



What does students' life look like?



What does students' life look like?

What does students' life after **student well-being class** look like?





Přínos well-beingu studentů

Zatímco v minulosti bylo zorganizované značné množství výzkumů zkoumajících bio-psycho-sociální pohodu studentů, důraz byl z velké části tradičně zaměřen na negativní stavy, kterými jsou **úzkost, deprese, stres, předčasné ukončení studia, studijní neúspěchy a podprůměrný akademický prospěch**. Zmírnit utrpení však není totéž jako vzkvétání.

Vysokoškolští studenti chtějí **prosperovat**, nejen přežívat.

Na základě empirických studií víme, že studenti s vyšší úrovní fyzické a duševní pohody (ve srovnání s lidmi s nízkou úrovní pohody):

mají (jsou) méně:

nemocní,

**mají méně problémů se spánkem,
prokazují nižší míru syndromu vyhoření.**

mají lepší:

**celkové fyzické zdraví a lepší kondici,
mají vyšší účast na výuce,
ve škole se jim daří lépe,
mají lepší studijní výsledky,
jsou více prosociální a více spolupracují se spolužáky,
mají uspokojivější vztahy ve škole i v osobním životě,
mají větší sebekontrolu,
mají lepší seberegulační schopnosti a lépe ovládají copingové strategie.**



Benefits of student well-being

Traditionally, while there has been a considerable amount of research examining students' bio-psycho-social well-being, the focus has largely been on **negative states, such as anxiety, depression, stress, school dropout, academic failure and underachievement**. Relieving suffering, however, is not the same as flourishing. University students want to **thrive**, not just survive.

As a result of empirical studies we know that students with higher levels of physical and mental well-being (compared to people with low well-being):

**have better overall physical health and higher levels of wellness,
are less ill and have higher attendance at school,
have fewer sleep problems,
perform better at school,
have higher academic achievement,
are more prosocial and cooperative with classmates,
have more satisfying relationships at school and in personal life,
have lower levels of burnout,
have greater self-control,
and have better self-regulation and coping abilities.**

