temps. Vous êtes invité(e) à offrir au moins trois « dons de temps » au cours d'une semaine (ces dons doivent être en sus des activités prévues pour la semaine). Ceci peut se faire en accordant du temps à trois personnes qui comptent pour vous, ou bien sous la forme d'aide à la communauté/caritative. Veillez à ce que ces dons fassent appel à vos forces de signature (par exemple le mentorat d'un enfant ou des services pour la communauté si la Gentillesse est une de vos forces de signature).

IMPACT SUR : Bien-être, dépression.

Notice "Références scientifiques": n°1, n°9

Pour plus de renseignements, formations ou conseils : www.positran.fr



À NOTER

Cette action est généralement mise en œuvre sur 1 semaine. Elle a été étudiée seule ainsi que dans le cadre d'un package d'interventions plus complet.



Donner de son temps

2. Des actions

A – activités (physique, mouvement, dehors, nature, ...)

C – compréhension (émotions, résilience, ...)

T – tranquillité- pleine conscience

I – identité (forces, compétences, valeurs,...)

O – optimisme (objectifs, plans, ...)

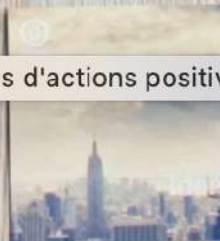
N – NOUS (relations, communication, comportements pro-sociaux, ..)

S - satisfaction (bricolage, savourer,...)





cartes d'actions positives

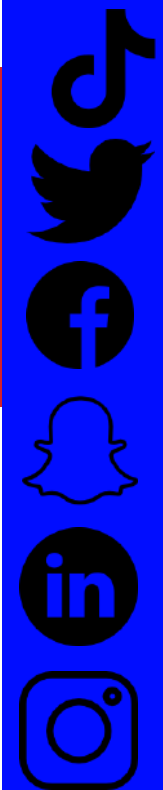


1. Que faites-vous déjà pour améliorer votre bien-être?
2. Qu'aimeriez-vous faire d'autre?
3. Quand dans la semaine pouvez-vous vous octroyer un moment?
4. Quels sont les freins qui pourraient vous empêcher de le faire? Et ... comment les surpasser?
5. Et à l'école? Comment adapter une intervention?



■ D'autres outils







■ Changement de paradigme

- Approche «classique» = remédiation des déficits, dysfonctions, lacunes, corrections,...
- Biais de la négativité
 - « Les expériences négatives s'attachent à notre esprit comme du velcro, les expériences positives glissent sur notre esprit comme sur du téflon».
- Réorienter son attention (voir «toute» la réalité)



■ Cadrage théorique

Psychologie positive

1. objectif: ramener l'équilibre tant pour la recherche que la pratique (Linley, 2006)
2. (une) définition : champ de recherche qui s'intéresse au fonctionnement optimal au niveau de l'individu, du groupe et des institutions. (Gable & Haidt, 2005; Boniwell, 2008)



■ Cadrage théorique

Objets de recherche :
forces, flow, émotions, méditation,
sens, résilience, ...

Applications:
entreprises, coaching, médecine,
éducation, ...



■ Education positive

«un·e élève heureux·se apprend mieux, un·e prof·e heureux·se enseigne mieux».

« une approche basée sur la Psychologie Positive qui vise premièrement à développer des **environnements** et systèmes éducatifs qui cultivent simultanément les compétences **cognitives, psychosociales** et de bien-être, et deuxièmement à en mesurer les résultats».



■ recherche en contexte scolaire

- Réguler ses émotions → Capacités en lecture, **résultats académiques** (Raver, 2002)
- **Interactions, communication**, travaux de groupes, mémoire, inhibition, (Richard et al., 2021; Denervaud et al., 2017)
- Émotions positives optimisent les **apprentissages** et la **mémorisation**, les **résultats** académiques, la **motivation**, la satisfaction à l'école (Carew and Magsamen, 2010; Gumora & Arsenio, 2002 Um et al., 2012).

