

## Teaching Resiliency

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### Abstract

Both adults and children who experience feelings of pessimism more often could be susceptible to depression. They do worse at school than optimistic children, they feel less motivated and they attribute the cause of situations to causes external to them which they are not able to control. Besides, optimists lead healthier lives and have a longer life-span [1]. As Dr. Seligman suggests, by the age of 8, the majority of the children have already developed and/or established an explanatory style. A child can either be optimistic and have a high sense of self-esteem and empowerment or not. However, according to research conducted by Dr. Seligman and his students at University of Pennsylvania, explanatory styles can be modified. Optimism is something that can be taught even if the pessimists among them and it can bring with it permanent changes in children's lives [2].

Recent research suggests that the percentages of depression incidents among students and especially among teenagers are on the increase. On the other hand, even if psychological conditions are absent, feelings of happiness and a sense of purpose are not guaranteed. Positive Psychology is here to fill this gap. The enhancement of the positive traits and of the positive emotions in order for individuals to reach their full potential is Positive Psychology's main goal. Besides, isn't that an indispensable part of education? Yes, according to parents who perceive the promotion of children's resilience and well-being as a basic part of education [2]. Most interventions currently underway are re-active and are aiming at the therapeutic potential of Positive Psychology. On the contrary, in my opinion, a more proactive and preventive approach needs to be initiated as Young Learners are the future teenagers, hence they are the audience that needs to be targeted.

### References

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