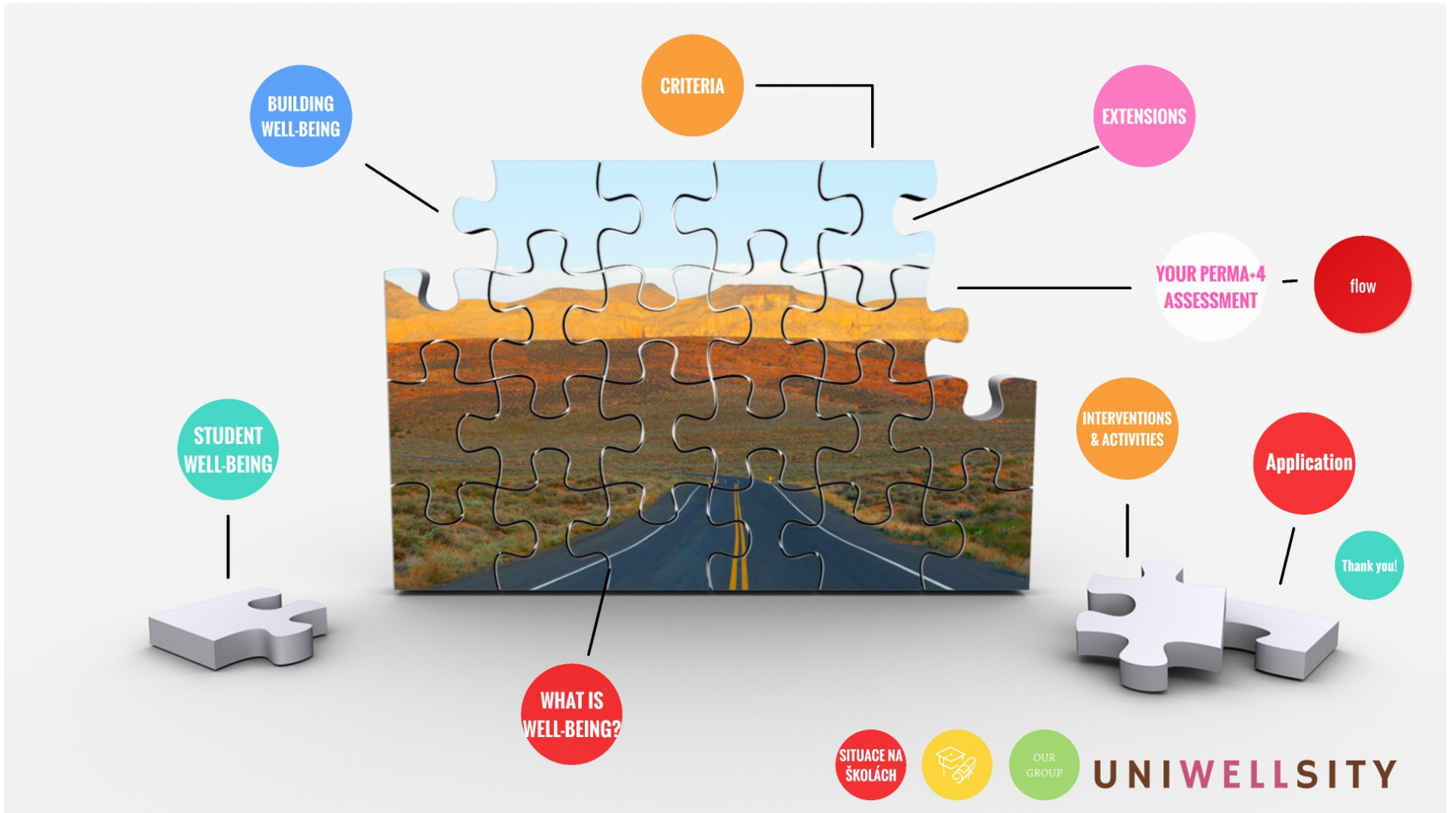
**well students,
successful students**



Positive Education

Skills of
Achievement

Skills of
Well-being



**Till the next week:
Be mindful of your building blocks.**

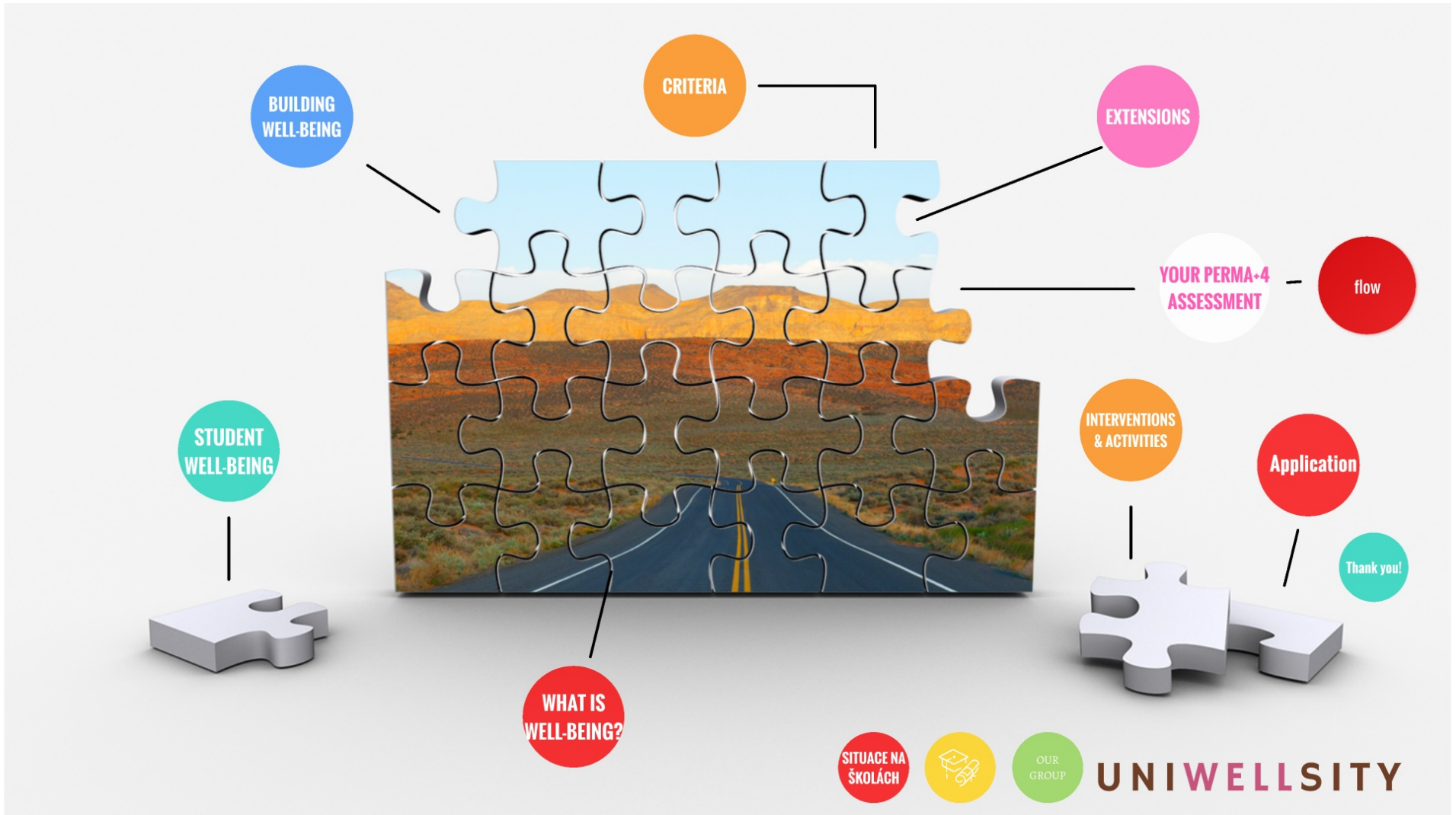


*Take Home
Messages?*

AGREEMENT



thank you soooooooooo much





well-being
being well

jsme

šťastní

jsme

v bezpečí

jsme

vděční

jsme

přátelští

jsme

???



well-being
being well

| | |
|-------|-------------------|
| being | happy |
| being | safe |
| being | thankful |
| being | friendly & loving |
| being | ??? |



Jak je well-being definován?

Centra pro kontrolu a prevenci nemocí (Centers for Disease Control and Prevention) upozorňují na neexistenci jednotné definice well-beingu, ovšem mluví o všeobecné shodě na tom, že well-being (do češtiny překládáno jako blahobyt či pohoda) zahrnuje minimálně **přítomnost pozitivních emocí a nálad** (např. spokojenost, štěstí), **nepřítomnost negativních emocí** (např. úzkosti), **spokojenost se životem, životní naplnění a pozitivní fungování**.

Zjednodušeně lze pohodu popsat jako **pozitivní posuzování vlastního života a dobrý pocit**. Pro účely veřejného zdraví je fyzická pohoda (např. cítit se fyzicky velmi zdravě, energicky) považována za zásadní pro celkový zdravotní well-being.



How is well-being defined?

CDC (2018): There is no consensus around a single definition of well-being, but there is general agreement that at minimum, **well-being includes the presence of positive emotions and moods** (e.g., contentment, happiness), **the absence of negative emotions** (e.g., depression, anxiety), **satisfaction with life, fulfillment and positive functioning.**

In simple terms, well-being can be described as **judging life positively and feeling good.** For public health purposes, physical well-being (e.g., feeling very healthy and full of energy) is also viewed as critical to overall well-being.



(CDC, 2018 & HARVARD 2019)

Výzkumníci z různých oborů zkoumali různé aspekty duševního blahobytu (dále well-beingu) a shodují se na těchto zásadních:

Fyzický well-being.
Ekonomický well-being.
Sociální well-being.
Vývoj a aktivita.
Emocionální well-being.
Psychický well-being.
Životní spokojenost.
Spokojenost v různých doménách.
Zajímavé aktivity a práce.





(CDC, 2018 & HARVARD 2019)

For public health purposes, physical well-being (e.g., feeling very healthy and full of energy) is also viewed as critical to overall well-being. Researchers from different disciplines have examined different **aspects of well-being** that include the following:

- Physical well-being.
- Economic well-being.
- Social well-being.
- Development and activity.
- Emotional well-being.
- Psychological well-being.
- Life satisfaction.
- Domain specific satisfaction.
- Engaging activities and work.



The World Health Organization (1948):





Světová zdravotnická organizace (World mental health report, 2022)

Definuje duševní zdraví jako "integrální část našeho celkového zdraví a well-beingu a jako základní lidské právo".



World mental health report (2022)

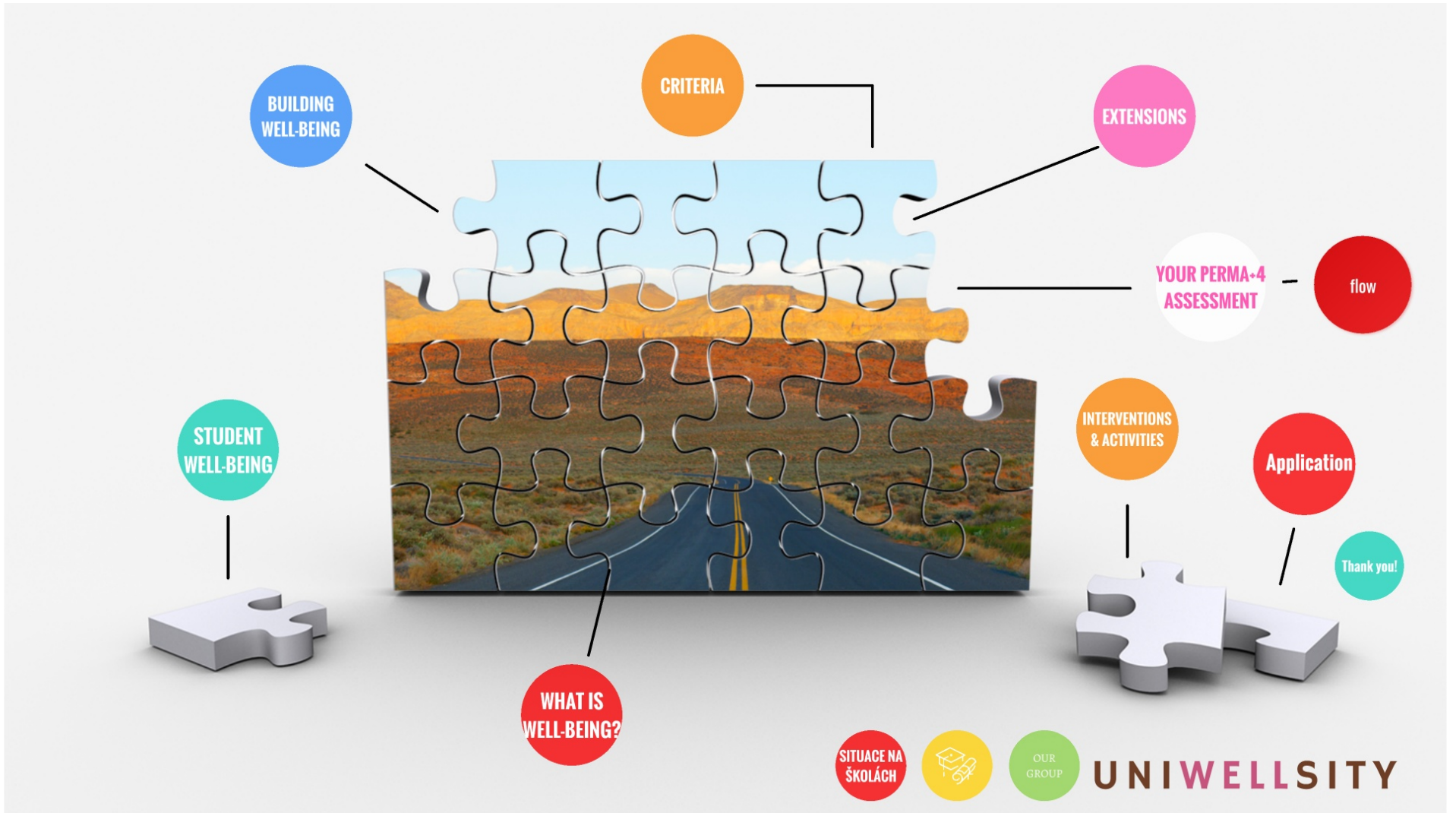
Defines mental health as an integral part of our general health and well-being and as a basic human right.



