POSITIVE PSYCHOLOGY, EMOTIONAL EDUCATION AND THE HAPPY CLASSROOMS PROGRAM

Rafael Bisquerra Alzina[1] y Silvia Hernández Paniello[2]
[1]*Universidad de Barcelona.* [2]*CIFE (Centro de Innovación y Formación Educativa) Juan de Lanuza de Zaragoza*

La psicología positiva tiene múltiples aplicaciones. En este artículo nos centramos en la educación formal, de los 3 a los 18 años. Se expone como el desarrollo del bienestar debería ser una de las finalidades de la educación, lo cual repercutiría en el profesorado, alumnado, familias y por extensión a la sociedad en general. La educación emocional (Bisquerra, 2000, 2009), desde sus orígenes, ha tenido esto claro. Con el surgimiento de la psicología positiva se produjo un renovado esfuerzo en este sentido, como una mejor fundamentación. El GROP (Grup de Recerca en Orientación Psicopedagógica) de la Universidad de Barcelona está realizando investigaciones en esta línea. Aulas Felices es el primer programa en lengua castellana de psicología positiva aplicada a la educación; dirigido a alumnado de educación infantil, primaria y secundaria. El programa centra sus aplicaciones en las fortalezas personales y la atención plena; es gratuito y de libre distribución. En el artículo se argumenta sobre la importancia de potenciar el bienestar en la educación, se presentan actividades prácticas y estrategias de intervención, con especial referencia a la formación del profesorado.
Palabras clave: Psicología positiva, Bienestar, Educación emocional, Fortalezas personales, Atención plena.

Positive psychology has multiple applications. This article is focused on formal education, from the ages of 3 to 18 years. The development of well-being should be one of the aims of education, which would affect teachers, students, families and by extension society at large. This has been a clear aim for emotional education (Bisquerra, 2000, 2009), from the outset. With the emergence of positive psychology, there was a renewed effort in this direction, as a means of providing a better foundation. GROP (Grup de Recerca en Orientación Psicopedagógica [Research in Psychopedagogical Education Group]) at the University of Barcelona is conducting research on this subject. The Happy Classrooms ("Aulas felices") program developed by the SATI team is the first program in Spanish aimed at working on positive education. It is designed for children and youths in pre-school, primary and secondary education. The program focuses its applications on character strengths and mindfulness. It is freely available for access and distribution. This article argues for the importance of enhancing well-being in education. Practical activities and intervention strategies are presented, with special reference to the importance of teacher training.
Key words: Positive psychology, Well-being, Emotional education, Character strengths, Mindfulness.

WELL-BEING AS A GOAL OF EDUCATION

Well-being should be one of the main goals of education and politics. But what kind of well-being are we talking about? In the media, when well-being is discussed it is understood as material well-being, meaning economic and technological development. Here we refer to another type of well-being. The diversity of approaches to well-being justifies the usefulness of "adding a qualifier" to specify to which kind of well-being we are referring: material well-being, social well-being, physical well-being, professional well-being (engagement), emotional well-being, subjective well-being, psychological well-being, hedonic well-being, or eudemonic well-being (Bisquerra, 2013). All of these types of well-being should be part of education, as they guide our way forward.

It should be made clear that well-being has a personal dimension and another social one. We must transcend this myopic view of individual personal well-being to guide ourselves towards the integral development of individuals within their respective organizations. The objective is social well-being in interaction with personal well-being.

Education should not be confused with schooling. Schooling equates to formal education and is limited to centers of infant, primary, and secondary education. But education is a much broader concept that refers to any learning process in any context, and throughout life. In this article, however, we will only cover formal education.

It should be emphasized that schools are an ideal medium for the dissemination of the culture of well-being. Among other reasons because, this way, it can begin in the earliest ages and also because it is the most effective way to reach the entire population. Indeed, in developed countries almost one hundred percent of children go through the school system and access to the families can be gained through these centers. Therefore, intervention through formal education ensures access to a large part of the population. No other intervention can ensure that so many people are reached.

EMOTIONAL EDUCATION FOR WELL-BEING

Emotional education aims to develop emotional skills and well-being (Bisquerra, 2000, 2009). It is based on the principle that well-being is one of the basic goals of personal and social life. Happiness is often sought via erroneous paths that can lead to risky behavior such as drug use. Science-based education for well-being should be seen as essential for the integral development of students.

