

Michele Hyland  
Takapuna Grammar

Teachers Study Award  
2009

## **Report from Sabbatical leave Term 2, 2009.**

### **Michele Hyland, Takapuna Grammar Auckland**

#### **A] Executive Summary**

- Two essays based on professional readings on globalization, food security, food miles, carbon footprints, farmers markets and sustainability of the food supply.
- A written set of guidelines to underpin and supplement the New Zealand National Nutritional Guidelines. The guidelines are based on sustainability issues and reflect daily practices a teenager would follow as a global citizen.
- A written document to explain how positive psychology could be introduced to help build resilience and encourage students to gain greater levels of academic achievement and emotional well-being.
- A written Five Step Guideline to General Well Being.
- A visit to Geelong Grammar to meet with Mathew White. Curriculum director of Positive Education, Victoria, Australia.

#### **B] Purpose**

- To undertake extensive professional reading about globalization; food security and sustainability of the food supply, food miles and carbon footprint.
- To observe how the UK market has responded to environmental sustainability issues.
- To undertake extensive professional reading by Martin Seligman on Positive Psychology Principles and how they can be applied to education.
- To write a set of guidelines for teenagers, to reflect daily practices to follow as a global citizen.

#### **C] Background**

\* Some background about trainers Professor Martin Seligman and Karen Reivich.

Martin E P. Seligman works on positive psychology, learned helplessness, depression, optimism and pessimism. He is currently Fox leadership Professor of Psychology in the Positive Psychology centre at the University of Pennsylvania, Director of Positive Psychology Center, and was President of the American Psychological Association, 1998. Dr Seligman's bibliography includes twenty one books and over 200 articles. Among his better-known works are the bestselling *Authentic Happiness* [Free Press, 2002], *Learned Optimism* [Knopf, 1991], *What You Can Change & What You Can't* [Knopf, 1993], *The Optimistic Child* [Houghton Mifflin, 1995], *Helplessness* [Freeman, 1975, 1993] and *Abnormal Psychology* [Norton, 1982, 1988, 1995, with David Rosenhan]. His most recent book is *Character Strengths and Virtues: A Handbook and Classification*, co-authored with Christopher Peterson [Oxford 2004]

Karen Reivich, Ph.D; is the head trainer for the January 2009 training at Geelong Grammar School. Dr Reivich is co-director of the Penn Resiliency Project at the Positive Psychology Center and a Research Associate in the department of Psychology at the University of Pennsylvania. She is also an instructor in the Masters of Applied Positive Psychology program in which she teaches a course on Positive

Psychology and Coaching. She is a leader in the field of depression prevention, resilience, positive psychology interventions and school-based intervention research.

The Globalisation research is based on NZQA L3 Home Economics Achievement Standard 90534. This achievement standard is derived from Health and Physical Education in the New Zealand Curriculum. The achievement standard involves discussing globalization and consequent effects on food choices in New Zealand.

The sustainable guidelines are based on the model of the New Zealand National Nutritional Dietary Guidelines. But where as the dietary guidelines focus on issues relating to individual health the proposed sustainability guidelines involve educating citizens about the role their consumption plays in sustainability. Again the emphasis is on the need to be thoughtful about individual action.

#### **D] Activities undertaken**

- 40 hours. Auckland: Locate readings, literature reviews and internet research. Contacts with Geelong Grammar.
- 20 hours. Further library readings and conversations with experts in the field.

#### **Overseas**

- 40 hours. Writing up Positive Psychology document and its application in the classroom. Visiting Geelong Grammar, Melbourne, Australia. Meeting with the Curriculum Director of Positive Psychology.
- 70 hours. Visiting London markets, organic shops and supermarkets. Researching restaurant owners views and celebrity chef endorsements. Researching the changing attitudes to supply. Library research books/ newspaper articles.
- 20 hours. Reflective time and writing in London
- 10 hours. In New Zealand completing sabbatical report.

#### **E] Findings and implications**

##### **Globalisation**

Globalisation is an umbrella term for a complex series of economic, social, technological, cultural and political changes across the globe. It is a process of increasing interdependence and interaction among people, companies, and governments of different nations, driven by international trade and made possible by innovations in information technology.

