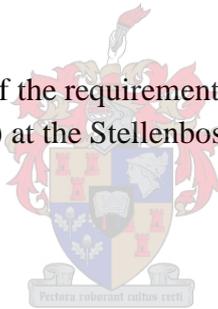


**THE DEVELOPMENT OF A SCHOOL SUBJECT,  
TEXTBOOK-BASED PROGRAMME AS A POSITIVE  
PSYCHOLOGY INTERVENTION TO PROMOTE WELL-  
BEING IN LEARNERS**

By

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## **DECLARATION**

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe on any third party rights and that I have not previously, in its entirety or in part, submitted it for obtaining any qualification.

## ABSTRACT

Positive Psychology has emerged as a paradigm of psychology which emphasises research on and optimisation of well-being and human potential. In light of the rapid development of Positive Psychology and research regarding Positive Psychology Interventions (PPI's) aimed at improving the well-being of various populations, this thesis had two main goals: firstly, to develop a school textbook for an academic subject (Grade 8 Afrikaans First Additional Language) which, in a natural manner, incorporates the themes and interventions of Positive Psychology into the language learning content; and secondly, to gauge, through a focus group discussion, the reactions to and suggestions for such a textbook from teachers currently teaching the subject.

Drawing from seminal works by Abraham Maslow (Self-actualisation) and Hettler (Wellness) and merging them with the developing theories within Positive Psychology (PERMA and the Psycho-social system approach (DPF-5)), as well as the 24 universal character strengths, as identified by Peterson and Seligman (2004), a framework for the textbook was developed. PPI's were then included systematically to match the existing framework, most commonly as written or oral exercises.

Following the development of the preliminary textbook, five experienced teachers currently teaching Afrikaans First Additional Language at three different private schools participated in a focus group discussion in order to illuminate their thoughts, feelings and suggestions relating to the textbook. The discussion was audio-recorded and the recording transcribed for analysis, using a grounded theory approach.

The themes identified from the focus group discussion were: the uniqueness of the approach, the hidden curriculum (teaching beyond a subject / teaching as preparing a learner for the future), the learners (what learners enjoy and the relatability of the textbook), standard textbooks or notes, and the academic content. The results indicate a positive view of the textbook as a whole and, specifically, as far as its unique, positive nature is concerned. Surprisingly, the participants felt that using such a textbook would also hold personal advantages for the teacher and not only the learners. The results further pointed out specific areas of concern (difficulty level) or possible difficulty (resistance to change by other teachers) and also possible ways to overcome these potential obstacles (a teacher's guide, an introduction to the approach and a progression in difficulty level from the first to the last chapters).

The collected data from the focus group discussion influenced the textbook development on different levels and served to fill a gap in the literature with regards to teachers' reactions to Positive Psychology as applied in schools (Positive Education). The textbook itself is the first of its kind and provides a new means by which several PPI's can be made available to a large population in order to improve adolescent well-being in general. Further research regarding Positive Education as experienced by teachers (in both public and private schools), and the effectiveness of subject, textbook-based PPI, is needed.

## OPSOMMING

Die Positiewe Sielkunde het as 'n paradigma binne die sielkunde ontluik wat die klem op navorsing oor en optimalisering van algehele welstand en menslike potensiaal plaas. Met die oog op die vinnige ontwikkeling van die Positiewe Sielkunde en navorsing oor Positiewe Sielkunde Intervensies (PSI) wat poog om die algehele welstand van verskeie groepe te verbeter, het die huidige tesis twee doelstellings voor oë: eerstens, om 'n skoolhandboek vir 'n akademiese vak (Graad 8 Eerste Addisionele Taal) te ontwikkel wat die temas en intervensies van die Positiewe Sielkunde op 'n natuurlike wyse binne die taalonderrig-inhoud inbou; en tweedens, om deur middel van 'n fokusgroep-gesprek onderwysers, wat tans binne die onderwys staan, se reaksies en voorstelle vir so 'n handboek te bepaal.

Deur Abraham Maslow se werk oor Self-aktualisering en Hettler se benadering tot Welwees saam te smelt met die ontwikkelende teorieë binne die Positiewe Sielkunde (PERMA en die Psigo-sosiale sisteembenadering (DPF-5)) en die 24 universele positiewe karaktertrekke (deur Peterson en Seligman (2004) geïdentifiseer), is 'n raamwerk vir die handboek ontwikkel. PSI is toe sistematies bygevoeg om die bestaande raamwerk te pas – oorwegend as mondelinge of geskrewe oefeninge.

Na die ontwikkeling van die voorlopige handboek, het vyf ervare Afrikaans Eerste Addisionele Taal onderwysers van drie verskillende privaatskole aan 'n fokusgroep-gesprek deelgeneem om hulle gedagtes, gevoelens en voorstelle vir die handboek te deel. 'n Klankopname van die gesprek is opgeneem en is vir data-ontledingsdoeleindes getranskribeer. Data-ontleding het 'n gegronde-teorie-benadering gevolg.

Die temas uit die fokusgroep-gesprek geïdentifiseer, is: die uniekheid van die benadering, die verborge kurrikulum (onderrig vir meer as net 'n vak / onderrig as voorbereiding vir die lewe), die leerders (wat leerders geniet en ook die toeganklikheid van die handboek), standaard handboeke of notas, en die akademiese inhoud van die handboek. Die resultate dui op 'n positiewe reaksie tot die handboek as geheel en, meer spesifiek, tot die unieke en positiewe aard daarvan. 'n Verrassende resultaat van die studie is dat die deelnemers gevoel het dat die gebruik van die handboek, buiten die voordele vir die leerders, ook persoonlike voordele vir die onderwysers kan inhou. Die deelnemers aan die studie het verder ook kommer uitgespreek oor moontlike probleme met betrekking tot die handboek (die moeilikheidsgraad daarvan, sowel as moontlike weerstand van sekere onderwysers), maar het ook moontlike oplossings vir hierdie uitdagings voorgestel ('n onderwysersgids, 'n inleiding tot

die benadering vir onderwysers, en progressie in die handboek vanaf eenvoudiger eerste hoofstukke tot 'n hoër moeilikheidsgraad in latere hoofstukke).

Die bevindinge gegrond op die fokusgroep-gesprek het die ontwikkeling van die handboek op verskeie vlakke beïnvloed en het ook 'n rol daarin gespeel om 'n gaping in die huidige literatuur, in terme van onderwysers se reaksies op die Positiewe Sielkunde se toepassings binne die onderwys (Positiewe Opvoeding), te vul. Die handboek is enig in sy soort en verskaf 'n metode om verskeie PSI aan die samelewing beskikbaar te stel om sodoende die algehele welstand van adolessente te verbeter. Verdere navorsing oor onderwysers se ervaring van die Positiewe Sielkunde (binne privaat- en staatskole), en die effektiwiteit van 'n vak- en handboekgebaseerde PSI word benodig.

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## DEFINITION OF TERMS

**Character Strengths:** Peterson and Seligman (2004) researched and compiled a comprehensive list of universal character strengths (such as bravery, prudence, humility and creativity) in *Character strengths and virtues: A handbook and classification*, which serves as a counterpoint to the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2013).

**Positive Psychology:** “A psychology of positive human functioning ... that achieves a scientific understanding and effective interventions to build thriving individuals, families, and communities” (Seligman, 2002b, p.7).

**Positive Education:** “Positive education is defined as education for both traditional skills and for happiness” (Seligman, Ernst, Gillham, Reivich & Linkins, 2009, p. 293).

**Positive Psychology Interventions (PPI):** “Intentional activities that aim to cultivate positive feelings, behaviors, or cognitions” (Sin & Lyubomirsky, 2009)

**Psychological Capital (PsyCap):** “... is a state-like positive motivational condition that arises from one’s endorsement of hope, optimism, resilience, and self-efficacy” (Datu & Valdez, 2016, p. 399).

**Wellness:** Wellness, within the context of this research, refers to a theory developed by Hettler (1980), which describes a “well” person as being well in six different domains: emotional, physical, social, intellectual, spiritual and occupational.

**Well-being or Flourishing:** “To be well, happy and flourishing in all spheres of one’s life, such as experiencing mostly positive emotions, being capable of being engaged, having good and healthy relationships, having meaning in your life and experiencing accomplishment and achievements. Furthermore, a flourishing person will also be well in the six Wellness dimensions, namely the physical, intellectual, spiritual, emotional, social and occupational dimensions.” ( Botha, Cilliers, Cloete & Kloppers, 2016, p. 4) This is a broad construct which encompasses both Well-being theory (described below) and Wellness (above).

**Well-being theory (PERMA):** This refers, specifically, to Seligman's (2011) theory which describes the five elements which make up a "flourishing" individual. These five factors are positive emotion, engagement (being absorbed in a task, also known as "flow"), positive relationships, meaning (viewing life as having purpose) and accomplishment (achievement).

## CHAPTER 1: INTRODUCTION, MOTIVATION AND AIMS OF THE STUDY

### 1.1 Introduction

When claims, as far back as the 1960's and 1980's, were made regarding the under-utilisation of the brain's potential (Botha, 1990), educationalists, scientists, philosophers and psychologists alike speculated as to not only how to unlock that unused potential, but also what humans might be capable of if this potential were to be optimally released (Doman, 1964; Hubbard, 1998; Machado, 1980). These speculations, along with developments in the neuro-sciences (Sperry, 1982; "Can man use the other half of his brain," 1963) and developments in the understanding of human intelligence as dynamic (in stead of fixed), even in later stages of life (Rand, Tannenbaum, & Feuerstein, 1979), can be connected to a number of movements and theories focusing on capabilities, rather than deficits, in different areas of research. These theories, or movements, include strategies to enhance thinking, learning and Self-actualisation and include the following: Self-actualisation (Maslow, 1962), the Human Potential Movement (Robinson, 1977), Wellness (Hettler, 1980), Thinking Skills / Cognitive Education (Adams et al., 1986; Albrecht, 1980; De Bono, 1993), the Suzuki method of musical instruction (Suzuki, 1983), Neuro-Linguistic Programming (Bandler, 1985), Suggestopedia (later referred to as Accelerated Learning) (Beale, 1997; Botha, 1990) and more recently, Positive Psychology (Seligman, 2011). These approaches challenge the more traditional view (favouring the medical model) that well-being can be equated to the absence of ill-health or negative symptomology. Instead, these approaches place the emphasis on well-being, ability, skills development, character strengths, potential and continual growth. Adam Grant (in Jarden, Lahti, Bruna, & Zhao, 2013, p. 836) describes this Positive Psychology approach as "... enhancing flourishing rather than just reducing suffering, promoting meaning and purpose instead of just alleviating alienation, and encouraging and fostering engagement rather than just reducing boredom."

### 1.2 Motivation for the study

In the most recent of the above potential optimisation approaches, Seligman (2011), within the paradigm of Positive Psychology, identified five elements (also referred to as PERMA) within what he calls Well-being Theory, which he states are the elements which make up a "flourishing" individual. These elements are: **P**ositive emotion (happiness, pleasant experiences), **E**ngagement (when "time stops" during a task, flow, being absorbed by the task

at hand), positive **Relationships**, **Meaning** (belonging to and serving something that you believe is larger than the self), and **Accomplishment** (achievement).

Seligman (2011) has not only identified the elements which he believes make up a “flourishing” individual, but he, his colleagues and like-minded researchers have also, through rigorous research, identified exercises and practices (many of which are discussed in Chapter 4) which promote these (PERMA) elements and well-being in general (Achor, 2011; Battaglia et al., 2015; Campion & Levita, 2014; Capaldi, Passmore, Nisbit, Zelenski, & Dopko, 2015; Cohn, Petrucha, Saslow, Hult, & Moskowitz, 2014; Chang, Huang, & Lin, 2014; Dambrun & Dubuy, 2014; Deplus, Lahaye, & Philippot, 2014; Drozd, Mork, Nielsen, Raeder, & Bjørkli, 2014; Duan, Ho, Tang, Li, & Zhang, 2013; Fredrickson, 2011; Hanley, Warner, & Garland, 2014; Hilt & Pollak, 2012; Ho, Yeung, & Kwok, 2014; Huffman et al., 2011; Hurley & Kwon, 2013; Kwok, Gu & Kit, 2016; Layous, Nelson, & Lyubomirsky, 2013; Liao, Neihart, Teo, & Lo, 2016; Lyubomirsky, 2007; Lyubomirsky & Layous, 2013; McMahan & Estes, 2015; Nelson et al., 2015; Peters, Meevissen, & Hanssen, 2013; Redzic et al., 2014; Seligman, 2011, 2002a; Smith & Hollinger-Smith, 2015; Suldo et al., 2015; Suldo, Savage, & Mercer, 2014; Van Woerkom & Meyers, 2015; Waters & White, 2015; Watkins, Uher, & Pichinevskiy, 2015; Woods, Lambert, Brown, & May, 2015). With such innovative Positive Psychology Interventions (PPI) having been created and tested, one might start to consider the means by which to deliver such interventions collectively and also at what developmental stage such PPI might have the greatest (positive) impact.

Adolescents are at a crucial developmental stage of their lives (Hutchinson et al., 2015). South African adolescents face particular challenges, such as community violence (Kaminer, Du Plessis, Hardy, & Benjamin, 2013) and poor living conditions (Lehohla, 2016; Reddy et al., 2010) which compound the difficulties commonly related to adolescence. It is not only the difficulties and challenges of this stage which are important however, but also the far reaching impact of what occurs during adolescence. Due to the influential and determining nature of this stage, interventions aimed at adolescents may well alter the course of said adolescents’ development and ultimately their adult lives and careers (Andersson, Lovén, & Bergman, 2014; Burt & Paysnick, 2012; Caspi et al., 2006; Hutchinson et al., 2015; Keyes, 2009; Masten, Desjardins, McCormick, Kuo, & Long, 2010; O’Connor, Sanson, Toumbourou, Norrish, & Olsson, 2016; Seiffge-Krenke & Gelhaar, 2008; “State of the world’s children,” 2011).

An almost exclusive academic focus misses the opportunity to use school and school curricula as an obvious vehicle, not only to educate for a subject, but also to facilitate all-round well-being and flourishing. Though the subject area of Life Orientation seems to have been an attempt to build personal, physical and career skills, its success is dubious (Geldenhuys, Kruger, & Moss, 2013; Prinsloo, 2007). Add-on programmes offered by schools or organisations which address, amongst other aspects, physical well-being, thinking and study skills, only benefit the small number of learners who attend. Most schools in South Africa, furthermore, do not have the human or physical resources to run any kind of add-on programme after school (“School infrastructure,” n.d.). This makes existing school subjects (using existing subject teachers) the ideal arena within which to introduce Positive Psychology materials which will positively affect adolescent lives, above and beyond traditional formal education.

In lieu of the above, it was decided to develop a Positive Psychology Intervention Programme (using Seligman’s Well-being Theory (PERMA), various PPI and Wellness) within the existing Grade 8 Afrikaans First Additional Language curricula. This programme took the form of a textbook for the subject.

Languages depend heavily on a variety of topics as context for language learning. Seemingly random, traditional textbook topics (such as “Sport” or “Travel”) were replaced by topics based on the 24 (universal) character strengths identified by Peterson and Seligman (2004) as well as the six domains (physical, emotional, intellectual, occupational and spiritual) of Wellness (Hettler, 1980). Within this context, PPI supporting the development of PERMA were introduced (as part of language learning activities) within the textbook format.

With the view on future implementation, it was further decided to gauge the opinions of, openness towards, and recommendations for the preliminary textbook by experienced teachers currently teaching Afrikaans First Additional Language in a focus group discussion. Evaluating the gathered qualitative data provided an opportunity to make recommendations regarding the eventual use of the textbook, while at the same time giving due acknowledgement and consideration to those who would have to use the newly created textbook.

### **1.3 Aims of the study**

The core aim of this study was to develop a textbook for Afrikaans First Additional Language which also functions as a Positive Psychology Intervention Programme, using the 24

character strengths identified by Peterson and Seligman (2004) and the six domains of Wellness (Hettler, 1980) as context (themes).

The aim of the textbook is to promote PERMA (as per Seligman's (2011) Well-being theory) as well as improve functioning within the six Wellness domains and, as such, increase the learners' subjective well-being and movement towards holistic potential development, while at the same time developing language skills as set out in the curriculum for the subject.

The secondary aim of the study was to gauge the reaction of possible future users (Afrikaans First Additional Language teachers) to the textbook by means of a focus group discussion, as mentioned above. This was an important part of the study because the nature of the themes and the oral and written exercises of this textbook are very different to existing, generally available textbooks or self-generated notes. It was useful to gather information regarding reactions to such new themes in order to be better able to make constructive suggestions about the possible future use of the textbook. It was also expected that, within the focus group setting, the participants would make suggestions which would influence the further development of the newly developed textbook.

The research questions for this study can be phrased as follows:

- a) How can content and PPI promoting Well-being (PERMA) be integrated into an existing school subject?
- b) How will Afrikaans First Additional Language teachers react to the unique nature of such content and possibly influence the development of the textbook?

#### **1.4 Summary**

A renewed, pro-active approach to well-being in the field of psychology (Positive Psychology) has led to the development of and investigations into the practices, exercises, and interventions which increase the different aspects of PERMA (either individually, or as a whole) and also general well-being over the short and the long term.

This study aimed to harness the PPI developed thus far (using language teaching as a vehicle) in a manner which would make them readily available to adolescents, i.e. as an integral part of a school subject textbook. The purpose of this would be to promote PERMA / well-being for such adolescents at present, but also as it would pertain to their development into well-functioning and flourishing adults.

Once a working copy of the textbook was created, it was presented to a focus group of Afrikaans First Additional Language teachers for discussion and comment. Qualitative data gathered from this discussion was then used to further inform and develop the textbook and its future application.

## CHAPTER 2: THEORETICAL FRAMEWORK

### 2.1 Introduction

Positive Psychology Interventions (PPI), as described and recontextualised in this study, are based within the paradigm of Positive Psychology, but it is also worth discussing other paradigms and theories which played a part in the development of this study. Additional and complimentary theories were included overtly at first, and later covertly, as the development of the textbook (as a vehicle for PPI) progressed.

It is of particular interest how difficult it was, during the development of the textbook, to find a suitable theoretical framework (within Positive Psychology) on which to base the developmental work. This difficulty occurred because Positive Psychology evolved and grew so rapidly, that it largely still lacks a clear and effective theoretical framework within which to conceptualise and understand its interventions (Lomas, Hefferon, & Ivtzan, 2015).

### 2.2 The emergence of Positive Psychology and the development of its conceptual frameworks

In 1998, when Dr. Martin Seligman became the president of the American Psychological Association, he used his inaugural address to urge psychological researchers to relax their grip on their almost exclusive focus on the examination of and research into mental illness and to also devote their time and resources to studying that which is good and positive in life, i.e., those aspects that make up a life worth living (Donaldson, Dollwet, & Rao, 2015). This call for a shift in focus in research, and psychology in general, was later emphasised by the publication of a special issue of the journal, *American Psychologist*, entitled “Positive Psychology: An Introduction” (Seligman & Csikszentmihalyi, 2000).

It is important to note that a positive focus in psychology, and also from a philosophical point of view, was not a new notion (Jayawickreme, Forgeard, & Seligman, 2012), but that it served to group together existing lines of research, as well as to answer the age-old question about how to define, quantify and create well-being (Rusk & Waters, 2013, 2015). The renewed focus on this area of research and the naming of this area as *Positive Psychology*, has led to a dramatic increase in journal articles, books, conferences and associations concerning themselves with research into and the promotion of well-being, in all its different facets, and in all walks of life (Donaldson et al., 2015). As an extension of this, Positive

Psychology has influenced positive scholarship in fields of study ranging from organisational sciences and economics to neuroscience and education.

In a recent literature review of peer-reviewed literature linked to Positive Psychology, Donaldson et al. (2015) examined 1336 articles published between 1999 and 2013, originating from 50 different countries. In the earlier years, as is usually the case in paradigms / theories which can be termed “new”, the conceptual and theoretical articles outnumbered the empirical publications in Positive Psychology. This trend, however, changed in 2006 when empirical articles outnumbered conceptual / theoretical articles, and according to Donaldson et al. (2015), the number of empirical articles (in relation to conceptual / theoretical articles) has increased every year since..

There have been several attempts to provide a meaningful theoretical framework for Positive Psychology and PPI. Peterson and Seligman (2004) researched and compiled a comprehensive list of universal character strengths in *Character strengths and virtues: A handbook and classification*, which serves as a counterpoint to the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2013) in that it lists, categorises and defines the 24 character strengths which they have found to be universally valued. The 24 character strengths thus identified are: curiosity, judgment (considering all sides before making a decision), creativity, love of learning, perspective (a clear way of looking at the world, considered by others to be wise), bravery (not being deterred by challenges / pain / threats; to speak up for what is right), perseverance, honesty, zest (for life; vitality and energy), love (valuing close personal relationships), kindness, social intelligence (awareness of others’ motives and feelings), teamwork, fairness, leadership, forgiveness, humility, prudence (careful decision making and future mindedness), self-regulation (discipline), appreciation of beauty and excellence (noticing and appreciating beauty, excellence or skill), gratitude, hope (expecting the best from the future), humour and spirituality (holding beliefs which guide behaviour and are a comfort). Their work also led to the conceptualisation of the Values in Action Character Strengths Framework and in turn led to strengths-based interventions to improve well-being, which still form a crucial part of the PPI-repertoire today. Positive Psychology, however, quickly developed and evolved beyond the range of this framework (Rusk & Waters, 2015).

Seligman (2011) later proposed a framework with five measurable outcomes: positive emotion, engagement, positive relationships, meaning and achievement (PERMA). Positive emotion includes hedonic feelings of well-being (such as contentment, joy or cheerfulness); engagement refers to feelings of connectedness and immersion in activities (being absorbed – also known as “flow” (Seligman, 2011)); positive relationships refer to meaningful connections and interactions with other persons (feeling cared for and belonging socially); meaning refers to a feeling and belief that one has a mission or calling greater than oneself (that life is valuable and meaningful); and, accomplishment refers to a sense of success and competence (either in achieving a goal, or being capable of coping and successfully completing day to day tasks). PERMA, however, functions less as a general framework for understanding Positive Psychology and its interventions, and more as a list of desirable outcomes which can assist in measuring the end-product: well-being (Rusk & Waters, 2015).

Jayawickreme et al. (2012) next published an article in which they described a new framework, based on general systems theory, which they called the Engine of Well-Being. The Engine of Well-Being framework proposes that inputs (such as environmental and personality variables) are influenced by process variables (such as beliefs, cognitions and emotional states) to produce outcome variables that are voluntary behaviours that characterise well-being (such as autonomous behaviour, meaningful activity or engagement in work). Rusk and Waters (2015), however, believe that this framework is very general and does not allow for much understanding of *how* well-being is achieved.

Lyubomirsky and Layous (2013) conceptualised the Positive Activity Model which identified four categories of mechanisms by which PPI affect change: emotion, cognition, behaviour and need satisfaction. Above and beyond these mechanisms they further advised that the influence of the person-activity-fit needs to be taken into account. The person-activity-fit consists of features of the activity (e.g, dosage (duration/frequency) and variety) and features of the individual (e.g, motivation and baseline affective state). This was the first framework which provided a glimpse into the mechanisms by which PPI affect change, thus providing a reasonable insight into the question of *how* they work. Criticism of this framework points out that it does not take any social influence or impact into account and treats the individual too much as an isolated unit (Rusk & Waters, 2015).

Having investigated and criticised previous frameworks within which to understand Positive Psychology and its interventions, Rusk and Waters (2015) suggest the use of their Psycho-social system approach (also based on general systems theory). They define psycho-social functioning as “... the moment-by-moment psychological and social processes, states and events that contribute to well-being” (Rusk & Waters, 2015, p. 141). In their study, they empirically (using a co-term analysis of 1.7 million documents) identified five domains which make up psychological and social functioning. The Five Domains of Positive Functioning (DPF-5), as they call it, are: attention and awareness (toward specific information or aspects), comprehension and coping (consciously identifying stimuli, both past and present, predicting outcomes and the application of this knowledge as a means to cope with adversity), emotions (identification and associations), goals and habits (values, principles and goals in guiding behaviour), and, virtues and relationships (enduring relationships, social interactions, and virtues and behaviour that influence relationship quality).

In the DPF-5 framework the input is the PPI, the processing of that intervention is affected by the five domains (while also taking environmental and biological factors into account) and the well-being outcomes can be measured in terms of PERMA (Rusk & Waters, 2015).

### **2.3 The theoretical origins and development of the study**

As a psychology researcher whose interest lies in the pinnacle of human functioning, i.e, flourishing, I went back to one of the first psychological researchers and theorists, Abraham Maslow, who provided a detailed description of such a well-functioning and developed person. In his book, *Towards a Psychology of Being*, Maslow (1962) details the characteristics of a self-actualised person: they have an efficient perception of reality, are autonomous, have a freshness of appreciation, have a non-hostile sense of humour, have a sense of fellowship with humanity, have profound interpersonal relationships, are able to effectively centre themselves on a task, are accepting of themselves, others and the nature of things in general, are able to act spontaneously, are comfortable with solitude, and, have “peak experiences” of intense emotion and immersion.

Much has happened and many other theories have come to light since Maslow described his self-actualised person. I like to think, however, that this description was a foreshadowing of PERMA in Positive Psychology today, in as much as it describes the characteristics and features of a self-actualised / flourishing individual.

Another earlier development in the realm of successful functioning, is that of Wellness. Miller (2005) provides an interesting history of the development of Wellness as a term referring to physical well-being to a more generalised term, also as described by Hettler (1980). Hettler emphasised the importance of balance in life by emphasising that a well individual needs to be well in all six domains of life: physical, emotional, social, intellectual, occupational and spiritual.

At the outset of the study (2013), I overlaid Maslow's (1962) Self-actualisation, Hettler's (1980) domains of Wellness, and Seligman's (2011) PERMA in order to understand how these different theories overlap. Once the textbook was developed and the qualitative research was conducted, however, the DPF-5 (Rusk & Waters, 2015) came to light. Table 1 illustrates the original notion of the overlapping theories, which was created before the textbook development, but also retrospectively includes the five domains of positive functioning.

**Table 1**

*A conservative summary of the overlap of four theories (Self-actualisation, Wellness, PERMA and DPF-5) based on a thorough study of the literature*

<b>CHARACTERISTIC OF SELF-ACTUALISATION</b>	<b>WELLNESS DOMAINS</b>	<b>ASPECTS OF PERMA</b>	<b>DPF-5</b>
<b>Efficient perception of reality</b>	Emotional Social Intellectual Occupational	Positive Emotion Positive Relationships Achievement	Attention and Awareness Emotion Comprehension and Coping
<b>Spontaneity</b>	Social Physical Emotional	Positive Emotion Positive Relationships	Emotions Virtues and Relationships
<b>Acceptance of self, others and nature</b>	Emotional Social Spiritual Occupational	Positive Emotions Positive Relationships Engagement Meaning	Attention and Awareness Comprehension and Coping Emotions Goals and Habits Virtues and Relationships
<b>Task centering</b>	Physical Social Intellectual Spiritual Occupational	Engagement Positive Relationships Meaning Accomplishment	Attention and Awareness Comprehension and Coping Goals and Habits Virtues and Relationships
<b>Autonomy</b>	Emotional Physical Social Intellectual Spiritual Occupational	Positive Relationships Meaning Achievement	Comprehension and Coping Goals and Habits Virtues and Relationships
<b>Freshness of appreciation</b>	Emotional Social Spiritual	Positive Emotion Engagement Positive Relationships Meaning	Attention and Awareness Emotions Virtues and Relationships
<b>Fellowship with humanity</b>	Emotional Social Spiritual	Positive Emotion Positive Relationships Meaning	Attention and Awareness Comprehension and Coping Emotions Virtues and Relationships
<b>Profound interpersonal relationships</b>	Emotional Social	Positive Emotion Positive Relationships Meaning	Attention and Awareness Emotions Virtues and Relationships
<b>Comfort with solitude</b>	Emotional Spiritual	Positive Emotion Engagement Meaning	Comprehension and Coping Emotions Goals and Habits
<b>Non-hostile sense of humour</b>	Emotional Social	Positive Emotion Positive Relationships	Comprehension and Coping Emotions Goals and Habits Virtues and Relationships
<b>Peak experiences</b>	Emotional Intellectual Spiritual	Positive Emotion Engagement Meaning	Attention and Awareness Emotions

Maslow's characteristics of a self-actualised person were too specific for my purposes and PERMA seemed to overlap convincingly, in a general sense, with the factors highlighted by Maslow. Therefore, the textbook, its themes (character strengths), assignments and PPI were structured using an overlapping theoretical framework which included Hettler's (1980) domains of Wellness and Seligman's (2011) PERMA, and excluding Maslow's features of a self-actualised person. Table 2 illustrates the conceptual map of the textbook, again retrospectively adding the DPF-5 in order to highlight the textbook's compatibility with this framework. This conceptual map, in other words, shows how the character strengths and the specifically chosen PPI of each chapter, overlap with specific Wellness domains, aspects of PERMA, and later, also the five domains of positive functioning.

While it was decided to not explicitly include Maslow's specific characteristics of a self-actualised individual, it was decided to still incorporate the six domains of Wellness, as described by Hettler (1980), because it did add something unique to the framework, namely physical Wellness. It was interesting to note that, just as I had felt the need to include the realm of physical health in my framework, Geelong Grammar School in Australia (one of the very first schools to adopt the principles of Positive Psychology, with the help of Dr. Martin Seligman) also included this domain in their framework, along with the other aspects of PERMA as described by Seligman (2011) (Norrish, Williams, O'Connor & Robinson, 2013). Wellness furthermore provides an easily understandable and clear framework within which to ensure that all domains of life are taken into account and are addressed in the development of the textbook.

**Table 2***Conceptual map of the textbook developed in this study*

<b>STRENGTHS</b>	<b>WELLNESS</b>	<b>*PERMA</b>	<b>PPI</b>	<b>DPF-5</b>
Vitality & Persistence	Physical & Emotional	P, E & M	Dispute negative thinking & Look forward to something	Attention and Awareness Comprehension and Coping
Love & Kindness	Emotional & Social	P & R	Active constructive responding & Acts of kindness	Goals and Habits Virtues and Relationships
Humour, Creativity & Curiosity	Intellectual & Emotional	P & E	Have an experience	Attention and Awareness Emotions
Bravery & Integrity	Physical & Emotional	M & A	Identify and use your signature strengths	Attention and Awareness Comprehension and Coping Goals and Habits
Gratitude & Appreciation	Spiritual & Social	P, R & M	Savouring, What went well & Have a beautiful day	Attention and Awareness Comprehension and Coping Emotions Goals and Habits Virtues and Relationships
Leadership & Fairness	Social	P, R & M	Appreciative inquiry: Tell me about you at your best & Gratitude visit	Attention and Awareness Comprehension and Coping
Love of learning	Occupational & Intellectual	E, M & A	Visualise your best possible future	Attention and Awareness Emotions Goals and Habits
Social intelligence & Citizenship	Social	R & M	Appreciative inquiry for group work & Connect with others	Attention and Awareness Virtues and Relationships
Perspective & Open-mindedness	Intellectual, Social & Spiritual	M & R	Develop distractions & What is going right for me	Attention and Awareness Comprehension and Coping
Prudence & Self-regulation	Intellectual & Physical	M & A	None	Goals and Habits
Spirituality & Hope	Spiritual	M	Mindfulness /meditation & Connect with nature	Attention and Awareness Goals and Habits
Humility, Forgiveness & Mercy	Emotional & Spiritual	R & M		Virtues and Relationships
All	All	All	None	All

\*P = Positive emotion, E = Engagement, R = Positive relationships, M = Meaning, A = Accomplishment

## **2.4 Positive Psychology and Wellness: The fit for the South African context**

In an article by Botha and Cilliers (2012), which focuses on Wellness (with its link to Positive Psychology) as a means to enhance students' cognitive development and learning within higher education (in South Africa), Botha and Cilliers (2012, p. 244) state that Wellness (and Positive Psychology) "... is concerned with well-being in all major spheres of life and cultivates a continuous, conscious, and deliberate process of self-development".