Psychology should be just as
concerned with building strength as
with repairing damage

— *Martin Seligman* —

AZ QUOTES



Do škol má nově přijít i „wellbeing“. Není jasné, jak to učít



7. 9. 2022, 13:33
Filip Štira



Velkou revizí rámcových vzdělávacích programů (RVP) se má do školní výuky dostat též důraz na tzv. wellbeing (pocit tělesné a duševní pohody). V českém prostředí nicméně pro výuku wellbeingu zatím chybí metodická opora, upozorňují zástupci České odborné společnosti pro inkluzivní vzdělávání (ČOSIV). Přicházejí proto s novou metodikou.

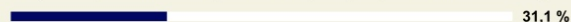


Samotný projekt je financován z evropských fondů.

Anketa

Měly by se školy zabývat tzv. wellbeingem a obecně péčí o duševní zdraví?

Ano, pro život je to čím dál důležitější, může to fungovat i jako prevence stresu nebo šikany.



Lze se tím okrajově zabývat v rámci některého předmětu, ale „nepřeháně(a)“ bych to.



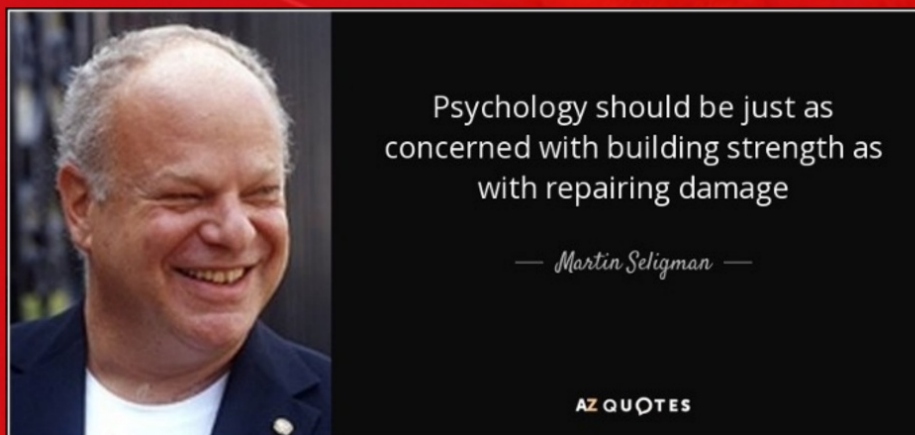
Ne, je to zbytečná ztráta času na úkor klasického školního vzdělávání.



Celkem hlasovalo 12110 čtenářů.

Pedagogický institut začne upravovat učivo ZŠ

Programy zaměřené na rozvoj sociálních a emočních dovedností pomáhají podle slov předsedkyně ČOSIV Lenky Felcmanové ve škole vytvářet bezpečné prostředí, předcházet šikaně nebo užívání návykových látek. Žáci pak mají lepší podmínky pro učení a dosahují i lepších vzdělávacích výsledků.



V roce 2030 bude podle WHO
duševní onemocnění (DO) světově
onemocnění č. 1

Do 14 let věku se
rozvíjí 50% DO a do
25 let 75%

Zanedbání duševního
zdraví se projevuje
neprospíváním,
náročným chováním,
šikanou,
sebepoškozováním,
narušenými vztahy a
sebevraždou.

35 mladých
lidí ročně
umírá v
důsledku
sebevraždy

1 z 5ti mladých lidí trpí DO



WHO

2022

- 1 Sebevražda ve vyspělých zemích je druhou nejčastější příčinou úmrtí lidí ve věku 10 - 19 let**
- 2 26 % žen a 10 % mužů ve věku 16- 24 uvádí, že se se někdy ve svém životě poškozovali**
- 3 Úzkost a deprese je mezi 5ti nejčastějšími příčinami zdravotních překážek ve věkové skupině 10 až 19 let**
- 4 V důsledku pandemie stoupla prevalence deprese v populaci 3x a úzkosti 2x**

PISA

30 % českých žáků se setkává s šikanou (šetření SCIO Mapa školy - 40 % žáků se často setkává (až denně) se slovní šikanou.

7 % českých žáků se stále cítí smutně

18 % žáků není spokojeno se svým životem

ČR patří v OECD mezi 5 zemí s nejnižším podílem žáků, kteří vnímají jasný smysl svého života.

S výrokem "cítím velkou úzkost před testem, přestože jsem se na něj dobře připravil/a" souhlasilo 40 % žáků (dívek 64 %).

Nízká očekávání učitele a jeho přesvědčení o neschopnosti konkrétního žáka zvyšují pravděpodobnost celkové úzkosti ze školy o 60 %.

Žáci s nejvyšší mírou úzkosti ze školy uvádějí nižší spokojenost s vlastním životem.

Záci, kteří pocítují úzkost spojenou se zkoušením a známkováním, dosahují horších výsledků