Bibliographie

- Bennett, S. D., Cuijpers, P., Ebert, D. D., McKenzie Smith, M., Coughtrey, A. E., Heyman, I., ... & Shafran, R. (2019). Practitioner Review: Unguided and guided self-help interventions for common mental health disorders in children and adolescents: a systematic review and meta-analysis. *Journal of Child Psychology and Psychiatry*, 60(8), 828-847. <https://doi.org/10.1111/icpp.13010>
- Boniwell, I. (2017). Action Cards. Positran
- Bono, G., & Froh, J. (2009). Gratitude in school: Benefits to students and schools. In *Handbook of positive psychology in schools* (pp. 95-106). Routledge. <https://doi.org/10.4324/9780203884089>
- Carew, T.J. & Magsamen, S.H. (2010). Neuroscience and education: an ideal partnership for producing evidence-based solutions to guide 21st century learning. *Neuron*, 67, 685-88.
- Carr, A., Cullen, K., Keeney, C., Canning, C., Mooney, O., Chineeallaigh, E., & O'Dowd, A. (2020). Effectiveness of positive psychology interventions: a systematic review and meta-analysis. *The Journal of Positive Psychology*, 1-21. <https://doi.org/10.1080/17439760.2020.1818807>
- Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: a review and meta-analysis. *The journal of alternative and complementary medicine*, 15(5), 593-600. <https://doi.org/10.1089/acm.2008.0495>
- Denervaud, S., Franchini, M., Gentaz, E., & Sander, D. (2017). Les émotions au cœur des processus d'apprentissage. *La pédagogie spécialisée à l'épreuve des neurosciences*, 20-25.
- Dickens, L. R. (2017). Using gratitude to promote positive change: A series of meta-analyses investigating the effectiveness of gratitude interventions. *Basic and Applied Social Psychology*, 39(4), 193-208. <https://doi.org/10.1080/01973533.2017.1323638>
- Dunning, D. L., Griffiths, K., Kuyken, W., Crane, C., Foulkes, L., Parker, J., & Dalglish, T. (2019). Research Review: The effects of mindfulness-based interventions on cognition and mental health in children and adolescents—a meta-analysis of randomized controlled trials. *Journal of Child Psychology and Psychiatry*, 60(3), 244-258. <https://doi.org/10.1111/jcpp.12980>
- Fischer, R., Bortolini, T., Karl, J. A., Zilberberg, M., Robinson, K., Rabelo, A., ... & Mattos, P. (2020). Rapid review and meta-meta-analysis of self-guided interventions to address anxiety, depression, and stress during COVID-19 social distancing. *Frontiers in psychology*, 11. <http://dx.doi.org/10.3389/fpsyg.2020.563876>
- Gay, P., Bressoud, N., Lucciarini, E., Gomez, J.-M., Rime, J., & Samson, A. C. (2019). What are the functions of positive emotions in fostering school engagement in primary school (and how to deal with it) ? In L. Castelli, M. Jenny, P. Andrea & A. Ambrosetti (Eds.), *Well-being in Education Systems*. Firenze, Italy: Hogrefe. Retrieved from <http://hdl.handle.net/20.500.12162/4138>
- Gómez-Olmedo, A. M., Valor, C., & Carrero, I. (2020). Mindfulness in education for sustainable development to nurture socioemotional competencies: A systematic review and meta-analysis. *Environmental Education Research*, 26(11), 1527-1555. <https://doi.org/10.1080/13504622.2020.1777264>
- Gumora, G., & Arsenio, W. F. (2002). Emotionality, emotion regulation, and school performance in middle school children. *Journal of school psychology*, 40(5), 395-413.
- Hattie (2018). Updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d). <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Heckenberg, R. A., Eddy, P., Kent, S., & Wright, B. J. (2018). Do workplace-based mindfulness meditation programs improve physiological indices of stress? A systematic review and meta-analysis. *Journal of psychosomatic research*, 114, 62-71. <https://doi.org/10.1016/j.jpsychores.2018.09.010>