Positive psychology, emotional intelligence and emotional education provide evidence of what works and what does not. Emotional intelligence is the ability to perceive and express emotions, to use the emotions to facilitate thought, to understand and reason through the emotions and to regulate one's own emotions and those of others (Mayer, Salovey, Caruso, & Cherkasskiy, 2015). Knowledge of positive psychology and emotional intelligence should be disseminated through emotional education, with the aim of developing key life skills that enable one to achieve greater well-being.

Emotional education should begin in the early stages of life and must be present throughout the entire life cycle.

Emotional education is an eminently practical methodology (group dynamics, self-reflection, dialogic reason, games, relaxation, breathing, etc.) with the aim of promoting the development of emotional competencies.

Generally, teachers have not received an initial or continuing training in emotional education and they are the first ones that need this, in order to be able to contribute to the development of emotional competencies in students. In this sense, we can affirm that teachers and families should be the first recipients of emotional education.

On the occasion of the 25th anniversary of the publication of the first article on emotional intelligence (Mayer & Salovey, 1990) a review of the research applied to education has been carried out (Bisquerra, García Navarro, & Pérez-González, 2014) from which principles are derived for the implementation of programs.

APPLICATIONS OF POSITIVE PSYCHOLOGY TO EDUCATION

Positive psychology is a movement that emerged at the turn of this century and it has experienced considerable publicity from outset, as if it were a paradigm shift opening new hopes for a better future, focused on the well-being of people and of society in general. This has very important applications in education.

Positive psychology is proposed as basic pillars of study and research: positive emotions, positive individual traits (virtues and strengths), positive institutions that facilitate their development and programs that help improve people's quality of life and prevent the incidence of psychopathology.

To Linley, Harrington, Stephen, and Wood (2006) *Positive psychology is the scientific study of optimal human functioning. At the meta-psychological level it aims to redress the imbalance in psychological research and practice, by drawing attention to the positive aspects of human functioning and experience and integrating them into our understanding of the negative aspects of human functioning and experience. At the pragmatic level, it is about understanding the sources, processes and mechanisms that lead to desirable successes.*

As a result of research in positive psychology, practitioners are in a better situation to help people build their well-being and flourish rather than simply exist. This means improving the quality of life and subjective well-being; preventing the onset of mental disorders and psychopathology; and developing emotional skills, amongst other things. All of this occurs within the most rigorous scientific methodology.

The usual themes of positive psychology are well-being, human strengths, flow, optimism, humor, creativity, resilience, emotional intelligence, and mindfulness, among others. All of these contents should be part of the compulsory academic curriculum of primary and secondary students, as well as universities.

EMOTIONAL EDUCATION FOR WELL-BEING WITHIN GROP

GROP (Grup de Recerca en Orientación Psicopedagógica) [Psychopedagogical Guidance Research Group] at the University of Barcelona (UB) was founded in 1997 with the aim of investigating emotional education. A model of emotional competencies was produced, which is in constant review and includes five blocks: emotional awareness, emotional regulation, emotional autonomy, social skills, and life skills for well-being (Bisquerra, 2009).

When GROP had been working for three years, positive psychology emerged, which gave a boost to the aforementioned fifth block (life skills for well-being). In 2002, at the UB, the *Postgraduate Diploma in Emotional education and well-being* was created, which has among its fundamentals emotional intelligence, neuroscience and positive psychology. In fact, the development of conscious well-being is one of the essential objectives of the work of GROP.

The postgraduate students carry out internships in schools that generally involve the design, implementation and evaluation of emotional education programs, in which, of course, well-being is an essential aspect. Currently, an assessment of the effects of this educational practice is in the process of being carried out. At the moment, due to the evidence that is available, it can be said that the teachers involved show a clear satisfaction with the improvements in emotional competencies, reduced conflict and violence, improved classroom environment, and even improved academic performance.

Emotional education can be applied through all of the academic subjects like a multidisciplinary theme. However tutoring provides an ideal space for its practice (Bisquerra, 2012). Examples of activities are noting on screens the emotion

being experienced with different facial expressions, expressing or verbalizing the positive emotions one is "feeling", expressing thanks for the good things that happen through texts or in person, spending the first or last five minutes of each day, discussing the positive aspects of one's life, and carrying out relaxation and meditation practices at certain times of the school day.