TIMSS

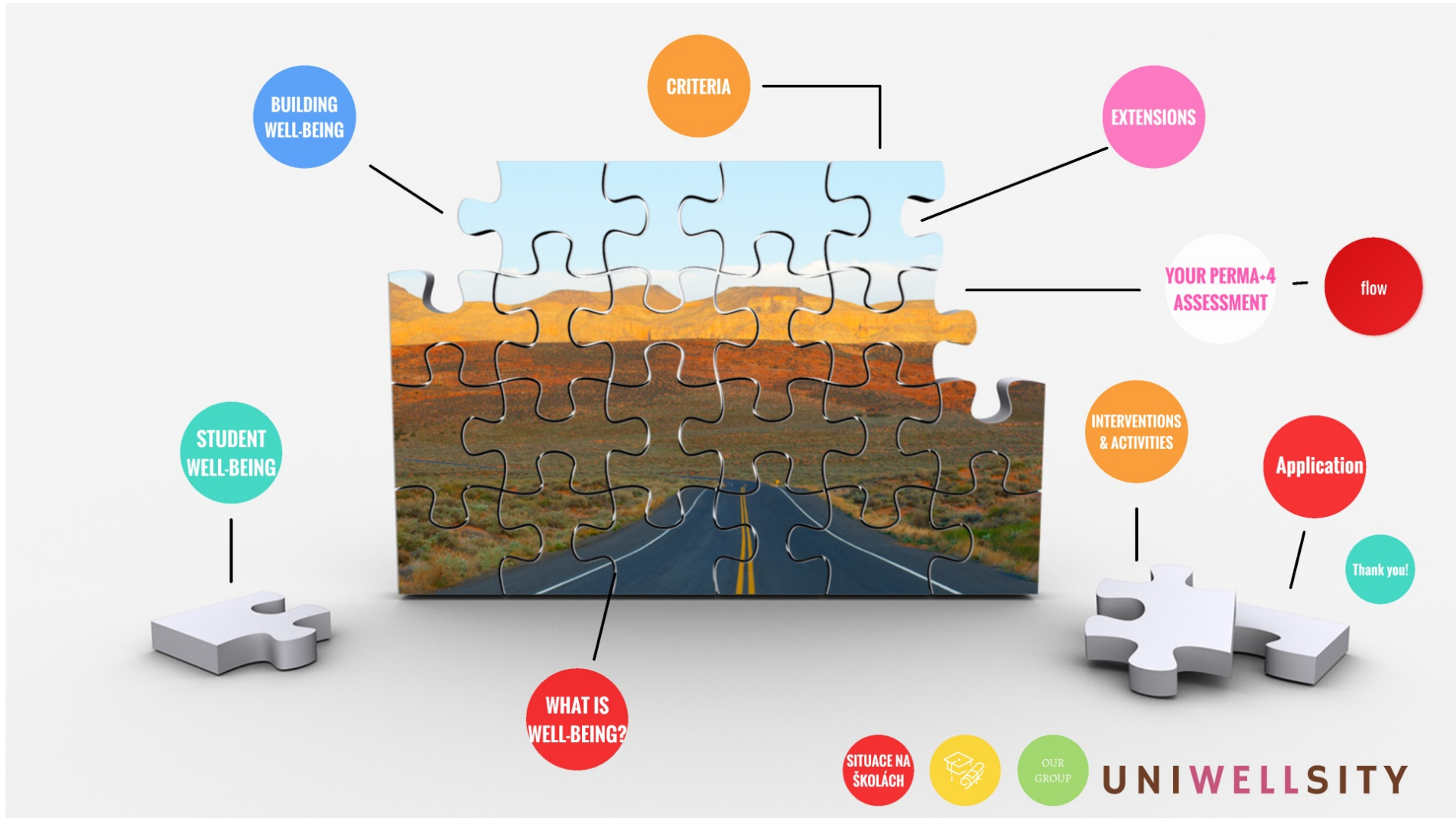
Čestí čtvrtáci navštěvují školu nejméně rádi ze všech zemí OECD a opakovaně prokazují nejnižší míru sounáležitosti se školou.

Důvera ve vlastní schopnosti učení ovlivňuje vzdělávací výsledky silněji než sociální a ekonomické faktory rodinného prostředí žáků.

Kvalitní a respektující komunikace učitele s rodiči, jejichž socioekonomický status je nízký, může dlouhodobě pomoci žákům z těchto rodin zlepšit jejich studijní výsledky.

Prostředí školy a postoje učitelů ovlivňují vzdělávací výsledky žáků - ve školách, kde je řediteli deklarována úspěšnost v realizaci vzdělávacího programu ze strany učitelů, větší zapojení a zájem rodičů a snaha samotných žáků prospívat a respektovat úspěšné spolužáky, žáci dosahují lepších výsledků (v matematice).

Žáci, kteří vnímají, že jejich učitel vyučuje srozumitelně a aktivně se věnuje jejich individuálním výkovým potřebám, dosahují lepších vzdělávacích výsledků v matematice.



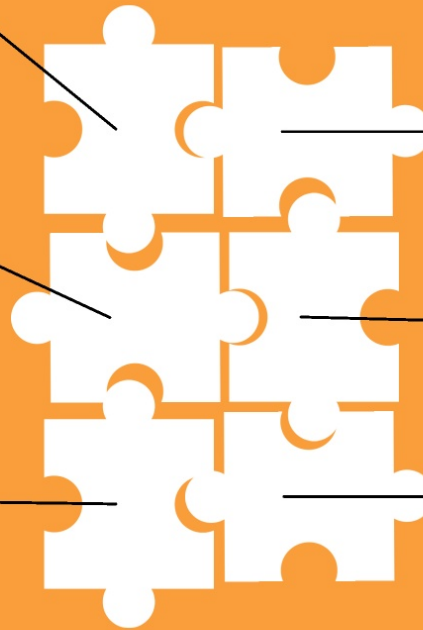
What criteria can evaluate a theory of the elements of well-being?

(Seligman, 2018)

The elements contribute to well-being

Many people pursue each element for its own sake and not just to serve another element

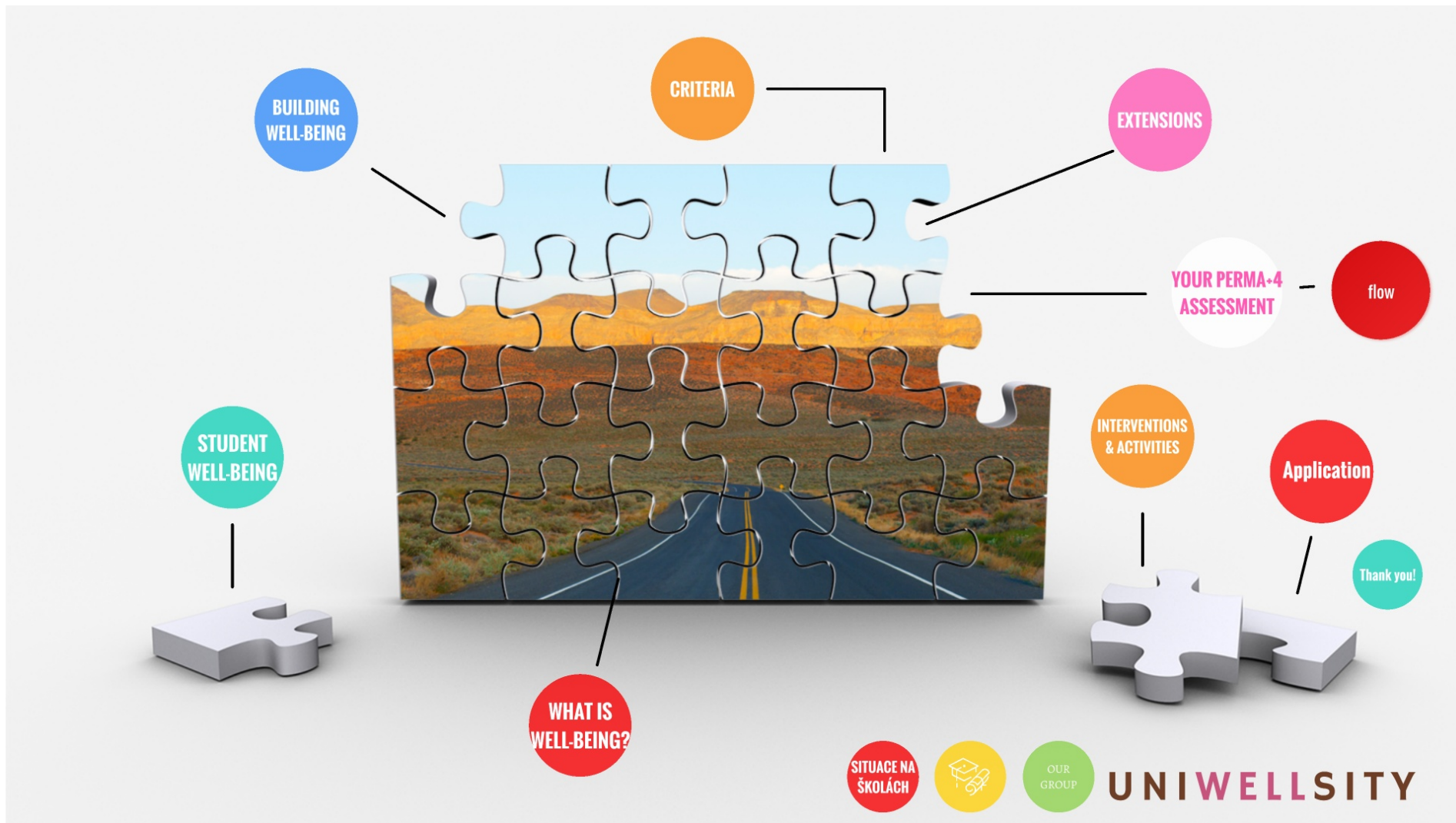
The list of element is exclusive and exhaustive (PERMA may be exclusive, but it is certainly not exhaustive., e.g. health, vitality, and responsibility are additional candidates elements)



The elements lead to specific interventions to build each element and SWB

The list is parsimonious (five does rather better than 196).