Bibliographie

- Hendriks, T., Warren, M. A., Schotanus-Dijkstra, M., Hassankhan, A., Graafsma, T., Bohlmeijer, E., & de Jong, J. (2019). How WEIRD are positive psychology interventions? A bibliometric analysis of randomized controlled trials on the science of well-being. *The Journal of Positive Psychology*, 14(4), 489-501. <https://doi.org/10.1080/17439760.2018.1484941>
- Kabbat-Zinn, John. (1994). *Wherever you go, There you are*. New-York: Hyperion
- Leyland, A., Rowse, G., & Emerson, L.-M. (2019). Experimental effects of mindfulness inductions on self-regulation: Systematic review and meta-analysis. *Emotion*, 19(1), 108–122. <https://doi.org/10.1037/emo0000425>
- Linley, A. (2008). *Average to A+: Realising strengths in yourself and others*. ICON Group International.
- Lucciarini, E., Gay, P., & Bressoud, N. (2019). *High school swiss students' perception of five minutes' mindfulness meditations at the beginning of their 45 minutes' lesson*. In L. Castelli, M. Jenny, P. Andrea & A. Ambrosetti (Eds.), *Well-being in Education Systems*. Firenze, Italy: Hogrefe.
- Moskowitz S & JDewaele J-M (2019): Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes, *Innovation in Language Learning and Teaching*, DOI: 10.1080/17501229.2019.1707205
- Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine*, 159, 30-37.
- Perach, R., Allen, C. K., Kapantai, I., Madrid-Valero, J. J., Miles, E., Charlton, R. A., & Gregory, A. M. (2019). The psychological wellbeing outcomes of nonpharmacological interventions for older persons with insomnia symptoms: a systematic review and meta-analysis. *Sleep medicine reviews*, 43, 1-13. <https://doi.org/10.1016/j.smrv.2018.09.003>
- Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social policy report*, 16(3), 1-20.
- Richard, S., Baud-Bovy, G., Clerc-Georgy, A., & Gentaz, E. (2021). The effects of a 'pretend play-based training'designed to promote the development of emotion comprehension, emotion regulation, and prosocial behaviour in 5-to 6-year-old Swiss children. *British Journal of Psychology*, 112(3), 690-719.
- Quinlan, D. M., Swain, N., Cameron, C., & Vella-Brodrick, D. A. (2015). How 'other people matter'in a classroom-based strengths intervention: Exploring interpersonal strategies and classroom outcomes. *The Journal of Positive Psychology*, 10(1), 77-89. <https://doi.org/10.1080/17439760.2014.920407>
- Sakuraya, A., Imamura, K., Watanabe, K., Asai, Y., Ando, E., Eguchi, H., ... & Kawakami, N. (2020). What Kind of Intervention Is Effective for Improving Subjective Well-Being Among Workers? A Systematic Review and Meta-Analysis of Randomized Controlled Trials. *Frontiers in psychology*, 11, 2884. <https://doi.org/10.3389/fpsyg.2020.528656>
- Schutte, Nicola S., and John M. Malouff. "A meta-analytic review of the effects of mindfulness meditation on telomerase activity." *Psychoneuroendocrinology* 42 (2014): 45-48.
- Seek, L. C. (2021). The influence of mindfulness and gratitude on the happiness of high school students: grit's moderated mediation model. *Перспективы науки и образования*, (4 (52)), 358-369.
- Shields, G. S., Spahr, C. M., & Slavich, G. M. (2020). Psychosocial interventions and immune system function: A systematic review and meta-analysis of randomized clinical trials. *JAMA psychiatry*, 77(10), 1031-1043. <https://doi.org/10.1001/jamapsychiatry.2020.0431>
- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of clinical psychology*, 65(5), 467-487. <https://doi.org/10.1002/jclp.20593>
- Shankland, R., & André, C. (2017). Gratitude et bien-être social: mécanismes explicatifs des effets de la gratitude sur le bien-être individuel et collectif. *Revue québécoise de psychologie*, 38(2), 43-

Bibliographie

- Shoshani, A., & Slone, M. (2013). Middle school transition from the strengths perspective: Young adolescents' character strengths, subjective well-being, and school adjustment. *Journal of happiness studies*, 14(4), 1163-1181.
- Tejada-Gallardo, C., Blasco-Belled, A., Torrelles-Nadal, C., & Alsinet, C. (2020). Effects of school-based multicomponent positive psychology interventions on well-being and distress in adolescents: a systematic review and meta-analysis. *Journal of Youth and Adolescence*, 49(10), 1943-1960. <https://doi.org/10.1007/s10964-020-01289-9>
- Tariq, I., & Zubair, A. (2015). Character strengths, learned optimism, and social competence among university students. *Pakistan Journal of Psychology*, 46(2).
- van Loon, A. W., Creemers, H. E., Beumer, W. Y., Okorn, A., Vogelaar, S., Saab, N., ... & Asscher, J. J. (2020). Can schools reduce adolescent psychological stress? A multilevel meta-analysis of the effectiveness of school-based intervention programs. *Journal of youth and adolescence*, 49(6), 1127-1145. <https://doi.org/10.1007/s10964-020-01201-5>
- Tian, L., Du, M., & Huebner, E. S. (2015). The effect of gratitude on elementary school students' subjective well-being in schools: The mediating role of prosocial behavior. *Social Indicators Research*, 122(3), 887-904. <https://doi.org/10.1007/s11205-014-0712-9>
- Um, E., Plass, J. L., Hayward, E. O., & Homer, B. D. (2012). Emotional design in multimedia learning. *Journal of educational psychology*, 104(2), 485. Valdez, J. P. M., Datu, J. A. D., & Chu, S. K. W. (2022). Gratitude intervention optimizes effective learning outcomes in Filipino high school students: A mixed-methods study. *Computers & Education*, 176, 104268. <https://doi.org/10.1037/a0026609> <https://doi.org/10.1016/j.compedu.2021.104268>
- van Agteren, J., lasiello, M., Lo, L., Bartholomaeus, J., Kopsaftis, Z., Carey, M., & Kyrios, M. (2021). A systematic review and meta-analysis of psychological interventions to improve mental wellbeing. *Nature Human Behaviour*, 1-22. <https://doi.org/10.1038/s41562-021-01093-w>
- Waters, L. (2017). Progressing Positive Education and Promoting Visible Well-Being in Schools. *Scientific Advances in Positive Psychology*, 229-255.
- Weber, M., & Ruch, W. (2012). The role of a good character in 12-year-old school children: Do character strengths matter in the classroom?. *Child Indicators Research*, 5(2), 317-334. <https://doi.org/10.1007/s12187-011-9128-0>
- Weber, M., Wagner, L., & Ruch, W. (2016). Positive feelings at school: On the relationships between students' character strengths, school-related affect, and school functioning. *Journal of Happiness Studies*, 17(1), 341-355. <https://doi.org/10.1007/s10902-014-9597-1>
- https://www.freepik.com/free-photo/teen-girl-with-lot-books_9667109.htm#page=1&query=emotions%20school&position=17&from_view=search
- Weiss, L. A., Westerhof, G. J., & Bohlmeijer, E. T. (2016). Can we increase psychological well-being? The effects of interventions on psychological well-being: A meta-analysis of randomized controlled trials. *PLoS one*, 11(6), e0158092. <https://doi.org/10.1371/journal.pone.0158092>
- World Health Organization. (2009). Preventing violence by developing life skills in children and adolescents. https://apps.who.int/iris/bitstream/handle/10665/44089/9789241597838_eng.pdf
- World Health Organization. (2020). Guidelines on mental health promotive and preventive interventions for adolescents: helping adolescents thrive. <https://apps.who.int/iris/bitstream/handle/10665/336864/9789240011854-eng.pdf>