School activities can be fun, because fun is not the opposite of seriousness, but rather boredom. We still have the challenge of moving from schooling based on the idea of "no pain, no gain" to one where the motto is "teaching by inspiring". The value of play for learning should be rediscovered in order to make academic activities fun.

A sense of humor is another step regarding the above. Humor does not have to decrease discipline, but it can increase the respect for the teacher. We must accept that learning takes effort and sacrifice; but this is not incompatible with humor and fun.

It is about creating a secure environment where students feel comfortable, both with their peers and with the teachers. Fear is at the opposite extreme to happiness. A climate of fear can have various causes: fear of exams, fear of the teacher, fear of punishment, and fear of peers (bullying), among others. Fears should be monitored and sensitivity is required in order to counteract fear in a climate of security.

Group activities foster well-being. Research has shown that one of the main factors in well-being is the social relations. Therefore, using group dynamics in class can promote learning and well-being. Some methodologies such as cooperative learning also promote social relations.

With the intention of making the activities, exercises and resources available to the interested teachers, various materials have been developed by members of GROP. Some examples are as follows. López (2003, 2011) developed materials and resources for children's education; Renom (2003) did the same for primary education; Pascual and Cuadrado (2001) did this for secondary education; Guell, & Muñoz (2003) for upper secondary; Agulló et al. (2010) presented resources for the practice of emotional education in general; Álvarez (2001) developed the methodology for the design and evaluation of emotional education programs; Bisquerra (2011) presented proposals for educators and families; several members of GROP (2009) have produced activities for the development of emotional intelligence in children; Redorta et al. (2006) studied the relationship between emotion and conflict; Bisquerra (2008) presented the approach of emotional education in citizenship education; Soldevila (2009) discussed emotional education in the elderly; Bisquerra et al. (2014) present proposals for preventing bullying at school through emotional education; Filella (2014), focus on the application of emotional education through video games; Pujol and Bisquerra (2012) have developed a teaching resource for children entitled *El Gran*

Libro de las Emociones [The Big Book of emotions]; and Bisquerra (2015) presented a didactic material entitled *Universo de las emociones [The Universe of Emotions]*.

The design, application and evaluation of emotional education programs is one of the lines of research of GROP, on which there have been more than ten doctoral theses presented and numerous journal articles published. The overall results are highly positive. For more details on the activities, research and publications of GROP, please see the website: http://www.ub.edu/grop/castellano/, which directly offers an abundance of literature on the subject.

POSITIVE PSYCHOLOGY IN THE HAPPY CLASSROOMS PROGRAM

The "Happy Classrooms" program was created by the SATI team formed by Ricardo Arguís, Ana Bolsas, Silvia Hernández and Mar Salvador. The word *sati* comes from the ancient language of Pali, and it roughly translates to 'mindfulness'. The team is composed of four teachers working on different educational stages, with a varied work history and based on the desire to work with positive psychology in education.

After learning about positive psychology, observing its applicability to schools and searching the publishing market and internet for proposals that existed on the subject, they decided to create an educational program that reconciles the learning of classroom content with well-being in the classrooms. Its main objectives are twofold: to increase happiness in students, teachers and families, and to promote the personal and social development of students.

Happy Classrooms was published online in October 2010. In November 2012 the second edition, revised and improved, was published. This program takes as its conceptual framework the scientific contributions of positive psychology. It offers 300 activities, methodological suggestions and general proposals for action consistent with the program.

It is aimed at students from 3 to 18 years of age. The activities for the higher grades can also be used with adults. It can be applied in all curricular areas; also within tutorials and values education. The program is located within the core competencies of the current European education systems; it allows teachers to practice the more multidisciplinary skills: a sense of initiative and entrepreneurship, social and civic competence, the skill of learning to learn.

It is a freely available program that can be downloaded at no cost at www.aulasfelices.org. A version in English is also available. Its generous sharing over the Internet and the painstaking work behind the material have earned it recognition by the teachers who know it. At present it is applied in around 100 schools. It is recommended reading in university programs, masters and doctorate degrees at various Spanish and foreign universities.