Importantly, Botha and Cilliers (2012) remark that previous attempts to address shortcomings in terms of academic readiness for tertiary education, which only focused on "fixing what was broken", in some cases had the opposite effect. Within the South African context, the legacy of Apartheid and its consequent struggle with inequality and the adverse effects on education, this is particularly important to take note of. Botha and Cilliers state that a student's belief in his / her capabilities has been found to play a crucial role in the student's academic success. In other words, focusing on only "fixing" (the medical model) within interventions seems to have been less successful and even damaging. On the other hand, what has thus far been proven to be a more successful approach is the point of departure that all students (individuals) have latent potential which, through the correct manner of facilitation, can be released. It seems that, at least to some degree, this approach is more effective, because it communicates and emphasises belief-in-ability to the individual instead of communicating that there is something fundamentally wrong with the individual that needs to be corrected.

## **2.5 Summary**

While a positive focus in psychology is not new, per se, Seligman's plea to researchers to pay more particular attention to the aspects that make up a flourishing life has led to the establishment of Positive Psychology and its rapid growth over the past 18 years. This rapid growth has unfortunately caused a gap between application (interventions) and a theoretical framework within which such applications and interventions can be designed, measured and, specifically, understood.

The character strengths framework (Seligman, 2004), PERMA (Seligman, 2011), the Engine of Wellbeing (Jayawickreme et al., 2012), Positive Activity Model (Lyubomirsky & Layous, 2013) and Rusk and Water's (2015) DPF-5 are all attempts to bridge this gap and all

contribute meaningfully towards a better understanding of those aspects which need to form a part of such a framework.

Self-actualisation (Maslow, 1962), Wellness (1980), the 24 universal character strengths (Seligman, 2004) and PERMA (Seligman, 2011) all played a role in the development of this study and textbook, but due to its very specific nature, and the fact that the general domains addressed in the theory of Self-actualisation were already represented by Wellness and PERMA, Maslow's theory was not explicitly included in the eventual theoretical framework providing the structure for the development of the textbook.

Wellness (1980) remained a part of the framework because it added to the existing domains of focus (specifically physical Wellness) and because it provided an easily understandable broad "checklist" to ensure life domains, as described in this study, are taken into account and addressed in the development of the textbook.

Botha and Cilliers' (2012) research indicates that a focus on potential and development (as opposed to a "fixing" and deficit approach) might be particularly important within the South African context in order for interventions to be effective.

## CHAPTER 3: LITERATURE REVIEW

### 3.1 Introduction

In preparation for and in working on this thesis, a large number of academic articles, documents and websites were studied, all of which were *not* included in the reference list. Having to report on research relevant to this study is a daunting task and as much as one would like to include all relevant and exciting research in the realm of Positive Psychology and Positive Education, within the confines of a thesis, that is simply not possible.

What follows is a description of pertinent information from a selection of articles, books and research relating to Positive Psychology in general, a few examples of PPI (Positive Psychology Interventions) in non-educational settings, the relationship between academic success and well-being, Positive Education (addressing large-scale adoption in schools as well as brief interventions), a discussion of the criticisms of Positive Psychology and Positive Education, and lastly, a summary of the literature reviewed for the chapter.

Through the process of the literature review, a specific focus was to search for a similar study or studies involving or discussing the creation of a subject textbook incorporating several PPI and also a search for research into teachers' reactions to positive educational programmes *ahead of* application.

### 3.2 Positive Psychology

Pawelski (2016) summarises the different components of Positive Psychology in his study and discussion of the founding documents of Positive Psychology. These components are: a positive orientation (complementary to the negative focus), positive topography (areas of study, such as courage and optimism), positive target population (primarily non-clinical populations), positive process (the approach for attaining the desired outcomes, i.e, building positive qualities), and, positive aim (to provide vision and understanding of a high-functioning / flourishing life). Pawelski further highlights the possible applications of Positive Psychology, specifically identifying improving education, psychotherapy, family life, work satisfaction, organisations and societies and also improving the moral character of societies.

There are currently a large number of empirical articles directly relating to Positive Psychology. Donaldson et al. (2015) identified 771 such articles published between 1999 and 2013 and also noted that the number of empirical studies relating to Positive Psychology are ever increasing. If one also considers studies not directly related, but indirectly related to Positive Psychology by their focus and/or aim, this number would be even greater (Jarden et al., 2013).

The following are a number of exemplar studies making use of some of the same PPI used in the textbook developed in this study (excluding PPI used in school settings, which are reviewed under 3.4).

### 3.2.1 The importance of strengths

In their study, Van Woerkom and Meyers (2015) analysed data from 442 respondents from 39 different departments in eight different Dutch and Belgian organisations. The aim of the study was to determine whether there is a relationship between a strength-based psychological work climate (an organisational culture which focusses on strengths rather than weaknesses) and both positive affect and work performance. Their hypotheses were proven correct and they found that a strength-based psychological climate at work is positively related to performance – a link which is mediated by positive affect.

In another Dutch study by Meyers and Van Woerkom (2016) 130 participants in a half-day strength training intervention completed three questionnaires (pre-intervention, directly after the intervention and one month after the intervention) in order to determine the effect of the strength training. The half-day strengths training intervention consisted of identifying personal strengths, stimulating the development and use of such strengths, and, planning for future use of strengths. The results of this study show short term increases in positive affect and short *and* long term increases in psychological capital following the short intervention.

Smith and Barros-Gomes (2015) discuss a unique application of strengths in their article on how the identification, discussion and deliberate use of individuals' signature character strengths (top five) can benefit clients in both couple and family therapy. After each member of the family / couple has identified their strengths, Smith and Barros-Gomes suggest that each person shares their character strengths, as well as an example of how they have recently used one or more of their strengths. The other members of the family / partner then recounts

when they can also remember them using that strength. This process is continued until each member of the family / couple has shared a strength and also received feedback. While this article is not reporting on an empirical study, Smith and Barros-Gomes do report the positive reactions to the approach by their clients. Families / couples going through difficult times have shared that they had “forgotten” what strengths they had and also that they had overlooked the importance of their individual and shared strengths, and, clients arriving for couple / family therapy, as the researchers report, also expect to focus almost exclusively on problems and deficits in therapy, in which case a focus on strengths is not only effective, but also a pleasant surprise.

Another study, which underscores the importance of character strengths, investigated the role of character strengths in resilience, over and above other known resilience-related factors, such as positive affect, self-efficacy, optimism, life satisfaction and self-esteem (Martínez-Martí & Ruch, 2016). It was found that four out of the five strength-factors (in this particular study) related significantly and positively to resilience and that strengths predicted an additional 3% of the variance in resilience above and beyond the known resilience-related factors. The four significant strength-factors (consisting of a regrouping of Peterson and Seligman’s (2004) 24 character strengths) in this study were: emotional strengths (such as zest, bravery, love, social intelligence, hope and humour), strengths of restraint (such as persistence, honesty, perspective, prudence and self-regulation), intellectual strengths (such as creativity, curiosity, open-mindedness and love of learning), and, interpersonal strengths (such as kindness, teamwork, fairness, leadership, forgiveness and modesty). The only strength factor which did not relate to resilience in this study was theological strength, which includes the character strengths of spirituality, gratitude and appreciation of beauty and excellence.

### 3.2.2 Other Positive Psychology Interventions (PPI)

In her review of literature relating to mindfulness (“non-judgmental present-moment attention and awareness” (Adair & Fredrickson, 2015, p. 198), Deplus et al. (2014) cite the following advantages to mindfulness meditation practices: improved physical health, reduced chronic pain, stress and anxiety, prevention of depression and relapse, reduced risk of burnout, improved cognitive function and self-knowledge, improved work quality and productivity, increased optimism and self-compassion, increased altruism, empathy, compassion and

kindness, improved relationships, increases in involvement in environmentally responsible behaviours and improved quality of life, well-being and happiness.

Mindfulness as a PPI is much researched, but a study by Pagnini, Phillips, Bosma, Reece and Langer (2015) emphasises the importance of mindfulness not just as an exercise to improve well-being, but also as a trait that is protective in the physical sense. The researchers in this study recruited 197 subjects who all suffer from amyotrophic lateral sclerosis (ALS) – a progressive neurodegenerative disease. There is no cure for ALS and it typically leads to death within five years of diagnosis; it is also considered to be one of the most biologically and genetically driven illnesses (not influenced by lifestyle). Subjects in this study were assessed for trait mindfulness, physical impairment, quality of life, depression and anxiety twice during the study with a four month interval. It was found that the disease progressed significantly slower in subjects with higher trait mindfulness. Mindfulness in this study (at the first measure) was also associated with higher quality of life and psychological well-being.

Another interesting and unique (because of its qualitative approach) study relating to mindfulness was done by Monshat et al. (2013). In their study the researchers report on qualitative data gathered from a non-clinical group of young people (aged 16 to 24) after receiving mindfulness training. Data collection consisted of a focus group and open-ended interviews which were audio-recorded and interpreted using a grounded theory approach. Participants in this study reported initial effects of greater calm and control and subsequent improvement in understanding themselves and others, and improvements in confidence and competence.

Watkins et al. (2015) assigned 129 participants to either a placebo group (having to recall a specific aspect of their day, i.e. the route they took to campus), a group which had to recount three things that went well that day and how this made them feel proud of themselves / better than the average, or, a group which had to recount three things they were grateful for every day for seven days. All subjects completed measures of well-being, positive and negative affect, a measure of depression, and a measure of trait gratitude before the intervention, one week after and also five weeks after the end of the intervention. The results of this empirical study show that gratitude exercises, such as the one used in this study, may help to train cognitive biases that are important for subjective well-being.

Sutipan, Intarakamhang and Macaskill (2016) reported on eight articles relating to various PPI as they were applied to healthy, elderly individuals. Though they differed in quality, one can conclude from these articles that PPI are promising tools to enhance well-being, happiness and life satisfaction, while decreasing symptoms of depression.

One example of Positive Psychology Interventions (PPI) specifically being utilised to alleviate negative symptomology is the study done by Kwok et al. (2016) in China. In this example they report on a PPI introduced in a group format in order to alleviate depression in children rating high according to the Depression score of the Chinese Hospital Anxiety and Depression Scale. After eight 90-minute sessions focusing on hope and gratitude, participants showed a significant increase in life satisfaction and a significant decrease in depressive symptoms.

### **3.3 Well-being and academic success**

In their article, Linkins, Niemiec, Gillham and Mayerson (2014) refer to Heckman's groundbreaking research which countered the popular notion of intellectual ability as the primary predictor of academic success as well as success in the workplace. He found that skills such as the deliberate use of character strengths are at least equally as important as intellectual ability. Linkins and his colleagues also make reference of Duckworth and Seligman's work, which found that self-control and perseverance (something they term "grit") was a reliable predictor of academic success – more so than intelligence, as measured by an intelligence test. Research is (and has been) proving over and over again that there is a positive relationship between learner well-being and academic performance (Shankland & Rosset, 2016; Waters, 2011).

One possible explanation for the relationship between well-being and academic success might be found in Barbara Fredrickson's (2011) Broaden and Build theory. Fredrickson suggests that just as negative emotions (such as fear and anger) have evolutionary functions (ensuring survival through running away from a dangerous animal, for example), positive emotions also serve (and served) a distinct evolutionary purpose. According to Fredrickson, positive emotions make us open minded, receptive and creative. It is this effect of positive emotions which helps humankind explore, be curious and develop resources – skills essential to the academic process. Pluskota (2014) in her article on Positive Psychology in education

claims that Fredrickson's (2011) Broaden and Build theory is one of the best empirically proven concepts of Positive Psychology.

While increased well-being has been proven to improve academic and intellectual functioning, surely academic success is not the only motivator for why well-being should be taught and facilitated in schools? Some, according to O'Shaughnessy and Larson (2014), might argue that these "soft skills" need to be taught at home or in religious institutions. They make the point that, unfortunately, not all children are exposed to good influences at home. In a developing country such as South Africa, this is especially true. The study by Kaminer et al. (2013) found that, within their sample of 617 adolescents (from nine primary schools within two low socioeconomic districts of Cape Town) aged 12 to 15, 98.9% had witnessed violence in the community, 40.1% had been directly threatened or assaulted, 76.9% were witnesses to domestic violence and 93.1% had experienced multiple types of violence within their community.

Most young people spend most of their time in school (Pluskota, 2014), and therefore, as O'Shaughnessy and Larson (2014, para.14) explain: "Schools and other educational institutions ... have the unique potential to help disadvantaged students prepare for the tests of life, not just a life of tests". King, Caleon, Tan and Ye (2016) further expand on this by describing the relationship between well-being and learning as "one of mutual augmentation" (p. 361).

### **3.4 Positive Education**

The literature reviewed below relates to both experiential interventions in Positive Education as well as research done on such interventions.

#### **3.4.1 The Penn Resiliency Programme (PRP) (Seligman et al., 2009)**

The goal of the Penn Resiliency Programme (PRP) (Seligman et al., 2009) is to assist young people to cope with day-to-day stressors and to prevent depression. The programme consists of 12 90- to 120-minute sessions as a school based group intervention and has been applied in the United States of America, United Kingdom, Australia, China and Portugal (Waters, 2011). Participants are taught, amongst other things, realistic thinking, flexibility in their approach to problems, assertiveness, relaxation and other coping skills. While the programme positions itself as a Positive Psychology Intervention (PPI), it has clear roots in Cognitive Behavioural Therapy (Gillham & Reivich, 2007) and, because of its focus on preventing

depression, it is at least to some degree in contrast to the pure Positive Psychology approach (which would place the emphasis not on the negative symptomology being avoided, but rather on the positive aspects being promoted). The findings of the large volume of research done on the PRP, is also an indicator of this contradiction - the programme has proven to reduce symptoms of depression, hopelessness, anxiety and behavioural problems, amongst others (Seligman et al., 2009). It is, however, very encouraging that the improvements to participants' well-being have been found to be sustained at 12 and 24 month retests (Waters, 2011).

#### 3.4.2 The Strath Haven Positive Psychology Curriculum

This programme has a more “pure” Positive Psychology-based approach, its goal being to facilitate the identification of signature character strengths (using the VIA Survey for Character Strengths (Peterson & Park, 2009), which in turn is based on Peterson and Seligman's *Character strengths and virtues: A handbook and classification* (2004)) and the increased deliberate use of identified strengths. This programme consists of 20 to 25 80-minute sessions over the span of the Grade 9 year. It includes in-class activities and discussions, homework in order to ensure that new concepts and skills are applied in real life situations, and reflection in a journal. The reported outcomes of the programme are increased enjoyment and engagement in school, as well as improved social skills (Seligman et al., 2009).

#### 3.4.3 The Geelong Grammar School Project

The Geelong Grammar School in Australia invited researchers in the field of Positive Psychology to train their staff, help create a curriculum for teaching Positive Psychology to their learners as well as to help them embed Positive Psychology in the curriculum across subjects and even on the sports field. The teaching of Positive Psychology occurs across grades and involves the teaching of Positive Psychology elements such as resilience, gratitude, character strengths, meaning, engagement, positive relationships and positive emotion (Seligman et al., 2009).

It does not seem that the embedding of Positive Psychology has changed the content of what is traditionally taught, but rather how the material is viewed (discussing the character strengths of characters in a novel, as an example). Another example of embedding Positive Psychology in languages at Geelong Grammar School is changing oral topics from benign

(your holiday) to meaningful and facilitative (speak about the last time you were of value to someone) (Seligman et al., 2009).

It is further interesting to note that the embedding of Positive Psychology at Geelong Grammar School did not end with the learners or the teaching staff, but encompassed the administrative side of the school as well, turning the school into what is known as a “positive institution” (Williams, 2011).

#### 3.4.4 St. Peter’s College

St. Peter’s College in Adelaide, Australia, is another excellent example of a whole school adopting the Positive Education approach. Their five-pronged approach includes: Character Strength Education as a part of the English Literature studies in grades 8 and 11, a strength-based approach in sports coaching, learner leadership and learner counselling, as well as a free standing Positive Education curriculum that runs from pre-primary school level to the 10<sup>th</sup> grade. While the current article (White & Waters, 2015) does not offer any quantitative data, this case-study does provide valuable insight into the experiences of teachers, learners, learner-leaders, coaches and school counsellors into how Positive Education has affected their personal and collective experience within the school context. Some of the feedback includes a better understanding of and ability to relate to characters in literature, improved resilience following a loss, improved confidence during sports matches, and a broadened view of the role of learner leaders. The multiple initiatives are reported to have combined, resulting in a strength-based school culture (White & Waters, 2015).

#### 3.4.5 Israel’s example

Shoshani and Steinmetz (2013) describe a school based PPI developed for and applied at a large middle school in Israel. The intervention consisted of 15 2-hour training workshop sessions for teachers and a parallel programme presented by the teachers to their learners every two weeks in 15 sessions throughout the school year. The learners’ programme involved discussions, activities and reading / viewing material relating to the core elements of Positive Psychology. Shoshani and Steinmetz report not only significant decreases in distress, anxiety and depressive symptoms, but also increased self-esteem, self-efficacy and optimism.

In a later study by Shoshani, Steinmetz and Kanat-Maymon (2016) a larger sample of 2517 grade 7 to 9 learners was used, again consisting of a parallel programme for teachers and

students. In this study a positive effect was found in the experimental group for positive emotions, peer relationships, cognitive engagement, engagement in school, and, grade point average scores.

#### 3.4.6 The Chinese International School

While there does not seem to be any empirical data on this example of the application of Positive Education, it is important to take note of how widely Positive Education is being recognized and applied. The headmaster of the Chinese International School in Hong Kong relates his experiences and the process of incorporating Positive Psychology into his school on the International Positive Education Network website blog (Faunce, 2014). What started as the prioritisation of well-being of learners in the school has led to lectures on and staff training in Positive Education, the adoption of Seligman's PERMA-model, the use of the Values in Action character strengths instrument for the identification of character strengths and parent education sessions (Faunce, 2014).

#### 3.4.7 Single-focus school-based Positive Psychology Interventions

In her review of school based Positive Psychology Interventions (PPI), Waters (2011) discusses PPI which have a singular focus on an element of Positive Psychology. While all of these interventions are school based, they are also either add-ons (not integrated into existing school subjects) or integrated into religious studies or health education. Waters mentions two successful PPI focusing on increasing hope in learners, two on increasing gratitude and three targeting serenity. She cites the Penn Resiliency Programme, along with the "You Can Do It!" skills curriculum as examples of PPI focusing on developing resilience. Further reference is also made of the Strath Haven Positive Psychology Programme, along with an Australian strengths-based coaching programme for primary school aged children as examples of PPI focusing on the identification and facilitation of the use of character strengths. All of the above programmes have been found to achieve their goals in a statistically significant manner (Waters, 2011).

#### 3.4.8 Brief PPI

Shankland and Rosset (2016) discuss brief PPI as a means for teachers and educators to gradually become familiar with and integrate positive education into their schools. They state that the majority of PPI for schools at this stage require a great amount of commitment from the school, its administrators and teachers. This, according to Shankland and Rosset, may

cause teachers and schools to dismiss PPI across the board as being too complicated and costly to implement – thus the need for brief interventions for teachers to easily implement in their classrooms. A few of the brief interventions suggested in their article are discussed below.

#### Mindfulness: The mindful bell

Learners are asked to become quiet and be mindful of the present moment when the bell sounds. Alternatively, it can be used to refocus attention by asking learners to all listen to the sound of the bell until it can no longer be heard. This has been found to be an effective method of getting a class to become attentive within one week's time (Kabat-Zinn in Shankland & Rosset, 2016).

#### Mindfulness: Brief body scan

This involves learners focusing selectively on different parts of the body, moving up from the feet to the top of their heads. This exercise can be done lying down or in a seated position.

#### Character strengths: Identifying and cultivating strengths

This is a process which could involve first identifying someone the learners look up to (learners can also identify their own role models) and then discussing and identifying traits in that person which are valued. In cases where learners might have difficulty identifying their own strengths, a teacher might ask learners to ask five people from different contexts (teacher, friend, parent, other family member or friend of the family) to identify some of their strengths using a standard strengths list.

Once strengths are identified, the most important part of the process is the cultivation of those signature strengths (Shankland & Rosset, 2016). This could involve using signature strengths in one new way every week or learners can work in pairs to brainstorm ways in which they can use their strengths in the classroom. Another approach would be for the teacher to specifically focus on strengths that have been identified in research studies to enhance academic and well-being outcomes (hope, curiosity, perseverance and self-regulation). Learners may, for example, plan to finish work ahead of schedule, or, ask more questions.

#### Character strengths: Secret strength spotting

Learners can be assigned a secret partner whom they are then required to observe over a one week period, specifically noting which strengths the partner exhibits in class. At the end of the week learners reveal who their partners were and what strengths they observed.

#### Gratitude: The gratitude journal

The gratitude journal is one of the most widely studied PPI (Shankland & Rosset, 2016) and entails noting and writing down things you are grateful for. In a classroom situation, a teacher might ask learners to write down five things they are grateful for before the lesson starts.

#### Gratitude: The gratitude box

In this exercise, learners autonomously write down what they are grateful for on strips of paper. The papers are taken out of the box and read to the class by the teacher at the end of the week, thereby reminding members of the class of all the things one could feel grateful for. This exercise has also been found to improve classroom atmosphere (O'Grady in Shankland & Rosset, 2016).

#### Positive relationships: Cooperative learning groups

This is an instructional technique in which groups within the class gather information on a given topic and then teach the other groups about their topic. This technique improves the classroom climate as learners start to recognise the role that their performance and also the performance of their classmates play in influencing their understanding of the work.

#### Positive relationships: Secret acts of kindness

Each learner is randomly assigned a secret partner whom they are asked to be more caring for. This implies the need for the learner to pay attention to the needs and habits of someone else with the goal of being helpful. This helpfulness might involve help with homework, help in finding a lost object or other practical assistance. Such cultivating of kindness and social bonds has shown to decrease bullying (Clark & Marinak in Shankland & Rosset, 2016) and also enhance individual well-being (Lyubomirsky, Sheldon & Schkade in Shankland & Rosset, 2016).

### 3.4.9 Class cohesion and engagement

In their article, Quinlan, Swain, Cameron and Vella-Brodrick (2015) describe a brief intervention consisting of six weekly sessions of 90 minutes each, during which learners' personal strengths are identified, discussed and practised. What makes this study unique is the focus on class cohesion and now proven hypothesis that such a strength-focused intervention could positively influence class cohesion and engagement in the school environment, while lowering class friction.

### 3.4.10 Experimental interventions

In a recent meta-analysis of meditation (including mindfulness) practices in schools (Waters, Barsky, Ridd & Allen, 2015), of the 15 studies, seven assessed cognitive functioning (specifically, attention) and only three studies measured academic achievement outcomes. In those that did focus on academic outcomes, evidence shows that there is a positive relationship between meditation practices and academic achievement, albeit to differing degrees. Despite the lack of studies relating meditation practices to academic performance, the effects of meditation on emotional regulation, well-being, social competences and attention are convincing (Waters et al., 2015).

Research regarding teachers' perceptions of Positive Education in general and Positive Education subject specific resources, such as the textbook developed for this thesis, is at this stage rare – in fact a thorough search for articles relating to these topics (using Worldcat.org accessed through Stellenbosch University's library service, providing access to more than 16 000 libraries worldwide), yielded only one result: an article discussing the importance of "character education" (which, in this particular case, did not relate directly to Positive Education) as viewed by teachers in training (Beachum, McCray, Yawn, & Obiakor, 2013). In a more general search on the internet an abundance of information and resources were found on the topic of Positive Education (Bienkowski, 2013; Campbell, 2015; Institute of Positive Education, 2016; International Positive Education Network, 2015; Kadak & Trio, 2015; "Positive Education: Resources," 2016; "Positive Education," 2016; "Resources (St. Peters College)," 2014; "Resources (VIA)," 2014). In all these searches, however, there was no indication of an existing textbook for any subject based on the principles of Positive Psychology and/or Positive Education. The resource which came closest to the textbook in this study in its similarity, was a project by the Jubilee Centre for Character and Virtue in the United Kingdom. The project, funded by the Department for Education, was worked on by 29

teachers from 28 state funded schools and resulted in resource packs (consisting of PowerPoint presentations and Word documents) for 14 different subject, all including a focus on character strengths. The focus in this project, however, is on Aristotelian character strengths and virtues and also does not have any other PPI-involvement (Harrison, Bawden, & Rogerson, 2016).

The conclusion can therefore be made that the present study, with its focus on the development of a subject textbook incorporating PPI as well as the qualitative investigation of teachers' view of such a resource, is unique.

### **3.5 Limitations and criticisms**

#### **3.5.1 Positive Education and policy reform**

White (2016) investigated the reasons behind Positive Education not being adopted on a longterm basis by many schools and cited the discrepancy between school enthusiasm for Positive Education and the lack of educational policy reform as one of the main reasons. White further identifies eight obstacles to policy reform in terms of Positive Education: financial reasons (for staff training in well-being), it being a marginal topic (well-being being viewed as a distraction from the core educational process), thinking of well-being as “either / or” (either well-being or another topic), providers who deliver questionable training and limited evidence of their claims, empiricism being regarded as the only priority and disregarding the philosophical questions which underpin why well-being should be integrated into education, well-being not being viewed as central to good governance (as opposed to financial and business decision-making models), it may appear as an unrealistic fix-all (silver bullet), and, social, economic and cultural factors can be used as an excuse to not expect improvement or change in educational outcomes. White further cautions against creating well-being programmes for schools without acknowledging and taking into account the existing values within the school / community.

#### **3.5.2 The majority of research is done in Western, educated, industrialised, rich and democratic societies**

As King et al. (2016) point out, most of the research relating to Positive Education originates from what are creatively called WEIRD societies (Western, educated, industrialised, rich, and democratic (Heinrich et al. in King et al., 2016)). They note that in their review of the *Journal of Positive Psychology*, only approximately 2% of the empirical studies were

conducted in Asian societies (taking into consideration that two-thirds of the world's population resides in Asia). Wilding and Griffey (2015) also caution against using Positive Psychology in education without taking cultural as well as individual differences into account.

An empirical study in a higher education institute in Singapore by Liao et al. (2016) highlights the importance of cross-cultural empirical studies in Positive Psychology and Positive Education. In their study they assigned the 81 participants in the experimental group the task of writing about their best possible self in the future (what they would be like and how their life would be if everything has gone well in all areas of their lives). Contrary to other studies, the PPI (writing about one's best possible self) did not increase positive affect, but it did decrease negative affect. The researchers in this study commented that the difference in findings may well relate to cultural differences between the population being investigated in this case (Asian) as opposed to in previous such studies (Caucasians). They further hypothesise that negative affect may play a more important role than positive affect in well-being among some Asian cultures.

While the character strengths of Positive Psychology seem to be universally applicable (McGrath, 2015), with measures being taken from Central and South America and Europe to the Middle East, Asia and Sub-Saharan Africa, the application and empirical data relating to other PPI in Asia, but even more so in Africa, is distinctly lacking. The only South African study found relating to a Positive Psychology intervention was done by Van Zyl and Rothmann (2012). Their study, however, revolved around the identification and use of signature character strengths – those strengths already being identified as being universally applicable.

### **3.6 Summary**

The application of Positive Psychology principles and interventions in various settings to curb depressive symptoms and to promote well-being and flourishing is well-documented and the number of empirical studies supporting both Positive Psychology and Positive Education are ever-growing. The relationship between well-being and factors relating to academic success, as well as academic success itself, is well documented. This relationship warrants further investigations, research and development of resources in order to make full use of this opportunity to holistically support learners at school.

Positive Education might seem like a daunting venture if one considers high-resource schools, such as Geelong Grammar School and St.Peter's College who have so wholeheartedly adopted it. Brief PPI, however, offer an easily applied method for teachers and schools to try out Positive Education and gradually introduce it into the school curriculum. This gradual introduction of PPI in schools also mediates the difficulties of policy reform in education which makes it difficult for schools to adopt Positive Education and become "Positive Institutions".

Gaps in the available literature are: limited applications and research in regions such as Asia and Africa (especially for PPI not relating to strengths), little to no research on teachers' reactions to Positive Education, and, no complete Positive Psychology interventions fully integrated into a subject curriculum in the form of a textbook for the subject.

## CHAPTER 4: METHOD

### 4.1 Introduction

The description of the method consists of two separate sections: In the first section the process is described by which the textbook (based on Positive Psychology Interventions (PPI), Well-being theory (PERMA) and Wellness) was developed. In the second section the qualitative method is described by which a focus group of teachers, teaching Afrikaans First Additional Language, were asked to share their perceptions of the textbook and its unique approach to language teaching and learning.

### 4.2 Textbook Development

#### 4.2.1 Introduction

This part of the research is grounded in an extensive review of the available literature on the following topics (as partly described in Chapters Two and Three, the theoretical framework and the literature study):

- the academic requirements (assessment guidelines) as set out by the National Education Department (for public schools) as well as the Independent Examinations Board (for private schools) for the senior phase (Grade 7 to 9) in Afrikaans First Additional Language;
- different researchers' research and theories of Positive Psychology and its principles, Well-being theory and PPI;
- the value and application of Positive Psychology and its interventions within an academic setting (Positive Education);
- Wellness as construct and framework for interventions; and,
- organisations created for the promotion of Positive Education and collaboration of schools using Positive Education, such as the International Positive Education Network (IPEN) and the Positive Education Schools Association (PESA).

It is also worth mentioning that once the topic for this thesis was decided on, my supervisor and I met with both a Professor of linguistics and a Professor of linguistics and didactics at Stellenbosch University in order to gauge their reaction to the idea of a language textbook based on Positive Psychology as well as to discuss the scope and structure of the textbook.

The encounters were decidedly meaningful, and the reactions of these experts were very encouraging.

What follows is a detailed description of the process that was followed to create the textbook in question.

#### 4.2.2 Minimum academic requirements

In order for a textbook to be relevant to both public schools and private schools, it has to be in line with the assessment guidelines of the South African Department of Basic Education (“Kurrikulum- en assesseringsbeleidsverklaring,” 2011) as well as those of the Independent Examinations Board (“Graad 9: Afrikaans,” 2008).

The assessment guidelines consist of six outcomes in the Independent Examinations Board document and four outcomes in the Department of Basic Education document. Each outcome further consists of a number of assessment standards and also sub-assessment standards. A simplified example of this structure follows in Table 3:

**Table 3**

*Example of a learning outcome, assessment standards and sub-assessment standards*

<b>LEARNING OUTCOME 6</b>	<b>LANGUAGE STRUCTURES AND USE</b>
<b>A (First assessment standard)</b>	<b>Spell words correctly</b>
i (First sub-assessment standard)	Words that are often spelt incorrectly
ii	Words with single and double vowels or consonants
iii	Words written as one word or two words
<b>B (Second assessment standard)</b>	<b>Use different language forms and sentence structures for oral and written communication</b>
I	Common plural, gender and diminutive forms;
ii	Common prepositions

It is worth noting that not every assessment or sub-assessment standard is represented in the textbook. There are two reasons for not including every assessment or sub-assessment standard in a grade 8 textbook for Afrikaans First Additional Language. It should firstly be kept in mind that grade 8 (the target year of the textbook in question) forms a part of the senior phase (grades 7 to 9) of the General Education and Training (GET) phase of schooling and that assessment guidelines outline the outcomes to be assessed by the final year of the phase (grade 9). In other words, every outcome to be assessed by the end of Grade 9 does not need to be represented in a Grade 8 textbook. Secondly, some of the learning outcomes and assessment standards relate to the study of literature (poetry, film study, short stories and novels) which is not necessarily a part of a language textbook. This means that this particular section of work relies on the teacher to ensure all outcomes are met.

#### 4.2.3 Gathering of relevant resources

##### 4.2.3.1 Positive Psychology Interventions

Through a thorough literature review (see Chapter 3 and the reference list), the following 15 PPI were identified:

- *Gratitude visit* (Dambrun & Dubuy, 2014; Seligman, 2011):

In this exercise one writes a letter of thanks to someone to whom you are deeply grateful for the contribution they have made to your life. One then makes an appointment to see them and at this appointment reads the letter of thanks out loud to them.

- *What went well?* (Dambrun & Dubuy, 2014; Fredrickson, 2011; Lyubomirsky & Layous, 2013; Seligman, 2011; Watkins et al., 2015):

In this case one writes down three things one is grateful for or that went well that day. While Seligman (2011) suggests this be a daily exercise, Fredrickson (2011) found in her research that best effects are achieved when done twice or thrice weekly.