Each element can be defined and measured independently of the other elements.



FLOURISHING: HOW?

Seligman (2018): "PERMA may be exclusive, but it is certainly not exhaustive., e.g. **health, vitality, and responsibility** are additional candidates elements."



PERMA H



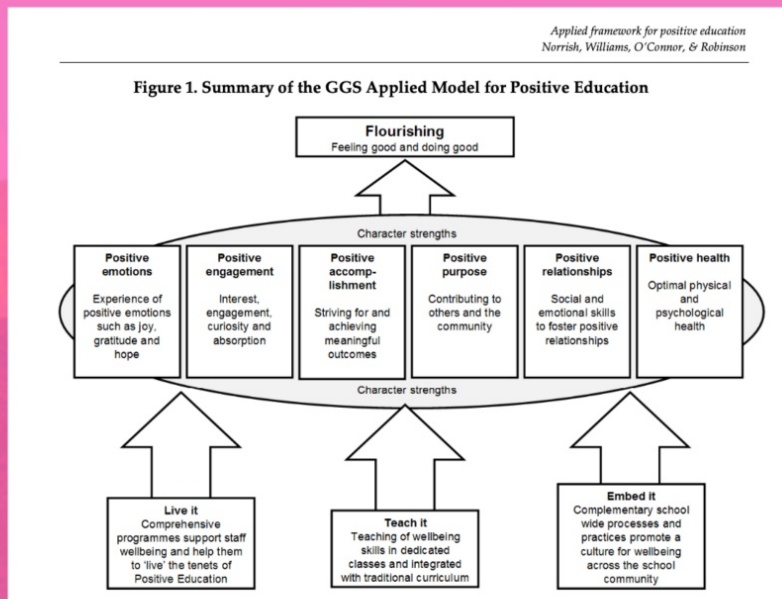
PERMA V



PERMA+4

PERMA H

Norrish, Williams, O'Connor, & Robinson



An applied framework for Positive Education

Jacelyn M. Norrish · Paige Williams · Meredith O'Connor
Justin Robinson

Abstract: The increasing momentum of the Positive Psychology movement has seen burgeoning research in positive mental health and adaptive functioning; a critical question is how this knowledge can now be applied in real-world settings. Positive Education seeks to combine principles of Positive Psychology with best-practice teaching, and with educational paradigms to promote optimal development and flourishing in the school setting. Interest in Positive Education continues to grow in line with increasing recognition of the important role played by schools in fostering wellbeing, and the link between wellbeing and academic success. To date, however, a framework to guide the implementation of Positive Education in schools has been lacking. This paper provides an overview of the Geelong Grammar School (GGS) Model for Positive Education, an applied framework developed over five years of implementing Positive Education as a whole-school approach in one Australian school. Explicit and implicit teaching in combination with school-wide practices target six wellbeing domains, including positive emotions, positive engagement, positive accomplishment, positive purpose, positive relationships, and positive health, underpinned by a focus on character strengths. The Model provides a structured pathway for implementing Positive Education in schools, a framework to guide evaluation and research, and a foundation for further theoretical discussion and development.

Keywords: positive psychology, Positive Education, wellbeing, flourishing

1. An applied framework for Positive Education

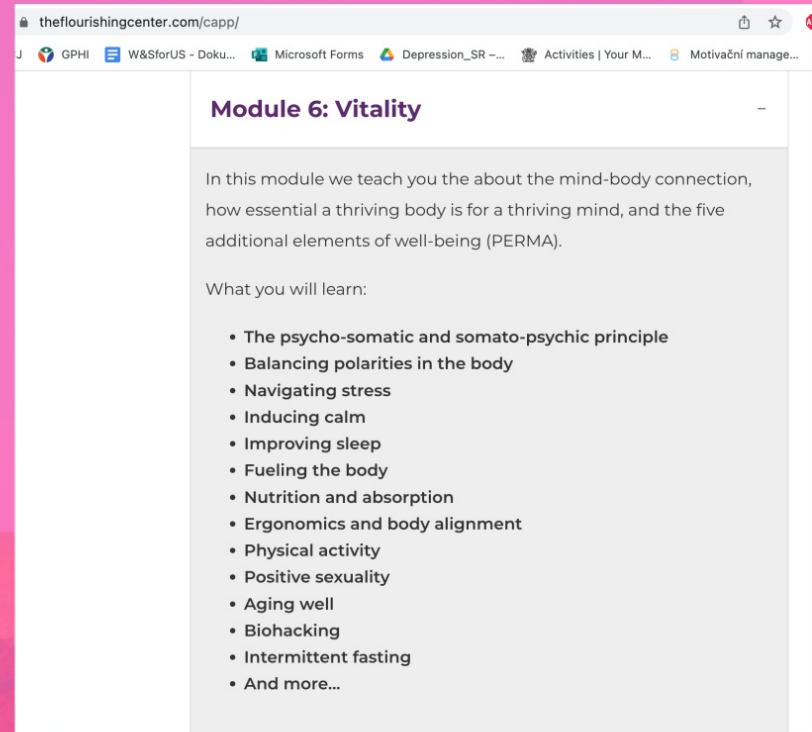
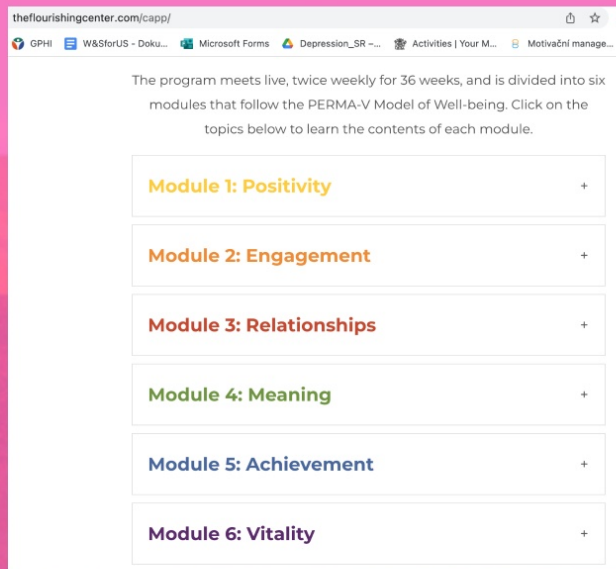
There is increasing recognition that good mental and physical health consists of the presence of wellbeing in addition to the absence of pathology and illness (Keyes, 2006), and the emergence of the Positive Psychology movement has seen a significant redirection of scientific inquiry towards the exploration of optimal human functioning (Rusk & Waters, 2013). A wealth of new knowledge has been generated as a result, but a remaining question is how this knowledge can be applied in real-world settings to promote wellbeing across the general population. This question is particularly salient in regards to young people, given levels of mental health difficulties observed during adolescence and the transition to adulthood that are cause for concern (Sawyer, Miller-Lewis, & Clark, 2007).