Some argue that globalisation allows poor countries and their citizens the opportunity to raise their standard of living, encourage democracy and embrace multiculturalism. Others claim that globalisation has simply allowed Western corporations to overwhelm world markets at the expense of small businesses, local cultures, traditions and values. The promotion and resistance of globalization has therefore taken shape

at both a popular and government level. However, such efforts can only hope to steer globalisation, not alter it.

“Globalisation is a fact of life. But I believe we have underestimated its fragility. The problem is this. The spread of markets has outpaced the ability of societies and their political systems to adjust to them, let alone to guide the course they take. History teaches us that such an imbalance between the economic, social and political realms can never be sustained for very long”.

Kofi Annan, Secretary-General of the United Nations

The world’s international trade has risen significantly over the past decade. Globalisation has been both a cause and a result of this increase. The current trade agenda is ‘free’ trade, to lower barriers to trade and allow the flow of goods from one nation to another to move freely. Within this structure, foreign goods are given the same chance in the market as locally produced goods. The intent of free trade is to offer consumers goods for the cheapest price possible through marketing competition.

The ‘freeing-up’ of trade means the removal of barriers. Australia and New Zealand’s stringent quarantine regulations are seen by trade partners as a barrier to trade. Australia and New Zealand are under pressure to reduce food and agricultural safety standards to the minimum levels that are considered internationally acceptable. [Bambrick 2004]

A food market used to be a local economic phenomenon, and then it became a regional and national, and now it is increasingly global. The availability of food has changed. Globalisation has increased the trade in food to affluent nations of exotic high-value and seasonal and non-seasonal foods through global trading arrangements. In the past; people gathered food; now, people have a wide variety of food to buy off the supermarket shelves. The seasonality of foods is now not well known, so customers can’t easily make the choice to buy in-season fresh foods. Even knowing basic information like where does your broccoli come from is not as easy as it sounds. Especially as New Zealand doesn’t have a mandatory country of origin labelling scheme.

A lot of frozen broccoli here comes from China. New Zealand fish like bluenose is sent to China for processing and then instead of being sent to the USA it is sent back here to be sold. Likewise bacon unless it says 100% NZ label it may have originated in China. Italian kiwifruit can be found in NZ supermarkets. Other overseas examples are Norwegian Cod shipped to China, turned into filets and shipped back to Norway. Lemons from Argentina outsell local lemons from Valencia in Spain. At least half of Europe’s peas are grown and produced in Kenya.

In the past these food journeys focused on “food miles”- the assumption that the ecological impacts of transporting food, particularly on airplanes over great distances, were not good in terms of the amount of green house gases they caused. Locally provided foods was assumed to burn less fossil fuel in the process and have less adverse affect on the environment. It sounded good in theory but when put to the test, food miles were inaccurate.

For example a study of the carbon cost of the global wine trade found it is actually better for New Yorkers to drink wine from Bordeaux, which is shipped by sea, than wine from California, sent by truck. Similarly, importing beans from Uganda or Kenya where the farms are small, tractor use is limited, and the fertiliser is almost always manure tends to be more efficient than growing beans in Europe, with its reliance on energy dependent irrigation systems. Another study showed roses grown in Kenya and air freighted to Britain actually had a smaller carbon print than roses from Holland which are usually grown in heated greenhouses.

New Zealand researches, like Professor Caroline Saunders at Lincoln University also debunked the food miles argument for our major exports. She found that lamb raised in NZ and shipped 11,000 miles [17,840km] to England produced 688kg of carbon- dioxide emissions per tonne, about a fourth the amount produced by British lamb. In part, that is because pastures in New Zealand need far less fertiliser than most grazing land in Britain.

The environmental burden imposed by importing apples from NZ to Britain can be lower than locally grown apples because we have more sunshine, meaning the yield of NZ apples far exceeds the yield of those grown in northern climates. It also helps that much of our electricity is generated by renewable sources, which don't emit large amounts of carbon dioxide.

In a later study, Saunders factored in the greenhouse gas emissions produced by the animals themselves, turning their methane and nitrous oxide emissions into carbon dioxide equivalents. Even then she was able to show New Zealand's dairy industry is more efficient than Britain's which has 34 per cent more emissions per kilogram of milk solids and 30 per cent more per hectare than New Zealand, including the shipping to Britain.