- *Identification and conscious use of character strengths* (Achor, 2011; Dambrun & Dubuy, 2014; Fredrickson, 2011; Seligman, 2011; Suldo et.al., 2015; Van Woerkom & Meyers, 2015):

In this exercise one first needs to use an instrument to determine one's top five signature character strengths, such as the VIA Strengths Survey (Peterson & Park, 2009) which is available free of charge at [www.VIAcharacter.org](http://www.VIAcharacter.org). The intention is that one's top five strengths are identified, focused and reflected on, and then consciously used in various settings and situations.

- *Acts of kindness* (Achor, 2011; Dambrun & Dubuy, 2014; Fredrickson, 2011; Lyubomirsky & Layous, 2013; Nelson et al., 2015; Seligman, 2011):  
This entails making an effort to be kind, noticing one's own kindness and also a "kindness day" during which one aims to do three kind deeds. Once again, Fredrickson cautions against daily practice as this may negatively impact on the uplifting effect this exercise usually has.
- *Active constructive responding* (Seligman, 2011; Woods et al., 2015):  
It is suggested that how one reacts to someone's successes in a relationship can be even more important than how one deals with difficulties. Four different ways of responding are described: Active constructive (interested, positive, enquiring), active destructive (pointing out the negative aspect of the good news), passive constructive (congratulating, but not showing real interest) and passive destructive (ignoring). Of these, active constructive responding creates stronger and more enduring relationships (Reis et al., 2010; Seligman, 2011; Woods et al., 2015).
- *Savouring* (Fredrickson, 2011; Hurley & Kwon, 2013; Seligman, 2011; Smith & Hollinger-Smith, 2015):  
This involves relishing and enjoying an experience to its full capacity.
- *Mindfulness and/or Meditation* (Achor, 2011; Chang et al., 2014; Fredrickson, 2011; Hanley et al., 2014; Seligman, 2011):  
Mindfulness as defined by Kabat-Zinn in Fredrickson (2011, p. 167) is:  
"... paying attention in a particular way: on purpose, in the present moment, and non-judgmentally."  
Whether mindfulness is used as meditation or some other meditation is used, it involves a quieting of the mind and a focus on something in particular and can be done sitting quietly or during daily routine activities (Fredrickson, 2011).
- *Have a beautiful day* (Seligman, 2011):  
In this exercise one plans and then has a "beautiful day" in which one does as many things as possible which create positive emotion.
- *Look forward to something* (Achor, 2011):  
Achor says that simply having something to look forward to has a positive effect on our well-being.
- *Physical exercise* (Achor, 2011; Battaglia et al., 2015):  
Moderately intense aerobic exercise increases psychological and subjective well-being.

- *Have an experience* (Achor, 2011):  
Having an experience (like going to the theatre or going on a hike), especially when it involves others, produces positive emotions and a sense of well-being.
- *Individual and group appreciative inquiry* (Fredrickson, 2011; Waters & White, 2015):  
Appreciative inquiry is often used as a model for facilitating change within an organisation (through the unearthing of the existing core strengths of that organisation), but, as Fredrickson suggests, it can also be used on an individual level by asking the question: “Tell me about yourself at your best,” or on a group level by asking the question: “Tell me about this group at its very best.”
- *Visualising your best possible future / self* (Fredrickson, 2011; Huffman et.al., 2011; Layous et al., 2013; Lyubomirsky, 2007; Peters et al., 2013):  
In this exercise participants simply visualise their best possible future as their ideal self.
- *Create healthy distractions to stop rumination* (Fredrickson, 2011; Hilt & Pollak, 2012):  
While mindfulness has been shown to be a healthy distraction to prevent or disrupt the rumination associated with depression and depressive thoughts (Hawley et al., 2014; Wolkin, 2015), Fredrickson (2011) suggests also having various other positive activities prepared (suited to the individual) to avoid rumination and to lift one’s mood. Hilt and Pollak (2012) found that both distraction and mindfulness work well to stop rumination.
- *Connect with nature* (Capaldi et al., 2015; Fredrickson, 2011; McMahan & Estes, 2015):  
Simply being exposed to a natural environment (a park or forest, as examples) serves to improve one’s sense of well-being.

#### 4.2.3.2 Texts and visual resources

The process of collecting relevant texts and visual resources occurred over a period of more than two years. At first I was not certain of the way in which the chapters would be thematically structured, but I still set out to identify various articles, comic strips, adverts and other texts which had a positive and/or well-being focus. In this first period of resource gathering, I was guided by the PPI I had identified, the 24 character

strengths as identified by Peterson and Seligman (2004) and the six dimensions of Wellness as described by Hettler (1980).

As resource gathering progressed, I decided to organise the resources by assigning one or more character strengths to the chapters, thus providing a theme for each chapter. This decision made the collecting and filing of texts much easier as it helped me to identify which texts met the character strength criteria much more easily and also provided a straight-forward method of filing all the texts that had been acquired – each text identified as being possibly useful, was filed under the relevant chapter and theme. As an example, when I found an article about how to apologise sincerely and effectively, I filed it under Chapter 12 (Humility, Forgiveness and Mercy).

Finding texts and visuals was sometimes a simple process and at other times more challenging. Each resource could only be used upon acquiring permission from the author or artist. Unfortunately, some authors and artists requested remuneration or would not grant permission and those resources could not be used. I overcame this challenge by the use comic strips and cartoons found on the internet which are labelled as “free for commercial use”. This led to the discovery of the Webdonuts website (Gruhn, 2009) where cartoons are available, free and for commercial use. I was able to download these cartoons and edit the pictures, using GIMP, version 2.8 (2012) (free, open source image editing software), to change the text from English to Afrikaans. Cartoonists from whom I managed to get permission to use their material free of charge are the authors of “Idees vol vrees” (Galloway, 2016) and “Die lewe is ’n kaaskrul” (Olwagen, 2016) – well known Afrikaans cartoonists. The main source of text in the textbook comes from an online youth magazine called “Hoezit” (Hoezit, 2014). I did also manage to gain permission from the staff of “Hoezit” to use their articles, providing the magazine and the authors are properly acknowledged. The permissions from these sources and artists can be viewed in Addendum A.

As far as pictures and photos for the textbook are concerned (to make the pages aesthetically pleasing and reinforce the topics and ideas), I used the search term “free for commercial use images” and found a website which specialises in images that are free for commercial use and do not require any acknowledgement or fee, [www.Pixabay.com](http://www.Pixabay.com) (Pixabay, 2016).

#### 4.2.4 Structure and thematic integration

I had in previous years, out of frustration with commercially available textbooks, created a textbook for grade 8 Afrikaans First Additional Language for exclusive use at a single school. The main complaint from various teachers was regarding the confused structure of the available textbooks, specifically regarding grammar constructs covered and practised. A commercial textbook might spend a paragraph discussing a grammar construct and allow for ten questions to practise that construct and then, apparently randomly, an exercise for a completely different construct, not yet covered, will be given.

It is within the above context that I started plotting the current textbook structure starting with the grammar constructs that need to be covered within the Grade 8 year – one or two per chapter, with a revision chapter, referred to as “kumulatief” (cumulative) after every few chapters. Following this I assigned each chapter one, two or three of the 24 character strengths identified by Peterson and Seligman (2004). The original grouping of chapters and character strengths did change and evolve until I felt that the topics were congruent as groups of character strengths assigned to chapters and also congruent with (more or less) the time of year during which the chapter would be covered. As an example, the first chapter’s theme is Vitality and Persistence to link to the energy and determination associated with starting a new year and setting goals.

I next identified which aspects of PERMA (Positive emotions, Engagement, positive Relationships, Meaning and Achievement) were being addressed in each chapter and assigned dimensions of Wellness to the chapters that matched the character strengths already chosen. I also assigned one of the positive emotions from the list of top ten positive emotions identified by Fredrickson (2011) to each chapter (joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love). Once each chapter had a grammar construct, character strengths, aspect(s) of PERMA, Wellness domain(s) and a positive emotion assigned to it, I used the list of PPI to assign each chapter one or more PPI that would be fitting within the context already created. The result is summarised in Table 4.

**Table 4***Detailed topical structure of the textbook*

CHAPTER	STRENGTHS	WELLNESS	*PERMA	EMOTION	EXERCISE
<b>1</b> <b>Klanke en woorde wat eenders is</b>	Vitality & Persistence	Physical & Emotional	P, E & M	Joy	Dispute negative thinking & Look forward to something
<b>2</b> <b>Voornaamwoorde en voorsetsels</b>	Love & Kindness	Emotional & Social	P & R	Love	Active constructive responding & Acts of kindness
<b>3</b> <b>Woordorde</b>	Humour, Creativity & Curiosity	Intellectual & Emotional	P & E	Inspiration and amusement	Have an experience
<b>4</b> <b>Kumulatief</b>	Bravery & Integrity	Physical & Emotional	M & A	Inspiration	Identify your signature strengths
<b>5</b> <b>Tye</b>	Gratitude & Appreciation	Spiritual & Social	P, R & M	Awe	Savouring, What went well? & Have a beautiful day
<b>6</b> <b>Ontkenning</b>	Leadership & Fairness	Social	P, R & M	Hope	Appreciative inquiry (Tell me about you at your best) & Gratitude visit
<b>7</b> <b>Kumulatief</b>	Love of learning	Occupational & Intellectual	E, M & A	Interest	Visualise your best possible future
<b>8</b> <b>Voegwoorde</b>	Social intelligence & Citizenship	Social	R & M	Pride	Appreciative inquiry for group work & Connect with others
<b>9</b> <b>Meervoude en verkleinwoorde</b>	Perspective & Open-mindedness	Intellectual, Social & Spiritual	M & R	Interest	Develop distractions & What is going right for me?
<b>10</b> <b>Trappe van vergelyking en intensief</b>	Prudence & Self-regulation	Intellectual & Physical	M & A	Pride	None
<b>11</b> <b>Kumulatief</b>	Spirituality & Hope	Spiritual	M	Serenity	Mindfulness /meditation & Connect with nature

CHAPTER	STRENGTHS	WELLNESS	*PERMA	EMOTION	EXERCISE
<b>12</b> <b>Direk en indirek</b>	Humility, Forgiveness & Mercy	Emotional & Spiritual	R & M	Gratitude and love	None
<b>13</b> <b>Addisionele taaloefeninge</b>	All	All	All	All	None

Note: “Kumulatief” refers to a summative chapter, practising work covered in all previous chapters. \*P = Positive emotion, E = Engagement, R = Positive relationships, M = Meaning, A = Accomplishment

Each chapter follows largely the same sequence and is structured in a similar manner to my previous textbooks:

- Section 1: A comprehension test exercise matching the chapter’s theme.
- Section 2: An explanation of the grammatical structure using example sentences based on the theme for the chapter.
- Section 3: Exercises (to apply the grammar construct that has been taught), also based on the theme of the chapter.
- Section 4: Communication (a demonstrative dialogue of the theme or a PPI).
- Section 5: Vocabulary (words that need to be learnt and incorporated into the learner’s working vocabulary, either directly or indirectly relating to the chapter’s theme).
- Section 6: An oral assignment (either a PPI or relating to the theme).
- Section 7: A written assignment (either a PPI or relating to the theme).
- Section 8: Additional reading material relating to the theme (for the improvement of vocabulary and general language skill).
- Section 9: Emotion focus (an assignment during which learners focus on and complete a simple task relating to the positive emotion assigned to the chapter).
- Section 10: A crossword puzzle or other word game to practise vocabulary covered thus far.
- Section 11: Some of the chapters have an additional section which focuses on experiential learning.

#### 4.2.5 The development process

The structures detailed in Table 4, the Assessment Guidelines of both the Department of Basic Education (“Kurrikulum- en assesseringsbeleidsverklaring,” 2011) and the Independent Examinations Board (“Graad 9: Afrikaans,” 2008), as well as the chapter layout described above, formed the framework within which I started compiling the textbook.

For the comprehension test texts / visual comprehension tests, and additional reading material of each chapter, I used articles and cartoons from the sources as previously mentioned. The comprehension test questions, explanations of grammar structures, exercises, communicative dialogues, vocabulary sections, written, oral and other assignments, crossword puzzles, word searches, word games and experiential lessons, however, were created by myself. I worked one chapter at a time, starting with chapter one, section one (the comprehension test) and worked my way through to the final section of the chapter.

##### Section 1: Comprehension

When creating questions for the comprehension tests, I had to ensure that my questions’ difficulty levels coincided with the guidelines of “Bloom’s taxonomy”. Bloom’s taxonomy is a framework which describes a hierarchy of differing skills which are divided into six levels (Adams, 2015; Rainsburger, 2016), namely knowledge, comprehension, application, analysis, synthesis and evaluation. The aim of referring to Bloom’s taxonomy in creating the comprehension test exercise questions was simply to ensure that I covered as many of the levels of the hierarchy as possible for that specific comprehension test. I also kept track of the types of comprehension tests I was using (article, advertisement, visual or “other”) to ensure that the different types were rotated consistently throughout the textbook. Comprehension tests within a textbook naturally also aim to improve vocabulary. To this end, I underlined target vocabulary within the comprehension test text to encourage learners to focus on and acquire those words as part of their active vocabulary.

##### Section 2: Explanation of the grammar construct

I have in previous years and again in this textbook, opted to explain the grammar constructs in English and provided examples of the construct in the target language, Afrikaans. Unfortunately, in my experience teaching Afrikaans First Additional

Language, few learners are fluent enough in their first additional language to understand technical explanations of grammar constructs in the target language. Though explaining in English can be controversial, it has been what my colleagues have done for several years and was also agreed to as being “unavoidable” in the focus group discussion described in this study under 4.3.

### Section 3: Exercises (practising the grammar construct)

Different exercises, all based on the context of the chapter’s theme, were created (writing sentences about a beautiful scene in the future or past tense, for example, if the theme of the chapter is gratitude and appreciation). Different exercises practising the same grammar construct were created in order to ensure the learner has the best opportunity to grasp the concept. It was also a fine balance ensuring that there are enough exercises to thoroughly practise the construct, but also not too many as to not overwhelm the learner. This point was also brought up in the focus group discussion described in this study (4.3).

### Section 4: Communication (a demonstrative dialogue of the theme)

The reason I opted (even in the first versions of my textbook) to include a section of dialogue, is to give learners the opportunity to see the language “in action.” In other words, how people converse naturally in the target language. Within this textbook this section proved especially useful in cases where it was not possible to incorporate the PPI in a written or oral assignment. In these scenarios the dialogue became a natural way to demonstrate the use of the PPI, thus possibly creating an opportunity to discuss the specific PPI with the learners. The dialogue is of course another way to improve vocabulary and it is for this reason that I opted to make specific words in the dialogue bold and translate those to English in a right-hand column. This is a similar method to what I used in a privately published book of short stories for Grade 8 and 9 learners (Gush, 2010), but the original notion of translating specified (target language) words in a separate column originally comes from Suggestopaedia, or as it is better known, Accelerated Learning (Beale, 1997; Botha, 1986).

### Section 5: Vocabulary

Each chapter contains at least one set of vocabulary which learners need to incorporate into their active (in other words, used) vocabulary. I created each list of

words based on either the PPI focused on for that chapter, or the theme, either directly or indirectly. For example, in the first chapter of the year, the theme is Vitality and Persistence and, as previously mentioned, links to the start of the new school year and the setting of goals. In this particular chapter the vocabulary set indirectly links to this theme as it relates to school subjects, stationery, school-related occupations and concepts. In a later chapter, when learners identify their top five character strengths, the vocabulary list encompasses all of the character strengths as well as values and emotions, which is therefore a direct link to the PPI of that chapter.

#### Section 6: Oral assignment

The oral assignments were, just as the comprehension tests, rotated in types ranging from individual speech and role play, to unprepared speaking and reading. This rotation ensures that different skills are practised, as required by the Assessment Guidelines of the South African Department of Basic Education (2011) as well as those of the Independent Examinations Board (2008). Some of the orals link to the theme for the chapter (for example in Chapter 7, which explores the theme of Love of Learning in a role play where one learner plays the role of an expert in a specific subject and the other plays the part of an interviewer) or offer the learners the opportunity to apply or practise PPI (such as learners demonstrating active constructive responding in a role play).

#### Section 7: Written assignment

Once again, types of written assignments were rotated (simple sentences, paragraphs, filling in forms and diary entries, for example) and also either reflected the theme for the chapter or a PPI.

#### Section 8: Additional reading material

The additional reading material's main aim is to provide a further opportunity for vocabulary enrichment and, as was the case in the comprehension tests, target vocabulary within the text is underlined in order for students to focus on and acquire the specified vocabulary. The theme of the chapter also extends to the reading material in this section.

### Section 9: Emotion focus

The aim of this section is to facilitate the learner spending time reflecting on and engaging with a specific positive emotion, as suggested by Fredrickson (2011). This section can involve the creation of a collage depicting what exactly the emotion means to the learner, or depicting what elicits that emotion from the learner. Alternatively, the learner could write about the last time he/she experienced the emotion and describe the sensation and thoughts surrounding the experience.

### Section 10: Word games

In this section I created various crossword puzzles, word searches and conundrums which reflect some of the vocabulary used in previous chapters. Ending a chapter in this manner encourages learners to “play” in the target language and, as such, enhances learning (Baid & Lambert, 2010; Busse & Krause, 2016; Taheri, 2014).

### Section 11: Experiential learning

A few of the chapters have this additional section. Examples include: counting the number of bird species learners can see on the school grounds after doing a comprehension test about birds (the chapter’s theme being love of learning), and, trying to predict the character strengths of family members and then comparing predictions to actual results (after learners have discovered and explored their own character strengths).

The aim of this section is to expand on and extend the theme of the chapter or the topic at hand to beyond the classroom. It has the added benefit of providing room for much discussion, an aspect obviously essential to language learning, and a requirement of both the Independent Examinations Board (Graad 9: Afrikaans,” 2008) and Department of Basic Education (Kurrikulum- en assesseringsbeleidsverklaring,” 2011) assessment guidelines for Afrikaans First Additional Language.

Throughout this process I had to critically look at the best way to seamlessly integrate PPI. Most often, PPI were transformed into written or oral assignments (as is the case in the written assignment planning and giving feedback after doing a good deed, and a diary entry written by the learners in their “best possible future”). If this was not possible, the PPI was demonstrated within the communication section (as is the case when a gratitude visit is

demonstrated in a dialogue). Again, the process involved quite a number of revisions and improvements before I was satisfied with the result.

#### 4.2.6 Ethical considerations

The ethical considerations for this section involved acquiring permission from artists and authors to use cartoons and texts. Permission was acquired for the use of all copyrighted materials and correspondence relating to the obtaining of these permissions can be found in Addendum A. All other sources from which original PPI were gathered and which provided the background for the textbook are all also mentioned in the bibliography of the textbook.

#### 4.2.7 Summary

Through a systematic process the themes, structures and content of the textbook were created in such a way that PPI could be practised or demonstrated in a natural, fluent manner. This process necessarily involved checking the minimum academic requirements for the subject (Afrikaans First Additional Language). The development process took approximately two years and involved the reading of a wide variety of sources ranging from books and academic research articles pertaining to Positive Education, Positive Psychology and PPI to web-based materials regarding the manner in which other institutions / schools are integrating Positive Psychology into their systems and curricula, and suitably simplistic, but relevant texts for use within the textbook. After several changes and refinements in order to find the best match between themes, structures and PPI, the final product, a textbook for Grade 8 Afrikaans First Additional Language was arrived at that seamlessly incorporates the principles and interventions of Positive Psychology.

### **4.3 Qualitative Research Method: examining teachers' perspectives on the newly compiled textbook**

#### 4.3.1 Introduction

McLeod (2015) states that after being denied much attention and acknowledgement in the past, qualitative research is now being accepted, mostly due to the fact that the value thereof is gradually being understood. Cleary, Horsfall and Hayter (2014) refer to the unnecessary comparison of qualitative with quantitative research. They state that such comparison is unnecessary, because the epistemological distance between the two approaches relates to the differences in what they have to offer. According to them qualitative research endeavours to construct (or collaboratively create) human meanings. Similarly, Golafshani (2003) states that

qualitative research focuses on generating understanding (as opposed to the purpose of “explaining” in quantitative research). McLeod (2015) makes similar observations when he refers to quantitative research as a top-down and theory-driven approach – with the researcher’s voice as “expert” dictating the direction the research takes. In contrast to this, McLeod describes qualitative research as bottom-up, grounded and descriptive in nature – emphasising the voice of the client or the research participant.

This section describes the research method followed to illuminate teachers’ reactions to the textbook which was based on the principles and interventions of Positive Psychology, and more specifically, Well-being theory, Positive Education and Wellness.

As mentioned in the literature review, research regarding teachers’ perceptions of Positive Education and subject specific resources (such as the textbook in question) are rare if not non-existent. This part of the research therefore attempts to bridge this gap by collecting qualitative data through the use of a focus group discussion which focuses on teachers’ perceptions of the textbook and the Positive Psychology (exercises) and character strength (themes) approach. Through natural discussion and only the occasional directing question this focus group discussion lasted more than two and a half hours.

#### 4.3.2 Focus groups

Focus groups are a valuable method of collecting data, especially when the participants have a particular experience in common (Tracy, 2013), such as all teaching Afrikaans First Additional Language at a private school. Focus groups, in such cases, benefit from the “group effect” in that participants show less inhibition and one person’s response cascades from or links to a previous person’s response in a free-flowing manner (Tracy, 2013).

Focus group discussions have been used with much success to evaluate existing programmes / interventions / treatments (Holm, Fåln, Gjengedal & Norekvål, 2012; Rise, Gismervik, Johnsen & Fimland, 2015; Taylor et al., 2014; Witham, Haigh & Foy, 2014). It is suggested, however, that such feedback would be most valuable before the programme is applied. Instead of waiting and then reacting to issues and problems that come up in the evaluation of the programme (much like the medical model of treating illness), potential facilitators should be asked for their input ahead of, *as well as* following the application of the programme. This kind of preemptive approach is in line with the general focus of Positive Psychology. An

example of such a preemptive approach can be seen in the research of Kuijpers et al. (2015) in their development of an online interactive portal for cancer survivors. Before implementing their portal, a focus group discussion with possible users (cancer survivors) and health care professionals was held during which possible features and plans were highlighted and then opened to discussion. Similarly, the focus group in this study was given the opportunity to openly discuss and share their personal views on the preliminary textbook.

#### 4.3.3 Participants

The participants were all experienced teachers who, at the time of the focus group discussion, were teaching Afrikaans First Additional Language at three different private schools in the Western Cape. All teachers who form part of the regional cluster group (a group which meets once a term to moderate Grade 12 work and consists of representatives from nine different private schools in the Western Cape) were asked to volunteer to participate in the focus group. The cluster members were all sent an email inviting them to participate in the research (see Addendum C). This is thus an example of a convenience sample.

Of the 30 teachers invited, five volunteered their time to participate in the focus group discussion. Of those five participants, four were female, and one male. The ages of the participants ranged from 54 to 60. Between them they totalled 159 years in the teaching profession, of which 70 were spent in the private school setting and 89 years in the public school setting. The grades the teachers had experience in teaching Afrikaans First Additional Language, ranged from Grade 5 to Grade 12. Each of the teachers, except for one, had experience teaching in two different provinces within South Africa.

#### 4.3.4 Procedures

The teachers who agreed to participate in this research could all attend the discussion on the suggested date at the specified time. The participants were also sent the informed consent document ahead of time for them to be able to peruse it before the date of the focus group discussion.

Upon arrival and after welcoming the group, the informed consent forms (see Addendum D) were read through and signed. The participants were then asked to each complete a form regarding their biographical information (see Addendum E). After the completion of these forms, a brief overview of the proceedings was presented, followed by the handing out and

reading through of the documentation which was to be under discussion (see Addendum F). Before commencing the discussion, specific emphasis was placed on the great value of honest feedback within the discussion.

Though questions to guide the discussion had been prepared, and were used, a less directive approach was also used in that the discussion was allowed to flow naturally and was not restricted. The next prepared question (from the list below) was only posed once the topic of discussion had reached its natural end. The first set of questions which guided the discussion were as follows:

- What, if anything, do you notice regarding the themes of the chapters?
- How do these themes compare to the themes you might currently use within your classroom, or to the themes found in the textbooks you might be using?
- What, if anything, do you notice regarding the oral and written exercises?
- How do these oral and written exercises compare to what you would normally use in your classroom?

In preparation for a group which might require a bit more guidance, the following more direct, probing questions were formulated:

- Are these themes more positive than the ones you currently use?
- What are your thoughts about the personal nature of the oral and written exercises?

The above probing questions were not needed, as the group fluently, and without prompting, discussed the topics and arrived at the insight that the themes were positive and the exercises of a personal nature.

After these original, basic questions (and other topics of interest which naturally arose) were discussed, I introduced the group to Positive Psychology and Positive Education and explained the rationale for the textbook (see Addendum G). The group was then once again asked to discuss the textbook using the following guiding questions:

- Do you have any questions regarding the approach / are there still certain aspects of the approach that need to be clarified?
- Do you have any general comments you would like to make regarding the textbook?

After these open questions, more specific and probing questions followed:

- What are the possible implications of such a textbook?
- What possible recommendations might you have with regards to the development of the textbook?
- What possible recommendations and advice might you have for the future implementers of such a programme?

The focus group discussion seemed to be enjoyed by all. The teachers agreed that they were able to freely share their perspectives, experiences and advice. The afternoon developed into more than just a discussion about a textbook, but rather a discussion about teachers' roles and education in general. I found that my training as a psychological counsellor was of great assistance to me during the interview process, due to the fact that skills relating to effective interviewing, such as attentive listening, re-phrasing, dealing with silences and prompting, formed a part of my training and professional experience (Cleary et al., 2014).

From this discussion I expected to achieve the following:

- to gauge whether teachers can notice a significant difference between this textbook and those currently available;
- to gauge whether these teachers can notice and articulate the differences between the themes and assignments in the textbook under discussion and those used in traditional textbooks;
- to find out what their honest impressions and personal views on using this textbook are;
- to get a sense of their level of comfort with content that is innately personal;
- to obtain feedback on the academic content of the textbook along with meaningful suggestions on how the academic content can be improved; and
- to obtain information on possible difficulties and suggestions on how to overcome them with regards to teachers' and learners' possible attitudes towards the textbook.

The focus group discussion was, with the permission of the participants (see the Informed Consent document in Addendum D), recorded and transcribed by me soon after the interview. Transcribing the discussion myself held the following advantages:

- Being in the teaching profession, I was completely familiar and comfortable with the terminology and references to sources and procedures used within the discussion.
- Having been present at the focus group discussion, I could easily distinguish which participants made which statements, whereas an outsider might have had difficulty differentiating the voices.
- Transcribing the recording, lastly, provided me with another opportunity to re-examine and reflect on the collected data before starting the data analysis (Cope in Cleary et al., 2014).

#### 4.3.5 Data analysis

The transcription was done by myself and also read through several times in preparation for data analysis.

A grounded theory approach was taken in the analysis of the collected data. In other words, there were no predetermined themes, and categories were arrived at inductively, based on the collected data (Adams, Kahn, Raeside, & White, 2012; Silverman, 2013). This, according to Silverman (2013) is an approach commonly used in qualitative research and, as suggested by McLeod (2015), emphasises the role of the participant as “expert”, i.e. the source of knowledge.

Data were first coded, then related codes were grouped together to form sub-categories, as described in Holm et al. (2012). Sub-categories were then each assigned a generic category which formed a part of an overarching theme. As suggested by Cleary et al. (2014) (for the ensurance of good quality research), the assigning of codes, sub-categories, categories and themes was a process which occurred over time – a process during which codes, categories and themes were dwelt upon and re-determined several times before making final decisions.

Once I had reached clarity on the different levels of the categories, a consensus negotiating meeting was held with the supervisor of the study in order to achieve consensus regarding the

themes and categories. Such a consensus negotiation increases the trustworthiness of the interpretation and categorisation of the data (Holm et al., 2012).

#### 4.3.6 Trustworthiness

##### 4.3.6.1 Reflexivity

Golafshani (2003) refers to exploration of subjectivity and reflexivity as methods to eliminate biases and increase the trustworthiness of qualitative data gathering and analysis. Reflexivity can furthermore be defined as a process of constant internal-dialogue and critical awareness of the researcher's positionality (relationship to research subjects, personal biases, beliefs and experiences) and also the acknowledgement and understanding that this position could influence the research and its outcome (Berger, 2015).

One method of controlling for the influence of such positionality is to keep a journal or make memos regarding any personal feelings, reactions, thoughts or questions that arise during the focus group discussion or the resulting data analysis process (Cleary et al., 2014). To this end, I made memos regarding my reactions, thoughts and questions during both the focus group discussion and during data analysis.

This monitoring (or self-awareness) of effects and own reactions enhances the accuracy and credibility of the research by accounting for the researcher's personal position, and also creates an awareness within the researcher of content she tends to emphasise or avoid (Berger, 2015).

During my preparation for the focus group discussion, during the focus group discussion and also during the subsequent data analysis I was intensely aware of two particulars of my positionality:

- the fact that the textbook under discussion was created by myself – a fact known to the participants in the study; and
- the fact that the participants were recruited from a relatively small population, of which I myself am a member.

As far as my ownership of the textbook is concerned: I was aware that on the one hand I am proud of the textbook, and that I fully believe in its potential and expect others to also appreciate its value. However, on the other hand I knew that criticism

would be of great value to my research and also my textbook. I therefore had to guard against my emotional protectiveness of my creation and compel myself to recognise the value of criticism, allowing this to mediate my feelings of ownership and protectiveness. Another mediating factor in this instance, was the fact that the participants of the focus group were senior, experienced teachers with an average of 30 years in the teaching profession, compared to my 11 years. The aforementioned, as well as the fact that I am 20 years younger than the youngest participant, ensured that unequal distribution of power in the researcher-research-participant-relationship did not influence the nature of the data that was collected (Muhammad et al., 2015). In order to ensure that participants had the opportunity to honestly express any negative notions they might have had and did not express, I made a point of specifically asking for criticism and suggestions for the textbook / approach during the focus group discussion. It is my view that honest criticisms were made and meaningfully incorporated into the data and data analysis.

My relationship with the participants in the study (that of fellow Afrikaans First Additional Language teachers) held both advantages and disadvantages. The advantages were very similar to those described by Berger (2015) in her article in which she relates her experience of interviewing female immigrants for her research regarding their experiences, whilst she herself is an immigrant as well. The three advantages discussed by Berger (2015) were easy access and rapport building, familiarity with the topic and understanding of subtleties. These advantages are echoes of Hanson's (2013) findings in her article on the contributions educational developers are able to make as "insider" researchers.

Familiarity with the topic of education in a private school setting, the geographical area in which we teach and the subject, Afrikaans First Additional Language, meant that I had a firm grasp of the terminology used during the discussion and also knowledge of the key issues pertinent to these participants.

While understanding the subtleties in a conversation is helpful, it can present the researcher with difficulties. Participants often left sentences unfinished (assuming that the meaning / intent was understood). While there was understanding, this often led to gaps in the transcription. Another danger of this familiarity identified by Berger (2015) is that participants withhold information because they believe the information

is obvious to the researcher. It was therefore very important for me to ensure that participants fully explained their statements during the discussion, because, even if I did understand, I needed the explanation in full for data transcription and data analysis purposes.

Easy access to the sample group usually relates to the fact that it is easier to agree to talk to someone who you think will understand your situation / setting, than it is to talk to an “outsider” (Berger, 2015). I did experience some of this advantage in the sense that the participants did comfortably discuss things (such as outdated practices at other schools or by some of their colleagues) that I believe they would not have discussed with someone who is not in the teaching profession or does not teach in a similar setting. It was initially hoped that my familiarity with the sample would assist in recruiting participants. However, this was not the case.

Reflexivity in this study is demonstrated by the use of first person commentary and transparency in reflexive thinking, discussion and the reporting of the processes leading to decision making (Berger, 2015).

#### 4.3.6.2 Triangulation

The triangulation method used in this study to increase trustworthiness, as suggested by Cohen and Crabtree (2006), is triangulation through the use of an additional analyst (the supervisor of the study) to organise the gathered data into meaning units, codes and categories. This separate analysis of the data by two researchers, followed by a consensus negotiation meeting increases the trustworthiness of the interpretation and categorisation of the data (Holm et al., 2012; Mabuza, Govender, Ogubanjo, & Mash, 2014).

#### 4.3.7 Ethical considerations

The following ethical considerations were identified as being relevant to this research and are founded on the guidelines as set out in the Health Professions Council of South Africa’s booklet entitled, “General ethical guidelines for health researchers” (2008).