The SATI team was founded on the model of well-being described by Seligman (2002: 346-347; 2011) known as PERMA. The name is an acronym of its five components:
Positive emotions
Engagement
Relationships
Meaning
Achievements

Happy Classrooms takes the research of positive psychology into consideration, since this research provides evidence that to be happy one must develop personal strengths and a state of serenity to help achieve satisfaction in life. Thus, happiness and human self-improvement are united. Well-being does not depend so much on the external circumstances but rather on how we perceive and deal with them.

Basic characteristics
The basic features of the program are as follows:
✔ It is an integrative model to enhance the personal and social development of students.
✔ It unifies and structures the work that is currently being carried out in schools on the tutorial, values education and key skills related to personal and social development and learning to learn.
✔ It is a broad and flexible set of resources that are applicable to students aged 3 to 18 years with the possibility of applying them in all areas and all school situations without having the feeling that it has been "added on".
✔ It has two central pillars, which are two concepts of particular relevance in positive psychology: mindfulness and educating in the 24 personal strengths (Peterson & Seligman, 2004). All this with the eventual aim of making the students more independent, more able to navigate the world around them and, ultimately, "happier" (SATI Team, 2012, p.11).

In keeping with the premises of positive psychology and the rigor with which the program was created, several investigations are underway to obtain data on the effectiveness of the program. The results of these studies will be available soon.

MINDFULNESS
Mindfulness is a permanent attitude of consciousness and calm that allows us to live fully in the present moment. Its roots go back to the ancient Eastern traditions, which have been studied and promoted in recent years within modern psychology. It is important to emphasize that mindfulness is not limited to relaxation and concentration techniques. It goes beyond that, since when integrated into regular practice, these techniques form the spark of an attitude, a philosophy of life that allows us to live every moment more deeply and with more enjoyment.

Currently, the practice of mindfulness is being promoted by

psychologists, physicians and educators in various countries and in numerous professional contexts, and its benefits are backed by a growing body of research (Brown & Ryan, 2003; Cebolla & Miró, 2008; Davidson & Begley, 2012; Kabat-Zinn, 1990, 2005, Lavilla, Molina, & López, 2008; Lyubomirsky, 2008; Simón, 2007; and Vallejo, 2006). From this research, it has been shown that "the practice of mindfulness can produce many highly beneficial effects, among which we highlight:
✔ Increased concentration
✔ Reduced automation
✔ The achievement of more control of one's thoughts, emotions and behaviors
✔ Greater enjoyment of the present moment
✔ Healthy physical effects: relaxation, improved breathing, regulated blood pressure, strengthened immune system, etc.
✔ Positive changes at the neurobiological level" (SATI Team, 2012, p.37)

Advances in psychology and scientific support for the practice of mindfulness have meant that its application to the school context has increased and gained recognition. Arguís (2014) argues the importance of mindfulness in education. According to this author, "Mindfulness helps:
✔ To counteract daily stress, to experience things in a more attentive and conscious way.
✔ To assimilate the information we receive more calmly and in a more relaxed way, in order to learn better and avoid "infoxication".
✔ To provide elements for personal and social development and the promotion of well-being in schools that complement traditional academic learning" (p.131).

Before carrying out this activity in the classroom, the teachers must be trained in and practice mindfulness in order to be able to work adequately with students and also to reap the benefits of regular practice.

There are various techniques for training students in mindfulness, which include the following. A more detailed description can be found in Chapter 7 of the Happy Classrooms program.
✔ Meditation based on breathing and walking.
✔ Techniques based on relaxation and meditation: body scan, exercises derived from yoga, tai chi, chi kung.
✔ Mindfulness in everyday life: calmly savoring a food; enjoying a picture or music; choosing and performing everyday tasks mindfully, etc.