But while the debate about food miles may have moved on, the trend towards buying local continues. A British example of the phenomenon is "Local to London" – part of a three year project funded by New Covent Garden Market and the South East Food Group partnership aiming to promote more regional and local food into London's eateries, homes and the public sector.

If British celebrity chefs like Jamie Oliver and Gordon Ramsey continue to promote buying local fresh produce, the message may actually get through. Likewise the USA movement such as the "100-Mile Diet" which encouraged participants to think about "local eating for global change"

"The drivers of those campaigns are changing. Initially they were about food miles and environmental issues," says John Ballingall of NZIER. "Now people are saying 'buy local' so that you can support your local farmer during this climate of economic downturn and ensure that the rural community that you live in is maintained"

If the trend really does catch on, New Zealand's exports and our economy could suffer.

Accepting that the trend is occurring, Ballingall and others have modelled what might be the economic consequences should it really catch on? Using an elegant "iceberg" model – an assumption that a proportion of exported agro-food commodities exported

“melts” during transportation Ballingall applied a theoretical 20 per cent “food miles shock” to some of our major food exports to Britain, Germany and France. The results are surprising.

“If food miles and buy local campaign start to alter consumer behaviour, New Zealand GDP would be \$430 million lower than it would have been otherwise,” says Ballingall. This would mean a significant drop in exports to Britain, France and Germany. “It doesn’t mean we lose those exports because we are still producing the goods, it’s just we end up selling to other markets where perhaps we don’t get quite as good a price.”

Ballingall stresses that there’s no need to panic just yet – the research is a theoretical glimpse forward but we must be forward thinking on what may happen. “It just emphasises that our firms have to be ready for this,” he says, pointing out that many other factors come into play in consumer choice about food. “All the research I’ve seen still shows that what matters most is price. Price is miles ahead of anything else. After that comes freshness and quality and safety and a bit further down the list are environmental issues”

There is no definitive research about the buy local trend, or to what extent, international customers may embrace this trend. However “what is known is that it could have a potential cost to New Zealand which is why government and industry are working together to understand the environmental impact of food production, and how to produce high quality products while reducing environmental impacts.” What we do need is the development of robust and fair international standards for carbon foot printing.”

The first footprints showing “cradle to the grave” carbon dioxide emissions for dairy, kiwifruit and wine products made here, and shipped and consumed in markets around the world, is due in a couple of months. Meanwhile, the British Department for Environment, Food and Rural Affairs is about to release an update on its 2005 Food Miles report.

While the message to the world is to buy low carbon exports, the message at home is buy local. Farmers Market New Zealand is about to begin a nationwide generic “honest to goodness goodness“ newspaper advertising campaign-funded by the Government’s Buy Kiwi Made Campaign.

Extracts from Weekend Herald Farmers’ Market NZ chairperson Chris Fortune

### **Farmers Markets**

The last few years have seen experiments in more direct producer-consumer marketing. Farmers’ markets and box deliveries are the most common examples.

The growth and popularity of farmers markets and small local food production has brought with it many short and long term benefits. Organic apple juice, slices of handmade cheeses freshly cut from the block, miniature cucumbers and egg plant, many varieties of peruperu [Maori potatoes], shiny red and orange capsicums, organic beef and garlic sausages, beef and vegetable rissoles, organic blueberries...it’s hard to beat the freshness.

This growth and popularity has been partly due to the gradual dominance of supermarket chains and the demise of small independent retailers. Small scale growers, who cannot supply the volume big retailers need, have found they have fewer outlets for their produce. Customers, too, are looking for something more than supermarket convenience. They miss the personal contact and variety of produce small local shops used to give them.

Consumers who purchase food from farmers' markets have direct personal contact with local producers. People are able to chat to the sellers about what they grow and make. This makes food purchasing a more open and transparent process. Customers are fully aware of the origin of the product. They are able to find out if it is spray free or organic. They are able to obtain accurate information about the product from the person who knows the product best, eg. how and where it was produced, recommendations for storage, preparation and cooking methods to enhance the eating quality and reduce waste. A business relationship built on trust begins to develop. You know you can trust this producer to let her hens run free-range in the sunlight, or that producer to tell you exactly what pest control he uses on his fruit trees. Consumers can feed back suggestions, praise, ideas for use etc to the producer, who can then pass on this information to others or even try new crop varieties and lines, which in turn would provide the consumer with more choice.