In order to ensure anonymity the voice recording did not include the deliberate use of names. If names happened to be used by participants, they were left out when the recording was transcribed by the researcher. Any reporting of findings relating to this study will further not

contain any mention of group participant names, the schools at which the participants teach or any other information which could serve to identify the participants.

As a purely discursive and factually focused group, personal, sensitive information was not shared during the discussion. The issue of confidentiality was, however, addressed as participants were made aware of exactly how and where their contribution to the research (opinions offered and recorded) were used. The recording and transcription will also be kept for the duration of the research project and at least a year beyond within an electronic file to which only the researcher has access. After this point in time, the recording and transcription will be destroyed.

Upon selecting to participate in the group discussion, participants received a consent form (Addendum D), which was subsequently discussed and signed by the participants before the focus group discussion commenced. The consent form clearly explained the nature of the research and the manner in which data collected would be used. My contact information was included should a participant have wished to receive more information or ask specific questions regarding the research.

It was made clear from the outset, through the initial invitation and within the consent form, that participation in the research would be voluntary and that any participant may choose to withdraw from the discussion or from participation in the research entirely at any point in time without any prejudice or consequence.

#### 4.3.8 Summary

Despite the fact that fewer participants volunteered to participate than initially hoped for, the long duration of the discussion and the fact that I teach Afrikaans First Additional Language and therefore understand the context of the participants, made for a relaxed and meaningful focus group discussion during which much information, thoughts and ideas were shared. I found the process valuable and very informative. Immersion in the transcription of the discussion was helpful in the data analysis process. The process of reflexivity, triangulation and the consensus meeting have led to confidence in the trustworthiness and applicable value of the gathered data.

## CHAPTER 5: RESULTS

### 5.1 Introduction

As it was important to consider the method of how the textbook was developed *as well as* the method of the qualitative research, it is important in this chapter to consider both the result of the textbook development *and* the results of the qualitative analysis (focus group discussion). As far as the textbook is concerned, however, I request that Addendum B be consulted in order to view three example chapters from the developed textbook. A complete copy of the textbook is available for viewing on request from [mg@lagged.za.net](mailto:mg@lagged.za.net). The textbook can be considered an answer to the first research question: how can content and PPI promoting Well-being (PERMA) be integrated into an existing school subject?

The focus group discussion, as described in the previous chapter, attempted to provide an answer to the second research question: how will Afrikaans First Additional Language teachers react to the unique nature of such content (content aimed at promoting Well-being) and possibly influence the development of the textbook?

As far as the results of the qualitative analysis are concerned, the process of data analysis resulted in a number of themes, categories and sub-categories being identified. The following themes emerged: the uniqueness of the approach, the hidden curriculum, the learners, standard textbooks or notes, and the academic content. Certain themes emerged, in part, as a direct result of the guiding questions prepared for and used during the discussion, though as per the grounded theory approach, themes were arrived at based purely on data offered by participants and not my own pre-conceived notions. For example, questions relating to how topics and assignments in the specially developed textbook compare with topics and assignments in traditional textbooks, led to the development of the first theme: the “unique approach”. Other themes resulted indirectly as a result of the guiding questions and were a part of the non-structured focus group discussion. While all themes were arrived at due to the arrangement of the focus group, its topic and introduction of the new textbook, one could say that some of the themes (such as the “hidden curriculum”) emerged spontaneously from the focus group discussion.

A summary of the themes, categories and sub-categories is shown in Table 5.

**Table 5***Summary of the identified Themes with Corresponding Categories and Sub-categories*

THEMES	CATEGORIES	SUB-CATEGORIES
1. Unique approach	<ul style="list-style-type: none"> <li>▪ 1A Positive</li> <li>▪ 1B Cautions &amp; concerns</li> <li>▪ 1C Suggestions for overcoming concerns</li> <li>▪ 1D Nature of the textbook-themes</li> <li>▪ 1E Nature of the assignments</li> </ul>	<p style="text-align: center;"><b>1A – Positive</b></p> <p><u>Positive comments / expressions - generally</u>  <u>The play-principle is used well</u>  <u>Themes are what is needed / meaningful</u>  <u>Holds personal advantages for the teacher</u></p> <p style="text-align: center;"><b>1B – Cautions &amp; concerns</b></p> <p><u>Beware not to ignore the negative aspects of society</u>  <u>Ability of this age group to self-reflect is underdeveloped</u>  <u>Possible negative attitudes towards the themes</u>  <u>Teachers might be resistant to something new</u></p> <p style="text-align: center;"><b>1C – Suggestions for overcoming concerns</b></p> <p><u>Good to develop self-reflection early</u>  <u>Do not explicitly list the themes</u>  <u>Value despite possibly uncooperative teachers</u>  <u>Importance of informing and winning over teachers</u></p> <p style="text-align: center;"><b>1D – Nature of the textbook-themes</b></p> <p><u>Mental health</u>  <u>Positivity</u>  <u>Moral values</u>  <u>Relevant</u></p> <p style="text-align: center;"><b>1E – Nature of the assignments</b></p> <p><u>Relevant</u>  <u>Thematically integrated</u>  <u>Learners reflect the extent of their internalisation of the theme</u></p>

THEMES	CATEGORIES	SUB-CATEGORIES
2. Hidden curriculum	<ul style="list-style-type: none"> <li>▪ 2A What it is and why it is necessary</li> <li>▪ 2B How the hidden curriculum is best taught</li> <li>▪ 2C How the hidden curriculum should not be taught</li> </ul>	<p><b>2A – What it is and why it is necessary</b>  <u>Educating vs just teaching a subject</u>  <u>Educating for the future</u>  <u>Helping learners make their own decisions</u>  <u>Cruel not to prepare them for the outside world</u></p> <p><b>2B – How the hidden curriculum is best taught</b>  <u>Teach learners to be future- and open minded</u>  <u>Choose relevant / person-oriented topics and texts</u>  <u>Talk about topics that prepare for the future and teach skills</u></p> <p><b>2C – How the hidden curriculum should not be taught</b>  <u>Outdated approach / themes / texts</u>  <u>Irrelevant approach / themes / texts</u>  <u>A subject-only approach (not touching on preparing learners for life after school)</u>  <u>Lack of open-mindedness</u></p>
3. The learners	<ul style="list-style-type: none"> <li>▪ 3A What learners want</li> <li>▪ 3B Relatability of the textbook</li> </ul>	<p><b>3A – What learners want</b>  <u>Topics learners enjoy</u>  <u>Immediate information</u>  <u>Facebook provides clues as to topics of interest</u></p> <p><b>3B – Relatability of the textbook</b>  <u>Racially representative visual cues</u></p>
4. Standard textbooks / notes	<ul style="list-style-type: none"> <li>▪ 4A Positive</li> <li>▪ 4B Negative</li> </ul>	<p><b>4A – Positive</b>  <u>Teachers' own ideas that work well</u></p> <p><b>4B – Negative</b>  <u>Poor teacher buy-in</u>  <u>Poor learner buy-in</u>  <u>Irrelevant themes</u>  <u>Too much for one year's work</u>  <u>Randomly and poorly structured textbooks</u></p>

THEMES	CATEGORIES	SUB-CATEGORIES
5. Academic content	<ul style="list-style-type: none"> <li>▪ 5A Positive</li> <li>▪ 5B Corrections and suggestions</li> <li>▪ 5C Difficulty level</li> </ul>	<p><b>5A – Positive</b>  <u>Visual assignments</u>  <u>Extra reading material</u>  <u>Grammar constructs explained in full - methodical</u>  <u>English explanations</u></p> <p><b>5B – Corrections and suggestions</b>  <u>Corrections</u>  <u>Suggestions re content and exercises</u>  <u>Suggestion re font for dyslexics</u></p> <p><b>5C – Difficulty level</b>  <u>Seems difficult</u>  <u>Advantages of higher difficulty:</u>  High expectations are often met  Opportunity for the stronger to help the weaker  <u>Mediating factors of difficulty level:</u>  Learners need to be taught the format  Teacher must be familiar with the format  Include a teacher’s guide  Start series at earlier grade  First chapters easier, then progress  The teacher facilitates learning</p>

This chapter provides a breakdown of the themes, categories and sub-categories and contains verbatim extracts from the focus group discussion as a means to present the evidence leading to the identification of the themes, categories and sub-categories. Interpretations and a more detailed discussion of the findings follow in chapter 6.

## 5.2 Theme: The uniqueness of the approach

This theme includes all the information gathered relating to the themes, assignments, and general approach which, according to the participants, makes it different (unique, or, in the words of the participants, “fresh”) compared to traditional approaches and more specifically, traditional textbooks.

The majority of the comments which led to the identification of this theme were made following the questions, “What, if anything, do you notice regarding the themes of the

chapters?” and “How do these themes compare to the themes you might currently use within your classroom, or to the themes found in the textbooks you might be using?” Other comments that form a part of this theme resulted from simply reading through and discussing the example chapters provided to the participants.

Responses such as, “... *what’s so good about this, you discuss things about the child that the child can take and use in his/her future ...*” and “*Your themes are universal*” emphasised the need to create a theme relating to the uniqueness of the approach used in the textbook, and in the end, also included the following categories, all of which commented on the uniqueness of the approach in various ways: positive feedback (including expressions of excitement), cautions and concerns (for using such a different approach), suggestions for overcoming those concerns, the (unique) nature of the themes, and, the (unique) nature of the assignments.

### 5.2.1 Positive feedback

The positive feedback relating to the unique nature of the textbook ranged from rather vague to more specific. Verbatim examples of vague positive comments included the following:

- “*You know, I think it is a very good concept you’ve got here.*”
- “*Fantastic, it can work really well!*”
- “*I think it is very promising. I think the ... the idea I get from this ... the feeling I get from this is ... something ... wow! It looks good.*”
- “*This looks like something I want to use.*”
- “*It sounds so good ...*”
- (The above comment continued by another participant) “*... and so fresh!*”
- “*I think this is great!*”
- “*This is fabulous – exactly what I want from a textbook!*”

More specific positive comments relating to the textbook’s unique content related to “playfulness” in teaching as seen abroad, the fact that the (character strength) themes are meaningful / needed and also that such a positive and unique approach holds advantages for the teacher as an individual as well:

→ “[In] the Finnish education system ... one of their most important principles, is the principle of play. Play, as in, learning in an informal way ... and if I look at the content of that which I see here, there is a large portion which falls under that play principle. It is informal, but within the informal [learning] there is the formal education.”

(Relating to a previous part of the discussion on learners’ difficulty in identifying their own personal strengths and that it is easier for them to talk about their friends’ strengths):

→ “... we spoke about friends, but if they can learn to say to themselves, ‘I am unique’ ... it will help with that.”

→ “... what’s so good about this, you discuss things about the child that the child can take and use in his/her future.”

→ “We are in a position where we are teaching children who will use nothing of what we teach them ...” (another participant continues) “... your book instead forms the person ...”

→ “We need to prepare children for a future that does not yet exist.”

→ “We need to give them ammunition, in other words those strengths and values to handle situations.”

→ “But you also need to give them knowledge, which you do (referring to textbook) ... language knowledge and skills.”

→ “... the teachers can also be influenced positively while they teach the children, we will also become more and more positive.”

→ “You are never too old to learn ... I can also gain advantage through this [unique approach to the textbook].”

→ “I think both [teacher and learner] will benefit, it only depends on how open the teacher is to learning new things or to do self-reflection ... because this is wonderful.”

### 5.2.2 Cautions and concerns

Some concerns regarding this unique approach were raised. These included cautions to not focus on the positive *at the cost of* ignoring that which is negative, the developmental stage of the learners and difficulties learners at this stage have in self-reflecting, the possible negative

reactions to the unique nature of the themes of the textbook, and, teachers who may react negatively or be resistant to something “new” to them.

→ *“Look, like what Zuma (the president) said the other day ... that they (journalists) give the people too much bad news, so they must give good news to the people, because it (the bad news) makes the people negative. To that degree it is wrong. OK, one wants to make the children positive, but one must also not withhold [information / bad news].”*

Relating to a specific exercise in the textbook where learners have to write an email to themselves, as their future selves, giving themselves compliments:

→ *“I have tried something similar in class. They were able to discuss their own negative qualities, but they find it terribly difficult to say something good about themselves. Then I said, OK, let’s talk about each other. So, you are going to tell your friend about his/her good qualities ... and they were able to do it well.”*

→ *“I find, with the younger children ... if you give them something like that, they say things like ‘I am pretty’, ‘my mom says I am beautiful’ ... they can’t differentiate between physical appearance and a character trait.”*

→ *“I think, at grade eight level, it is good to expose them to this (personal nature of the assignments), but one should not expect too much from them with regards to how deeply they can go into themselves. You know, that internalisation and self-reflection ... that insight is still ... superficial.”*

→ (Above comment continued by another participant): *“... They are still young.”*

Relating to the overt or covert expression of the chapters’ themes:

→ *“I don’t think you should spell out the character strengths in the content pages. But you can put it somewhere else, because I think some children and ... will feel intimidated by it. And I think the girls might like it more than the boys, to see the layout in the content pages, but I think they will all enjoy the work.”*

→ (Above discussion continued by another participant): *“They shouldn’t even know ... I think it might even be nice for the teacher to discover it [the themes] as they continue, rather than knowing ‘I am now going to do a chapter on ... whatever.’”*

→ *“Otherwise it might sound a little preachy ... if it is in the contents page.”*

Relating to teacher acceptance and openness:

→ *“Another thing that might happen, you know, teachers all have their own personalities and their own egos and many times, if they get the information ahead of time, they’ll think: ‘Oh, what can you tell me about love and kindness,’ you know? It’s such a stupid thing, because then they have already formed their opinion and they cling to it. They aren’t willing to work through it or to be open to it.”*

### 5.2.3 Suggestions for overcoming concerns

Very often, participants arrived at their own solutions to the concerns they raised (without prompting) by continuing the conversation about the concerns. In this category the data communicated the following: even though self-reflection is not well-developed in a Grade 8 learner, it is a skill worth developing; it might be possible to negate negative reactions to themes by not listing them explicitly in the textbook, but to rather incorporate an introductory section / teacher’s guide; the themes and assignments hold value even if an uncooperative teacher were to not communicate with learners regarding the themes and only use it for language instructions; and, it is important to inform and win teachers over to use the textbook (and to understand its end) fully.

Relating to the exercise in which learners have to discuss their own positive characteristics:

→ *“... but if they practise with someone else, they can come back and ...”*

→ (Continued by another participant) *“... then it’s easier to come back and ... self-reflect ...”*

→ (Continued by another participant) *“... yes, to write about yourself again, if you’ve first done a bit of an exercise.”*

→ *“But one has to start somewhere and you have to start making them aware that it (self-reflection) is also a skill ... a skill they can work on. And eventually they will be able to self-reflect ...”*

Relating to the overt expression of the themes in the contents pages:

- *“You can [at the end of a chapter] ask, which character strength [formed the theme for the chapter] ...”*
- *“Or ... no, no, you have an introduction. You say, ‘In this book I attempt to represent or use all the ... character strengths ... and all the material in this book is in support of this ... or something... and you can say ‘To the teacher’ so that the teacher knows to have a look.”*
- *[and if there is a teacher’s guide] “... put it in there.”*

When asked if the themes would still be advantageous to learners even if the teacher did not buy into the process:

- *“Oh, yes.”*
- *“Language wise they would still benefit, and ... through your oral and written activities, they give the learner a chance to reflect on the work, so the child is going to reflect on and assimilate the work on his/her own, even if the teacher didn’t do his/her work.”*
- *“Absolutely, the focus then just moves from overt to covert.”*

The following suggestion was also made:

- *“When you have finished writing the book and you publish it, then you must go to the schools who are going to use it ... then you must present a seminar on it, like today ... to explain to the people how the book works and you ... how to get the most from it.”*
- *“To motivate them, yes ...”*

#### 5.2.4 The nature of the textbook-themes

The conversation which formed the basis of this category resulted from the following two questions posed to the participants: “What, if anything, do you notice regarding the themes of the chapters, and, how do these themes compare to the themes you might currently use within your classroom, or to the themes found in the textbooks you might be using?” The data retrieved at this point described the nature of the themes for the textbook as relating to mental health, being positive, moral values and also relevance to youth today.

- *“Moral values.”*
- *“It makes you positive.”*
- *“Values ... how to act.”*
- *“[It’s about] ... how to believe in yourself...”*
- (Previous comment was added to by another participant): *“... Values of the community.”*
- *“It is what you need to be a positive member of your community and to make a contribution ...”*
- *“It’s like your Afrikaans textbook, but also like your Bible on how to be a good person.”*
- *“You need to create content that is timeless ... and I think you have succeeded in that.”*
- *“It doesn’t compare [to traditional textbook themes] ... [traditional themes] don’t meet children’s needs, it does not meet the children where they are at.”*
- *“Your themes are your hidden curriculum.”*
- *“I think your themes that you have chosen for your chapters; to me they are very relevant themes.”*
- *“Your themes are universal.”*

#### 5.2.5 The nature of the assignments

Similar to the discussion of the textbook-themes, the conversation leading to the creation of this category resulted from the focus group being asked to discuss the following two questions: “What, if anything, do you notice regarding the oral and written exercises”, and, “How do these oral and written exercises compare to what you would normally use in your classroom?” The collected data describes the assignments in the textbook as relevant, thematically integrated and an opportunity for learners to reflect the extent to which they have internalised the work and the theme.

- *“They are relevant to the children, age relevant and time relevant. It isn’t old fashioned. Something that they will ... they (the learners) won’t mind doing it.”*

- *“It is thematically integrated, but the children also get the opportunity to process and give their own opinion of the work they have done. In other words, it is also a way to test whether they internalised that hidden curriculum, not just the rules and stuff.”*
- *“They give their own version [of the hidden curriculum] back to you.”*
- (Continued from previous): *“... it is much needed ...”*
- (Continued by another participant): *“... and relevant.”*

### 5.3 Theme: The hidden curriculum

Even though an entire discussion about the more general role of teachers as “life” educators was not foreseen, the theme (topic of conversation) was very naturally introduced by one of the participants (please see first quote under 5.3.1), following the discussion of the uniqueness of the approach, themes and assignments, and quite a lot was shared by all the participants on this topic.

The discussion about the role teachers play as “life” educators included the following categories: a definition of “hidden curriculum”, a discussion of the need for this type of teaching, and also how such “life teaching” is best done.

#### 5.3.1 Definition and need

The participants all shared their view on what this hidden curriculum is and why it is needed, above and beyond the teaching of “just” a subject. According to the data collected, a subject serves as a means by which learning takes place, but it is a means that is left behind at a certain stage of life. The great value in education then lies in what learners are left with when they leave their school subjects behind. What they are “left with”, according to the collected data, should prepare them for life and teach them how to make their own decisions.

- *“See, as teachers, our duty is to educate children. We use, in our circle, we use language as our vehicle, but ... the children make use of this vehicle to a certain stage, then they leave it behind and move on. You know, in Grade 12, they drop the vehicle of Afrikaans First Additional Language and then they have to move on. And lots of children won’t use Afrikaans again, or they will use it very little, but you still educated them for those six or seven years. And that education is what they will take with them.”*

- *“It’s about preparation for life.”*
- *“You (teachers) are there to prepare the learners for life.”*
- *“ ... but it isn’t about me. I’ve had my time. It is about preparing those children so that one day, when they stand before several options, they have enough knowledge to make their own decision, and not the decision that I would have them make.”*
- *“The child needs to be able to reason when looking at all the information that comes in ... they have to work through all the information and then be able to make a decision for themselves on the road that lies ahead. That’s what it’s about.”*
- *“Those children [in over-protected and conservative schools] are not always protected. When they turn 18, they are let loose into the real world and then they have to adapt to a situation where the school doesn’t protect them anymore ... they are exposed to general society and how people exist, think, work and react ... [if they are not prepared for that] it is a great disservice being done to them.”*

### 5.3.2 How it is best done

According to the participants of the focus group there are correct and incorrect ways of communicating the hidden curriculum to learners. The data revealed that participants felt that to teach the hidden curriculum effectively, one needs to teach learners to be future- and open-minded, choose relevant topics and texts (including literature study), and, one should talk to one’s class about topics that prepare them for the future as well as teach them skills.

- *“...and this is where we as teachers need to be able to show the children the bigger, broader spectrum of what the future holds.”*
- *“The children are going to enter a whole new world, so everything that happened in the past is not applicable to ... the world has already changed so much ... there are lots of things and concepts that have become outdated.”*
- *“That is what we should strive for, to prepare the child for a future that we know nothing about. You see, the world that is coming hasn’t even been discovered yet, but we sit here and tell them how to do things.”*
- *“One of the prerequisites of being a good teacher is to be open minded.”*
- *“You have to be willing to make an effort.”*

- *“Poetry lends itself to this, as it can basically open up a conversation about anything. You know, you can talk about sex and the future ... what are your views on sex and so on. Or you can talk about relationships. It (topics) comes from things like this, poetry. And you can talk about family relationships. So that it prepares the learner completely.”*
- *“Yes, because if they believe in themselves and think they are good, then they won't be scared to try things, or be too scared to make a fool of themselves.”*
- *“We should give them courage ...”*
- (Another participant continues): *“Yes, to be risk takers.”*
- *“... at my school children are encouraged to question everything, to talk about everything and express their opinions. One of our principles is that children need to learn that they have a voice, but also to use that voice acceptably within their community.”*
- *“It is the development of critical thinking as opposed to outdated and static education from 500 years ago.”*
- *“I think our subject also lends itself to values and norms ... how one should be ... more so than maths, for example ... because we talk in class, we encourage children to speak about anything, as long as you talk. You can talk about what is important to you, how you feel ... it just comes out easily.”*
- *“If you choose your resources correctly, then run with whatever ... if you choose those resources correctly, you educate the child as well ... while they are learning the language as well.”*
- *“... because when you open the door to those [persona]) discussions, then when they leave Afrikaans behind, then they take that knowledge with them.”*
- *“Critical thinking is important ... to prepare learners to be self-sufficient and independent and go into the future with enough self-worth and confidence to approach any situation.”*
- *“In our school we don't have rules, but goals and there are five of them ... communication ... respect ... creativity ... and reciprocity ... and then we have the word “posture”. Posture means your attitude towards something and the way you do something. It is your approach to things and how you act.”*

### 5.3.3 How it should not be done

In the conversation regarding the hidden curriculum, how it might be *incorrectly* approached was also discussed. According to the data gathered in this study, using outdated and irrelevant subject material / topics, only focusing on the academic subject and not being open-minded will undermine a teacher's ability to effectively prepare learners for the future.

- *"Some teachers do things retrospectively ... what is their comfort zone, they work that retrospectively into their own lives. 'This is how we did it, this is how I grew up, that is how things should be, because that is what I am used to and this is my safe world.' ... so, they say, 'these are the guidelines that you need to follow and that is how it is.' ... but the children are going into a completely new world, so everything that happened in the past is not applicable to them ..."*
- *"Sometimes it feels to me as though we try to keep them (the learners) in our world and what is comfortable and right for us and that is not what it is about, because they are moving forward."*
- *"Can I shock you? There is a school that follows the principles of (name of educator) ... they (the principles) are about 500 years old. Firstly, for Wolwedans in die skemer (the filmstudy for Grade 12s nationally), during the sex scene, the teacher had to hold her hand in front of the projector, because the children weren't allowed to see it ... The school also wrote to the IEB (Independent Examinations Board) to say that the one poem ... was inappropriate for Grade 12s ... the school doesn't offer Computer Applications Technology [as a subject] and parents are encouraged not to provide computers to their children."*
- *"... [at some school]) they [the teachers] are only there to earn a salary."*
- (Another participant continues): *"They are only there to teach the rules and ... and they don't really think about what happens after the [last] exam paper. So, the children, I think, ... they go to school, they are taught a subject according to the subject assessment guidelines or whatever, they follow that and that's that. And then the children write the exam and then it's goodbye, there you go. I don't know if they ... actually input more into the child ... invest more into the child ..."*
- *"You have those teachers [who have been in one place for about 17 year]) and they just do their thing. You know, the same thing they did 17 years ago."*

- *“I think you do get dulled if you do the same thing for too long.”*
- *“That’s the sad thing of people who don’t want to be open minded. And I am sorry to say so, but I specifically mean don’t WANT to be open minded.”*

#### **5.4 Theme: The learners**

The following interesting insights were shared during the focus group discussion regarding learners today, what they want, and also how the textbook can become more relatable across various ethnic groupings. The focus of this theme is on the perspective of learners, from the teachers’ perspective.

##### **5.4.1 What learners want**

This category focuses on gathered data which related to the needs of the learners, as perceived by the teachers. According to the gathered data, learners want topics that are immediate, new and relevant to their world, and, Facebook (or other social media) might hold clues to what those relevant and new topics are.

- *“... [some textbooks] ... you get to a theme like ‘children’s parties’. Who in Grade 8 still wants to have a childrens’ party!? If you take a theme like ‘computers’ or ‘cellphones’ or things like that ... ‘pets’ – children are big on animals. ‘Social awareness’, that is important to children. If you can tap into what is important to them ... ”*
- *“... things that aren’t everyday type things [like strange places and animals] in which the children are interested.”*
- *“... for example whales and dolphins, no matter how many times you talk about whales and dolphins, there’s a mysteriousness surrounding a whale and a dolphin about which you can always talk and the children are crazy about it.”*
- *“They are looking for something different.”*
- *“You know, if I compare what children today are exposed to...? If you think about Facebook and all that information that rolls out the whole time. These children get new information almost every second ... new information ... ”*
- *“They want immediate things ... they are looking for variation, they are looking for lots of different things. And on Facebook, if you look at what comes up most, it’s your*

*environmentally friendly things: cute animals, dolphins, whales, all those pictures and things. And then your philosophical stuff, your psychological sayings, those feel-good things ... that come up the whole time ... it wouldn't be on Facebook if there wasn't a longing for it."*

#### 5.4.2 Relatability of the textbook

In this category the analysis showed that the visual cues in the textbook needed to be adjusted in order to be racially representative, and also that the universal nature of the themes made the content of the textbook universally relatable.

On being asked their opinion on how accessible the textbook is to the different cultural groups within South Africa:

- *"Yes, what I think you can do is, like that white hand with the pencil, just make it a black hand."*
- *"Yes, make it a bit darker ..."*
- *"Yes, so that when someone pages through the book, then ... they're going to look for things like that ... you need to make it more representative [of all racial group]) so that everyone can identify with it."*

Commenting on the relatability of the content:

- *"You have to write about that with which you are familiar."*
- *"Yes, but it will be easy [to relate], because your topics are universal, so if you talk about relationships and have a picture of two black people, then immediately that group can relate. Or you can put in two pictures."*
- *"If you include them (multi-racial pictures) then suddenly everyone feels included, but if you leave it out ..."*

#### 5.5 Theme: Standard textbooks / notes

In discussing standard textbooks or teacher-created notes currently being used, there was one positive and several negative comments made – some things that have worked well and things that do not work well for the teachers and their learners.

### 5.5.1 Positives

A topic that has worked well for teachers in the past includes interesting and unusual places around the world:

→ *“... then you work out modules for them (learners) ... in my six months [in these self-created modules] I now did interesting places of the world, like an interesting lake in Australia ... the Tomsin lake where there are these large frozen bubbles and all these places, and the children love it, because they have never seen anything like it before. Now we look for photos together ... then we get to the block fish and goats that climb trees in Morocco and all these wonderful things.”*

### 5.5.2 Negatives

Data showed that poor buy-in from both teachers and learners, irrelevant themes, too much work to cover in a year and random / poorly structured textbooks were problematic for teachers when using traditional, currently available textbooks.

→ *“You know that’s the problem I have with many textbooks. You pick up the textbook and start working with it and then you lose hope, because you ... you don’t believe in what the person in the textbook is trying to convey to you and it ... it isn’t user friendly and so on.”*

→ *“And some of the stuff doesn’t make sense or it is outdated ... So there’s those things that in the end make you decide to just throw down the textbook and decide, then I’ll just make my own notes.”*

→ *“... [What makes one lose hope in a textbook ] is the reaction you get from the children, the buy-in of the children, you know. You’ll start. I always give a textbook a chance. We have done it many times, then we buy a textbook and you start running with it and after about a month or so you realise, but this textbook is actually ... it’s a mission to get through it.”*

→ *“The children don’t respond positively or effectively on the work you are trying to convey. In other words it gets like you are in Egypt and you are having to crack the whip to get people to carry this big rock so that they can build something, a pyramid, so you ... it gets more and more like cracking a whip rather than people being eager to do the work.”*

→ *“... [the children react negatively because] ... of [a lack of] relevance.”*

- (The above continued by another participant): “... *I think, yes. I think it’s really about the content of the textbook, the content and what it offers the child, to the reader and the presenter.*”
- (The above continued by another participant): “... *Also the teacher, if the teacher is negative, then the children are immediately also going to be negative.*”
- “*Another thing I have against a textbook is that you buy it at great expense and then you can never get through the whole thing in a year. If I buy a textbook, I want to finish it in a year.*”

Regarding the explanation and practise of grammar constructs in traditional textbooks:

- “*And the thing is, we all want an explanation of a certain grammar aspect [in the textboo]) and after that we want exercises that are based on that [construct] so that they can practise. But most of the textbooks explain very little and then they ask ... other things that we haven’t even dealt with yet and how must the children do those [exercises] then? So before you can do the exercises you have to first explain the other things that aren’t in the textbook ... or maybe five chapters later ...*”

Discussing textbook-type written or oral assignments:

- “*They are sometimes very random ...*”
- “*It is random, it’s usually random topics that have nothing to do with the language work we have done in class.*”
- “*It’s usually something like ‘my holiday’ ...*”

## **5.6 Theme: Academic content**

In this section all the comments relating to the academic nature of the textbook are set out. Comments regarding the academic content were mostly made when we read through and discussed the example chapters, but some other comments regarding the academic content were also made towards the end of the discussion. The data in this theme relate to the content from a purely academic / teaching point of view, i.e. relating to the teaching of the subject, Afrikaans First Additional Language. The categories include the following: positive comments, corrections of mistakes, suggestions, and, comments regarding the academic difficulty level of the textbook content.

### 5.6.1 Positives

According to the collected data, the positive aspects of the textbook were the inclusion of assignments of a visual nature, the extra reading material at the end of each chapter, the fact that the grammatical structures are explained in full (in English) and are methodically worked through in a well-structured manner.

- *“Your exercises, here where you say ‘make a collage’, that is so in their realm. The collage you are going to get from them is going to be absolutely fantastic, because you are speaking to where they are. If you give them something visual to do, you will get something fantastic from them.”*
- *“And what is also important, I like the extra reading material, so that the children keep reading.”*

Relating to the criticism against traditional textbooks that don't fully explain a grammar construct and also randomly test constructs not yet explained:

- *“That's why your book is so good, because it has everything [grouped] together.”*

Comments relating to the English explanation of grammar constructs:

- *“I like your English explanations [of grammar constructs].”*
- *“I love it.”*
- *“Can I be honest? You know how against this I was ... like when you teach Afrikaans you should speak Afrikaans in the class. Because that is how you learn any other language. But as a result of my geographical location I had to switch over to [explaining in] English. And now I speak a lot more English in my class ... unfortunately ... only for explaining.”*
- *“I agree ... otherwise they won't understand if you are explaining ...”*
- *“I am not against it at all.”*

### 5.6.2 Corrections and suggestions

The data pointed out a few mistakes in the textbook and also suggested that certain adjustments can be made to the textbook to firstly, ensure that the exercises are well-

understood, and secondly, to expand on topics in the textbook further and having such topics extend to such an extent that they in fact overlap with another academic subject (such as Maths or Biology). It is also clear from the data that the teachers are conscious of the use of specific fonts for ease of reading by dyslexic learners, though no consensus was arrived at during the focus group discussion regarding which font is best.