Schools are one of the most important developmental contexts in young peoples' lives, and can be a key source of the skills and competencies that support their capacity for successful adaptation (Hamilton & Hamilton, 2009). Furthermore, schools provide accessible and relatively stable sites within which to locate interventions to promote wellbeing (Bond et al., 2007), and represent a common setting for children and adolescents, thus facilitating universal promotion-based interventions (Short & Talley, 1997). Hence, schools are uniquely placed to



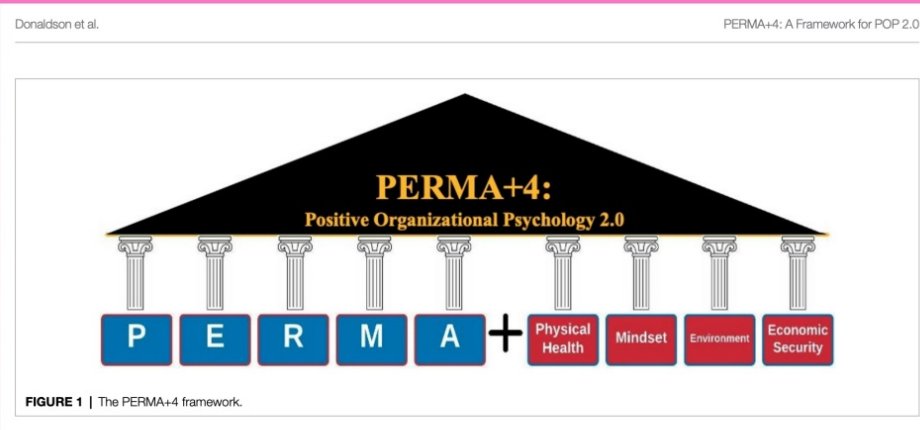
PERMA V

Emiliya Zhyvotovskaya



PERMA+4

Empirical evidence:
Donaldson (2019),
Donaldson et al. (2020),
and Donaldson and Donaldson (2021a,b).



PERMA+4: A Framework for Work-Related Wellbeing, Performance and Positive Organizational Psychology 2.0

Stewart I. Donaldson^{1*}, Llewellyn Ellardus van Zyl^{2,3,4,5} and Scott I. Donaldson⁶

¹Division of Behavioral and Organizational Sciences, Claremont Graduate University, Claremont, CA, United States, ²Department of Industrial Engineering and Innovation Sciences, University of Eindhoven, Eindhoven, Netherlands, ³Optima Research Unit, North-West University, Vanderbijlpark, South Africa, ⁴Department of Human Resource Management, University of Twente, Enschede, Netherlands, ⁵Department of Social Psychology, Institut für Psychologie, Goethe University, Frankfurt, Germany, ⁶Department of Population and Public Health Sciences, Keck School of Medicine, University of Southern California, Los Angeles, CA, United States

OPEN ACCESS

Edited by:
Gerald Guan Gan Goh,
Multimedia University, Malaysia

Reviewed by:
Chinun Boonruangnut,
Sripattom University, Thailand
Siew Leng Chan,
Universiti Putra Malaysia Bintulu
Sarawak Campus, Malaysia

***Correspondence:**
Stewart I. Donaldson
stewart.donaldson@cgu.edu

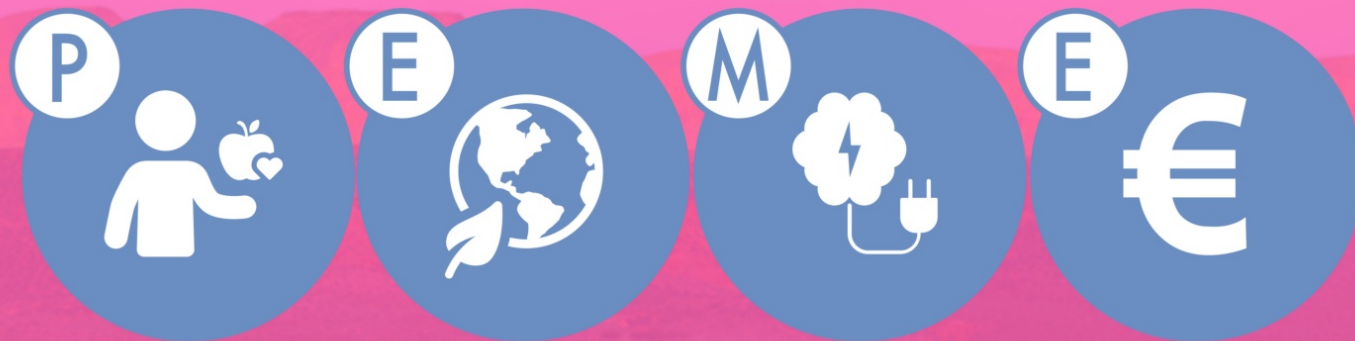
Specialty section:
This article was submitted to
Positive Psychology,
a section of the journal
Frontiers in Psychology

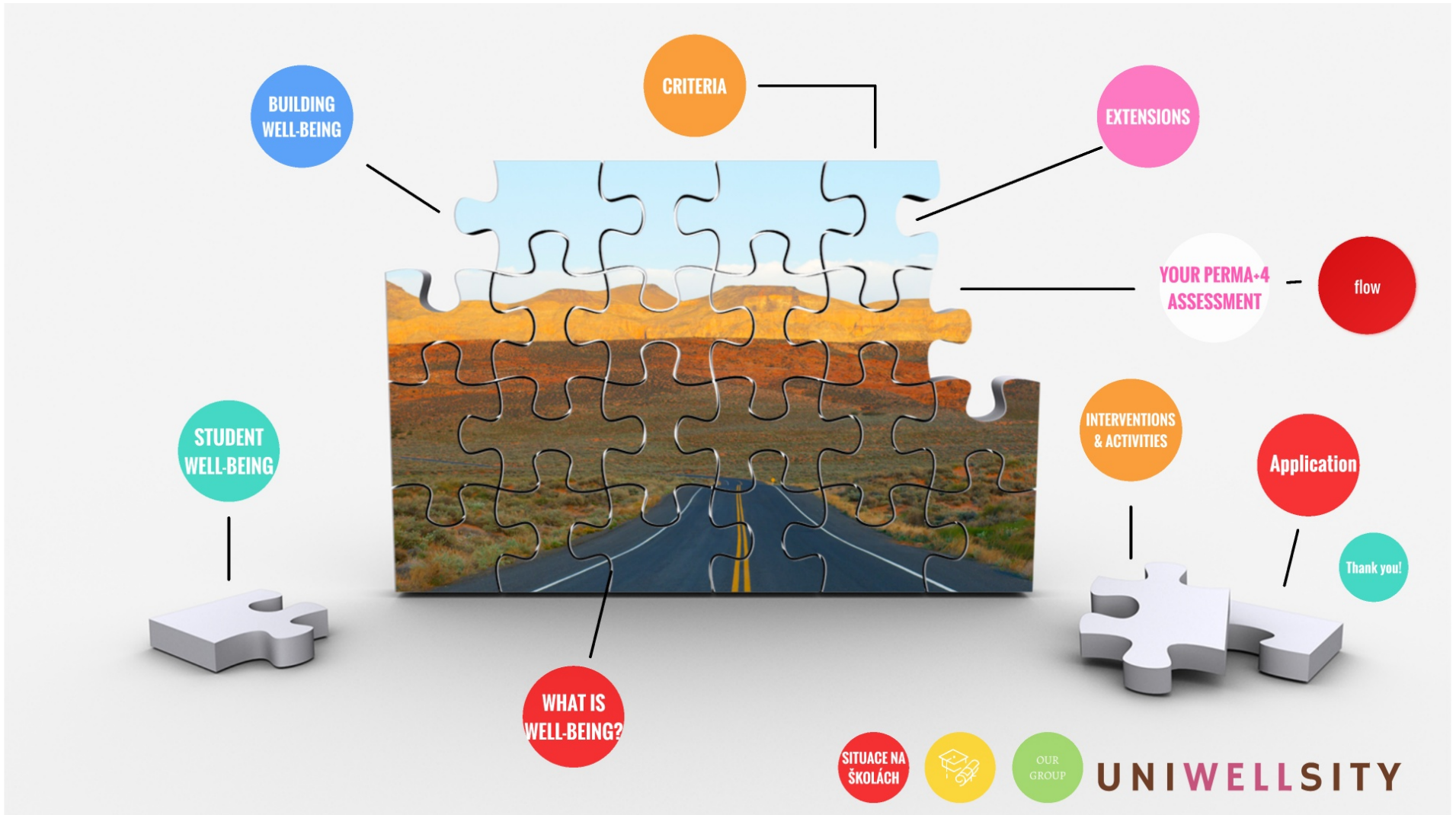
Received: 17 November 2021
Accepted: 08 December 2021
Published: 24 January 2022