For example, the activity "My hands (1): the caress". This activity aims to promote sensory awareness and concentration. It can be summarized as follows: After taking a few quiet breaths, the students observe their hands; they put their palms together, pressing them in order to try to bring them closer together; the hands are released, leaving only the fingertips touching. This is repeated several times. After the hands are separated, they are

opened and closed simultaneously, noting the gentle pressure of the nail on the skin when making a fist and noting the stretching feeling when opening them. Finally, a hand is reached out and its outline is drawn with the index finger of the other, going over the fingers one by one, while enjoying the caress. This is repeated on the other hand. Three deep breaths are taken in order to close the activity. Doing this final stage in pairs is another option. This activity and other similar ones can be seen at: https://convivencia.wordpress.com/2013/02/25/atencionplena enceipcatalina/

Throughout the school day, there are many moments for practicing mindfulness. For example:

✔ At the beginning of a class in any subject or area.
✔ At times of commotion in the classroom or a disruption to the working environment.
✔ In the transition from one activity to another one that requires more concentration.
✔ Restoring calm after a very "lively" activity (after recess, after PE class or music, etc.).

It is about small, but systematic, moments of mindfulness – which take place within the routines and habits– that the students internalize in order to integrate them into their daily lives. These moments are a resource of inestimable value, an inner strength and an attitude to life that favors a conscious and happy life.

PERSONAL STRENGTHS

One of the key aspects of positive psychology is the study of human strengths, which lies within "trait theory" and is linked to the idea of "good character". Research on the positive traits of personality has created an elaborate theory about what are known as personal strengths (Seligman, 2002; Peterson & Seligman, 2004). These authors have developed and validated a descriptive model of personality based on personal strengths, understood as universal, measurable and teachable positive traits.

After evaluating other models, the SATI team opted for the model of 24 strengths by Peterson and Seligman (2004), because they deemed it to have the following characteristics: it is all-encompassing and it also has a solid theoretical basis, empirical evidence and, above all, great applicability in the educational world.

After years of research, a team of practitioners led by Peterson and Seligman identified 24 personal strengths, grouped around six broad virtues. The strengths are defined as "morally assessable styles of thinking, feeling and acting that contribute to a successful life." This is the list (Peterson and Seligman, 2004):

WISDOM AND KNOWLEDGE: Cognitive strengths involving the acquisition and use of knowledge.
1. Creativity
2. Curiosity
3. Open-mindedness (judgment, critical thinking)
4. Love of learning
5. Perspective (wisdom)

COURAGE: Emotional strengths involving the exercising of will power in order to achieve goals in situations of external or internal difficulty.
6. Courage
7. Perseverance
8. Integrity
9. Vitality

HUMANITY: Interpersonal strengths that involve caring for others and offering friendship and love.
10. Love
11. Kindness
12. Social intelligence (emotional intelligence, personal intelligence)

JUSTICE: Civic strengths that involve a healthy community life.
13. Citizenship (social responsibility, loyalty, teamwork)
14. Sense of justice
15. Leadership

MODERATION: Strengths that protect us against excesses.
16. Ability to forgive, mercy
17. Modesty, humility
18. Prudence (discretion, caution)
19. Self-control, self-regulation

TRANSCENDENCE: Strengths that forge connections with the immensity of the universe and provide meaning to life.
20. Appreciation of beauty and excellence
21. Gratitude
22. Hope (optimism, future projection)
23. Sense of humor
24. Spirituality (religious meaning, faith, meaning in life)

The interested reader can find out more about these human strengths in the literature. It should be noted that there is growing research to support the usefulness of this system in enhancing well-being and happiness in various fields of human life. The Values In Action Institute (VIA, http://www.viacharacter.org), created by Seligman and Mayerson, is an organization that promotes research, with its main tools being online questionnaires.

The research results have shown the relationship between these strengths and life satisfaction, psychological well-being, and happiness. The development of skills related to human strengths acts as a barrier to psychological disorders (Seligman & Csikszentmihalyi, 2000).

The synthesis of some of the most noteworthy results on the issue of strengths and virtues related to education can be found in the *Aulas Felices* [Happy Classrooms] manual, the result of a literature review on the subject (Park & Peterson, 2009a, 2009b; Peterson & Park, 2009; Peterson & Seligman, 2004). Education can play a very important role in the development of

human strengths, facilitating it and providing training as a tool for building happiness.

With regards to the no. 12 strength, social or emotional intelligence, it is essential to address this from an educational standpoint. To carry out the proposed activities around this strength the contributions of different authors such as Fernández Berrocal, Salovey and Mayer were taken into account, as well as the material produced and presented according to age level prepared by GROP. This strength is related to others such as citizenship, self-control, or open-mindedness.