The smell, the aroma the tasting of food in the farmers' market is in sharp contrast to the bland quality of produce found in the supermarkets. We know that peaches and plums are hard and have no flavour because they have been picked earlier and earlier so they can last when they travel. The supermarket's goal is to keep the produce on the shelf for as long as possible. In contrast the farmers' markets place emphasis on the quality and freshness of seasonal produce. There may be no apples in January, but perhaps a bigger range of stone fruit including heirloom fruit and vegetables, varieties the supermarket cannot stock because they do not transport or store well. In many cases fruit and vegetables in Farmers' markets are harvested the same day they are sold, a practice that maximises nutritional value with minimal vitamin loss associated with the aging of fruit and vegetables, and enhances eating quality. Consumers are able to source interesting, exclusively local, specialist food items, eg unusual herbs, vegetables, oils etc which are not stocked in supermarkets and which widen food choices and maintain regional differences in food culture eg Bluff oysters. With more variety in the diet there is also an increase in the range of nutrients consumed, which benefits health. Also the availability of interesting foods and people with passion selling them can help to generate interest in reviving home cooking of meals from scratch thereby lessening the use of processed and convenience foods.

Farmers markets could contribute positively to food security for low-income families at risk, by giving them access to low cost, nutritious food. It is a well known fact that many New Zealanders are not eating enough fruit and vegetables. Our consumption falls short of the recommended intake of 5+ a day. One of the reasons for this is cost. Access to cheap, local produce at Farmers' markets could alleviate this problem and ensure more of the dietary goals specified in the NZ Food and Nutritional Guidelines, ie recommended food group servings, are met, particularly fruit and vegetables. Some products are available in large, well-priced family-sized quantities at markets, eg honey at the Lyttleton market is 40% cheaper than the retail price.

Farmers' Market is brand protected. The primary producer has to be the stallholder selling the product to ensure there are no middlemen or on-selling of goods. It must be the produce from the local region. By cutting the "middle man" the consumer gets a fairer price at the farmers' markets compared with supermarkets, ie the food budget can go further when retail overheads are not built into the selling price. Cheap seasonal produce can be bought in bulk and preserved for later use when it is unaffordable or unavailable, eg tomatoes bought in summer can be frozen for adding to winter meals. Food shopping at the farmers market as a family has educational spin-offs as well. It teaches young family members to be resourceful and to make use of cheaper locally available foods, valuable skills which contribute to future well-being.

Surveys of customers and stallholders, commissioned last year by Marlborough farmers' market committee showed that the average consumer spends \$15-\$20 at the market. The Economic impact to the region over the last 4 years has been around \$2 million and it stays in the local economy. Rodney district council decided on the Orewa Farmers' market primarily to create an outlet for Rodney growers too small to supply supermarkets. A farmers' market also fits with the Rodney's strong focus on strengthening the local economy by buying local and employing local people. In line with Rodney's Organic Friendly policy, at least 20 per cent of the stalls are reserved for the organic producers and Rodney's Economic Development Trust is promoting bringing more people into organics as well as encouraging direct producer consumer links.

For many the Farmers' market provides an eco-friendly alternative. Consumers are becoming more aware of the energy usage involved in transporting food long distances from its place of origin to its point of sale. Lettuces from the South Island, tomatoes from Australia or grapes from California to Auckland or Wellington outlets come with considerable environmental and infrastructure costs, as well as increasing the producers' outgoings. These food miles account for much of the cost of the item to the consumer. Locally produced food saves on food miles, so is cheaper. Consumers who care about the environment feel it is wasteful to notch up excessive food miles.