Citation:
Donaldson SI, van Zyl LE and
Donaldson SI (2022) PERMA+4:
A Framework for Work-Related
Wellbeing, Performance and Positive
Organizational Psychology 2.0.
Front. Psychol. 12:817244.
doi: 10.3389/fpsyg.2021.817244

A growing body of empirical evidence suggests that positive emotions, engagement, relationships, meaning, and accomplishments (PERMA) may be a robust framework for the measurement, management and development of wellbeing. While the original PERMA framework made great headway in the past decade, its empirical and theoretical limitations were recently identified and critiqued. In response, Seligman clarified the value of PERMA as a framework for and not a theory of wellbeing and called for further research to expand the construct. To expand the framework into organizational contexts, recent meta-analyses and systematic literature reviews showed that physical health, mindset, physical work environments and economic security could be seen as essential contextually relevant building blocks for work-related wellbeing and are therefore prime candidates to expand the PERMA framework for use within organizational contexts. Through expanding the original PERMA framework with these four factors, a new holistic approach to work-related wellbeing and work performance was born: the PERMA+4. As such, the purpose of this brief perspective paper is to provide a conceptual overview of PERMA+4 as holistic framework for work-related wellbeing and work performance which extends beyond the predominant componential thinking of the discipline. Specifically, we aim to do so by providing: (1) a brief historical overview of the development of PERMA as a theory for wellbeing, (2) a conceptual overview of PERMA+4 as a holistic framework for work-related wellbeing and work performance, (3) empirical evidence supporting the usefulness of PERMA+4, and (4) charting a course for the second wave of positive organizational psychological research.

Keywords: PERMA+4, wellbeing, work-related wellbeing, positive organizational psychology, future perspectives, work performance





Positive Interventions & E-B Activities Building Well-being

Seligman (2018): "If I understand that PERMA is a theory of the building blocks of well-being, we can work together on gratitude visits, or three blessings, or active-constructive responding or any of the other validated positive interventions that build these elements (e.g. Bolier et al., 2013)."

(Donaldson et al., 2021)



Following the Science to Generate Well-Being: Using the Highest-Quality Experimental Evidence to Design Interventions

Stewart I. Donaldson¹, Victoria Cabrera and Jaclyn Gaffney

¹Department of Psychology, Cleveland Graduate University, Cleveland, OH, United States

The second wave of devastating consequences of the COVID-19 pandemic has been linked to dramatic declines in well-being. While much of the well-being literature is based on descriptive and correlational studies, this paper evaluates a growing body of causal evidence from high-quality randomized controlled trials (RCTs) that test the efficacy of positive psychology interventions (PPIs). This systematic review analyzed the findings from 25 meta-analyses, 42 review papers, and the high-quality RCTs of PPIs designed to generate well-being that were included within those studies. Findings reveal PPIs have the potential to generate well-being even during a global pandemic, with larger effect sizes in non-Western countries. Four exemplar PPIs—that have been tested with a high-quality RCT, have positive effects on well-being, and could be implemented during a global pandemic—are presented and discussed. Future efforts to generate well-being can build on this causal evidence and emulate the most efficacious PPIs to be as effective as possible at generating well-being. However, the four exemplars were only tested in WEIRD (Western, Educated, Industrial, Rich, and Democratic) countries but seem promising for implementation and evaluation in non-WEIRD contexts. This review highlights the overall need for more rigorous research on PPIs with more diverse populations and in non-WEIRD contexts to ensure equitable access to effective interventions that generate well-being for all.

OPEN ACCESS

Edited by:
Linda D. Bricker, Iowa State
University, United States

Reviewed by:
Erin Brateman,
University of Toronto, Netherlands
Chase Kuhn,
University of Bologna, Italy

***Correspondence:**
Stewart I. Donaldson
stewart.donaldson@clevelandgu.edu

Specialty section:
This article was submitted to
Positive Psychology,
a section of the journal
Frontiers in Psychology

Received: 12 July 2021
Accepted: 19 November 2021
Published: 12 December 2021

Citation:
Donaldson SI, Cabrera V and
Gaffney J (2021) Following the
Science to Generate Well-Being:
Using the Highest-Quality
Experimental Evidence to Design
Interventions.
Front. Psychol. 12:739332.
doi: 10.3389/fpsyg.2021.739332

Keywords: positive psychology intervention, well-being, randomized controlled trial, systematic review, exemplar method

INTRODUCTION

In response to psychology's strong emphasis on pathology and repairing human deficits, Seligman and Csikszentmihalyi (2000) provided a vision for the next generation of psychological scientists to spend at least some of their careers understanding the factors that make life worth living and preventing pathologies that arise when life is barren and meaningless. The call was answered and thousands of peer-reviewed articles on positive psychology topics have been published and more than a thousand of these articles included empirical tests of positive psychology theories, principles, and interventions (Donaldson et al., 2015; Kim et al., 2018). Furthermore, this new science is now being conducted across many disciplines and professions, five continents, and more than 40 countries

TABLE 4 | The most promising PPI training topics and exercises.