- *“Um ... tell me ... for a diary entry, must you write ‘regards’? We teach our children to not write ‘regards’.*
- *“Won’t it be easier to understand who the two characters [in a role play] are if you maybe make the words ‘journalist’ and ‘expert’ bold?”*
- *“Are both ‘a’ and ‘b’ (Afrikaans term for role play) accepted?”*
- (The above continued by another participant): *“I only know ‘a’.”*
- (Again continued by another participant): *“We only use ‘a’ not ‘b’.”*
- *“Where are your instructions on prepared reading? Can you please add something to that? Prepared reading, the children need to please hold their texts here (chest height), because they all read here (in front of their faces).”*
- (The above continued by another participant): *“And an introductory sentence before they start reading.”*

Relating to a comprehension test about birds:

- *“What stops you from telling them, go to your garden, go and see what types of birds you see in the next 24 hours. Come, let’s make a list, let’s find out some more about these birds.”*
- (The above continued by another participant): *“Yes, and then you do tables and write down how many varieties of each bird you saw ... and you come back with statistics ...”*

Relating to the number of exercises to practise grammar skills and constructs:

- *“What happens is your strong class whizzes through all the exercises and then they sit and wait. They want more ... and then you’ve gone through all the exercises and you must wait for the weaker class ... because they are still struggling through the first*

*exercise. So many times that happens and you don't have enough exercises to keep them busy with. So, maybe additional enrichment."*

→ *"So what (the previous participant) is saying is that if there are extra exercises, then not everyone has to do it."*

→ *"Yes, there have to be lots of exercises, but the children are overwhelmed by exercises."*

→ (The above continued by another participant): *"Yes, pages and pages!"*

→ *"The moment you give them a whole lot of pages to do, they just give up hope ... [rather] when you as teacher mark the work and you can see this child needs to practise some more, then you say to him at the end of the exercises, as an addendum, here are more, go and do these for me."*

Relating to the font and ease of reading for dyslexics:

→ *"Personally I like calibri (font) ... dyslexic children can't read it."*

→ *"I like cambria (font)."*

→ *"Do you know which one also reads well? ... MV Boli (font) ... The dyslexic children like that one."*

### 5.6.3 Difficulty level

The analysis shows that while there is concern about certain texts being too difficult for the learners, a higher difficulty level can also be seen as advantageous because it provides an opportunity for stronger learners to assist struggling learners and it is also indicates that setting higher expectations often means that a higher expectation is met. According to the gathered data, mediating factors of a higher difficulty level are as follows:

- If the teacher is comfortable and familiar with the format (possibly through the use of a teacher's guide) he / she will transfer the knowledge of the format to the learners.

- The series of textbooks can start at an earlier grade, which means that by the time the learners use their Grade 8 textbook, they are completely familiar with the textbook and its format.
  - The textbook can also start with an easier first chapter and slowly increase in difficulty.
  - It is important to remember that a textbook is not a test, but a resource in learning and is facilitated by a teacher.
- *“But I’m looking at, at this and some of them will really struggle with this, as a result of the area we are in ... If I take this communicative section, it’s above their capabilities.”*
- *“If you set an expectation, the children normally rise to it. So, for me, I think it’s fabulous, because of the way we teach the primary school children, they should be able to do this in Grade 9, with a bit of support.”*
- *“This is also an opportunity for your stronger learner to help a weaker learner ... and that is educationally a fantastic aspect.”*
- *“I would say one way in which to solve the problem [of difficulty], is to understand the format (layout of the textbook). As soon as the children understand the format and realise, ‘OK, the first column is the names, the second column is the discussion and the third column is there to help you understand that discussion’.”*
- *“... it is also a part of your preparation as the teacher to make it (the layout) as user friendly as possible for them.”*
- *“Maybe you can consider including a teacher’s guide with your ... textbook.”*
- *“So, if you take this book and work, you start for example with a Grade 6 textbook, and you start at a lower standard and work your way up, then it shouldn’t be a problem.”*
- *“Maybe you should just ... your first chapter ... make the first passages a little simpler, so that they don’t get a fright. And as it progresses, it becomes more difficult.”*
- *“It’s not a test. The teacher is going to go through the thing with the learners. You are going to guide them to understand what is going on here.”*

## 5.7 Summary

A good section of the data collected relates to the unique approach of the textbook, its themes and its assignments. Positive comments were made and concerns were raised, but importantly, suggestions for overcoming possible difficulties were also made.

The unique approach of the textbook was identified as the “hidden curriculum” by a participant, which led to a lengthy discussion about the definition of the hidden curriculum, how it is taught by effective teachers and also how teachers might incorrectly go about teaching the hidden curriculum.

Further data, relating to learners in general, touched on the topics that learners enjoy, the type of world they are living in and also the relatability of the textbook, specifically as far as ethnicity is concerned.

In discussing the new and unique textbook, a natural comparing of the new textbook with existing textbooks was to be expected. Topics that arose in this theme related to topics within teachers’ own notes which worked well and the specific difficulties and frustrations teachers have with the traditionally available textbooks. These included poor teacher buy-in, poor learner buy-in, irrelevant topics, the feeling that the amount of work in the textbook could not be done within a year, and also the perception that traditional textbooks are often poorly structured.

The last theme that came under discussion was the academic content of the textbook. The participants shared what they liked, pointed out errors, made suggestions and commented on and discussed the difficulty level of the content of the textbook.

An honest and meaningful focus group discussion led to the gathering of a good amount of data. These data now provide an opportunity to affect the adaptation and development of the textbook, as well as future textbooks of this nature. These data also provide important information which will inform and shape recommendations regarding the future use of the textbook by schools and educators.

A detailed, interpretive discussion of the findings follow in Chapter 6.

## CHAPTER 6: DISCUSSION AND CONCLUSION

### 6.1 Introduction and contextualisation

In this study a textbook was developed that is not only meant for the instruction of Afrikaans as First Additional Language, but that also incorporates the principles and interventions of Positive Psychology (PERMA / Well-being theory) and Wellness. The motivation behind including these principles and interventions is to modify an existing structure (language instruction) in order to have the added purpose of improving well-being and, as such, to contribute towards improved academic performance and decreasing the likelihood of the development of depressive symptoms in a positive versus a mere deficit approach and practice.

This chapter contains a discussion of the qualitative results in general, but also a look at the implications of these findings, both in general and in more specific terms, i.e. for the textbook. The chapter further includes a section on the limitations of the study and textbook development and recommendations are also made as directions for future research and for textbooks with similar aims.

### 6.2 Discussion of the qualitative findings

The themes, categories and sub-categories and how they were arrived at are clearly set out in Chapter 5. What follows is a more detailed look at each of the themes that arose from the focus group discussion.

#### 6.2.1 The uniqueness of the approach

The participants were asked what they notice about the textbook in general, the themes and also the oral and written assignments. Even though I had prepared more leading questions to get the participants to discuss the personal nature of the content, they were not needed, as the participants very quickly and with ease arrived at the conclusion that the focus of the textbook is on the learner as an individual and that the majority of the content relates to the subjective experience of the learner.

The nature of the oral and written assignments were described as “positive”, a type of moral compass, “relevant” and “timeless.” While developing the textbook I had the notion of the assignments as being simply Positive Psychology Interventions (PPI). The participants,

however, had the interesting insight that the assignments provide the learners with an opportunity to reflect on the theme and lessons of the chapter and then “give back” their interpretation to the teacher while internalising what was learnt through the experience. This is an excellent example of McLeod’s (2015) observation that qualitative research, as opposed to being directed by the “expert” researcher in quantitative research, places the emphasis on the voice of the research participant, making them the “expert” as it were.

Another insight I did not arrive at of my own accord, but that was encouraging to hear from the participants, was that they felt the unique and personal nature of the textbook would not only benefit the learners, *but also* the teachers, providing they are open to the experience.

During the discussion participants would often state a problem which would be followed up by general discussion and usually end in one or more participants providing a possible solution to the problem. One such example is the case of it possibly being unrealistic to expect a Grade 8 learner to be able to self-reflect effectively. There was much agreement and examples given when this statement was made, but without any interference from myself, the group spoke of means by which the learner could be helped to practise self-reflection and eventually the conclusion was made that, though it is, developmentally speaking, difficult for a Grade 8 learner to self-reflect, it is a skill that does need to be taught and that should improve with practise.

Comments such as, “*We are in a position where we are teaching children who will use nothing of what we teach them ...*” and “*... your book instead forms the person ...*” were indicative of an appreciation of the importance of not only teaching a subject, but also understanding the learner as a whole and playing a part in the development of a child towards a well-functioning person and eventual adult. This broader view of teaching along with the comment, “*Your themes are your hidden curriculum,*” led to an unexpected and revealing discussion about the hidden curriculum which is discussed next.

### 6.2.2 The hidden curriculum

This topic of discussion focuses on the importance of the role teachers play above and beyond their role as educators of a specific subject and therefore runs parallel to the development of a textbook with a double aim: to teach a subject *and* educate for well-being.

The fact that I did not foresee this topic arising during the focus group discussion tells me that I underestimated my participants and possibly teachers in general.

One of the most apt descriptions of this role of teachers by a participant was as follows:

*“See, as teachers, our duty is to educate children. We use, in our circle, we use language as our vehicle, but ... the children make use of this vehicle to a certain stage, then they leave it behind and move on. You know, in Grade 12, they drop the vehicle of Afrikaans First Additional Language and then they have to move on. And lots of children won’t use Afrikaans again, or they will use it very little, but you still educated them for those six or seven years. And that education is what they will take with them.”*

The focus of this hidden curriculum, according to the participants, is preparation for the future and teaching learners to make their own decisions based on the knowledge and skills they have acquired. In order for teachers to effectively prepare learners for the future, the participants felt that teachers need to be aware that the future is uncertain and very much unknown. According to one of the participants: *“That is what we should strive for, to prepare the child for a future that we know nothing about.”*

Emphasis was also placed on developing learners’ confidence, courage and willingness to take risks. Some participants shared the specific emphasis the hidden curriculum has at their schools, which led to the question: Does your school have an overtly expressed hidden curriculum? In other words, does your school have specific personal traits, morals or skills it emphasises and that teachers are expected to reinforce? One of the three schools represented in the focus group discussion has overtly expressed focus areas (values), such as communication, creativity, respect and reciprocity. Another school has a covert focus on critical thinking and empowerment which may soon be expressed overtly to staff (as was the feeling of the participant from that school). The third school had no such specific focus on specific traits or skills, though the participants from the school reported that almost all the teachers teaching there were individually teaching their own hidden curriculum in order to prepare the learners for their futures.

While I did not expect the topic of the hidden curriculum to emerge in the discussion, the fact that it did, reinforced for me the importance of incorporating it formally into a textbook. The fact that the topic arose naturally, confirms the need for this type of education in all school

subjects, in that at least some teachers are clearly (as seen in this qualitative study) aware of the need to teach beyond their formal subject curriculum.

The participants further believed that, in scenarios in which teachers do not view their role as educators as universally as the participants did, learners could quite possibly still benefit from the well-being education in the textbook without direct support from the teacher. The converse of this is, as discussed during the focus group discussion, that teachers who believe they need to educate learners for life and the future, but having no formal basis on which to do this, or a school-wide agenda to follow, revert to what is most familiar to them: the way they were brought up and what “worked” for them. This, according to the participants, could lead to outdated ideas and overly protected learners who are not prepared for the reality of this (and the future) day and age.

Moving ahead, and in light of possible future subjects and school grades incorporating this hidden curriculum overtly in textbooks, one does need to consider what the hidden curriculum should include in order for it to be not only effective, but also acceptable and meaningful to different age groups, individuals, cultures and religions; especially within a country as diverse as South Africa. The participants’ comments referring to the themes of the textbook in question as “universal” and “timeless” are indicators of the long term effectiveness and applicability of using the universal character strengths identified by Peterson and Seligman (2004) as central themes.

### 6.2.3 Keeping up with learners’ needs and context

Two important warnings regarding the learners’ perception of the content of a textbook, from the perspective of the participants, are to not underestimate the interests of the learners (for example judging them “younger” than they are) and to beware of outdated content. The agreement was that adolescents enjoy topics relating to technology and current affairs, but unfortunately these are also topics which date textbook content extremely quickly. It was therefore agreed upon that content relating to these topics are best sourced and used at the discretion of the subject teacher.

In light of the above, more timeless topics, as suggested by the participants are: animals, social awareness, being environmentally friendly, interesting places around the world and “feel-good” content (such as stories of heroism, good deeds and shared wisdom).

As for the the degree to which the textbook is universally relatable, the participants felt that the content was universal, but that attention needed to be paid to the visual cues in the textbook, making them more ethnically representative. It was with much dismay that I took note of this last point, as it did not cross my mind to check on the ethnicity of the people in the pictures and photos I was using. As I was using pictures and photos from [www.pixabay.com](http://www.pixabay.com), which is a German-based company, the majority of the pictures and photos on the website are of white individuals. The feeling from the participants was that including pictures of all races would be almost “unnoticeable,” but, on the other hand, not including pictures of all races (at least within South Africa) would immediately draw attention and cause the racial groups not portrayed to feel excluded.

#### 6.2.4 Standard school textbooks / teachers’ notes

It is noteworthy that the positive comments in this theme were *only* related to notes that teachers created themselves. No teacher had any positive comments to make about standard, currently available textbooks for Afrikaans First Additional Language. The positive comments teachers made about their notes related to topics that work well, such as animals and interesting places around the world.

Complaints about available textbooks included that they are tedious, have irrelevant topics that learners cannot relate to and also that the available textbooks have too much content to work through within a year. Another one of the complaints regarding available textbooks relates back to my reasons for creating my own textbooks, starting long before this study – they are poorly structured. Four out of the five participants no longer wish to use commercially available textbooks and in stead rely on teacher-created notes, either self-created or created by another teacher within their school. The fifth teacher has no say in what textbook is used in her subject (her subject head makes that decision), but she is not satisfied with the textbook she has to use.

#### 6.2.5 Academic content

Academic content (within the textbook created for the purposes of this study) specifically pointed out as favourable, were exercises of a visual nature (such as creating a collage), the extra reading material at the end of every chapter and the fact that they perceived the textbook as well-structured and in logical sequence.

The use of English to explain Afrikaans grammatical structures is controversial and one participant even told the group that she used to be against this, but has since changed her mind and the way she explains, due to necessity. The participants shared that they explain grammar in English in order to be understood, but limit English to only that – explaining. The reason I chose to explain the constructs in English is because I also found, in teaching Afrikaans to English home language speakers, that explaining something as technical as a grammar construct in the target language when the target group (learners) have a very poor vocabulary, is very ineffective. Another book often used as a resource by Afrikaans First Additional Language learners, is the Afrikaans Handbook and Study Guide (Lutrin, 2009), which also explains grammar in English. This is, however, not a textbook and it does not include any exercises. As expressly stated by the author, it is to be used in conjunction with other textbooks as an additional resource.

Another example of the focus group participants stating a problem and then arriving at a solution themselves occurred when a participant commented, very early in the discussion, that a text from the middle of the textbook (as an example chapter), was too difficult for Grade 8 learners. After some discussion, the participants came up with mediating factors for the difficulty level of their own accord: start with an easy chapter and then slowly increase difficulty throughout the textbook, start with a textbook for Grade 6 so that they are used to the format and level, have teachers carefully explain and help learners become familiar with the format and structure of the textbook, and, create a teacher's guide. In the discussion comments were also made favouring a textbook with higher expectations, stating that higher expectations are most often met by the learners and that a more difficult text, for example, provides an educationally sound opportunity for a stronger learner to help a student struggling to understand.

Again, a process of problem statement and the generation of a solution occurred when the participants spoke of having enough exercises to practise a grammar construct, but not too many to overwhelm the learner. The suggested solution was to create an additional chapter (Chapter 13) consisting of only grammatical exercises, followed by a memorandum; the idea being that a learner who feels the need for more practise can complete and mark the work, without there being any additional strain on the teacher.

The corrections the participants suggested be made to the textbook related to incorrect words or phrases and suggestions on making instructions more clear to the learners. One suggestion made in the focus group discussion led to the inclusion of a new section within the textbook which appears in most chapters: experiential learning (see Section 11 under 4.2.4). This suggestion was made subsequent to looking at one of the example chapters which starts with a comprehension test infographic about birds. A participant suggested that learners, after doing the comprehension test, go out and do some bird watching, while making notes on the number and types of birds they see. Another participant contributed to this idea by then suggesting that this is an opportunity for cross-curricular learning and that learners could then summarise their findings in a table.

This suggestion not only led to the inclusion of a new section in the textbook in which learners are encouraged to practise what they have learnt in a different setting, but also pointed out to me the importance and multi-faceted nature of working cross-curricularly. The textbook created for the purposes of this study from the outset had two layers to it: firstly a layer relating to teaching and learning Afrikaans First Additional Language, and secondly, a layer relating to topics and exercises promoting well-being. The focus group encounter and this suggestion of watching birds and then summarising results in a table, added another two layers to the textbook: a focus on nature and Biology / Life Sciences (identifying bird species), but also Mathematical Literacy (use of a table and numbers). Above and beyond the extra two layers, this suggestion is intriguing, because it is foreshadowing a much more open-minded view on subject curricula and inter-curricular involvement and cooperation. At the same time I feel this study (in its own right) is another example of inter-curricular cooperation: while my interest is predominantly Positive Psychology, my study has been led, or has evolved, into the realm of Education as a delivery system for my intervention to improve well-being. With the amount of trepidation I have experienced venturing into an unknown field of study, I am intensely aware of the question that is emerging: how much knowledge and insight is lost through an unwillingness to step outside our perceived boundaries of expertise? As James Pawelski said in an interview (in Jarden et al., 2013, p. 289): “A rich understanding of human flourishing and an effective cultivation of it require the insights and collaboration of all scholarly disciplines with their robust methods of inquiry.”

### 6.3 Implications of the findings for the textbook development

The suggestions and corrections made by the focus group participants that have directly influenced the textbook are as follows:

- A clear explanation of the structure and format of the textbook and its different sections at the start of the book.
- Including ethnically representative visual cues.
- An extra chapter (and memorandum for that chapter) for additional practise of grammar constructs.
- Incorrect words or phrases used, corrected.
- Adding additional instructions or making current instructions clear.
- Experiential exercises in which learners delve deeper into a topic and relate what they have learnt in a different setting / manner.

The suggestion made by the participants which I specifically did *not* use to adapt the textbook, is to not overtly state the character strengths / themes for each chapter. While I understand their concern regarding sounding “preachy” and “putting off” certain groups, having investigated the incorporation of character strengths into the culture of a school, such as at St.Peter’s College or Geelong Grammar School (Norrish et al., 2013; White & Waters, 2015), I know that familiarity with the character strengths as they relate to the learners personally and socially, creates a “common strengths-based language”, as Williams (2011) puts it, with which all learners, teachers and even administrative staff are comfortable.

The focus group discussion which formed the basis of the qualitative research for this study was of enormous value to me, personally, professionally and also as a researcher. Personally, because it was clear to me that I had underestimated the participants, my colleagues, something that has sparked much self-reflection for me. Professionally, because I learnt a great deal about the teaching profession from experienced and clearly insightful teachers. As a researcher the discussion was of great value to me, because of the wealth of information shared so honestly and willingly. The input I received from the focus group discussion influenced the textbook for this study and also raised many questions worth looking into in future research.

Comments made by the participants relating to the ease with which the chosen font can be read, especially for dyslexic learners, has highlighted the need for further research on this topic before a final decision can be made.

#### **6.4 General implications**

The qualitative findings have revealed that at least some teachers are aware of and consciously attempt to prepare learners for life beyond school, above and beyond the instruction of a school subject. Understandably some teachers are more adept at this than others, especially considering that many teachers work in schools with no clear directive to guide such “life-teachings”.

A textbook which incorporates this type of hidden curriculum formally into a textbook eases willing teachers into topics which are universal and timeless, and, could possibly even benefit the learners in cases where teachers refuse to take on the dual-role (of subject *and* life educator) and prefer to simply teach an academic subject. The latter is especially important if one aims to reach a large audience of learners, theoretically, all Grade 8 learners within South Africa. Resources, both human and physical are spread thin in South Africa (Lehohla, 2016) and it would be almost impossible to rely on the training of and buy-in from thousands of teachers across the country. The fact that important information which could possibly improve the well-being of learners across cultures, religions and provinces lies within a “standard” Afrikaans First Additional Language textbook (which theoretically could be easily available to all learners) could be a powerful tool for change, betterment and general well-being.

#### **6.5 Limitations and recommendations**

One of the limitations of the findings, based on the focus group discussion, is both the small size of the focus group (five) and also that all the participants were at the time of data collection teachers at private schools. Though all the participants have, at some point, taught at public schools, it would be advisable for similar and follow-up studies to also make use of a sample from the population of public school Afrikaans First Additional Language teachers.

A key limitation to this study, and specifically the design of the textbook as a means to improve well-being, is the use of the subject, Afrikaans First Additional Language. The very fact that grammar constructs need to be explained in English in this textbook emphasises the

fact that the learners of the subject have a limited vocabulary in and understanding of the target language. The effectiveness of having learners discuss, write about and learn about personal strengths, experiences and possibilities in their second (or third) language could very well be frustrating to them and hinder the effectiveness of the PPI (Positive Psychology Interventions). It is my view, however, that PPI can be incorporated into every school subject and every school subject textbook. It would be of great interest to develop, for example, an English Home Language textbook with a similar well-being promoting approach and then compare them both qualitatively and quantitatively with regards to their well-being outcomes. At the same time, an interesting topic of research might be the influence of such positive, well-being topics on the attitude of learners towards the subject itself.

A natural follow-up on this study would be to empirically determine the effectiveness of this type of PPI-incorporating subject textbook to improve the well-being of learners. This could be done using the textbook developed for the purposes of this study, or possibly a similar textbook developed for another academic subject. Similarly, a qualitative study on the subjective experiences of learners to the textbook would also provide valuable insight and possibly help to further guide such textbook developments.

While the character strengths identified by Peterson and Seligman (2004) are universal and should therefore be acceptable cross-culturally, it would be of great value to determine the universal, cross-cultural acceptability and effectiveness of the various PPI developed thus far. In a study in South Africa, Van Zyl and Rothmann (2012) used a PPI in a study which aimed to increase the happiness of university students. The majority of the participants in their study were Sesotho speaking and the intervention proved to be effective. Unfortunately, the PPI used in Van Zyl and Rothmann's study was the identification of and conscious use of character strengths – already determined to be universal in nature. Similar South African studies using PPI such as mindfulness, writing about one's best possible future or the "what went well" exercise (writing down what went well on a particular day) would go a long way towards shedding a light on the effectiveness of such PPI as it applies to varying cultural groups.

The focus group discussion and the suggestion of having learners extend the topic and their skills into other subject areas begs the question: To what extent are subject teachers currently working inter-curricularly? Some research on this inter-curricular cooperation in schools is

available (Lo, 2014; Sabitzer, 2013; Savage, 2012), but not much in this line of research can be found to have been done in South Africa. A content analysis might also be useful to establish to what extent school subject textbooks are currently allowing for this broader, cross-curricular view of teaching.

It would further be interesting to see, and important to note, how many teachers in private schools use standard textbooks and how many prefer to make and use their own notes (and why); and in public schools, how teachers really feel about the textbooks they are required to use and how many feel they need to augment their teaching with self-created notes because of a lacking or confusing textbook. If the trend found in the small sample in this study is continued to a large extent in both private and public schools, it is worth taking note of teachers' complaints and suggestions, lest inferior and/or confusing textbooks hamper the process of learning for learners.

## **6.6 Summative conclusion**

Since Seligman's inaugural address and plea for psychological researchers to not neglect the realm of optimal human functioning, much debate, thought and research (both quantitative and qualitative) has driven the paradigm of Positive Psychology and even extended into other academic terrains, such as economics, philosophy, neuroscience and organisational sciences.

While (and possibly because) the paradigm developed quickly, along with interventions focused on improving well-being across the different spheres of life, it has largely lacked a clear theoretical framework within which to conceptualise and understand its interventions. It has taken some time and various previous attempts, but the DPF-5 (Five Domains of Positive Functioning) approach seems to be the most successful of these to date. It might, however, be worthwhile to focus some attention on a comparative study of the DPF-5 and previous attempts to come up with a framework for PPI, as differences and similarities between these might highlight where the newest framework is still slightly lacking.

Three things emerged clearly from the literature review in this study: Firstly, that Positive Psychology and Positive Education researchers agree that there are several PPI that have a significant impact on positive affect, well-being, quality of life, depressive symptoms and achievement, secondly, that there are gaps in the knowledge we have about how teachers think and feel about PPI in the classroom (specifically *before* they are required to apply such

interventions), and lastly, that while Positive Education is proliferating, there is not yet a textbook (for any regular academic subject) which incorporates into its subject content many different PPI and topics relating to Positive Psychology.

By developing a subject textbook in which the topics, principles and PPI of Positive Psychology are seamlessly incorporated within language learning content, this study addresses the shortcomings identified above. Such a textbook would make Positive Psychology accessible to all, especially considering this approach being made possible for all school subjects in the future.

Furthermore, the focus group discussion in this study, and the resulting data, shed light on the views of experienced teachers regarding their role as potential facilitators of Positive Education. The data also served to elucidate teachers' perspectives on textbooks in general and the role of educators as extending beyond merely teaching a subject, but in fact educating and preparing learners for a future which is uncertain and unknown. From the discussion it became clear that certain schools (and teachers) have specific skills, values or goals which they try to impress upon their learners, while others either have no clear direction beyond the teaching of academic subjects, or follow their own vague ideas as to what skills and values might be of use to learners as they progress into adulthood. These data emphasise the need for a clear and empirically sound approach to teaching what the focus group participants so eloquently termed, "the hidden curriculum" across schools in South Africa. At the same time it is also important to do this in a way that does not overburden an educational system with minimal resources or professionals whose role (and work load) so often gets taken for granted.

I conclude with a quote from a TED-talk by Shawn Achor (2011, 4:58), which summarises my sentiments and hopes for Positive Psychology and Positive Education in South Africa:

If we study what is merely average, we will remain merely average ... [but] maybe we can glean information [from studying the exceptional], not just how to move people up to the average, but how we can move the entire average up.

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## ADDENDUM A

### Copy of emails granting permissions for the use of materials (cartoons and articles)

**From:** "Marianne Gush" <mbotha@mail.lagged.za.net>

**Sent:** 02 July 2015 11:57 AM

**To:** kobus@komedie.co.za

**Subject:** Gebruik van strokies

Goeiedag

Ek is Marianne Gush en ek is tans besig met my Meestersgraad in die Sielkunde by die Universiteit Stellenbosch.

As deel van my tesis ontwikkel ek 'n Afrikaans Eerste Addisionele Taal handboek wat die beginsels en oefeninge van die Positiewe Sielkunde weerspieël. Soos enige ander taalhandboek, moet myne visuele begrip -oefeninge insluit, maar ongelukkig is dit bitter moeilik om visuele inhoud te vind wat ek mag gebruik. Ek het al die toestemming van Chris Madden gekry om sy materiaal te gebruik, maar ek wil graag vra of ek jou "Idees Vol Vrees" strokies ook mag gebruik.

Dit is vir nie-kommersiële gebruik en sou ek ooit in 'n posisie wees om die handboek kommersieel beskikbaar te stel, sal ek natuurlik kontak maak en vir die nodige toestemming / ooreenkoms vra.

Ek sal dit baie waardeer as u my aanvraag ernstig sal oorweeg en ek sal natuurlik ook u besluit respekteer.

Kontak my gerus sou u meer inligting oor my tesis/handboek verlang.

Vriendelike groete  
Marianne Gush

---

**From:** kobus@komedie.co.za <kobus@komedie.co.za>

**Date:** 2015-07-02 13:01 GMT+02:00

**Subject:** re: Gebruik van strokies

**To:** mg@lagged.za.net

Haai Marianne

Als in die haak.

groete

**Kobus Galloway**  
*Idees Vol Vrees*  
Komedia Media cc  
[www.komedia.co.za](http://www.komedia.co.za)  
"Alles wat snaaks is!"

**On Thu, 2 Jul 2015 at 11:48 Marianne Gush <mbotha@mail.lagged.za.net> wrote:**

Goeiedag

Ek is Marianne Gush en ek is tans besig met my Meestersgraad in die Sielkunde by die Universiteit Stellenbosch.

As deel van my tesis ontwikkel ek 'n Afrikaans Eerste Addisionele Taal handboek wat die beginsels en oefeninge van die Positiewe Sielkunde weerspieël. Soos enige ander taalhandboek, moet myne visuele begrip -oefeninge insluit, maar ongelukkig is dit bitter moeilik om visuele inhoud te vind wat ek mag gebruik. Ek het al die toestemming van Chris Madden gekry om sy materiaal te gebruik, maar ek wil graag vra of ek jou "Die lewe is 'n kaaskrul" -strokies ook mag gebruik.

Dit is vir nie-kommersiële gebruik en sou ek ooit in 'n posisie wees om die handboek kommersieel beskikbaar te stel, sal ek natuurlik kontak maak en vir die nodige toestemming / ooreenkoms vra.

Ek sal dit baie waardeer as u my aanvraag ernstig sal oorweeg en ek sal natuurlik ook u besluit respekteer.

Kontak my gerus sou u meer inligting oor my tesis/handboek verlang.

Vriendelike groete  
Marianne Gush

---

**From:** Willem-Jan Olwagen <w33j33@gmail.com>  
**Date:** 2015-07-02 12:25 GMT+02:00  
**Subject:** Re: Gebruik van strokies  
**To:** mg@lagged.za.net

Hi,

Dit is doodreg met my; gebruik hulle gerus, en ons kan weer praat as die doeleindes kommersieel raak.

My cartoons kan afgelaai word by <http://www.kaaskrul.com>, maar as jy 'n hoër kwaliteit weergawe van 'n cartoon nodig het, stuur vir my 'n e-mail met die laer kwaliteit cartoons aangeheg (of 'n kort beskrywing van die cartoon), dan sal ek die hoër kwaliteit weergawes terugstuur.

Laastens, dankie vir die erkenning, en sterkte met jou Meesters!

**From:** Marianne Gush [mailto:mbotha@mail.lagged.za.net]  
**Sent:** 14 February 2016 05:22 PM  
**To:** Hoezit  
**Subject:** Gebruik van artikels

Goeiedag

Ek is 'n onderwyser en ook tans besig met my Meestersgraad in die Sielkunde aan die Universiteit Stellenbosch. My tesis handel oor die ontwikkeling van 'n Afrikaans Eerste Addisionele Taal handboek wat ook die beginsels van Positiewe Sielkunde integreer (sielkunde wat navorsing doen oor strategieë wat vervulling, geluk en sukses bevorder - in teenstelling met die blote vermindering van negatiewe simptome).

Ten einde hierdie handboek te skep, wil ek graag van julle Hoezit-artikels gebruik en wil graag julle toestemming hiervoor verkry. Julle artikels pas perfek by die doel van hierdie handboek omdat dit positief, opbouend en informatief is.

Op hierdie stadium is die handboek vir die tesisdoeleindes. As ek (d.m.v. die universiteit) ooit beoog om die handboek kommersieel beskikbaar te maak, sal ek natuurlik weer kontak maak en die nodige reëlings tref. Ek sal natuurlik erkenning gee aan die bron van die artikels wat ek wel gebruik.

Ek hoop werklik julle sal my kan help! Kontak my gerus vir meer besonderhede by 084 515 3088 of natuurlik hierdie e-posadres.

Vriendelike groete  
Marianne Gush

---

**From:** Mercia Eksteen (HK) **On Behalf Of** Hoezit  
**Sent:** 15 February 2016 10:28 AM  
**To:** Donnay Torr (HK)  
**Subject:** FW: Gebruik van artikels

**From:** **Donnay Torr (HK)** <DonnayT@atkv.org.za>  
**Date:** 2016-02-18 11:26 GMT+02:00  
**Subject:** FW: Gebruik van artikels  
**To:** "mbotha@mail.lagged.za.net" <mbotha@mail.lagged.za.net>

Hi Marianne

Jy is welkom om artikels te gebruik, solank die regte krediet by elke plasing verkyn: naam van skrywer, Hoezit! se naam en datum van publikasie.