Farmers' markets are seen to be "the first building block in sustainability within a community"[Lyttelton extract]. Many people feel that the current practice of agribusinesses [the various business collectively that process and distribute farm products], that encourage large scale intensive farming assisted by heavy use of chemicals which eventually destroy the productivity of the land by stripping it of all natural nutrients, are unsustainable. They feel that the environmental cost is too high to warrant supporting multinational food companies and supermarket chains reliant on this type of production. They see the philosophy behind the farmers' market, of supporting small producers whose farming practices are environmentally sustainable, as being sympathetic to their values.

Free trade policies have not helped small producers in New Zealand as they struggle to compete price wise with cheap imported goods, eg garlic from China is much cheaper than locally grown garlic. Australian tomatoes are cheaper than our own in winter. Consumers who are opposed to the sale of needlessly imported foods that



threaten the viability of local producers, show strong support for buying New Zealand made goods.

The risk of buying food containing genetically modified material or organisms [GMOs] is very real yet impossible to calculate for consumers buying processed foods from grocery retailers/supermarkets because of the fact that processed food contains many different ingredients from a wide range of sources. Some of these ingredients may be imported and contain GMOs, but this information is not passed on to the consumer via food labelling. Some processed foods contain canola oil, most of which is imported from the USA from genetically modified crops. Consumers who value ethically produced foods find this unacceptable and prefer instead to source natural foods direct from the New Zealand producer to eliminate any possible health risks from eg [genetically engineered] foods.

While the message to the world is to buy our low carbon exports, the message at home is to buy local. Starting this month, Farmers' Market New Zealand begins a nationwide generic "honest-to-goodness goodness" newspaper advertisement campaign-funded by the government's Buy Kiwi Made Campaign.

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### **Eating for the Future. Guidelines for Sustainability**

In their current form, NZ dietary guidelines are an attempt by health authorities to influence dietary intake in a way that will promote healthy eating. The guidelines can be relatively easily modified to incorporate a different set of criteria that would teach people to view foods as more than just sources of nutrients. This would educate citizens into their consumption role on sustainability.

The following guidelines I have worded emphasise the need to be thoughtful about individual action.

- Eat food that uses minimal packaging
- Buy locally produced food in season
- Eat meat that has been raised humanly
- Eat fish that is sustainable
- Grow some of your own food
- Support restaurants that use local farmers products
- Purchase Free Trade products
- Think about how to minimise wastage. Reduce, Reuse, Recycle
- Share your knowledge of sustainable food choices

## **POSITIVE PSYCHOLOGY IN EDUCATION**

### **POSITIVE PSYCHOLOGY**

#### **Introduction**

Young people today feel many additional and different pressures than in the past. They need strategies that will help them deal successfully with modern life. It is important that students learn to deal with these concerns not only during adolescence, but throughout their lives

The purpose of my research was to investigate the Principles of Positive Psychology and how they might be introduced to help build emotional resilience and encourage students to gain greater levels of academic achievement, social and emotional wellbeing and physical health.

#### **Data collection /Activities undertaken**

In my study I have specifically looked at the leading research conducted by Professor Martin Seligman and Dr Karen Reivich.\* and their involvement with Geelong Grammar school in Australia.

#### **Positive Psychology in Education**

As teachers, we know from our experience in the classroom that students who have a positive outlook and are more optimistic achieve more. Much research has been initiated in this area.

Whilst acknowledging so much of what we already do as teachers, the research shows that there are specific skills which can make a difference, and that they can be taught.

Dr Martin Seligman, has shown it's possible for all of us to learn how to be more optimistic. His optimistic skills are about learning how to change negative thinking to flexible hopeful thinking

#### **The Positive Psychology principles that Professor Seligman talks about are:**

- A. Building resilience**
- B. Optimism**
- C. Character strengths**
- D. Engagement in the classroom**
- E. Positive communication**
- F. Positive relationships**
- G. Gratitude**

The teaching of these skills is possible through the scaffolding framework of Positive Psychology and by further self discovery and reflection.

In 2008, Geelong Grammar School in Victoria, Australia undertook a training programme with Dr Martin Seligman from the University of Pennsylvania and a variety of visiting academics scholars.

During the year, a variety of different strategies were trialled and the school is planning to implement strategies across the curriculum in all areas of the school over the next few years.