Inserting the strengths model by Peterson and Seligman into the curriculum provides an integrative framework that enables school work to be tackled based on the three core competencies: sense of initiative and entrepreneurship, social and civic competence, and the skill of learning to learn.

Despite their importance and regulatory support, these strengths are at risk of being missing in the classroom as they do not correspond exactly to traditional curriculum areas. The SATI team has related the 24 personal strengths to these skills, and this work can be considered a functional breakdown of them. Table 1 shows this relationship.

INTERVENTION STRATEGIES

In the "Happy Classrooms" program, there are more than three hundred activities, aimed at students of infant, primary and secondary education, for practicing each of the personal strengths. These activities are accompanied by a series of intervention strategies that are complementary to each other: global proposals, specific proposals, customized plans, and joint work between families and schools.

1. Global proposals.- This concerns the following five principles for creating a positive environment in schools, enhancing well-being and learning, and promoting the development of personal strengths.

✔ The teachers' *attitude* is very important. This refers, among other things, to the role of the adult as a role model and reference in the classroom, particularly in the work of personal strengths. The boosting of positive traits in students must be accompanied by the work of the teacher. The effort and consistency of the teacher will be the invitation and the activation of the students' response.

✔ Creating learning conditions that allow *flow*

✔ Implementing efficacious *methodological strategies* for learning and enhancing the well-being of students

✔ Promoting an education that prioritizes quality over quantity

✔ The use of other *complementary programs* that can contribute to the development of personal strengths

2. Specific proposals.- This is a large battery of around 300 activities for practicing the 24 personal strengths in the classroom with the class group and it can be applied by any teacher: the class tutors and the experts in the different

subjects. It is recommended to choose a number of strengths and to schedule their practice in the classroom, choosing the activities to be carried out carefully in order not to be inundated or overwhelmed and to make the above principles a constant that permeates the work in the classroom.

An example is the "positive messages" activity (from strength 12, *social intelligence*). Its objective is to convey well-being and happiness to others through positive messages. This is a summary of the proposal: As motivation and inspiration the video "Be happy" is shown, which can be located on YouTube: http://www.youtube.com/watch?v=SpbMt7ehgeo). Afterwards, the students are asked to write messages that produce a positive effect when read.

The messages (or a sample of them) are read in class and a number of them are selected for the creation of posters that will be distributed and placed around the school. Emphasis is placed on the originality of the messages and the fact that they come from the students. The activity can be practiced in English class (or other languages) following the same pattern. Examples of messages developed by students from 4th grade primary can be viewed at:

https://convivencialles.wordpress.com/2015/01/mensajes positivos.pdf

https://convivencia.wordpress.com/2015/01/25/buenasp racticasfortalezainteligenciasocialaulasfelices/

3. Personalized plans.- The growth of the student is oriented, taking into consideration the different characteristics of each individual and their specific profile of personal strengths. At this level, the students complete the VIA questionnaire and choose the strengths to be practiced, devising their own individual work plan.

TABLE 1			
Competencies	INITIATIVE	SOCIAL AND CIVIC	LEARNING TO LEARN
	Creativity	Perspective	Creativity
	Curiosity	Integrity	Curiosity
	Openmindedness	Love	Openmindedness
	Love of learning	Kindness	Love of learning
	Bravery	Citizenship	Perspective
Personal Strengths	Perseverance	Sense of justice	Perseverance
	Vitality	Leadership	Citizenship
	Modesty	Capacity to forgive	Self-Control
	Prudence		
	Self-control	Gratitude	
	Appreciation of beauty	Modesty	
	Hope		
	Sense of humor		
	Spirituality		
	Modesty		
	Leadership		

4. Joint work between families and schools.- It is obvious, but necessary to remember, that it is essential to inform and educate families to establish joint guidelines for action, in order to encourage the necessary coordination between family and school, in the interests of greater program efficiency.

WHAT ABOUT THE TEACHERS?

Teacher training is critical to any change or impetus in educational improvement. The model promoted by the SATI team is committed to theoretical and practical training, with examples of good classroom proposals for the different educational stages, complemented by a personal commitment to work in the classroom. It includes first-hand experience of the strengths and mindfulness, with guidelines for their practice between sessions. Happy Classrooms program activities in different schools are available for teachers using this link: https://convivencia.wordpress.com/2013/06/06/9525/

As a summary we can say that education is much more than the traditional academic instruction of content. An authentic education should promote the personal and social development of all students. The ultimate purpose of education is to promote personal and social well-being.