Ek is baie nuuskierig oor jou tesis, dit klink interessant en beslis na iets wat ek sou wou lees.

groete  
Donnay

## ADDENDUM B

Three example chapters from the textbook

5. TYE – Dankbaarheid en Waardering

### 5.1 Begrip: Advertensie



**Sterrekykpiekniek**  
met OOG (Orion Observasie Groep)  
en hul teleskope

**12 Jan, 16 Feb & 23 Mrt**  
**Taalmonument, Paarl**

**Piekniek/Picnic:** 18:00  
**Begeleid** .8:30

**Sterrekyk**  
20:00 – 22:30

**Besprekings**  
tel. 021 863 4809/0543  
021 945 3260/072 181 6744

**Geen honde/vure**

**Eie pieknieks welkom**

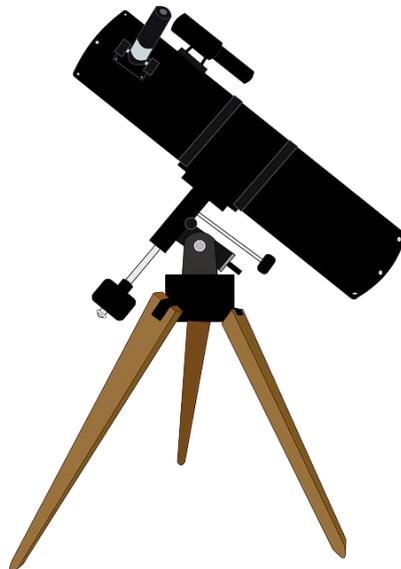
**Volksmond Koffiewinkel:**  
**pieknieks** @ R45–R170  
tel. 021 863 2800

**Onthou jou verkyker & warm klere**

**R25 volwassenes**      **I R10 kinders**  
[kommunikasie@taalmuseum.co.za](mailto:kommunikasie@taalmuseum.co.za)      [www.taalmonument.co.za](http://www.taalmonument.co.za)  
Facebook: "Taalmonument"

- 5.1.1 Wat gaan die mense op hierdie piekniek doen? (1)
- 5.1.2 Waar word hierdie piekniek gehou? (2)
- 5.1.3 By wie kan ek 'n piekniekmandjie bestel as ek nie my eie wil bring nie? (1)
- 5.1.4 Wat is 'n "begeleide toer"? (1)
- 5.1.5 **Haal een woord** uit die advertensie **aan** wat vir ons sê dat daar beperkte plekke beskikbaar is en dat jy nie sommer daardie aand daar kan opdaag nie. (1)
- 5.1.6 Is die volgende stellings **WAAR** of **ONWAAR**? **Haal aan** om jou antwoord te  **motiveer**.
- 5.1.6.1 'n Braai vorm deel van die piekniek. (2)
- 5.1.6.2 Kinders kom gratis saam. (2)
- 5.1.7 By watter webwerf kan jy meer inligting gaan soek? (1)
- 5.1.8 Watter **twee dinge** moet jy onthou om na hierdie piekniek saam te bring? (2)
- 5.1.9 Wie, dink jy, sal na hierdie piekniek gaan? (2)

[15]



## 5.2 Verduideliking: Verlede tyd

<b>Normally</b>	Verb one becomes <b>“het”</b> and the <b>verb moves to the end of the sentence (V2)</b> and gets a <b>“ge”</b> .	Sy sing mooi.  Sy <b>het</b> mooi gesing.
<b>Helping verbs</b>	If you see the following helping verbs, the helping verb will change, <b>but nothing else changes! Don't move the sentence around – simply change the helping verb.</b>  is – was      kan – kon      wil – wou  moet – moes    sal – sou  <b>In other words, the helping verb changes, but is still your verb 1!</b>	Sy kan ook dans.  Sy <b>kon</b> ook dans.  Ek wil die konsert bywoon.  Ek <b>wou</b> die konsert bywoon.
<b>“Het” as a verb</b>	The word <b>“het”</b> can be used as a verb, which means <b>“to have.”</b>  For example:  Ek het vyf katte. (I have five cats.)  As normally done, you add a <b>“het”</b> in as verb 1 and you move the original verb to the end of the sentence <b>BUT</b> in this case the verb <b>changes:</b>  HET → GEHAD	Sy het baie talente.  Sy <b>het</b> baie talente <b>gehad</b> .  Karen het 'n goeie stem.  Karen <b>het</b> 'n goeie stem <b>gehad</b> .
<b>be- ge- her- er- ver- on- ont- mis-</b>	If the verb starts with these letters, it still moves to the end of the sentence, and you still put a <b>“het”</b> in as verb 1, <b>BUT</b> you <b>don't add a “ge-“</b> in front of the verb.  <b>THIS IS ONLY TRUE IF THE VERB HAS MORE THAN ONE SYLLABLE!</b>	Ek geniet die vertoning.  Ek <b>het</b> die vertoning <b>geniet</b> .  Die artikel beskryf iets pragtigs.  Die artikel <b>het</b> iets pragtigs <b>beskryf</b> .  Ek vertel haar van die aand.  Ek <b>het</b> haar van die aand <b>vertel</b> .

<p><b>Two actions...</b></p>	<p>If there are two verbs in the sentence and <b>you can do both at the same time</b> (sit and read), move both to the verb2 space (separated by the “en”) and <b>only the first verb will get a “ge-“</b>.</p> <p>If there are two verbs, but they are <b>done seperately</b> (dance and sleep), <b>both get their own “ge-“</b>, but both still go to verb2, separated by the “en”.</p>	<p>Hy sit na die musiek en luister.</p> <p>Hy <b>het</b> na die musiek <b>gesit</b> en luister.</p> <p>Sy sing en dans graag.</p> <p>Sy <b>het</b> graag <b>gesing</b> en <b>gedans</b>.</p>
------------------------------	---	--

Questions for future and past tense can be asked in **two different ways**:

**A: Herskryf die sin in die verlede tyd.**

*Simply rewrite the sentence in the past tense – STOMPI rule applies.*

**OR**

**B: Herskryf die sin en begin soos aangedui.**

*Rewrite the sentence and start as indicated. (In other words, you now have to look at the words they want you to start the sentence with in order to find out if they want past or future tense.)*

**EXAMPLE**

**Gister ... Yesterday (Past)**

**Môre ... Tomorrow (Future)**

**Very important:** When a question forces you to start your sentence with TIME, as above, then STOMPI changes to **TSOMPI** – and even more importantly – **the verb 1 is still the second thing in the sentence, like this:**

T V1 S O M P V2 I



For example:

Die sangeres staan op die verhoog. **(Gister ...)**

Gister **het** die sangeres op die verhoog gestaan.

### 5.3 Oefening 1 – Verlede Tyd: Herskryf die volgende sinne in die verlede tyd

- 5.3.1 Die branders slaan teen die rotse.
- 5.3.2 Ek kyk na die dolfyne.
- 5.3.3 Ek is mal oor die see.
- 5.3.4 Ek kan die seelug ruik.
- 5.3.5 Ek het 'n huisie by die see.
- 5.3.6 Ek het 'n bootjie om op die see mee te vaar.
- 5.3.7 Ek onthou die vakansie by die see.
- 5.3.8 Die skrywer beskryf die see in 'n opstel.
- 5.3.9 Ek sit en kyk na die see.
- 5.3.10 Die kinders swem en speel op die strand.



#### 5.4 Oefening 2 – Verlede Tyd: Herskryf die volgende sinne deur te begin soos aangedui



- |   |                             |
|---|-----------------------------|
| 5.4.1 Nelson Mandela is 'n besondere leier.                 | (In die verlede ...)        |
| 5.4.2 Hy leer Suid-Afrikaners om mekaar te vergewe.         | (Jare gelede ...)           |
| 5.4.3 Hy verbind hom tot die heropbou van die land.         | (Eergister ...)             |
| 5.4.4 Hy wil ons nasie sien verenig.                        | (Verlede jaar ...)          |
| 5.4.5 Ek staan en verwonder my oor sy nalatenskap.          | (Vroeër vandag ...)         |
| 5.4.6 Nelson Mandela het 'n hart van goud.                  | (Gister ...)                |
| 5.4.7 Hy maak van Suid-Afrika 'n demokrasie.                | (In daardie jare ...)       |
| 5.4.8 Ons kan baie trots op hom wees.                       | (Vyf jaar gelede ...)       |
| 5.4.9 Min mense verstaan sy welwillendheid.                 | (Eergister ...)             |
| 5.4.10 Ons vereer hom vir sy bydrae om ons land te herstel. | (By gister se vieringe ...) |

#### 5.5 Skryfopdrag: Verlede tyd

Dink aan die afgelope week en skryf vyf dinge (in vyf sinne) neer wat goed gegaan het / goed was / lekker was. Skryf jou sinne puntsgewys en hou jou sinne kort, eenvoudig en KORREK. Elke sin moet **tussen 6 en 15 woorde** lank wees.

Kan jy die verband tussen die prentjie (regs) en die opdrag sien?



## 5.6 Verduideliking: Toekomende tyd

**EASY RULE TO REMEMBER: VERB 1 IN THE FUTURE TENSE IS ALWAYS "SAL"**

<b>Normally</b>	Verb 1 becomes "sal" and the verb moves to verb 2.	My ma sorg vir my. My ma <b>sal</b> vir my <b>sorg</b> .
<b>Helping verbs</b>	If there is a helping verb (moet, kan, wil) along with the proper verb – it will simply move to just before the existing verb 2. VERB 1 STAYS "SAL"	Ek kan my ouers vertrou. Ek <b>sal</b> my ouers <b>kan</b> vertrou.
<b>IS</b>	" <b>is</b> " is a verb that becomes " <b>wees</b> " in the future tense. It still moves to verb 2 and "sal" is still verb 1.	My ouers is lief vir my. My ouers <b>sal</b> lief vir my <b>wees</b> .
<b>"HET" as a verb</b>	When "het" is used as a verb (meaning "to have") in the future tense – it changes to " <b>hê</b> ". It still moves to verb 2 and verb 1 is still "sal".	Ek het 'n wonderlike gesin. Ek <b>sal</b> 'n wonderlike gesin <b>hê</b> .

**REMEMBER:**

There are many words that **CHANGE** in the past tense, but in the future tense there are only two:

**IS (wees)**

AND

**HET (hê)**

## 5.7 Oefening 3 – Toekomende Tyd: Herskryf die volgende sinne in die toekomende tyd

- 5.7.1 Ons woon naby Tafelberg.
- 5.7.2 Ons sien die berg.
- 5.7.3 Ons kan die berg sien.
- 5.7.4 Ons wil op die kabelkar ry.
- 5.7.5 Almal moet Suid-Afrika besoek.
- 5.7.6 Tafelberg is wondermooi.
- 5.7.7 Kaapstad is 'n pragtige plek om te besoek.
- 5.7.8 Almal is lief vir Suid-Afrika.
- 5.7.9 Ons het 'n pragtige uitsig op Tafelberg.
- 5.7.10 Tafelberg het vandag sy tafeldoek op.



## 5.8 Oefening 4 – Toekomende Tyd: Herskryf die volgende sinne deur te begin soos aangedui



- 5.8.1 Positiewe karaktertrekke is soos gereedskap vir die lewe. **(Môre ...)**
- 5.8.2 Dankbaarheid is een van my positiewe karaktertrekke. **(In die toekoms ...)**
- 5.8.3 Ek het 'n goeie sin vir humor. **(Volgende week ...)**
- 5.8.4 Ek neem goeie besluite. **(Môre ...)**
- 5.8.5 My kreatiwiteit help my om probleme op te los. **(Later vanjaar ...)**
- 5.8.6 Regverdige mense wil almal regverdig behandel. **(Oormôre ...)**
- 5.8.7 Ek draf elke dag om sterk en gesond te wees. **(Oor 'n jaar ...)**
- 5.8.8 Ek moet my sosiale intelligensie tot my voordeel gebruik. **(Volgende week ...)**
- 5.8.9 Ek dink aan nuwe maniere om my positiewe karaktertrekke te gebruik. **(In die toekoms ...)**
- 5.8.10 Ek ontdek my positiewe karaktertrekke om myself beter te leer ken. **(Later in my lewe ...)**

### 5.9 Skryfopdrag: Toekomende tyd

Dink aan jou top vyf positiewe karaktertrekke en hoe jy hulle meer bewustelik (*consciously*) kan toepas (*apply*). Teken dan die volgende tabel in jou skryfboek oor en vul dit in. Hou jou sinne kort, eenvoudig en KORREK!

(Elke sin moet tussen 6 en 15 woorde lank wees.)

POSITIEWE KARAKTERTREK	MY PLAN
1. Dapperheid	Ek sal 'n vreemdeling by die skool groet en haar beter leer ken.
2.	Ek sal ...
3.	Ek sal ...
4.	Ek sal ...
5.	Ek sal ...



VOORBEELD

### 5.10 Oefening 5: Gemengde Tye

Once you know the words below, you will be able to answer questions in the future and past tense, mixed. These words will tell you whether to apply the past tense or the future tense rules.

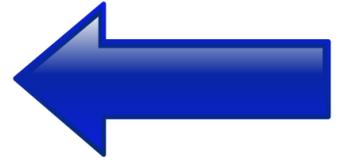
#### Toekomende Tyd – Future Tense

Môre	Tomorrow
Oormôre	Day after tomorrow
Oor drie dae	In three days time
Volgende week	Next week
In die toekoms	In the future
Later vandag	Later today
Binnekort	Soon



Verlede Tyd – Past Tense

<b>Gister</b>	<i>Yesterday</i>
<b>Eergister</b>	<i>Day before yesterday</i>
<b>In die verlede</b>	<i>In the past</i>
<b>Drie dae gelede</b>	<i>Three days ago</i>
<b>Verlede jaar</b>	<i>Last year</i>
<b>Toe ek klein was</b>	<i>When I was little</i>
<b>Daardie dag</b>	<i>That day</i>

**Vul slegs die korrekte werkwoorde (*verbs*) in:**

5.10.1 Gesiggies kan blou, pers, pienk of geel wees.

**In die verlede** \_\_\_\_\_ gesiggies blou, pers, pienk of geel \_\_\_\_\_.

5.10.2 Gesiggies is die blom van die liefde.

**In Shakespeare se tyd** \_\_\_\_\_ gesiggies die blom van die liefde.

5.10.3 Gesiggies het byname soos “Cupid’s flower”.

**In daardie tyd** \_\_\_\_\_ gesiggies byname soos “Cupid’s flower” \_\_\_\_\_.

5.10.4 Gesiggies hou van baie lig, maar nie vol sonskyn nie.

**Later** \_\_\_\_\_ gesiggies van baie lig \_\_\_\_\_, maar nie vol sonskyn nie.

5.10.5 Ek plant gesiggies in my tuin.

**Oormôre** \_\_\_\_\_ ek gesiggies in my tuin \_\_\_\_\_.

5.10.6 Jy moet gesiggies in houers of aan die kant van die beddings plant.

**Gister** \_\_\_\_\_ jy gesiggies in houers of aan die kant van die beddings \_\_\_\_\_.

5.10.7 Violtjies is klein, fyn blommetjies.

**In die toekoms** \_\_\_\_\_ violtjies klein, fyn blommetjies \_\_\_\_\_.





5.10.8 Jy moet die dooie blommetjies afknip om hulle langer te laat blom.

**Oor twee dae** \_\_\_\_\_ jy die dooie blommetjies \_\_\_\_\_ om hulle langer te laat blom.

5.10.9 Mense eet viooltjies in slaaie en ander geregte.

**Eergister** \_\_\_\_\_ mense viooltjies in slaaie en ander geregte \_\_\_\_\_.

5.10.10 Ons onthou om die mooi dinge raak te sien en te waardeer.

**'n Jaar gelede** \_\_\_\_\_ ons \_\_\_\_\_ om die mooi dinge raak te sien en te waardeer.

### 5.11 Oefening 6 – Gemengde Tye: Herskryf die volgende sinne deur te begin soos aangedui:



5.11.1 Ons het almal unieke talente. **(Verlede jaar ...)**

5.11.2 Danie kom goed met diere oor die weg. **(Gister ...)**

5.11.3 Leonie kan baie goed dans. **(In die toekoms ...)**

5.11.4 Paula kan enigiets laat groei. **(Eergister ...)**

5.11.5 Ravi speel uitstekend golf om baie pryse te kan wen. **(Later vandag ...)**

5.11.6 Lebo is 'n talentvolle sangeres. **(Oor vyf jaar ...)**

5.11.7 Mmabatho onthou alles. **(In die verlede ...)**

5.11.8 Annemarie moet vir ons almal lekker kos maak om te geniet. **(Môre ...)**

5.11.9 Mandla sit en speel pragtige musiek by die klavier. **('n Week gelede ...)**

5.11.10 Ons het almal iets om op trots te wees. **(Volgende week ...)**



**Gevorderde oefening (ADVANCED EXERCISE)**Notes

*If the sentence has a conjunction in it, you have to change BOTH sentences to past / future tense, separately, while ensuring the conjunction rule is still correctly applied!*

*Also, the words “dan,” “as,” “wanneer” and “nou” may never be used in the past tense – all of them change to “toe” when used in the past tense.*

*These exercises also contain divisible verbs (skeibare werkwoorde). These are verbs that are “cut” in half in the present tense, but get put back together again in the future and past tense. For example:*

- tel ...op = optel / opgetel
- gee ...weg = weggee / weggegee
- maak ...skoon = skoonmaak / skoongemaak

Herskryf die volgende sinne deur te begin soos aangedui:

- a) Dit is ’n heerlike dag omdat dit reën. **(Gister ...)**
- b) Ek is mal daarvoor wanneer dit reën. **(In die verlede ...)**
- c) Ek trek my reënjas aan, want dit reën. **(Volgende week ...)**
- d) Ons moet in die water speel voordat dit vinnig opdroog. **(Eergister ...)**
- e) Ek maak ’n kaggel, dan lees ek ’n lekker boek. **(Gisteraand ...)**
- f) Ek draai myself in die komberse toe. **(Môre ...)**
- g) Ek maak die gordyne oop om na die reën te kyk terwyl die sop op die stoof prut. **(Verlede week ...)**
- h) Ek kan vir ure lê en slaap as ek die reën buite hoor neersif. **(Twee jaar gelede ...)**



## 5.12 Kommunikatiewe situasie



<b>Paula:</b>	<b>Onthou</b> dit is môre Moedersdag!	<i>remember</i>
<b>Pieter:</b>	Sjoe, dankie dat jy ons <b>herinner!</b> Ek het <b>amper</b> vergeet!	<i>remind</i> <i>almost</i>
<b>Johan:</b>	Dit <b>sou</b> 'n probleem wees!	<i>would (have)</i>
<b>Pieter:</b>	<b>Beslis!</b> Ek dink nie dis so belangrik nie, dis net 'n manier vir <b>winkels</b> om weer 'n klomp geld te maak, maar my ma is nogal sensitief oor <b>sulke</b> goed.	<i>Definitely</i> <i>shops</i> <i>such</i>
<b>Paula:</b>	Jy is seker reg, winkels maak baie <b>geld</b> daaruit, maar ek dink weer dit is 'n <b>belangrike</b> dag.	<i>money</i> <i>important</i>
<b>Johan:</b>	<b>Hoekom</b> sê jy so, Paula?	<i>why</i>
<b>Paula:</b>	Hoe <b>dikwels</b> sê ons regtig dankie vir ons ma's vir <b>alles</b> wat hulle vir ons doen? Ek dink nie ons besef <b>altyd</b> hoe hard hulle vir ons werk nie.	<i>often</i> <i>everything</i> <i>always</i>
<b>Pieter:</b>	My ma werk nie, sy sit die <b>hele dag</b> by die huis.	<i>whole day</i>
<b>Paula:</b>	En wie dink jy maak jou etes, was jou <b>wasgoed</b> , pak jou <b>toebroodjies</b> in en help jou met jou skoolwerk?	<i>washing</i> <i>sandwiches</i>
<b>Pieter:</b>	O ja ... jy's seker <b>reg</b> .	<i>right</i>
<b>Johan:</b>	Ek beplan 'n <b>verrassing</b> vir my ouma, sy is <b>soos</b> my ma.	<i>surprise</i> <i>like</i>
<b>Pieter:</b>	Wat gaan jy vir haar <b>koop</b> , Johan? Miskien kan ek 'n paar <b>wenke</b> by jou kry.	<i>buy</i> <i>tips</i>
<b>Johan:</b>	Ek gaan nie <b>regtig</b> iets koop nie. Ek gaan vroeg opstaan en vir haar <b>ontbyt</b> in die bed bring. Sy is mal oor omelette;	<i>really</i> <i>breakfast</i>

	<b>daarom</b> gaan ek probeer om een vir haar te maak.	<i>therefore</i>
<b>Pieter:</b>	Jong, ek dink jy moet <b>voor die tyd</b> oefen. Omelette is nie <b>maklik</b> om te maak nie!	<i>beforehand</i> <i>easy</i>
<b>Paula:</b>	<b>Die keer</b> is Pieter reg, Johan. Dalk moet jy <b>eerder</b> by <b>roereier</b> en roosterbrood hou.	<i>this time</i> <i>rather</i> <i>scrambled eggs</i>
<b>Johan:</b>	Nee wat, ek wil dit graag vir haar maak omdat dit haar <b>gunsteling</b> is. <b>In elkgeval</b> weet ek sy sal nie <b>omgee</b> as dit nie perfek is nie. Dis die <b>gedagte</b> wat tel.	<i>favourite</i> <i>in any case</i> <i>care</i> <i>thought</i>
<b>Paula:</b>	Absoluut.	
<b>Pieter:</b>	Ek <b>stem saam</b> .	<i>agree</i>



## 5.13 Woordeskatblokkie: Die Natuur



<b>aasvoël</b>	<i>vulture</i>
<b>arend</b>	<i>eagle</i>
<b>berg</b>	<i>mountain</i>
<b>blare</b>	<i>leaves</i>
<b>blomme</b>	<i>flowers</i>
<b>bobbejaan</b>	<i>baboon</i>
<b>buffel</b>	<i>buffalo</i>
<b>dieretuin</b>	<i>zoo</i>
<b>dolfyn</b>	<i>dolphin</i>
<b>donderweer</b>	<i>thunder</i>
<b>ekologie</b>	<i>ecology</i>
<b>grot</b>	<i>cave</i>
<b>hael</b>	<i>hail</i>
<b>heuvel</b>	<i>hill</i>
<b>insekte</b>	<i>insects</i>
<b>jagluiperd</b>	<i>cheetah</i>
<b>klimaat</b>	<i>climate</i>
<b>knaagdier</b>	<i>rodent</i>
<b>krimpvarkie</b>	<i>hedgheg</i>
<b>luiperd</b>	<i>leopard</i>
<b>meer</b>	<i>lake</i>
<b>mier</b>	<i>ant</i>
<b>plaasdiere</b>	<i>farm animals</i>
<b>reën</b>	<i>rain</i>
<b>renoster</b>	<i>rhino</i>
<b>reptiele</b>	<i>reptiles</i>
<b>rivier</b>	<i>river</i>
<b>rot</b>	<i>rat</i>
<b>seekat</b>	<i>octopus</i>
<b>seekoei</b>	<i>hippo</i>
<b>sneeu</b>	<i>snow</i>
<b>sonskyn</b>	<i>sunshine</i>
<b>soogdiere</b>	<i>mammals</i>
<b>storm</b>	<i>storm</i>
<b>strand</b>	<i>beach</i>
<b>stropers</b>	<i>poachers</i>
<b>takke</b>	<i>branches</i>
<b>troeteldiere</b>	<i>pets</i>



<b>tuin</b>	<i>garden</i>
<b>uil</b>	<i>owl</i>
<b>vallei</b>	<i>valley</i>
<b>vis</b>	<i>fish</i>
<b>weer</b>	<i>weather</i>
<b>weerlig</b>	<i>lightning</i>
<b>wildtuin</b>	<i>wild life park</i>
<b>woud</b>	<i>forest</i>
<b>ystervark</b>	<i>porcupine</i>

### 5.14.1 Skryfopdrag

**Deel Een:** Beplan 'n "pragtige dag". Dit is 'n dag waartydens (*during which*) jy soveel moontlik dinge doen wat vir jou lekker is (binne gesonde perke, natuurlik)!

Skryf nou **vyf kort sinne in die toekomstige tyd** neer wat beskryf wat jy tydens jou "pragtige dag" gaan doen.

**Deel Twee:** Kies 'n dag waar jy regtig kan doen soos jy wil en doen al die dinge wat jy in Deel Een beplan het.

**Deel Drie:** Skryf nou **vyf kort sinne in die verlede tyd** neer wat beskryf wat jy tydens jou "pragtige dag" gedoen het. Dalk is dit nie presies wat jy beplan het nie, maar gebruik jou vyf sinne by Deel Een as riglyn.

### 5.14.2 Vertaling

Nou dat jy weet hoe om sinne in die verlede en toekomstige tyd te skryf, kyk of jy die volgende sinne van Engels na Afrikaans kan vertaal:

5.14.1 The girl will say thank you.

5.14.6 The girl was excited to go on holiday.

5.14.2 The boy enjoyed the dat at the beach.

5.14.7 The boy will travel to Knysna.

5.14.3 Die girl sat and watched the sunset.

5.14.8 The girl had a wonderful holiday.

5.14.3 The boy will see the hippo in the water.

5.14.9 The boy had to feed the fish at the pond.

5.14.4 The girl could also see the hippo in the water.

5.14.10 The girl will want an owl to take home.

5.14.5 The boy will be excited to go on holiday.

### 5.15 Mondelingopdrag: Informele klasgesprek

**Onthou dat dit 'n gesprek is, jy moet goed luister na wat die ander sê sodat jy ook vrae kan vra en kan reageer!**

Vertel vir die klas wat jy tydens jou “pragtige dag” (5.14) gedoen het (sonder om van jou skryfwerk af te lees!) en wat jy geniet het of dalk volgende keer anders sal doen.



Die onderwyser sal die rubriek hieronder gebruik om jou gesprekvoering te assesseeer:

<b>9 - 10</b>	<b>Uitstekend:</b> Standpunt effektief gestel; verstaan vrae dadelik; goeie oordeel; luister en na ander en reageer toepaslik; inisieer gesprekspunte; uitstekende taalgebruik.
<b>7 - 8</b>	<b>Baie goed:</b> Verstaan vrae dadelik; reageer goed; kan argumente volg en volhou; luister en reageer op ander; praat met selfvertroue.
<b>6 - 7</b>	<b>Goed:</b> Verstaan vrae, maar benodig soms herfrasering; vra soms vrae, maar is eerder reaktief; voldoende taalgebruik; redelik vlot, maar huiwerend.
<b>5 - 6</b>	<b>Bevredigend:</b> Reageer goed op hergefraseerde vrae; vra nie veel vrae nie; beperkte kennis; besperkte woordeskat, maar minder taalfoute.
<b>4 - 5</b>	<b>Redelik:</b> Probleme met vrae, maar reageer redelik na herfrasering; meestal passief in die gesprek; heelwat taalfoute en beperkte woordeskat.
<b>2 - 4</b>	<b>Swak:</b> Selfs eenvoudige vrae is problematies; probeer tog vrae beantwoord; toon min begrip vir die onderwerp van die gesprek; gebrek aan woordeskat; swak taalgebruik.

## 5.16 Leesstof: Kontinente

Verwerk vanaf [www.Hoezit.co.za](http://www.Hoezit.co.za) (Fanie Viljoen), September 2014**Asië****Populasie:**

4 miljard

**Lande:** 49, en 5 waaroor daar nog rusie is**Tale:** Die Indo-Europese en Sino-Tibettaanse tale word die meeste gepraat**Hoogste punt:** Berg Everest, 8 848 meter – ook die hoogste punt op die aarde. Kyk hoe is die berg gevorm: [https://www.youtube.com/watch?v=KnE6S\\_Mb-mY](https://www.youtube.com/watch?v=KnE6S_Mb-mY)**Laagste punt:** Dooie See, -427 meter**Langste rivier:** Yangtse, 6 300 kilometer**Grootste woestyn:** Gobi, 281 800 vierkante kilometer**Eienaardig:** In Noord-Japan het Boeddhistiese priesters hulself in mummies verander deur vir drie jaar net sade en neute te eet. Hulle het ook vreeslik geoefen om alle liggaamsvet te verbrand.**Suid-Amerika****Populasie:**

386 miljoen

**Lande:** 12**Tale:**

Hoofsaaklik Portugees en Spaans, maar ook baie ander

**Hoogste punt:** Aconcagua in die Andes-gebergtes, 6 960 meter**Laagste punt:** Laguna del Carbón, -105 meter**Langste rivier:** Amasone, 6 437 kilometer.**Grootste woestyn:**

Atacama, 105 000 vierkante kilometer

**Eienaardig:** In Bolivia eet die mense lama-brein en tong! Ugh!**Australië****Populasie:** 36 miljoen**Lande:** 4**Taal:** Hoofsaaklik Engels, Indonesies, Tok Pisin en Hiri Motu**Hoogste punt:** BergPuncak Jaya, 4884 meter**Laagste punt:** Eyre-meer, -15 meter**Langste rivier:** Murray, 2508 kilometer**Grootste woestyn:** Groot Victoria, 348 750 vierkante kilometer**Eienaardig:** Australië se oorspronklike bewoners word "aborigines" genoem. Dit beteken "die eerste".

Vind meer uit oor hulle:

<https://www.youtube.com/watch?v=YqkgKkW8o6E>**Afrika****Populasie:** 1 miljard**Lande:** 54, en 2 waaroor daar nog baklei word**Tale:** Min of meer 3 000 tale!**Hoogste punt:** Berg Kilimanjaro, 5 895 meter**Laagste punt:** Assal-meer, -155 meter**Langste rivier:** Die Nyl, 6 853 kilometer – ook die langste rivier in die wêreld.**Grootste woestyn:** Sahara, 9 400 000vierkante kilometer. Kyk hoe die woestyn gevorm is: <https://www.youtube.com/watch?v=1eUjXt49Qew>**Eienaardig:** In Suid-Afrika betaal 'n swartman lobola vir sy bruid. Die twee families mag nie met mekaar praat tydens onderhandelinge nie. Alles word neergeskryf.

**Europa****Populasie:** 742 miljoen**Lande:** 50, en 6 wat gedeeltelik erken word**Tale:** Die meeste tale behoort aan die Indo-Europese taalfamilie**Hoogste punt:** Berg Elbrus, 5 642 meter**Laagste punt:** Kaspiese See, -28 meter**Langste rivier:** Volga, 3 692 kilometer**Grootste woestyn:** Arabiese woestyn, 2 330 000 vierkante kilometer**Eienaardig:** Talle Europeërs neem deel aan Mei-paaldanse. Dan vleg hulle al dansende linte om 'n paal. Kyk hier: <https://www.youtube.com/watch?v=iKUXcESQpc4>**Noord-Amerika****Populasie:** 565 miljoen**Lande:** 23**Tale:** Engels, Spaans en Frans is die belangrikste tale**Hoogste punt:** Berg McKinley, 6 198 meter**Laagste punt:** Doodsvallei, - 86 meter**Langste rivier:** Mississippi, 3 766 kilometer**Grootste woestyn:** Chihuahua, 362 600 vierkante kilometer**Eienaardig:** Op dankseggingdag spaar die Amerikaanse president 'n kalkoen se lewe. Kyk hoe doen hy dit: <https://www.youtube.com/watch?v=78ofgmnAj1Q>**Antarktika****Populasie:** Geen permanente inwoners; 1 000 – 5 000 tydelikes**Lande:** Behoort aan geen land nie**Hoogste punt:** Berg Vinson Massif, 4 892 meter**Laagste punt:** Deep Lake, -50 meter**Langste rivier:** Oniks, 32 kilometer**Grootste woestyn:** Antarktika

is 'n hele groot woestyn - die grootste in die wêreld, 14 miljoen vierkante kilometer

**Eienaardig:** Antarktika is die enigste kontinent sonder 'n tydsone.**5.17 Emosie-fokus: Bewondering**

Maak 'n collage van dinge wat vir jou **ASEMROWEND** is. Dit kan **ENIGIETS** (van pas) wees wat jy bewonder en wat jou asem wegslaan. Jou collage moet **vyf Afrikaanse woorde** insluit wat by jou prentjies / foto's pas.



### ERVARINGSLES – As die tyd dit toelaat

- Gesels saam in die klas oor die mense by julle skool wat nie noodwendig erkenning kry nie.
- Maak 'n lys van hierdie mense en spreek af (*agree*) wie in die klas verantwoordelikheid (*responsibility*) sal aanvaar om teenoor watter spesifieke mense waardering (*appreciation*) te wys (*show*).
- Jy kan 'n briefie skryf of sommer net vir die persoon dankie sê vir alles wat hy/sy doen.