The aim is to teach resilience and the tenets of Positive Psychology through the study of emotion and character strength plus developing in each student the capacity to adopt resilient life strategies, ie. The appropriate applications of strength to life challenges in the moment and be less vulnerable to depression.

Geelong Grammar school has a Welbeing Center to provide a proactive approach to good mental health.

In Professor Seligman's view, Geelong Grammar School in Australia is the first school in the world to introduce Positive Education through all year levels, across curricula and the entire school culture.

**The Principles of Positive Psychology** that would act as a scaffolding framework in the teaching of a health and wellbeing are:

#### **A. BUILDING RESILIENCE [research has shown]**

**The seven core abilities that build resilience are**

1. emotional awareness and regulation;
2. impulse control;
3. optimism
4. self-efficacy
5. empathy;
6. flexible and accurate thinking; and
7. connecting to others

\*podcast Dr Mathew Whites presentation. Recordings of Fellow Lectures Geelong Grammar

#### **B. OPTIMISM**

Using optimism as a tool to help individuals achieve the goals the individual sets for him/herself. What students think when things go bad actually changes how they feel. When the student suddenly feels angry or a fraud or embarrassed a thought has always triggered a feeling. If they can learn to find that thought they can change it. They can change negative thinking to flexible hopeful thinking.

#### **Changing Your Internal Dialogue - the A B C D E model**

**A–Adversity B–Beliefs C–Consequences D–Disputation E–Energization**

##### **A – Adversity**

Something we react to by thinking about it. It can be almost anything. Be objective, record your feelings. Record your description not your evaluation.

##### **B – Beliefs**

**Your beliefs warrant dispute.**

Our thoughts congeal into beliefs, they become habitual. We don't even realise we have them unless we stop and focus on them

It is important to dispute your own unfounded accusations about yourself.

And to know how to make your disputes convincing:

**Evidence-**Tune into your perpetual dialogue. Adopt the role of a detective. Show that your beliefs are factually incorrect. It is important to note the difference between this and positive thinking. Learned optimism, in contrast, is about accuracy. It is how you cope with the negative statement that has an effect.

**Alternatives-**Dispute your own beliefs, scan for all possible contributing causes e.g. failed exam - focus on the changeable such as "I haven't spent enough time studying." Be specific and non-personal e.g. "This particular exam was especially hard"; "The teacher graded unfairly." You may have to push hard to generate alternative beliefs, latching on to possibilities you are not fully convinced are true. Shift blame away from yourself

**Implications-** Decatastrophizing. It is important to keep all in perspective. How likely are these awful implications? Live in the real world rather than the fanciful world.

**Usefulness-**What good will it do to dwell on the belief at the time. Get on with your day and examine the accuracy of your beliefs later e.g. Technician doing a bomb demolition might find himself thinking "This could go off and I might be killed" - with the result his hands begin to shake. In this case, best to recommend distraction over disputation

### **C-Consequences**

Did you feel sad, anxious, joyful, guilty or whatever.....

### **D-Disputation**

General alternative beliefs

### **E-Energerisation**

Energy that occurs when you succeed in dealing with the negative belief

## **C. IDENTIFY CHARACTER STRENGTHS**

VIA Strengths Survey at [www.authentichappiness.org](http://www.authentichappiness.org) [Identify your character strengths by completing the survey on this web site. Once your survey is complete you will get instant feedback]

Character strengths are directly tied to moving forward to a positive future.

## **D. BUILD ENGAGEMENT IN THE CLASSROOM AND BEYOND**

### **E. PROMOTE POSITIVE COMMUNICATION:**

### **F. AND POSITIVE RELATIONSHIPS**

By and large the literature I read on praise shows that it can be an effective, positive motivating force in improving communication and positive relationships. But all praise is not equal-and the effects of praise can vary significantly depending on the praise given. To be effective, researchers have found, praise needs to be specific. It needs to be based on the real thing—some skill or talent they have.

Even those who have accepted the new research on praise have trouble putting it into practice. Some suggested praises that could be helpful, “I like how you keep trying” If the praise is specific, rather than general, the student knows exactly what she did to earn the praise [and thus can get more].\*Carol Dwecks research

### **G. THE IMPORTANCE OF GRATITUDE IN WELLBEING**

Other happiness psychologists recommend keeping a “gratitude journal” for writing down thing you’re thankful for. Recent studies from the University of California have found that doing this once a week but not more frequently significantly increases participants overall life satisfaction.