In the previous sections we have hoped to convey that learning and well-being are compatible. Emotional education programs, the Happy Classrooms program and other proposals are important and necessary in promoting personal and social development, and student well-being.

It is crucial that these programs not only provide proposals for activities appropriate to our educational context but they must also be accompanied by methodological proposals and actionable criteria, which should permeate the daily work in the classroom. In order to be effective this should be integrated into the curriculum whenever possible. It is important that educational interventions are not isolated actions, but a continuum that permeates all classroom tasks. This implies that the actions planned documents should come from the center (the school education plan, the curricular stage plan, and the plan of tutorial activity). In other words, these documents should cover emotional education and well-being among the objectives and activities of the center. And these practices and their essence must pass through the walls of the center and reach the entire educational community (teachers, students, non-teaching staff, families, and the environment), so that everyone benefits from their positive effects. This requires as its starting point the awareness and training of teachers, and it is essential that the teacher training is driven by the public administration.

REFERENCES

Agulló Morera, M. J., Filella Guiu, G., García Navarro, E., López Cassà, E., & Bisquerra Alzina, R. (Ed.), (2010). *La educación emocional en la práctica [Emotional education in practice]*. Barcelona: Horsori-ICE.

Álvarez, M. (2001). *Diseño y evaluación de programas de educación emocional [The design and evaluation of emotional education programs]*. Barcelona: Wolters-Kluwer.

Arguís, R. (2014). Mindfulness y educación: aprendiendo a vivir con atención plena [Mindfulness and education: learning to live with mindfulness]. In A. Cebolla, J. García Campayo & M. Demarzo (Eds.), *Mindfulness y ciencia [Mindfulness and science]* (pp. 236-265). Madrid: Alianza.

Bisquerra, R. (2000). *Educación emocional y bienestar [Emotional education and well-being]*. Barcelona: Wolters Kluwer-Praxis.

Bisquerra, R. (2008). *Educación para la ciudadanía. El enfoque de la educación emocional [Education for citizenship. The focus of emotional education]*. Barcelona: Wolters Kluwer.

Bisquerra, R. (2009). *Psicopedagogía de las emociones [The psychopedagogy of emotions]*. Madrid: Síntesis.

Bisquerra, R. (2012). *Orientación, tutoría y educación emocional [Counselling, mentoring and emotional education]* Madrid: Síntesis.

Bisquerra, R. (2013). *Cuestiones sobre bienestar [Well-being Issues]*. Madrid: Síntesis.

Bisquerra, R. (2015). *Universo de emociones [The universe of the emotions]*. Valencia: Palau-Gea.

Bisquerra, R. (Ed.), (2011). *Educación emocional. Propuestas para educadores y familias [Emotional education. Proposals for educators and families]*. Bilbao: Desclée de Brower.

Bisquerra, R. (Ed.), (2014). *Prevención del acoso escolar con educación emocional [Prevention of bullying with emotional education]*. Bilbao: Desclée de Brower.

Bisquerra, R., Pérez González, J. C. & García Navarro, E. (2014). *Inteligencia emocional en la educación [Emotional intelligence in education]*. Madrid: Síntesis.

Brown, K. W. & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*, 4, 822-848.

Cebolla, A. & Miró, M. T. (2008). Efectos de la Terapia Cognitiva basada en la Atención Plena: Una aproximación cualitativa [The effects of Cognitive Therapy based on Mindfulness: A Qualitative Approach]. *Apuntes de Psicología, 26,* 2, 257-268.

Davidson, R. J. & Begley, S. (2012). *The Emotional Life of your Brain*. London: Hodder & Stoughton.

Equipo SATI. (2012). Programa Aulas Felices. Psicología Positiva aplicada a la Educación [Happy Classes Program. Positive Psychology applied to Education]. www.aulasfelices.com, www.aulasfelices.org

Filella, G. (2014). *Aprendre a convivre [Learning to live together]*. Barcelona: Barcanova.

GROP (2009). *Actividades para el desarrollo de la inteligencia emocional en los niños [*Activities for the development of emotional intelligence in children*]*. Barcelona: Parramón.