## 6. ONTKENNING – Leierskap en Regverdigheid

## 6.1 Visuele begrip



## Nuwe fliek: "Planet of the Cats"

- 6.1.1 Watter werk doen die kat wat op die stoel sit? **Motiveer** jou antwoord deur te verwys na wat jy sien. (2)
- 6.1.2 Watter werk doen die katte wat die man vashou? **Motiveer** weer jou antwoord deur te verwys na wat jy sien. (2)
- 6.1.3 Watter twee dinge, naby aan die stoel, sien jy wat tipies is van katte? (2)
- 6.1.4 **Haal** twee opeenvolgende woorde uit die strokie **aan** wat aandui dat die katte al **ander mense** gesien het. (1)
- 6.1.5 Verskaf 'n sinoniem vir die woord "fliek". (1)
- 6.1.6 Die man het nie hare op sy kop nie. Wat noem 'n mens dit as iemand nie hare op sy kop het nie? (1)
- 6.1.7 Noem een **liggaamsdeel** (wat jy kan sien) wat die katte het, maar nie die man nie. (1)

[10]

## 6.2 Verduideliking: Ontkenning / Negatiewe

<b>Normally</b>	<ul style="list-style-type: none"> <li>- 1<sup>st</sup> “nie” goes after the 1<sup>st</sup> verb (doing word)</li> <li>- 2<sup>nd</sup> “nie” goes at the end of the sentence</li> </ul>	<p>Die president is ons leier.</p> <p>Die president is <b>nie</b> ons leier <b>nie</b>.</p>
<b>Question</b>	<ul style="list-style-type: none"> <li>- Start with: “Nee,” (don’t forget the comma)</li> <li>- After the “Nee,” goes the <b>subject</b>, then the <b>verb</b> (it helps to remember that questions start with verbs!)</li> <li>- 1st <b>nie</b> goes after the verb</li> <li>- 2nd “<b>nie</b>” goes at the end of the sentence</li> </ul> <p>In other words:</p> <p><b>Nee, S v1 nie ... nie.</b></p> <ul style="list-style-type: none"> <li>- Look out for <b>personal pronouns</b> that change!</li> </ul>	<p>Is sy ’n leier?</p> <p><b>Nee</b>, sy is <b>nie</b> ’n leier <b>nie</b>.</p> <hr/> <p>Is <b>jy my</b> leier?</p> <p>Nee, <b>ek</b> is nie <b>jou</b> leier nie.</p> <hr/> <p>Sal <b>julle my</b> leiding volg?</p> <p>Nee, <b>ons</b> sal nie <b>jou</b> leiding volg nie.</p>
<b>Command</b>	<ul style="list-style-type: none"> <li>- Start with “Moenie” which is now your verb1 (“Moenie” also counts as your first negative)</li> <li>- Move your verb to the verb 2 space</li> <li>- 2nd negative is the “nie” at the end of the sentence</li> </ul>	<p>Volg hom!</p> <p><b>Moenie</b> hom volg <b>nie</b>!</p> <hr/> <p>Luister na sy instruksies!</p> <p><b>Moenie</b> na sy instruksies luister <b>nie</b>!</p>
<b>Words that change</b>	<ul style="list-style-type: none"> <li>■ Iemand – niemand ... nie</li> <li>■ Ooit – nooit ... nie</li> <li>■ Êrens – nêrens ... nie</li> <li>■ Al – nog nie ... nie</li> <li>■ Al ooit – nog nooit ... nie</li> <li>■ Nog – nie meer ... nie</li> <li>■ Iets – niks ... nie</li> </ul> <p><b>Please note: When you have a word that changes it becomes your first negative and replaces what would have been your first “nie”.</b></p> <p><b>If there is more than one word that could change, only change the first one!</b></p>	<p>Die president is <b>êrens</b>. – Die president is <b>nêrens nie</b>.</p> <p>Ek het <b>al</b> vir Tutu gesien. - Ek het <b>nog nie</b> vir Tutu gesien nie.</p> <p>Het jy <b>al ooit</b> gedroom om die president te word? – Nee, ek het <b>nog nooit</b> gedroom om die president te word nie.</p> <p>Is daar <b>nog</b> mense wat hom volg? – Nee, daar is <b>nie meer</b> mense wat hom volg nie.</p> <p>Sy het <b>iets</b> gedoen. – Sy het <b>niks</b> gedoen <b>nie</b>.</p>

### 6.3 Stellings

Herskryf die volgende sinne in die ontkennde vorm:

- 6.3.1 Mevrou Pieterse is ons skoolhoof.
- 6.3.2 Almal respekteer haar.
- 6.3.3 Sy het al twee doktorsgrade.
- 6.3.4 Sy dra 'n bril om beter te kan sien.
- 6.3.5 Daar is iets intimiderends omtrent haar.



### 6.4 Vrae

Beantwoord die volgende vrae in die ontkennde vorm. Begin elke antwoord met, "Nee, ..."

- 6.4.1 Is die nuwe skoolhoof kwaai? **(Nee, ...)**
- 6.4.2 Kan sy hard praat om gehoor te word? **(Nee, ...)**
- 6.4.3 Het jy die nuwe skoolhoof ontmoet? **(Nee, ...)**
- 6.4.4 Het jou ouers ooit die skoolhoof ontmoet? **(Nee, ...)**
- 6.4.5 Weet iemand iets van die nuwe skoolhoof? **(Nee, ...)**

### 6.5 Bevele

Skryf die volgende bevele in die ontkennde vorm:

- 6.5.1 Luister!
- 6.5.2 Eet in die klas!
- 6.5.3 Fluister in die saal!
- 6.5.4 Luister na die skoolhoof!
- 6.5.5 Leer vir die toets!

## 6.6 Gemengde negatiewe

Herskryf die volgende sinne in die ontkennende vorm. Begin ELKE antwoord met “Nee, ...”

6.6.1 Jongmense kan leiers wees. **(Nee, ...)**

6.6.2 Wil jy ’n leier van ons land wees? **(Nee, ...)**

6.6.3 Is hy ’n regverdige president? **(Nee, ...)**

6.6.4 Leila het die regte eienskappe om die president te word. **(Nee, ...)**

6.6.5 Sal jy ons ooit kan lei? **(Nee, ...)**

6.6.6 Word ’n leier! **(Nee, ...)**

6.6.7 Het julle nog regverdige leiers nodig? **(Nee, ...)**

6.6.8 Lei ons! **(Nee, ...)**

6.6.9 Was jy al ooit in ’n leiersposisie? **(Nee, ...)**

6.6.10 Sy is ’n regverdige leier. **(Nee, ...)**



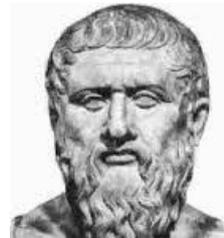
## 6.7 Kommunikatiewe situasie

<b>Annemarie:</b>	Meneer Murray, dankie dat Meneer <b>ingestem</b> het om my te ontmoet.	
<b>Mnr. Murray:</b>	Dis ’n <b>plesier</b> , Annemarie. En jy <b>hoef</b> my regtig nie meer Meneer te <b>noem</b> nie, ek is al vir <b>amper</b> 15 jaar nie meer jou onderwyser nie. Wil jy ’n glas sap hê?	<i>pleasure</i> <i>don't have to</i> <i>call; almost</i>
<b>Annemarie:</b>	Dit sal lekker wees, dankie, maar ek is <b>jammer</b> , dit is vir my moeilik om Meneer <b>iets anders</b> te noem	<i>sorry</i> <i>something else</i>
<b>Mnr. Murray:</b>	Ek <b>verstaan</b> . Hier is ’n glas vir jou. Ons kan sommer <b>hier</b> op die stoep in die son sit.	<i>understand</i> <i>here</i>
<b>Annemarie:</b>	Dankie.	

<b>Mnr. Murray:</b>	Nou, hoe kan ek jou help?	
<b>Annemarie:</b>	Ek het 'n <b>brief</b> geskryf wat ek graag vir Meneer wil lees, as ek <b>mag</b> ?	<i>letter</i> <i>may</i>
<b>Mnr. Murray:</b>	<b>Natuurlik ...</b>	<i>Of course</i>
<b>Annemarie:</b>	(Vou die brief oop en begin lees.)  Ek wil Meneer graag <b>bedank</b> vir dit wat Meneer in my lewe <b>beteken</b> het.  Hierdie brief en <b>besoek</b> is hoe ek dit graag wil doen.	<i>thank</i> <i>meant</i> <i>visit</i>
	Ek was 'n <b>skaam</b> kind en het <b>nie veel</b> van myself gedink nie.  Ek het ook gedink dat <b>niemand anders</b> veel van my dink nie.  Ek was die tipe kind wat niemand regtig <b>raakgesien</b> het nie, maar Meneer het my raakgesien en meer <b>potensiaal</b> in my gesien as wat ek self <b>kon</b> raaksien.	<i>shy; not much</i>  <i>no one else</i>  <i>noticed</i>  <i>potential</i>  <i>could</i>
	Meneer was ook nie bang om <b>erkenning</b> te gee nie en erkenning is nie iets wat ek <b>dikwels ontvang</b> het nie!	<i>recognition</i>  <i>often received</i>
	Die volpunte wat Meneer vir my <b>opstel</b> gegee het en die <b>lof</b> oor my <b>atletiek</b> ,  was vir my eers <b>vreemd</b> en nogal 'n skok. Maar dit was ook die <b>vonkie</b> wat my laat besef het dat ek dalk iets unieks en spesiaals het om te <b>bied</b> .	<i>essay</i>  <i>praise; athletics</i>  <i>strange</i>  <i>spark</i>  <i>offer</i>
	Meneer was altyd positief en <b>ondersteunend</b> teenoor my en ek is baie <b>dankbaar</b> daarvoor.  Meneer het my meer oor myself en die lewe geleer as wat ek ooit in 'n <b>skoolvak</b> se kurrikulum sou leer. Baie, baie dankie.	<i>supportive</i>  <i>grateful</i>  <i>school subject</i>

## 6.8 Woordeskatblokkie: Leierskap

<b>aanvaar</b>	<i>accept</i>		<b>oortuig</b>	<i>convince</i>
<b>besigheid</b>	<i>bussiness</i>		<b>oortuigend</b>	<i>convincing</i>
<b>besluit</b>	<i>decision</i>		<b>oplossings</b>	<i>solutions</i>
<b>besluit</b>	<i>decide</i>		<b>parlement</b>	<i>parRavient</i>
<b>bestuur</b>	<i>manage / drive</i>		<b>perspektief</b>	<i>perspective</i>
<b>bestuurder</b>	<i>manager</i>		<b>politiek</b>	<i>politics</i>
<b>bou</b>	<i>build</i>		<b>populêr</b>	<i>popular</i>
<b>debatteer</b>	<i>debate (v)</i>		<b>rebel</b>	<i>rebel (n)</i>
<b>dissipline</b>	<i>discipline (n)</i>		<b>rebelleer</b>	<i>rebel (v)</i>
<b>dissiplineer</b>	<i>discipline (v)</i>		<b>redenasie</b>	<i>reasoning (n)</i>
<b>doelwitte</b>	<i>goals</i>		<b>redeneer</b>	<i>reason (v)</i>
<b>gewild</b>	<i>popular</i>		<b>reëls</b>	<i>rules</i>
<b>hanteer</b>	<i>handle</i>		<b>reg</b>	<i>right</i>
<b>hoofmeisie</b>	<i>headgirl</i>		<b>regverdig</b>	<i>fair</i>
<b>hoofseun</b>	<i>headboy</i>		<b>regverdigheid</b>	<i>fairness</i>
<b>houding</b>	<i>attitude</i>		<b>respek</b>	<i>respect (n)</i>
<b>idees</b>	<i>ideas</i>		<b>respekteer</b>	<i>respect (v)</i>
<b>insig</b>	<i>insight</i>		<b>skoolhoof</b>	<i>principal</i>
<b>inspirasie</b>	<i>inspiration</i>		<b>span</b>	<i>team</i>
<b>inspireer</b>	<i>inspire</i>		<b>spanbou</b>	<i>teambuilding</i>
<b>kandidaat</b>	<i>candidate</i>		<b>spanwerk</b>	<i>teamwork</i>
<b>leer</b>	<i>learn / teach</i>		<b>taak</b>	<i>task</i>
<b>leerlingraad</b>	<i>student council</i>		<b>vaardigheid</b>	<i>skill</i>
<b>lei</b>	<i>lead</i>		<b>vergader</b>	<i>meet / gather</i>
<b>leiding</b>	<i>lead (n)</i>		<b>vergadering</b>	<i>meeting (n)</i>
<b>leier</b>	<i>leader</i>		<b>verhouding</b>	<i>relationship</i>
<b>leierskap</b>	<i>leadership</i>		<b>verkeerd</b>	<i>wrong</i>
<b>ministers</b>	<i>ministers</i>		<b>voorbeeld</b>	<i>example</i>
<b>onderpresident</b>	<i>vice-president</i>		<b>wysheid</b>	<i>wisdom</i>



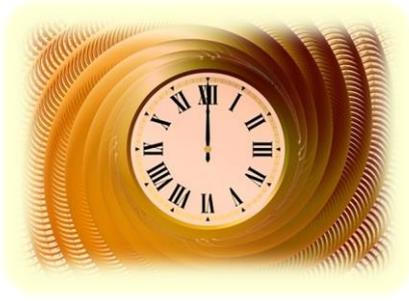
Kyk na die foto's / prentjies hierbo. Weet jy wie al hierdie bekende mense is?

Vind die antwoorde hieronder:

Bo na onder: Marie Curie, Desmond Tutu, Nelson Mandela, Moeder Teresa, Martin Luther King

Links: Mahatma Gandhi, Joan of Arc

Regs: Amelia Earhart, Plato



## 6.9 Skryfopdrag

As 70-jarige oom / tannie, vind jy 'n tydmasjien waarmee jy vir jou 14-jarige self 'n e-pos kan stuur. Tyd het jou geleer dat jy nie regtig as tiener genoeg op jou sterkpunte gefokus het nie. Jy wil in jou e-pos (aan jouself) vir jou jonger self soveel moontlik **opregte** (*sincere*) en **eerlike** (*honest*) **komplimente** gee. In jou e-pos moet jy ...

- ... jou **positiewe eienskappe** noem (**hoe en wie jy is**, nie hoe jy lyk nie)
- ... na **situasies** verwys wat jy goed hanteer het / **probleme** wat jy opgelos (*solved*) het
- ... praat oor jou **talente en prestasies** (*achievements*).

Gebruik die **formaat** hieronder om jou e-pos van **tussen 120 en 150 woorde** te skryf.

### E-POS

Aan: Jou-eie-eposadres@dieverlede.co.za

Van: Jou-eie-eposadres@dietoekoms.co.za

Onderwerp: Jy is fantasties!

Boodskap:

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Hoekom vind ons dit so moeilik om mooi dinge van onself te dink / sê?

Daar is tog 'n verskil tussen trots op jouself wees en ander mense se neuse voortdurend daarin te druk ...

### 6.10 Mondelingopdrag: Voorbereide lees

Vind 'n artikel uit 'n tydskrif of koerant oor 'n goeie leier. Berei die artikel dan voor om vir die klas te lees. Jou leesstuk moet tussen 45 sekondes en 1 minuut lank wees.

#### Wenke vir voorbereide lees:



- Maak seker dat jy **verstaan** wat jy lees.
- **Toets hoeveel tyd dit vir jou neem** om jou leesstuk te lees. Moenie net na 'n leesstuk kyk om te bepaal of dit "lank genoeg" is nie.
- **Vra om hulp met die uitspraak** van woorde waaroor jy onseker is **VOORDAT** jy begin oefen (jy wil nie foute inoefen nie!)
- **Oefen** jou leesstuk **HARDOP**.
- Oefen jou leesstuk van die begin tot die einde, maar oefen 'n paar keer ook **van die middel van die leesstuk af na die einde toe**. Dit help dat jy nie die eerste deel beter as die laaste deel ken nie.
- Onthou om **oogkontak** met jou gehoor te maak, maar nie te veel nie! Aan die einde van elke tweede paragraaf (afhangende van die lengte van die paragrawe natuurlik) behoort genoeg te wees.
- Hou jou leesstuk **borshoogte** sodat jy gemaklik oogkontak kan maak en ook nie jou oë ooreis nie.
- Vertel vir die klas wat jy gaan lees voordat jy begin: **"Ek lees 'n artikel uit die *Sarie* oor vrouehelde."** OF **"Ek lees 'n artikel uit die *Sarie* en die titel is, *Vroulike helde*"**

Jou onderwyser gaan die volgende rubriek gebruik om jou lees te assesser:

<b>8 - 10</b>	Uitstekende vertolking; vlot; stemgebruik dra betekenis oor; ekspressief; goeie oogkontak; deeglike begrip en betekenis goed oorgedra.
<b>7 - 8</b>	Baie goeie vertolking; meestal vlot; dra betekenis goed oor; skep atmosfeer; goeie oogkontak; toon goeie begrip van wat gelees word.
<b>6 - 7</b>	Goeie vertolking; meestal vlot; betekenis is duidelik; mate van atmosfeer geskep; genoeg oogkontak; toon begrip van die teks.
<b>5 - 6</b>	Taamlik vlot; betekenis word oorgedra; soms te vinnig/stadig; uitspraak is aanvaarbaar; min oogkontak en toon redelike begrip van die teks.
<b>4 - 5</b>	Eentonig; stemgebruik maak dit moeilik om te volg; foutiewe uitspraak belemmer nie die oora van betekenis nie; toevallige oogkontak; redelike begrip van teks.
<b>3 - 4</b>	Sukkelend; swak frasering; woorde word soms herhaal; punktuasie en sinskonstruksie geïgnoreer; ongemaklik; geen oogkontak; dra nie die betekenis korrek oor nie.
<b>0 - 3</b>	Swak; huiwerend; sonder gevoel; geen frasering of stembuiging nie; swak projeksie; uitspraak maak dit onverstaanbaar; geen oogkontak; min of geen begrip van betekenis.

## 6.11 Leesstof

**10 maniere om ander te oortuig**

Jy het 'n punt om te maak, maar jy is nie seker of jou vriende/ ouers/ onderwysers vir jou gaan luister nie ... Dit is eintlik maklik om iemand te oortuig, ons wys jou hoe!



Illustrasie: Maja Sereda

1. **Glo in jou standpunt.** Wanneer jy passievol is oor iets en regtig daarin glo, gaan jy met meer vertroue daaroor praat.
2. **Maak seker jy weet waarvan jy praat.** Jy moet self seker wees oor iets voor ander dit gaan glo. Dink voor die tyd oor wat jy wil sê en kry ook feite.
3. **Wees respekvol.** Praat met selfvertroue, soek na oplossings vir die probleem en stel jou saak deur respekvol te kommunikeer.
4. **Aggressie werk nie.** Al wil jy baie graag jou punt oordra, gaan dit nie werk om die gesprek heeltemal oor te neem nie. Niemand wil net na een persoon se kant luister nie.
5. **Wees oop om na nuwe idees te luister.** As die ander persoon iets sê wat sin maak en aanvaarbaar klink, is dit 'n goeie idee om te wys en te sê jy hou van dit wat jy hoor.
6. **Bly kalm.** Bly kalm wanneer jy nie weet hoe om iets te antwoord nie. Bly rustig en dink rustig aan 'n antwoord.
7. **Wees eerlik.** As jy jok, gaan jy een of ander tyd jouself vaspraat. Praat eerder oor dit wat jy weet waar is.
8. **En as die ander persoon dit duidelik maak dat sy dink jou argument is simpel?** Jy kan reguit, maar kalm vir haar sê jy kan sien sy glo nie wat jy sê nie. Sal sy jou asseblief toelaat om jou saak te stel.
9. **Praat verstaanbaar en duidelik.** Praat kort en duidelik sodat mense jou maklik verstaan. Lang, uitgerekte verduidelikings kan vervelig raak om na te luister. Mense kan ook nie so lank konsentreer nie.
10. **Bly gemanierd.** Om kalm en gemanierd te bly is iets wat jy kan kies om te doen. Dit neem oefening as jy nog nie gewoond is daaraan nie, maar jy kan dit regkry.

### 6.12 Emosie-fokus: Hoop

Maak 'n collage waarin jy dinge plak / teken wat vir jou **hoop in jou eie lewe simboliseer**. Gebruik ook **vyf Afrikaanse woorde** wat by jou prente / tekeninge pas.



### 6.13 Speel-speel: Leierskap woordsoek (6.8)

P	O	L	I	T	I	E	K	B	S	P	A	X	D	I	E	H	S	Y	W
B	E	S	T	U	U	R	D	E	R	R	E	B	R	E	B	E	L	H	O
O	O	F	R	I	N	S	P	S	H	Q	R	E	E	L	C	V	I	S	P
U	O	N	E	Y	V	Q	O	L	A	P	A	R	L	E	M	E	N	T	V
H	R	P	D	V	O	T	G	U	N	I	G	E	R	E	D	T	S	M	E
A	T	M	E	E	O	E	U	I	T	N	E	G	Y	E	L	A	I	I	R
N	U	I	N	R	R	O	F	T	E	S	W	V	L	Q	E	A	G	N	G
T	I	N	A	G	B	P	W	X	E	R	E	E	T	K	E	P	S	E	R
U	G	I	S	A	E	L	R	K	R	D	I	R	D	I	R	T	T	E	D
O	E	S	I	D	E	O	Z	E	Q	I	T	D	O	W	L	C	X	B	E
B	N	T	E	E	L	S	A	R	S	S	O	I	L	E	I	D	I	N	G
N	D	E	B	R	D	S	E	E	D	I	O	G	R	P	N	V	B	D	O
A	X	R	E	I	V	I	V	E	R	H	D	H	E	A	G	O	E	L	O
P	I	S	S	N	E	N	M	P	O	Y	Q	E	S	T	R	O	S	I	R
S	D	V	L	G	R	G	W	H	O	U	D	I	N	G	A	R	T	W	T
Y	E	E	U	C	K	S	V	L	E	I	E	D	C	T	A	A	U	E	U
A	A	N	V	A	A	R	D	I	G	H	E	I	D	O	D	Z	K	G	D

7. KUMULATIEF: Klanke, woorde wat eenders is, voornaamwoorde, voorsetsels, woordorde, tye en ontkenning – Leergierigheid

7.1 Leesbegrip

Verkry vanaf [www.Hoezit.co.za](http://www.Hoezit.co.za) (Fanie Viljoen), Maart 2015

**MOSSIES**

**Blyplek:** Hulle maak 'n deurmekaar nes van stokkies, gras, vere, wol en ander materiaal. Kleintjies verlaat die nes na omtrent 15 dae.

**Bruin, swart en wit vere.** Die mannetjie het swart vere op sy kop en die wyfie het bruin vere.

Mossies was vir lank uitgebeeld op Suid-Afrika se 1c-stuk

Is nie watervoëls nie maar kan vinnig swem om weg te kom van roofdiere

**Topspeed: 40 km/h**

Lê 4 tot 5 eiers. Hulle broei binne 'n paar weke uit.

**Omnivore:** Eet hoofsaaklik saadjies maar ook bessies en klein insekte

**Lewensiklus:** 4 - 7 jaar

**Vlerkspan:** 12cm - 20cm

**Hoogte:** 10 - 18cm

**Die aantal mossie spesies in die wêreld**

**Roofdiere wat mossies vang**

- 7.1.1 Waarvan maak mossies hulle nessies? (3)
- 7.1.2 Hoe verskil mannetjie en wyfie mossies? (2)
- 7.1.3 Hoe vinnig kan 'n mossie vlieg? (1)
- 7.1.4 Hoeveel tipes mossies is daar? (1)
- 7.1.5 Hoe groot is 'n mossie? (1)
- 7.1.6 Hoe oud is 'n mossie wanneer hy sy ouers verlaat? (1)
- 7.1.7 Is die volgende stelling WAAR of ONWAAR. **Motiveer** jou antwoord deur uit die teks **aan te haal**.
- 7.1.7.1 Mossies kan nie swem nie. (2)
- 7.1.7.2 Mossies eet net saadjies. (2)
- 7.1.8 Noem twee diere wat mossies jag. (2)
- [15]

### ERVARINGSLES – As die tyd dit toelaat

#### Les 1: Die ondersoek

- Gaan sit op jou eie, weg van ander leerders, op die skoolterrein (*school grounds*) en kyk hoeveel verskillende tipes voëls jy binne 'n halfuur kan waarneem (*observe*).
- Skryf jou waarnemings (*observations*) neer en kyk ook of jy die naam van die verskillende spesies wat jy sien, ken.
- Neem foto's van die voëls wat jy nie ken (*know*) nie met jou foon en identifiseer (*identify*) hulle dan later by die huis (met behulp van 'n ouer of die internet – *with the help of a parent or the internet*)



#### Les 2: Die verslag

- Elke leerder doen nou verslag oor hulle waarnemings – vertel vir die onderwyser watter voëls hulle gesien het.
- Die onderwyser sal, soos julle praat (*as you talk*), al die tipes voëls wat waargeneem is, neerskryf (*write down*) en julle help met die Afrikaanse name van hierdie voëls.

## 7.2 Hakiesvrae (Klanke, woorde wat eenders is, voornaamwoorde en voorsetsels)

Kies elke keer die korrekte woord:



Tux is 'n (7.2.1 **pikkewein / pikewyn / pikkewyn / pikkewaain**) wat lief (7.2.2 **aan / op / vir / met**) lees is. Hy wil eendag (7.2.3 **sy / haar / syne / hare**) eie besigheid begin. Hy vind stories oor die (7.2.4 **middeleeue / middle-eeue / middeleue**) baie (7.2.5 **interessant / interessant / interesant / interresant**) en dink daaraan om in die toekoms oudhede (7.2.6 **per / na / uit / aan**) versamelaars te verkoop. Die grootste droom van Tux se (7.2.7 **lief / lyf / lewe**) is om self 'n beroemde versamelaar te word, maar hierdie droom (7.2.8 **vereis / verys**) van (7.2.9 **hy / sy / hom**) om vir die volgende (7.2.10 **twelf / twaalf / twalf / twelv**) jaar hard te studeer en sy kennis te verbreed.

## 7.3 Woordorde

Verbeter die woordorde van die volgende sinne:

- 7.3.1 Die argitek; by sy lessenaar; om 'n nuwe huis te ontwerp; sit.
- 7.3.2 Hy; versigtig; werk; nou; moet.
- 7.3.3 Hy; dink; kreatief; om sukses te behaal; moet.
- 7.3.4 Hy; om 'n bietjie te ontspan; tee; later; drink; sal.
- 7.3.5 Hy; dit; om nuwe geboue te ontwerp; geniet.



## 7.4 Tye

Herskryf die volgende sinne deur te begin soos aangedui:

- 7.4.1 Mmabatho kan 'n dokter word. (**Verlede jaar ...**)
- 7.4.2 Sy is slim genoeg om 'n dokter te word. (**In die toekoms ...**)
- 7.4.3 Mmabatho het die regte houding. (**5 jaar gelede ...**)
- 7.4.4 Sy wil mense help om gesond te word. (**Volgende jaar ...**)
- 7.4.5 Haar ma is 'n goeie dokter. (**In die verlede ...**)



- 7.4.6 Mmabatho sit en studeer by haar lessenaar. **(Eergister ...)**
- 7.4.7 Mmabatho het trotse ouers. **(Later vanjaar ...)**
- 7.4.8 Sy onthou om haar aansoekvorm in te stuur. **(Verlede week ...)**
- 7.4.9 Mmabatho wag om te hoor of sy toelating gekry het. **(Gister ...)**
- 7.4.10 Mmabatho slaag met lof. **(Oor sewe jaar ...)**

## 7.5 Ontkenning

Herskryf die volgende sinne in die ontkennende vorm. Begin elke sin met, "Nee, ..."

- 7.5.1 Dit is maklik om 'n rekenaar te programmeer. **(Nee, ...)**
- 7.5.2 Programmeerders het al ongelooflike dinge gedoen. **(Nee, ...)**
- 7.5.3 Ek kan my eie webwerf ontwerp. **(Nee, ...)**
- 7.5.4 Kan jy 'n rekenaar programmeer? **(Nee, ...)**
- 7.5.5 Sal jy my kan help om 'n rekenaarprogram te skryf? **(Nee, ...)**
- 7.5.6 Het julle al ooit 'n rekenaar geprogrammeer? **(Nee, ...)**
- 7.5.7 Ken iemand hierdie programmeringstaal? **(Nee, ...)**
- 7.5.8 Gaan hy nog baie rekenaarprogramme skryf? **(Nee, ...)**
- 7.5.9 Programmeer die rekenaar! **(Nee, ...)**
- 7.5.10 Leer my om dit te doen! **(Nee, ...)**



## 7.6 Woordeskat (Begripwoordeskat, Skool, Vriendskap, Kreatiewe Kunste, Waardes en Emosies, Die Natuur, en Leierskap)

Kies die woord wat die beste by die volgende pas. Skryf slegs die nommer en die LETTER neer.

- 7.6.1 volgens
- 7.6.2 ooreenkoms
- 7.6.3 Wat jy nie vir iemand anders mag vertel nie
- 7.6.4 Om jou verjaarsdag te vier
- 7.6.5 Wat akteurs op hulle gesigte sit
- 7.6.6 Dit hang aan die muur
- 7.6.7 Ek skep iets nuuts
- 7.6.8 Wat musikante lees
- 7.6.9 Om nie voor jou vrese te swig nie
- 7.6.10 Nie negatief nie
- 7.6.11 Om meer te wil weet
- 7.6.12 Jy huil
- 7.6.13 Nie oorlog nie
- 7.6.14 Hulle het ses bene
- 7.6.15 Bome se "arms"
- 7.6.16 Rotte, hamsters en hase
- 7.6.17 Helder flitse in die donker wolke
- 7.6.18 Die antwoorde op die probleme
- 7.6.19 Om inligting in te neem
- 7.6.20 Om saam te werk
- 7.6.21 Een vir my en een vir jou
- 7.6.22 Die manier waarop ek na die saak kyk

- A** *facial expression*
- B** partytjie
- C** spinnekoppe
- D** skildery
- E** dapper
- F** vrede
- G** *according to*
- H** knaagdiere
- I** nuuskierig
- J** oplossings
- K** insekte
- L** spanwerk
- M** regverdig
- N** geheime
- O** positief
- P** perspektief
- Q** leer
- R** ontwerp
- S** weerlig
- T** vaardigheid
- U** *similarity*
- V** hartseer
- X** takke
- Y** note
- Z** grimering



## 7.7 Kommunikatiewe Situasië

ELKE REAKSIE MAG UIT EEN OF TWEE SINNE BESTAAN EN MOET TUSSEN 12 EN 18 WOORDE LANK WEES.

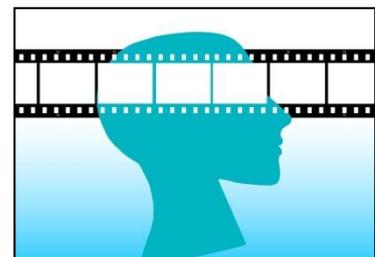


Hierdie mense is by die bekendstelling van 'n nuwe boek.

- 7.7.1 Die vrou wat heel voor in die ry staan, is baie **opgewonde** oor die nuwe boek. Skryf neer wat sy **dink**.
- 7.7.2 Die ou tannie, tweede van agter, dink haar **kleinkinders sal baie van die boek hou**. Wat sal sy vir hulle oor die boek **sê**?
- 7.7.3 Die man heel agter in die ry is baie **geskok oor hoe die boek bekendgestel is**. Skryf neer wat hy **dink**.