Seligman has a similar strategy, which he calls three blessings: you take time each day to write down three things that went well and why. His studies have found that not only does counting blessings boost someone’s joy; when he follows them up three and six months later, they’ve remained happier. Maybe happiness has become a habit.

Recordings of Fellows lectures Geloong Grammar

\* iPod presentation. Watch Dr Mathew White’s presentation

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### **Healthy Living Guidelines for Well-Being**

Five steps in which you can work to develop your well-being.

The steps:

1. Connect
2. Be Active
3. Take Notice
4. Keep Learning
5. Give

**The First [Connect]** refers to the strongest hallmark of well-being, social relationships. Research has suggested that the more we apply ourselves to life goals that relate to family, friends, and community the happier we are likely to be, whereas mental health is actually decreased by goals associated with career and material gains. Happiness means getting off the earn money/spend money treadmill, and spending more time doing things we enjoy with people we like. There is even evidence that simply being someone who speaks to our neighbours may predict our levels of well-being.

**The Second [Be Active]** draws on a wealth of evidence which suggests exercise is one of the most effective ways to deal with mental health problems such as depression and anxiety. The old adage of ‘A healthy mind a healthy body’ has survived for a reason. However being active doesn’t have to mean strenuous sport or gymn - walking, cycling, dancing and gardening all qualify.

**The Third [Taking Notice]** is based on growing evidence of the value of ‘mindfulness-based’ interventions. Based on meditation practices that have been practised for thousands of years, new treatments-such as Mindfulness-based Cognitive Therapy [MBCT] have been shown to reduce rates of relapse amongst people prone to

depression. Meanwhile, those people who naturally possess the trait of mindfulness- the ability to pay attention and be aware of both their internal experience and the world around them-are known to have better mental health.

**Number Four [Keep learning]** is based on research that shows greater life satisfaction among people who set themselves the task of learning something new. Life long learning has been shown to improve self esteem and encourage social interaction, as well as helping us feel more competent, optimistic and resilient “ It’s the process of learning what’s important rather than any objective indicator like what degree you have”.

**Finally [Altruism, Volunteering and Happiness]** finally, in keeping with the element of well-being that includes our capacity to care for others, altruism has been shown also to have well-being benefits for the giver as well as the receiver.

The Foresight report, in association with the New Economic Foundation.

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## SUMMARY

### A] **Benefits**

- Self: I found it stimulating to study and apply the positive psychology principles to the area of health and wellbeing practices.
- I have had time to undertake extensive professional reading around globalization and sustainability of the food supply.
- I have had first hand experience of studying globalization and sustainability in one of our major markets, the UK.

I was able to visit Geelong grammar to speak to the curriculum director of Positive Education. I feel refreshed from my time outside the classroom. I feel stimulated from a more global experience

### B] **References**

**Positive Psychology Books Reference.**  
Helpfully recommended By Ben Dean

1. ***Man's Search for Meaning*** by Viktor Frankl  
My father was a prisoner of war in Japan during World War II, so I've always had a special interest in Frankl's moving account of his own experience as a prisoner in Auschwitz. This book describes these experiences and then his approach to therapy (logotherapy) which is based on his assumption that our deepest desire is to find meaning and purpose in life. I now believe that Frankl's striking ability to surmount his concentration camp experience was due, in part, to a an unusually strong genetic predisposition toward hope and optimism.

