

## **RESUMEN**

En el marco de la educación actual, el fomento del alumnado en aspectos socioemocionales se ha convertido en un aspecto necesario para lograr desenvolverse satisfactoriamente y afrontar con éxito cualquier situación de su vida diaria. Para conseguir esta meta se emplean metodologías que dan protagonismo a los estudiantes en su aprendizaje y, a la vez se promueven valores, motivación, creatividad, entre otras (Martínez-Munar, 2015). El surgimiento de la psicología positiva ha permitido el análisis de los factores positivos que mejoran la salud y el bienestar de los individuos centrándose en las aptitudes y capacidades de la persona y de la familia para afrontar los desafíos de la vida (Roberts, Brown, Johnson y Reinke, 2002). El optimismo es uno de los conceptos que suscita mayor interés, se ha demostrado que el optimismo se asocia con una mayor percepción del locus de control interno y, por ende, con una autorregulación más adaptativa (Renaud et al., 2019). Es por esto que este proyecto de intervención es una propuesta para la intervención en la adolescencia temprana en optimismo, basado en el modelo del GREI a través de la literatura infantil y juvenil. Se han diseñado una serie de actividades divididas en 6 sesiones centradas en las dimensiones cognitiva, emocional y conductual como principal estrategia para fomentar el optimismo. La metodología utilizada tiene dos ejes centrales, el Diálogo y Preguntas y el Modelado. El primero persigue la reflexión sobre los pensamientos, emociones y conductas del personaje de la obra y el segundo pretende desarrollar el aprendizaje por observación. El proyecto está dirigido a niños/as de primaria entre 8 y 10 años y busca la reflexión e interiorización de los contenidos de la obra de literatura infantil La Abuelita Aventurera, de Ana María Machado.

Palabras clave: revisión sistemática de optimismo, programa optimismo, optimismo, optimismo disposicional

## **ABSTRACT**

Within the framework of current education, the promotion of students in socioemotional aspects has become a necessary aspect in order to achieve satisfactory performance and successfully face any situation in their daily lives. To achieve this goal, methodologies are used that give students a leading role in their learning and, at the same time, promote values, motivation, creativity, among others (Martínez-Munar, 2015). The emergence of positive psychology has allowed the analysis of the positive factors that improve the health and well-being of individuals, focusing on the skills and abilities of the individual and the family to face the challenges of life (Roberts, Brown, Johnson and Reinke, 2002). Optimism is one of the most interesting concepts, optimism has been shown to be associated with a higher perceived internal locus of control and thus more adaptive self-regulation (Renaud et al., 2019). This is why this intervention project is a proposal for early adolescent intervention in optimism, based on the GREI model through children's and young people's literature. A series of activities divided into 6 sessions have been designed focusing on the cognitive, emotional and behavioural dimensions as the main strategy to promote optimism. The methodology used has two central axes, Dialogue and Questions and Modelling. The first aims to reflect on the thoughts, emotions and behaviours of the character in the play and the second aims to develop learning by observation. The project is aimed at primary school children between 8 and 10 years of age and seeks to reflect on and internalise the contents of the children's literature work La Abuelita Aventurera (The Adventurous Granny), by Ana María Machado.

Keywords: optimism systematic review, program optimism, optimism, dispositional optimism

## THEORETICAL FOUNDATION



### EDUCATION

The Spanish education system promotes in its curriculum the need to train students in socioemotional aspects that allow them to develop satisfactorily and successfully face any situation in their daily lives.

The importance of intervention on optimism in early adolescence is based on previous studies that show that optimists show health-related behaviours and a lower risk of experiencing pathological symptoms.

This is why this project aims to promote optimism in primary school children between 8 and 10 years old, using active methodologies, giving children a leading role in their learning.

## What is optimism?

It can be defined as a person's ability to face challenges adaptively, mobilising all his or her resources effectively (Castillo, 2014).

Personalisation      Duration      Outreach

1 **Dispositional Optimism** (Carver & Scheier, 2001)  
Positive future expectations, Internal evaluation of feedback to achieve objectives

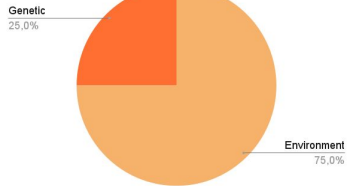
2 **Attributional Optimism** (Seligman et al., 2005)  
Explanatory style, refers to the way of thinking about the causes that bring about specific events.

## Benefits

Pre-adolescents' optimism and self-esteem can have positive effects on their future expectations, academic achievement and mental health (Tetzner and Becker, 2017).



## Is it possible to educate optimism?



### Optimism pyramid (Seligman et al., 2005)

**Cognitive dimension:** the explanatory style

**Emotional dimension:** positive emotions

**Behavioural dimension:** responses directed towards action.

### Pennsylvania's programme (Seligman et al., 2005)

Detection and evaluation of automatic thoughts, generating more positive alternatives and anti-catastrophic thinking.

### Positive Thinking Skills Program (Rooney et al., 2013)

Building a hierarchy of fear and exposure to feared targets or situations once appropriate coping skills have been acquired.

## INTERVENTION PROGRAM

### Objectives

Increasing levels of optimism in 8-10 year olds



**Cognitive level:**  
Moulding an optimistic explanatory style

**Emotional level:**  
Increasing and internalising positive emotions

**Behavioural level:**  
Promoting action and persistence in the face of challenges.

## Methodology



To work on optimism, we approached GREI's proposal.

Children's and young people's literature in the classroom allows students to identify with the characters, providing the stimulus for reflection and critical analysis of the story and its derived area.

### Presentation of the literary work

Title, author, illustrator and main theme.  
Group reading.

### Emphasis

Section for the teacher to support each activity

### Dialogue and Questions

Establish an atmosphere of equality and dialogue.

### Modeling

Promoting learning by observation

## Organisation of sessions

SESSION 1

Cognitive dimension

How does an optimistic person think?

SESSION 2

Emotional dimension

How does an optimistic person feel?

SESSION 3 - 4

Behavioural dimension

How does an optimistic person act?

SESSION 5

Cognitive dimension

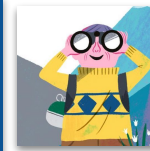
How to cope with adversity?

SESSION 6

Cognitive, Emotional and Behavioural Dimension

How do we maintain optimism?

How does an optimistic person feel?



— Once upon a time there was a nice old lady who lived in the mountains and wanted to travel a lot.

**Emphasis:** The way of thinking carries with it certain emotions.

**Dialogue and questions:**

What can we think of Granny's facial expression, why?

Did you ever notice that you were happy? How did you feel?

What are the things that make you happy and joyful?

When we are happy we analyse things with more positivity. So do you think it can help us to make decisions?

Is having positive emotions necessary in our lives, and why?

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