Crédits photo

- [Danielle MacInnes. https://unsplash.com/photos/luLgi9PWETU](https://unsplash.com/photos/luLgi9PWETU)
- [Ben White. https://unsplash.com/photos/IVCHfXn3VME](https://unsplash.com/photos/IVCHfXn3VME)
- [Jill Wellington. https://pixabay.com/photos/lights-lamps-lanterns-incandescent-1088141/](https://pixabay.com/photos/lights-lamps-lanterns-incandescent-1088141/)
- [Stocksnap. https://pixabay.com/photos/people-kid-child-ice-cream-costume-2591673/](https://pixabay.com/photos/people-kid-child-ice-cream-costume-2591673/)
- [Yeshi Kangrang. https://unsplash.com/photos/iuqxv7kFj64](https://unsplash.com/photos/iuqxv7kFj64)
- [Sophie Lavoie. https://unsplash.com/photos/iOTZor1DJek](https://unsplash.com/photos/iOTZor1DJek)
- [Hanny. Naihbio. https://unsplash.com/photos/OYbeoQOX89k](https://unsplash.com/photos/OYbeoQOX89k)
- [Dimhou. https://pixabay.com/photos/young-people-group-friends-3575167/](https://pixabay.com/photos/young-people-group-friends-3575167/)
- [Andreas Haslinger. https://unsplash.com/photos/sJSu5qKXUKk](https://unsplash.com/photos/sJSu5qKXUKk)
- https://www.freepik.com/free-photo/superhero-kids-with-superpowers_18416354.htm#page=1&query=hero&position=3&from_view=search
- [Free-photos. https://pixabay.com/photos/pencil-sharpener-notebook-918449/](https://pixabay.com/photos/pencil-sharpener-notebook-918449/)
- [Дмитрий Хрусталеv-Григорьев. https://unsplash.com/photos/qui1Ni2Avk8](https://unsplash.com/photos/qui1Ni2Avk8)
- [Schäferle2. https://pixabay.com/photos/storm-adventure-mystery-3041241/](https://pixabay.com/photos/storm-adventure-mystery-3041241/)
- [David Gelles. https://www.nytimes.com/guides/well/mindfulness-for-children](https://www.nytimes.com/guides/well/mindfulness-for-children)
- [Shanshank Sahay. https://unsplash.com/photos/Quq2cbfqKiw](https://unsplash.com/photos/Quq2cbfqKiw)
- <https://www.mindfulschools.org/what-is-mindfulness/>
- <https://www.la-garenne.ch/life-at-la-garenne/blog/item/midweek-mindfulness>
- https://www.freepik.com/free-photo/thank-you-note-with-cupcake-pink-bouquet-rose-flower_1147878.htm#page=1&query=gratitude&position=24&from_view=search
- [Jason Leung. https://unsplash.com/photos/Xaanw0sOpMk](https://unsplash.com/photos/Xaanw0sOpMk)
- <https://www.irishtimes.com/news/education/breathing-bells-and-mind-jars-mindfulness-comes-to-school-1.2933176>