2. ***Authentic Happiness*** by Martin E. P. Seligman  
Marty Seligman, Ph.D. is the founding father of Positive Psychology with an extraordinary bio which you can peruse at [www.authentichappiness.org](http://www.authentichappiness.org). In this book he integrates theory and research to map out how to lead a life of positive emotion, engagement, and meaning. Use this book in conjunction with the assessments at [www.authentichappiness.org](http://www.authentichappiness.org). (If you don't already have Marty's *Learned Optimism* or *The Optimistic Child*, then I recommend adding these classics to your positive psychology library as well.)
3. ***Handbook of Positive Psychology*** edited by C. R. Snyder and Shane Lopez  
Published in 2001, the "Handbook" was the first systematic attempt to bring together the leading scholars in the, then, emerging field of positive psychology. Begins with an historical overview by Seligman. Ends assertively with "The Future of Positive Psychology: A Declaration of Independence." Essential for any positive psychology library.
4. ***A Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology*** edited by Lisa Aspinwall and Ursula Staudinger  
If I were teaching a positive psychology class, this would be the textbook. The editors ask chapter contributors (including Daniel Kahneman, Walter Mischel, Robert Sternberg, Carol Ryff, and Alice Isen) to comment on the "potentials and pitfalls" of a psychology of human strengths.
5. ***Character Strengths and Virtues: A Handbook and Classification*** edited by Christopher Peterson and Martin E.P. Seligman  
The CSV, sometimes dubbed the "UnDSM is \*the\* must-have book for anyone interested in coaching and positive psychology. Each chapter is devoted to one of 24 Strengths--strengths such as curiosity, wisdom, zest, forgiveness, and gratitude. Once you or your clients take the VIA Strengths Survey at [www.authentichappiness.org](http://www.authentichappiness.org), look up your signature strengths in the Handbook.
6. ***Positive Psychology in Practice*** edited by P. Alex Linley and Stephen Joseph.  
This is another must-have book for coaches. Rich with edited chapters by some of the leading figures in positive psychology who outline the implications of their work for practice. Filled with interesting ideas. In its foreword, Marty Seligman writes: "This volume is the cutting edge of positive psychology and the emblem of its future."
7. ***Toward a Psychology of Being*** by Abraham H. Maslow  
Maslow has been called the grandfather of positive psychology. In this classic work (first published in 1968), Maslow writes about values, growth, well-being, peak experiences, and self-actualization.
8. ***The Resilience Factor*** by Karen Reivich and Andrew Shatte  
From the country's preeminent resilience research team, psychologists Karen Reivich and Andrew Shatte. This book is superb. With an impressive integration of theory and research, it offers seven practical strategies that have been proven to increase people's capacity to overcome adversity, negotiate daily obstacles, and bounce back from life-altering events. Highly recommended.

9. ***Now, Discover Your Strengths*** by Marcus Buckingham and Donald O. Clifton  
This is a must-read if you work with clients in business settings. Marcus Buckingham (author of *First, Break All the Rules*) and the late Don Clifton, Chair of the Gallup International Research & Education Center, call for a "strengths revolution" in the workplace. Their premise is that employees and managers can be much more effective at work and in life by building on their strengths (rather than working on their weaknesses). Their "StrengthsFinder" survey provides a nice complement to the VIA Strengths Survey.
10. ***The Mating Mind*** by Geoffrey Miller  
This is the most provocative book on the list. Evolutionary Psychologist Geoffrey Miller presents a compelling argument that character strengths such as creativity, humor, kindness, and leadership were shaped through sexual selection. Finally, in the spirit of Positive Psychology, let me add an 11th book to my top ten list--a classic that should be on your bookshelf:
11. ***Flow: The Psychology of Optimal Experience*** by Mihaly Csikszentmihalyi  
As you know, "flow" is the state in which we are so completely absorbed in a task that we barely notice the passage of time. According to Csikszentmihalyi (and the research he presents), the more challenging, flow-inducing activities we can introduce into our lives, the happier we are. Among other excellent books by Csikszentmihalyi is *Finding Flow and Creativity*. He also wrote a book with Howard Gardner and William Damon called *Good Work* that explores what it means to do socially responsible, excellent work.

**Other useful reference reading:**

**The Penn Resilience Programme**-[overview and background]  
University of Pennsylvania PPC research [www.ppc.sas.upenn.edu/](http://www.ppc.sas.upenn.edu/)

**TIME** magazine cover story featuring Dr Seligman and Positive Psychology.  
[www.authentichappiness.org](http://www.authentichappiness.org)

**Dweck & Lisa Blackwell**-published report in the academic journal 'Child Development'  
The power [and peril] of praising your kids-NEW YORK MAGAZINE  
The Foresight Report  
Growing today magazine  
NZQA website Home Economics L3