## 7.8 Woordeskatblokkie: Beroepe

advokaat	<i>advocate</i>
argitek	<i>architect</i>
balletdanser	<i>ballet dancer</i>
bankier	<i>banker</i>
bedryfsielkundige	<i>industrial psychologist</i>
bestuurder	<i>manager</i>
bioloog	<i>biologist</i>
bouer	<i>builder</i>
dieetkundige	<i>dietician</i>
dokter	<i>doctor</i>
doktor	<i>doctor (doctorate)</i>
ekonoom	<i>economist</i>
elektrisiën	<i>electrician</i>
fiksheidsinstrukteur	<i>fitness instructor</i>
filosoof	<i>philosopher</i>
fisioterapeut	<i>physiotherapist</i>
geograaf	<i>geographer</i>
geoloog	<i>geologist</i>
geskiedkundige	<i>historian</i>
gimnas	<i>gymnast</i>
grafiese ontwerper	<i>graphic designer</i>
grimeerkunstenaar	<i>make up artist</i>
ingenieur	<i>engineer</i>
klankingenieur	<i>sound engineer</i>
komponis	<i>composer</i>
kundige	<i>expert</i>
landskapsargitek	<i>landscape architect</i>
lektor	<i>lecturer</i>
loodgieter	<i>plumber</i>
musiekonderwyser	<i>music teacher</i>
navorser	<i>researcher</i>
ontwerper	<i>designer</i>
programmeerder	<i>programmer</i>
prokureur	<i>lawyer</i>
regisseur	<i>director (film)</i>
regter	<i>judge</i>
rekenmeester	<i>accountant</i>
sielkundige	<i>psychologist</i>



<b>skoonheidsterapeut</b>	<i>beauty therapist</i>
<b>skrywer</b>	<i>writer</i>
<b>sterrekundige</b>	<i>astronomer</i>
<b>taalkundige</b>	<i>linguist</i>
<b>tuinier</b>	<i>gardener</i>
<b>veearts</b>	<i>vet</i>
<b>verpleegster</b>	<i>nurse</i>
<b>wetenskaplike</b>	<i>scientist</i>
<b>wildbewaarder</b>	<i>game ranger</i>



### Jou Belangstellings

1. Watter skoolvakke vind jy interessant?

---

---

2. In watter skoolvakke vaar jy die beste?

---

---

3. Oor watter (algemene) onderwerpe wil jy graag meer leer?

---

---

---

4. Waar sal jy meer na inligting oor hierdie onderwerpe gaan soek?

---

---

---

5. Ken jy mense wat baie van hierdie onderwerpe af weet?

As jou antwoord ja is, wie is hulle en hoe ken jy hulle?

---

---

## 7.9.2 Dagboekinskrywing

Dit is tussen 10 en 20 jaar van nou af. Jy het hard aan jou studies, jou karakter en jou verhoudings gewerk en jy is tevrede met jou lewe – **dinge is soos jy altyd gedroom het dit moet wees.**

Skryf 'n dagboekinskrywing oor 'n dag in die lewe van hierdie **ideale self** van tussen 120 en 150 woorde. Beskryf wat jy gedurende die dag **gedoen** en ook hoe jy **gevoel** het.

**Onthou:**

As jy praat oor wat die dag gebeur het, gebruik korrekte **VERLEDE TYD** sinne en ...  
As jy praat oor wat die volgende dag of later gaan gebeur, gebruik korrekte **TOEKOMENDE TYD** sinne!

Gebruik ook die korrekte **formaat** soos hieronder gedemonstreer.

Liewe Dagboek

20 April 2030

(xxxxxxxxxxxxx laat 'n reël oop xxxxxxxxxxxxxx)  
Paragraaf 1, paragraaf 1, paragraaf 1, paragraaf 1,  
Paragraaf 1, paragraaf 1, paragraaf 1, paragraaf 1,  
Paragraaf 1, paragraaf 1, paragraaf 1, paragraaf 1,

(xxxxxxxxxxxxx laat 'n reël oop xxxxxxxxxxxxxx)  
Paragraaf 2, paragraaf 2, paragraaf 2, paragraaf 2,  
Paragraaf 2, paragraaf 2, paragraaf 2, paragraaf 2,  
Paragraaf 2, paragraaf 2, paragraaf 2, paragraaf 2,  
Paragraaf 2, paragraaf 2, paragraaf 2, paragraaf 2,

(xxxxxxxxxxxxx laat 'n reël oop xxxxxxxxxxxxxx)  
Praat weer môre!  
Petrus

### 7.10 Mondelingopdrag: Rolspel



Kies 'n onderwerp waarin jy en jou klasmaat belangstel en lees 'n bietjie daaroor. Berei dan 'n rolspel voor waarin een van julle 'n **joernalis** is wat 'n onderhoud met 'n **kenner** op hierdie vakgebied voer. Probeer om in julle rolspel inligting te deel wat nie algemene kennis is nie.

Julle rolspel moet **tussen twee en drie minute** lank wees. Maak seker dat julle julle mondeling **goed ken** en gebruik **sleutelkaartjies** met slegs enkele woorde / frases daarop om julle te help. Maak ook seker dat julle elkeen ewe veel praat. Verwys na die rubriek hieronder om te sien hoe julle (individueel) bepunt sal word.

1. <b>Fisiese voorkoms:</b> gesigsuitdrukking, handgebare, lyftaal	5
2. <b>Stem:</b> Pousering, uitspraak, klemme, stemtoon, variasie, vlotheid	5
3. <b>Inhoud:</b> Goeie inleiding en slot, logiese vloei van inligting, insig	5
4. <b>Taal:</b> Korrekte tot slim taalgebruik	5
<b>TOTAAL</b>	<b>20</b>



**DIS DIE EEN**

## 7.11 Leesstof

**In Talkeetna,  
Alaska is  
die burgermeester  
'n kat  
genaamd Stubbs**

Die rekord vir die  
swaarste kat in die  
wêreld behoort aan  
Himmy van Queensland  
wat 'n ongelooflike  
21,3kg geweeg het.

Daar is 32  
spiere  
in 'n kat  
se oor.

'n Kat het al  
32 verdiepings  
geval en dit  
oorleef

Die  
wêreld  
se  
kleinste  
kat is  
net 7cm  
hoog

Katte slaap  
'n gemiddeld  
van 15  
ure per dag.



Swart  
katte  
bring  
geluk in  
Japan

Die langste  
kat in die  
wêreld  
is 1,23m



## 7.12 Emosie-fokus: Belangstelling

Verkry vanaf [www.Hoezit.co.za](http://www.Hoezit.co.za), November 2014

Skep 'n collage waarin jy visueel die dinge waarin jy belangstel (en waaroor jy graag meer wil leer), uitbeeld. Jou collage moet ook vyf Afrikaanse woorde bevat wat by jou foto's / prente pas.

## ADDENDUM C

### Invitational email sent to prospective participants

Beste Kollegas

Soos by ons vorige klustervergadering genoem, wil ek julle graag weer uitnooi om op **Saterdag, 24 Oktober** aan my meestersgraadnavorsing deel te neem. Die agtergrond en detail omtrent my navorsing en die data-insameling waarby ek julle graag betrek, is soos volg:

Buiten die feit dat ek 'n Afrikaans-onderwyser by Reddam Constantia is, is ek tans ook met my meestersgraad in die sielkunde besig. Die onderwerp van my tesis is (verskoon asseblief die Engels, maar my tesis word in Engels geskryf):

*The development of a school subject, textbook-based programme as a Positive Psychology Intervention to promote Well-being in learners*

Waarop die navorsing neerkom, is om die beginsels van die Positiewe Sielkunde binne-in 'n handboek vir Afrikaans te gebruik sodat die handboek nie net die leer van Afrikaans fasiliteer nie, maar ook subtiel bydra tot die welwees (op, ondere andere, fisiese, emosionele en sielkundige vlakke) van die leerders.

Al wat ek van julle verlang, is sowat twee tot drie uur van julle tyd. Ek wil graag my idee aan 'n groep kollegas voorlê en dan hoor wat hulle terugvoering is. Hierdie groeps gesprek sal opgeneem en vir verdere data-analise getranskribeer word.

**Ek beplan dat ons tussen 11:30 en 12:00 bymekaarkom en eers saam iets te drinke en 'n ligte middagete geniet. Teen 13:00 sal ons met die voorlegging en bespreking begin. Ons behoort nie later as 15:00 klaar te wees nie.**

Die inligting wat by die gesprek ingesamel gaan word, sal gebruik word om die programontwikkeling en moontlike uiteindelijke toepassing van die handboek / program te rig. Ek weet dat julle tyd kosbaar is, maar weet beslis dat julle insette vir my van groot waarde sal wees.

Die amptelike toestemmingsvorm is ter insae by hierdie e-pos aangeheg (laat weet gerus as jy 'n Afrikaanse weergawe verlang) en ek sal op die dag van die vergadering harde kopieë vir julle saambring om te onderteken. Ter opsomming van die etiese kwessies, neem gerus kennis van die volgende:

- Ek stel belang in julle insig, kennis en ervaringe. Niks persoonliks of ongemakliks gaan bespreek word nie.
- Alle ingesamelde inligting sal anoniem en vertroulik hanteer word. Daar sal in die uiteindelijke tesis geen sprake van name of skole se name wees nie.
- Deelname aan die navorsing is heeltemal vrywillig en jy mag op enige stadium jou van die navorsing onttrek as jy sou wou.

Julle bereidwilligheid om hierdie student en kollega te help en julle waardevolle ervarings met my te deel, sal opreg waardeer word!

**RSVP asseblief teen Dinsdag 19 Oktober by [mg@reddamhouse.org.za](mailto:mg@reddamhouse.org.za) of per SMS / Watsapp by 084 515 3088**

Vir enige bykomende inligting kontak my gerus by [mg@reddamhouse.org.za](mailto:mg@reddamhouse.org.za) .

Vriendelike groete

Mev. Marianne Gush: Afrikaans Department, Reddam House College Constantia  
084 515 3088  
[mg@reddamhouse.org.za](mailto:mg@reddamhouse.org.za)

Supervisor: Prof. C.D. Cilliers – voormalige Direkteur van die Sentrum vir  
Studente Voorligting en -ontwikkeling, Universiteit Stellenbosch  
Tel: 021 887 2784  
E-pos: [cdc@sun.ac.za](mailto:cdc@sun.ac.za)

Mede-supervisor: Prof. A. Greeff  
Sielkunde Departement, Universiteit Stellenbosch  
Tel: 021 808 3464  
E-pos: [apg@sun.ac.za](mailto:apg@sun.ac.za)

**ADDENDUM D****Informed consent form**

UNIVERSITEIT • STELLENBOSCH • UNIVERSITY  
jou kennisvenoot • your knowledge partner

**STELLENBOSCH UNIVERSITY  
CONSENT TO PARTICIPATE IN RESEARCH**

---

*The development of a school subject, textbook-based programme as a Positive Psychology Intervention to promote Well-being in learners*

You have been asked to participate in a research study conducted by Marianne Gush, BPsych, from the Psychology Department at Stellenbosch University. Data collected in this research study will contribute towards a thesis as part of the fulfilment of requirements for an MA (Master's Degree) in Psychology. You have been selected as a possible participant in this study because you teach Afrikaans First Additional Language at a private school in the Western Cape.

**1. PURPOSE OF THE STUDY**

The possibility of including Positive Psychology exercises and topics in the classroom is being investigated. This section of the research (the focus group discussion) is designed to gather feedback from the possible future implementers of such a programme with regards to your opinions of, openness towards, and recommendations for the intended programme / textbook.

**2. PROCEDURES**

If you agree to participate in this study, I would ask you to participate in a focus group discussion regarding the intended textbook / programme, openly voicing your opinions / perceptions of said programme. I would also ask your permission for the discussion to be recorded and later transcribed for the purpose of later data analysis.

The discussion should take no more than two hours of your time and will take place at Reddam House Constantia during 2015.

**3. POTENTIAL RISKS AND DISCOMFORTS**

We won't be discussing anything personal; therefore the research should not place you in any kind of discomfort.

#### **4. POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

The focus group provides not only the opportunity for me to gather data, but for professionals to gather and discuss matters relevant to the teaching profession. In light of this, the focus group might be seen as an opportunity for professional development and collaboration.

As far as the benefit of the research is concerned: For too long, science has mainly focused on how to remedy problems, while little to no attention has been given to enhancing well-being – how to live a better, more positive and more fulfilling life. This research study is but one of many research projects currently investigating this domain.

#### **5. PAYMENT FOR PARTICIPATION**

No participant will receive payment for participation, but snacks will be provided.

#### **6. CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the anonymous nature of the transcription of the discussion. The original recording will only be listened to by myself and, if necessary, my supervisor. A year after the conclusion of the study, the collected data (recording and transcriptions) will be destroyed.

The data, and its subsequent influence on the eventual programme development and implementation, will be reported anonymously – the schools' names with which the teachers are affiliated will also not be included in any of the reporting.

#### **7. PARTICIPATION AND WITHDRAWAL**

You can choose whether to participate in this study or not. If you volunteer to participate, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. I may withdraw you from this research if circumstances arise which warrant doing so.

#### **8. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact any of the following:

Principal investigator: Mrs Marianne Gush

Reddam House Constantia, Reddam Avenue, Tokai

Cell: 084 515 3088

Email: [mg@reddamhouse.org.za](mailto:mg@reddamhouse.org.za)

Supervisor:

Prof. C.D. Cilliers

Stellenbosch University

Tel: 021 887 2784

Email: [cdc@sun.ac.za](mailto:cdc@sun.ac.za)

Co-supervisor: Prof. A. Greeff  
Psychology Department, Stellenbosch University  
Tel: 021 808 3464  
Email: apg@sun.ac.za

## 9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms. Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

**SIGNATURE OF RESEARCH PARTICIPANT**

I hereby consent to participate in this study. I have been given a copy of this form.

\_\_\_\_\_

**Name of Participant**

\_\_\_\_\_

**Signature of Participant**

\_\_\_\_\_

**Date**

**SIGNATURE OF INVESTIGATOR**

I declare that I explained the information given in this document to \_\_\_\_\_ He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in Afrikaans and no translator was used or needed.

\_\_\_\_\_

**Signature of Investigator**

\_\_\_\_\_

**Date**

**ADDENDUM E**  
**The biographical data sheet**

As a participant in Mrs. Marianne Gush's research, and having read and signed the informed consent form, please fill in the following biographical information as accurately as possible:

**Age:**

**Gender:**

**Years in the teaching profession:**

**Years teaching Afrikaans First**

**Additional Language:**

**Number of years in private school  
setting:**

**Number of years in the public school  
setting:**

**In how many different provinces  
within South Africa have you taught?**

**Have you had any previous exposure  
or read any articles, books or  
websites relating to Positive  
Psychology? If so, please elaborate.**

**Have you had any previous exposure  
or read any articles, books or  
websites relating to Positive  
Education? If so, please elaborate.**

**ADDENDUM F****Information given to participants at commencement of focus group discussion****Taal en temas per hoofstuk**

<b>Hoofstuk</b>	<b>Taal</b>	<b>Positiewe Karaktereieenskappe</b>
<b>1</b>	<b>Klanke en woorde wat eenders lyk</b>	Lewenslus en Uithouvermoë
<b>2</b>	<b>Voornaamwoorde en voorsetsels</b>	Liefde en Vriendelikheid
<b>3</b>	<b>Woordorde</b>	Humor, Kreatiwiteit & Nuuskierigheid
<b>4</b>	<b>Kumulatief</b>	Dapperheid & Integriteit
<b>5</b>	<b>Tye</b>	Dankbaarheid & Waardering
<b>6</b>	<b>Ontkenning</b>	Leierskap & Regverdigheid
<b>7</b>	<b>Kumulatief</b>	Leergierigheid
<b>8</b>	<b>Voegwoorde</b>	Sosiale intelligensie & Burgerskap
<b>9</b>	<b>Meervoude en verkleinwoorde</b>	Perspektief & Oopheid
<b>10</b>	<b>Trappe van vergelyking en intensief</b>	Omsigtigheid & Selfregulering
<b>11</b>	<b>Kumulatief</b>	Spiritualiteit & Hoop
<b>12</b>	<b>Direk en indirek</b>	Nederigheid, Vergifnis & Genade
<b>13</b>	<b>Kumulatief</b>	Alle

**Opsomming van die uitleg van die handboek**

Elke hoofstuk hanteer een of twee baie spesifieke taalkonstrukte en word aan 'n spesifieke tema gekoppel. Alle oefeninge en opdragte vir die hoofstuk weerspieël dan daardie tema.

Elke hoofstuk bestaan uit die volgende dele:

- a. Begripstoets (wissel tussen teks, advertensie, visueel en “ander”)
- b. Die begripstoets bevat ook onderstreepte woorde wat vertaal en deel van die leerder se woordeskat gemaak moet word.
- c. Verduideliking: Die taalkonstruk word verduidelik en voorbeelde word gegee.
- d. Oefeninge: Die taalkonstruk word op verskeie maniere geoefen. Die tema van die hoofstuk verskaf die konteks vir die oefeninge.

- e. Kommunikatiewe situasie: Die tema en woordeskat word verder uitgebrei deur 'n dialoog wat saam gelees of as rolspel gedoen kan word. Algemene woordeskat word in hierdie stuk vir die leerders in die regterkanste kolom vertaal.
- f. Woordeskatblokkie: Woordeskatuitbreiding (woord en vertaling) wat met die tema verband hou.
- g. Mondelingopdrag: Mondelingopdrag word verduidelik en 'n rubriek word voorsien.
- h. Skryfwerk: Elke hoofstuk sal 'n ander tipe skryfopdrag oefen.
- i. Leesstof: Addisionele leesstof vir leerders gebaseer op die tema van die hoofstuk. Belangrike woordeskat word weer eens onderstreep.

### **Tipe inhoud van begripstoetse en opdragte**

#### **1. Begripstoets-titels (Let wel: Hierdie is slegs 'n paar voorbeelde en sluit nie die visuele begrippe in nie)**

- Veg teen skool-rittelits
- Vier weke se vriendelikheid (goeie daad-kalender)
- Die brandweer
- Sterrekykpieknik (advertensie)
- Interessante feite oor mossies (infografika)
- Borskanker-bewustheidsmaand (advertensie)
- Soos jy dink – so is jy

#### **2. Mondelingopdragte (Let wel: Nie alle instruksies is hier weergegee nie)**

- Vertel vir die klas van 'n keer toe jy regtig jou uithou vermoë moes gebruik.
- Vertel vir die klas oor die verskillende dinge (of een ding) in jou lewe wat vir jou groot vreugde gee.
- Wat presies gee vir jou energie (fisies en emosioneel)?
- Rolspel: goeie en slegte maniere van kommunikeer
- Vertel vir die klas van 'n genotvolle of inspirerende ervaring wat jy gehad het.
- (Nadat leerders na 'n spesifieke webtuiste gegaan het om hul persoonlike karaktersterktes te identifiseer)

Vind iemand in jou klas wat twee of drie van jou top vyf positiewe karaktereenskappe deel. Voer 'n onderhoud met die persoon en vind uit hoe hy/sy hulle positiewe karaktertrekke daaglik gebruik. Stel nou die persoon aan die klas voor en vertel vir almal wat jy oor die persoon uitgevind het.

- Vertel vir die klas wat jy op jou “pragtige dag” gedoen het en wat jy geniet het of dalk volgende keer anders sal doen. (Sien \*)
- Vind 'n artikel uit 'n tydskrif of koerant oor 'n goeie leier. Berei die artikel dan voor om vir die klas te lees.
- Kies 'n onderwerp waarin jy en jou klasmaat belangstel en lees 'n bietjie daaroor. Berei dan 'n rolspel voor waarin een van julle 'n joernalis is wat 'n onderhoud met 'n kenner op hierdie vakgebied voer. Probeer om in julle rolspel inligting te deel wat nie algemene kennis is nie.
- Onvoorbereide praat met die oog daarop om mekaar beter te leer ken.

### 3. Skryfopdragte (Let wel: Nie alle instruksies is hier weergegee nie)

- My talente, my doelstellings vir die jaar en my drome
- My goeie daad (beplanning en verslag)
- Skryf 'n paragraaf oor iets humoristies wat met jou of met iemand anders gebeur het / vertel (skryf) 'n grappie
- (Nadat leerders na 'n spesifieke webtuiste gegaan het om hul persoonlike karaktersterktes te identifiseer)

Kies enige twee van jou karaktersterktes en beskryf 'n situasie waar jy al hierdie sterktes gebruik het om 'n probleem op te los, 'n situasie te hanteer of iets nuuts te doen.

- \* Beplan 'n “pragtige dag”. Dit is 'n dag waartydens jy soveel moontlik dinge doen wat vir jou lekker is (binne gesonde perke, natuurlik)! Skryf nou **vyf kort sinne in die toekomstige tyd** neer wat beskryf wat jy op jou “pragtige dag” gaan doen.

Kies 'n dag waartydens jy regtig kan doen soos jy wil en doen al die dinge wat jy in vorige gedeelte beplan het.

Skryf dan **vyf kort sinne in die verlede tyd** neer wat beskryf wat jy op jou “pragtige dag” gedoen het. Dalk is dit nie presies wat jy beplan het nie, maar gebruik jou vyf sinne by die eerste gedeelte as riglyn.

- As 70-jarige Oom / Tannie, vind jy 'n tydmasjien waarmee jy vir jou 14-jarige self 'n e-pos kan stuur. Tyd het jou geleer dat jy nie regtig as tiener genoeg op jou sterkpunte gefokus het nie. Jy wil in jou e-pos (aan jouself) vir jou jonger self soveel moontlik **opregte en eerlike komplimente** gee. In jou e-pos moet jy jou **positiewe eienskappe** noem, na **situasies** verwys wat jy goed hanteer het / **probleme** wat jy opgelos het en praat oor jou **talente en prestasies**.
- Vul 'n vorm (verskaf) oor jou skool en belangstellings in.
- Dit is tussen 10 en 20 jaar van nou af. Jy het hard aan jou studies, jou karakter en jou verhoudings gewerk en jy is tevrede met jou lewe – dinge is soos jy altyd gedroom het dit moet wees.

Skryf 'n dagboekinskrywing oor 'n dag in die lewe van hierdie **ideale self** van tussen 120 en 150 woorde. Beskryf wat jy gedurende die dag gedoen en ook hoe jy gevoel het.

- Ontwerp 'n pamflet (van tussen 100 en 120 woorde) waarbinne jy EEN van die toeriste-aantreklikhede / bestemmings in Suid-Afrika bemark. Maak seker dat dit visueel die aandag trek en nuttige inligting bevat, bv. webadresse, e-posadresse en kontaknommers.

## ADDENDUM G

### Rationale for the textbook as verbally explained to participants

Op hierdie stadium sal ek vir julle die agtergrond gee van waar hierdie konsep en idees vandaan kom. Daarna sal ek weer bietjie meer spesifieke inligting van julle vra.

Die handboek is gebaseer op die beginsels van die positiewe sielkunde en postiewe opvoedkunde.

Dit het alles begin by 'n man met die naam Martin Seligman. Hy het vir jare lank as 'n kliniese sielkundige gewerk. Hy was ook vir 'n paar jaar die voorsitter van die APA (American Psychological Association). Hy was 'n suksesvolle kliniese sielkundige, maar hy het besef dat in die tradisionele behandeling van patologieë soos depressie, gewoonlik saam met medikasie, is die fokus daarop om die negatiewe weg te vat. Met ander woorde, dat sielkundiges daarop gefokus is om die kliënt minder depressief te maak, met minder selfmoordgedagtes. Hy het agtergekom dat wanneer sielkundiges (homself inklusief), suksesvol is in sulke behandelings, eindig die proses nie by 'n gelukkige persoon nie, maar met 'n leë persoon, want al die slegte aspekte is verwyder, al die negatiewe simptome, maar niks is teruggesit nie.

Dus het jy nie 'n gelukkige mens nie. Hierdie besef het daarnatoe gelei dat hy begin dink het dat die sielkunde se rol miskien nie net is om die negatiewe simptome weg te vat nie, maar om ook geluk, positiwiteit, 'n gevoel van vervulling daar te stel.

Die positiewe sielkunde het al baie gegroei. Dit gaan nie meer net om die sielkunde nie, dit gaan ook (onder andere) oor geloof en spiritualiteit. Martin Seligman het al byvoorbeeld in samesprekings met die Dalai Lama getree.

Aan die ander kant van die spektrum, spesialiseer Shawn Achor weer in positiewe sielkunde beginsels binne die sake sektor. Sy fokus is daarop om besighede meer effektief, winsgewend en suksesvol te maak.

Sonja Luybomirsky, aan die ander kant, het al baie navorsing gedoen oor die oefeninge wat mense kan doen om gelukkiger te voel.

Chris Peterson en Martin Seligman het saam 'n boek geskryf wat as teenpool vir die sielkunde se DSM dien. Die Diagnostic and Statistical Manual verskaf aan sielkundiges en psigiaters die raamwerk waarbinne diagnoses gemaak kan word. Dit lys elke verstoring, die simptome en bespreek ook behandelings. Dit is soos 'n mediese diagnostiese model vir die sielkunde. Die teenpool daarvan, deur Chris Peterson en Martin Seligman nagevors en opgeskryf, gee vir ons 'n raamwerk vir kennis en identifisering van die "character strengths." Hulle het 24 universele "character strengths" geïdentifiseer. Met ander woorde, eienskappe en waardes wat nie net in Amerika belangrik geag word nie, maar regoor die wêreld in alle kulture. Dit is die 24 positiewe karaktertrekke wat ek gebruik as temas vir my hoofstukke.

Angela Duckworth doen baie interessante navorsing oor “Grit”. “Grit” kan vertaal word as uithouvermoë of deursettingsvermoë deur moeilike tye.

’n Interessante bevinding wat Angela Duckworth gemaak het, is dat akademiese sukses meer deur hierdie uithouvermoë voorspel kan word as deur enige IK-toets. Dus kan ’n mens nou sê dat uithouvermoë belangriker as jou IK is.

Barbara Fredrickson doen navorsing oor positiewe emosies en ondersoek die evolusionêre funksie van positiewe emosies. Met ander woorde, net soos aggressie en vrees ’n beskermende evolusionêre funksie het (byvoorbeeld die grotman wat bang vir die wilde dier is, oorleef), sê Barbara Fredrickson dat positiewe emosie ook ’n verskriklike belangrike evolusionêre rol het om te speel. Volgens haar is dit hierdie positiewe gevoelens wat ’n mens in staat stel om kreatief te dink, nuwe idees te genereer en om skeppend te dink om probleme op te los en die samelewing te bevorder. As jy heelyd moet verdedig teen die gevaar en moet veg om oorlewing, het jy nie die emosionele kapasiteit om kreatief te wees nie en daarsonder sou die mensdom nooit die volgende stap tot ontwikkeling kon neem nie.

Positiewe sielkunde en opvoedkunde word regoor die wêreld gebruik en nagevors: Noord- en Suid-Amerika, Kanada, Brittanje, Israel, China, Singapoer, Australië en Suid-Afrika. Daar is egter nog baie min in terme van positiewe opvoedkunde in Suid-Afrika gedoen. Die Universiteit van die Noord-Wes is die enigste universiteit in Suid-Afrika wat ’n M-graad in die positiewe sielkunde aanbied. Die meeste van die ontwikkeling en navorsing gebeur in Australië. Daar is talle skole in Australië wat positiewe sielkunde formeel binne hulle skole gebruik. Die eerste skool was Geelong Grammar School. Hulle het al die kenners genooi om vir maande lank by hulle aan te bly en hulle op te lei in hoe om positiewe sielkunde binne hulle skole te integreer.

Wat sê die navorsing vir ons? Positiewe aktiveer die leerareas in die brein. As jy vreesbevange is, kan jy nie effektief leer nie. As jy egter goed voel, kan jy beter leer. Sekere oefeninge is selfs bewys dat dit die digtheid van die grysstof in jou brein vermeerder. Die navorsers het breinskanderings gedoen en deelnemers wat hierdie oefening vir ’n lang tyd gedoen het, se grysstof is in werklikheid digter as diegene wat nie die oefening gedoen het nie.

Navorsing bewys verder ook vir ons dat wat ons dink, ons realiteit beïnvloed. Daar is twee interessante eksperimente wat ek wil noem.

Die eerste eksperiment is by ’n groot Amerikaanse hotelgroep gedoen. Hulle het fisiese toetse (fiksheid, kolestrol, bloeddruk ens.) op die skoonmaakpersoneel gedoen. Vir die helfte van die skoonmaakpersoneel in hierdie toetsting sê hulle terloops dat die werk wat hulle elke dag doen (stofsuig, beddens opmaak, vloere was, afstof) gelykstaande is aan omtrent drie uur in ’n gimnasium elke dag. Ses maande later kom die navorsers terug en herhaal die fisiese toetse op die hele personeel. Resultate wys dat die personeel wat gesê is dat die werk wat hulle doen oefening is, fikser en gesonder is as die wat nie dit gesê is nie. Hoe hulle dink oor hulle werk

het verander, niks anders nie.

In die ander eksperiment vra hulle vrywilligers wat in hul 70's is om aan die studie deel te neem. Voor die eksperiment begin, vra hulle mense op straat om een-een hierdie mense se ouderdom te skat en die skattings is heel akkuraat. Dan gaan woon hierdie ouer mense in 'n tipe geslote gemeenskappie waar hulle as t'ware terug gaan in tyd. Hulle sê vir die deelnemers dat hulle moet maak of dit dertig jaar gelede is, toe hulle in hulle vroeg veertigs was. Die navorsers verskaf vir hulle die kos in die verpakking wat in daardie jare gebruik is, wat op die TV verskyn, is programme en advertensies wat in daardie jare op die TV was, die koerant wat hulle elke dag kry, is die koerant van daardie jare en lewer verslag oor die gebeure van daardie jare.

Hulle het ook vir elke deelnemer 'n naamkaartjie gegee om te dra met 'n foto'tjie van hoe hulle gelyk het toe hulle jonger was. Die idee is dus dat hulle hulself totaal inleef dat hulle nou in hulle veertigs is. Na die tyd vra hulle weer mense op straat om die deelnemers aan die eksperiment se ouderdomme te skat en die gemiddeld gaan drasties af - hulle is jonger geskat as tevore.

Die mense op straat wat gevra word om die ouer mense se ouderdomme te skat, weet nie van die eksperiment nie, hulle was nie daarby betrokke nie, maar die deelnemers het letterlik fisies verander as gevolg van wat hulle gedink het.

Hoe denke ons realiteit beïnvloed word al baie lank in die sportsielkunde gebruik. As ek hieraan dink, dink ek altyd aan Hestri Cloete, die hoogspringer. Sy het altyd voordat sy spring haar oë toegemaak en gebaartjies met haar vingers gemaak.

Wat sy besig was om te doen, is om in haar geestesoog te sien dat sy suksesvol oor die dwarslat spring. Dit is dieselfde beginsel. As jy suksesvol dink, is die kans groter dat jy sukses sal behaal. Hoe jy dink is werklik belangrik.

Positiewe sielkunde is nou al deel van die effektiewe behandeling van allerhande patologieë van verslawing tot depressie. Dit verhoog kreatiwiteit, dit help met rehabilitasie na breinbeserings en dit verbeter jou geestelike en fisiese gesondheid. Net eenvoudig deur in 'n beter gemoedstoestand te wees, is jy 'n gesonder persoon. Dit help jou verder ook met beter selfbeheersing in verskeie situasies.

Shawn Achor sê dat as jy van al iemand se eksterne faktore weet, met ander woorde, as jy weet van die persoon se verhoudings, fisiese gesondheid, waar die persoon woon, hoe dit in die omgewing lyk waar die persoon woon, waar hy/sy werk en hoeveel geld hy/sy kry – as jy al hierdie eksterne inligting het, kan jy slegs 10% van die persoon se langtermyn geluk voorspel. Slegs 10%. Wat is die ander 90% dan? Wat voorspel dan rêrig hoe gelukkig iemand oor die langtermyn gaan wees? Hoe ons na die wêreld kyk en hoe ons ons eksterne wêreld interpreteer, speel 'n veel groter rol in ons geluk as daardie eksterne faktore op hul eie.

Verskeie oefeninge (om geluk, 'n gevoel van vervulling en tevredenheid te bevorder) is

ontwikkel en is empiries getoets. Die oefeninge wat ek in die handboek gebruik, is binne tekste, binne die kommunikatiewe situasies, binne-in begripstoetse gedemonstreer, of dit is 'n mondelingopdrag of iets wat jy skriftelik doen. Die identifisering van, kennis oor en die doelbewuste gebruik van daardie universele waardes / positiewe karaktertrekke waarvan ek vroeër gepraat het, word gesien as 'n baie belangrike intervensie in die positiewe sielkunde. Dit behels om te weet wat jou top 5 positiewe karaktertrekke is, situasies te soek waar jy dit bewustelik kan gebruik en om dit te gebruik om moeilike situasies of probleme te hanteer. Daar is 'n webtuiste waar 'n mens gratis die toets kan doen.

Shawn Achor se woorde is waarmee ek sal afsluit:

“What we psychologists want to do is make you normal again, but normal is merely average. If we study what is average, we will remain merely average. We should study the exceptional, because maybe we can glean information, not just to move people up to the average, but to move the entire average up.”

Dit is tog waaroor die onderwys gaan. Ons wil nie net kinders tot by die gemiddeld bring nie. Ons wil die hele gemiddeld opskuif.