Güell, M. & Muñoz, J. (Eds.), (2003). *Educación emocional. Programa para la educación secundaria postobligatoria [Emotional education. Post-compulsory secondary education program]*. Barcelona: Wolters Kluwer.

Kabat-Zinn, J. (1990). *Vivir con plenitud las crisis. Como utilizar la sabiduría del cuerpo y de la mente para afrontar el estrés, el dolor y la enfermedad [Full catastrophe living. Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness]*. Barcelona: Kairós.

Kabat-Zinn, J. (2005). *La práctica de la atención plena [The practice of mindfulness]*. Barcelona: Kairós (2007).

Lavilla, M., Molina, D., & López, B. (2008). *Mindfulness. O cómo practicar el aquí y el ahora [Mindfulness. Or how to practice the here and now]*. Barcelona: Paidós.

Linley, P. A., Stephen, J., Harrington, S., & Wood, A. M. (2006). Positive psychology: Past, present, and (possible) future. *The Journal of Positive Psychology, 1*, 3-16.

López Cassá, E. (2003). *Educación emocional. Programa para 3-6 años [Emotional education. Program for 3-6 year olds]*. Barcelona: Praxis.

López Cassá, É. (2011). *Educar las emociones en la infancia (de 0 a 6 años). Reflexiones y propuestas prácticas [Educating emotions in childhood (0 to 6 years). Reflections and practical proposals]*. Madrid: Wolters Kluwer.

Lyubomirsky, S. (2008). *La ciencia de la felicidad [The science of happiness]*. Barcelona: Urano.

Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. (2015). La inteligencia emocional [Emotional intelligence]. In Fundación Botín, *De la neurona a la felicidad. Diez propuestas desde la inteligencia emocional [From the neuron to happiness. Ten proposals based on emotional intelligence]* (pp. 932). Santander: Fundación Botín.

Pascual, V. & Cuadrado, M. (2001). *Educación emocional. Programa de actividades para educación secundaria obligatoria [Emotional education. Program of activities for compulsory secondary education]*. Barcelona: Praxis.

Peterson, C. & Park, N. (2009). El estudio científico de las fortalezas humanas [The scientific study of human strengths]. In C. Vázquez & G. Hervás. (Eds.), *La ciencia del bienestar [The science of well-being]* (pp. 181-207). Madrid: Alianza.

Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington: Oxford University Press.

Peterson, C., Park, N., & Seligman, M. E. P. (2005). Orientations to happiness and life satisfaction: the full life versus the empty life. *Journal of Happiness Studies, 6,* 25-41.

Pujol, E. & Bisquerra, R. (2012). *El gran libro de las emociones [The big book of emotions]*. Barcelona: Parramón.

Redorta, J., Obiols, M., & Bisquerra, R. (2006). *Emoción y conflicto. Aprenda a manejar las emociones [Emotion and conflict. Learn to manage your emotions]*. Barcelona: Paidós.

Renom, A. (2003). *Educación emocional. Programa para la educación primaria [Emotional education. A program for primary education]*. Barcelona: Praxis.

Salovey, P. & Mayer, J. D. (1990). *Emotional Intelligence. Imagination, Cognition, and Personality, 9*, 185-211.

Seligman, M. E. P. (2003). *La auténtica felicidad [Authentic happiness]*. Barcelona: Ediciones B.

Seligman, M. E. P. (2011). *Flourish: A Visionary new understanding of happiness and wellbeing*. New York: Free Press.

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, Ch. (2005). Empirical validation of interventions. *American Psychologist, 60, 5*, 410-421.

Seligman, M. E. P. & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist 55, 1*, 5-14

Simón, V. M. (2007). Mindfulness y neurobiología [Mindfulness and neurobiology]. *Revista de Psicoterapia, 17*, 66/67, 5-30.

Soldevila, A (2009). *Emociónate. Programa de educación emocional [Get emotional. An emotional education program]*. Madrid: Pirámide.

Vallejo Pareja, M. A. (2006). Mindfulness. *Papeles del Psicólogo, 27*, 92-99.

Vázquez, C, & Hervás, G. (Eds.), (2008). *Psicología positiva aplicada [Applied positive psychology]*. Bilbao: Desclée de Brouwer.