| Sheldon et al., 2014, p. 360 | Froh et al., 2015, p. 2 | Isman et al., 2016, p. 1400 | Behaviores-Delgado et al., 2017 ¹ |
|--|--|--|---|
| <p>1. "Introduction" - Content: Read 100+ positive psychology and happiness text" - Exercise: "Three good things" - Homework: Practice "three good things." 2. "Engagement and Pleasant Activities" - Content: What do happy people do to have a good day? - Exercise: Make a list of pleasant activities. Plan pleasant activities for the next day - Homework: Carry out a pleasant activity" 3. "Character Strengths" - Content: About character strengths and their practical use - Exercise: Identify personal character strengths - Homework: Find new ways of using character strengths" 4. "Acts of Kindness" - Content: Acts of kindness and how they influence well-being" - Exercise: Plan five kind acts - Homework: Carry out acts of kindness" 5. "Gratitude" - Content: The present life includes positive emotions about the past, present and future - Exercise: "Three good things" - Homework: Write a gratitude letter" 6. "Optimism" - Content: How to deal with adversity? - Exercise: Instructions for expressive writing - Homework: Write about a negative event the next four days 7. "Mastery and Reappraisal" - Content: How to deal with adversity? - Exercise: Instructions for expressive writing - Homework: Write about a negative event the next four days 8. "Autonomy" - Content: Optimism in everyday life and its effects on mental and physical well-being - Exercise: "Best Possible Life"</p> | <p>1. "Best Principles" B. How do you feel? Check your state of mind" B) What bothered you in the past from being happy? B) Write a happiness diary. Note three things that made you happy today" 2. "Joy of Community" B) Get someone's contact in a way that is comfortable for you B) Identify your best friends and meet them this week B) Write a thank-you letter" 3. "Joy of Luck" B) Sit three people your wishes B) Replicate somebody by doing an unexpected favor B) Let faculty decide to do something new and give favorable opportunities a chance" 4. "Joy of Pleasure" B) Eat a meal mindfully B) Be mindful and capture happy moments with your camera B) Challenge yourself with aesthetically pleasing items" 5. "Joy of Flow" B) Identify your strengths B) Use them in a new way" 6. "Joy of Effectiveness" B) Give little presents to make somebody happy B) Write a gratitude diary and note three things a day you are thankful for B) Enjoy ten minutes of silence every day"</p> | <p>1. "Self-Awareness" - Video: Introduction to mindfulness, self-awareness, positive psychology and meditation - Meditation: Introductory meditation focusing on awareness of breath, body, and emotions - Daily practice: Keeping aware of thoughts and emotions throughout the day" 2. "Positive Emotions" - Video: Discussion of the benefits of positive emotions and gratitude - Meditation: Gratitude meditation focusing on who or what one appreciates - Daily practice: Expressing gratitude for positive situations" 3. "Self-compassion" - Video: Explanation of the self-compassion exercise, research evidence and methods to increase self-compassion - Meditation: Adapted version of Loving-Kindness meditation focusing on self-compassion (Froh and Carmes, 2013) - Daily practice: Repeating internal affirmations with statements of kindness" 4. "Self-efficacy" - Video: Introduction to character strengths and self-efficacy including enhancement methods - Meditation: Meditation focusing on a time when participant used a higher level and using character strengths - Daily practice: Considering the values in Action (VA) character strengths survey and using strengths" 5. "Autonomy" - Video: Introduction to autonomy and its connection with well-being - Meditation: Meditation on authentic self and action - Daily practice: Taking action in line with one's values and noticing external pressure on choices"</p> | <p>1. "Positive Emotions" - Day of pleasant emotions: What happened, who was there, what did you feel, what did you think? - Three good things: Think about three things that went well today and savor those moments" 2. "Discovering Strengths" - Discussion of your strengths: Which of the 24 strengths do you have and which of these give you energy and pleasure? - Identify your strengths: Answer the 10 questions in who makes you feel that all help you to discover your strengths - Identify your strengths B: Which strengths do you recognize in answering the 10 questions? - Values of others: Ask 5-6 people about your top 5 strengths with examples from daily life - Top 5 strengths: Based on all previous exercises, choose your top 5 strengths that also give you energy and pleasure" 3. "Use of Strengths, Flow" - Change "meat" into "vegg": Make a list of things you do not like but must do. What are underlying virtues (measures)? - Flow: Have you experienced flow and why? - Daily practice: Repeating internal affirmations with statements of kindness" 4. "Optimism, Hope" - ABC Diary: What do you think and do when something negative happens? How can you challenge negative pessimistic thoughts? - Imagine your best possible self: Visualize yourself in the personal, relational, and professional domain" 5. "Self-compassion" - With yourself something good: Be mindful and identify your greatest need at this moment. Use your new voice to remind your compassionate self. - Develop a compassionate inner voice: Write letters about situations in the preceding week where you showed self-compassion"</p> |
| <p>8. "Flow" - Content: How to use flow to create engagement and intense motivation - Exercise: Identify potential flow activities. Plan a flow activity - Homework: Carry out a flow activity" 10. "Gratitude" - Content: How to enjoy small everyday moments of pleasure - Exercise: Instructions on how to savor and savor small positive moments and to be present at your achievements" 11. "Reappraisal and Attribution" - Content: How people (e.g., lottery winners) quickly adjust to their situation - Exercise: Instructions for attributing success to stable, global, personal characteristics, and failures to temporary, specific, situational characteristics" 12. "Stress and Mindfulness" - Content: How prolonged stress can affect mental and physical well-being - Exercise: Practice mindfulness by focusing on one's breath" 13. "Autonomy" - Content: Happiness test and blueprint for increasing well-being - Exercise: Summary of important tasks and exercises"</p> | <p>7. "Flow" B) Select your favorite happiness exercises B) Use a happiness manager and set your favorite exercises to other people B) Reward yourself for your happiness work during the last week and give yourself a treat" 7. "Positive Reactions with Others" - Content: Discussion of benefits of positive relationships and methods for relationship enhancement - Daily practice: Singing feelings of loving and kindness intentions" 8. "Engagement/Concentration" - Video: Introduction to engagement and savoring and their connection with positive emotions - Meditation: Loving-kindness meditation focusing on flow - Daily practice: Using savoring to engage with experiences - Conclusion: Summary of the program, discussion of personal growth and relation to sleep meditation"</p> | <p>6. "Resilience" - Coping style: Take the test to identify your prominent coping method - Expressive writing: Write 15-min on at least 4 days about emotions, thoughts, and feelings around a negative or positive event - Needs: What are your specific needs at this moment? Who should know your needs? 7. "Positive Reactions B" - Action-orientative responding: Respond positively to good news shared by others. Use active communication skills, how does the other react? - Listen compassionately: Try to use elements of compassionate listening, such as "What helps and needs does the other need?" - Expressing gratitude: Write a gratitude letter and/or meet it about to the person you are thankful to" 8. "Positive Reactions B" - Rehearsal/meditation: Rehearse by doing a "body scan", physical exercises, or visual focus a time - Reflect on your needs: What are your strength goals, needs and motives? Do you have those needs and why (not)? - Acts of kindness: Rehearse compassion by performing an unexpected act of kindness or by doing volunteer work."</p> | |

Adaptation from Schimela-Delgado et al. (2017), pp. 6-7.

Evidence-based curriculum



Tailored



Longer



Multi-componental



Mutually reinforcing activities



Self selected



Accesible



Flexible



Reminded



(Kočí & Donaldson, 2022)

Evidence based activities and interventions generating well-being

THE EVIDENCE-BASED activities BUILDING WELL-BEING

- Gratitude diary
- Gratitude letter
- Engagement in pleasant activities
- Savoring
- Identification of character strengths
- Use of character strengths
- Acts of kindness
- Expressive writing
- Practicing optimism in everyday life
- Engagement in flow activities
- Mindful positive attribution
- Practicing mindfulness E.g., mindful breathing & mindful eating
- Three good things diary
- Engagement in positive relationships
- "Thank you" letter

- Meditation
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Identification of core values
- Best possible legacy exercise
- Visualization of living the best possible legacy
- Pleasant emotions diary
- Flow diary
- ABC-Diary
- Identification of your coping styles
- Active-constructive responding
- Compassionate listening
- Body scan relaxation
- Identification of one's intrinsic goals
- Identification of one's needs

NOTES & IDEAS:

Jana

POSSIBLE APPLICATIONS of evidence-based activities BUILDING PERMA+4

pick and choose:

Physical Health

- Practicing mindfulness E.g., mindful breathing & mindful eating
- Meditation
- Body scan relaxation
- Engagement in pleasant activities
- Engagement in flow activities

Environment

- Acts of kindness
- Practicing mindfulness E.g., mindful & positive living environment decisions
- Meditation E.g. Loving Kindness Meditation
- Thoughts and reactions awareness

Engagement

- Engagement in flow activities
- Engagement in pleasant activities
- Flow diary
- Identification of character strengths
- Use of character strengths
- Practicing mindfulness E.g., mindful breathing & mindful eating

Relationships

- Acts of kindness
- Engagement in positive relationships
- "Thank you" letter
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Compassionate listening
- Active-constructive responding

Mindset

- Practicing optimism in everyday life
- Mindful positive attribution
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Identification of your coping styles

Economic Security

- Practicing mindfulness E.g., mindful financial management
- Identification of one's intrinsic goals
- Identification of core values

Positive Emotions

- Gratitude diary
- Three good things diary
- Gratitude letter
- "Thank you" letter
- Pleasant emotions diary
- Engagement in pleasant activities
- Savoring
- Practicing optimism in everyday life
- Positive self-talk

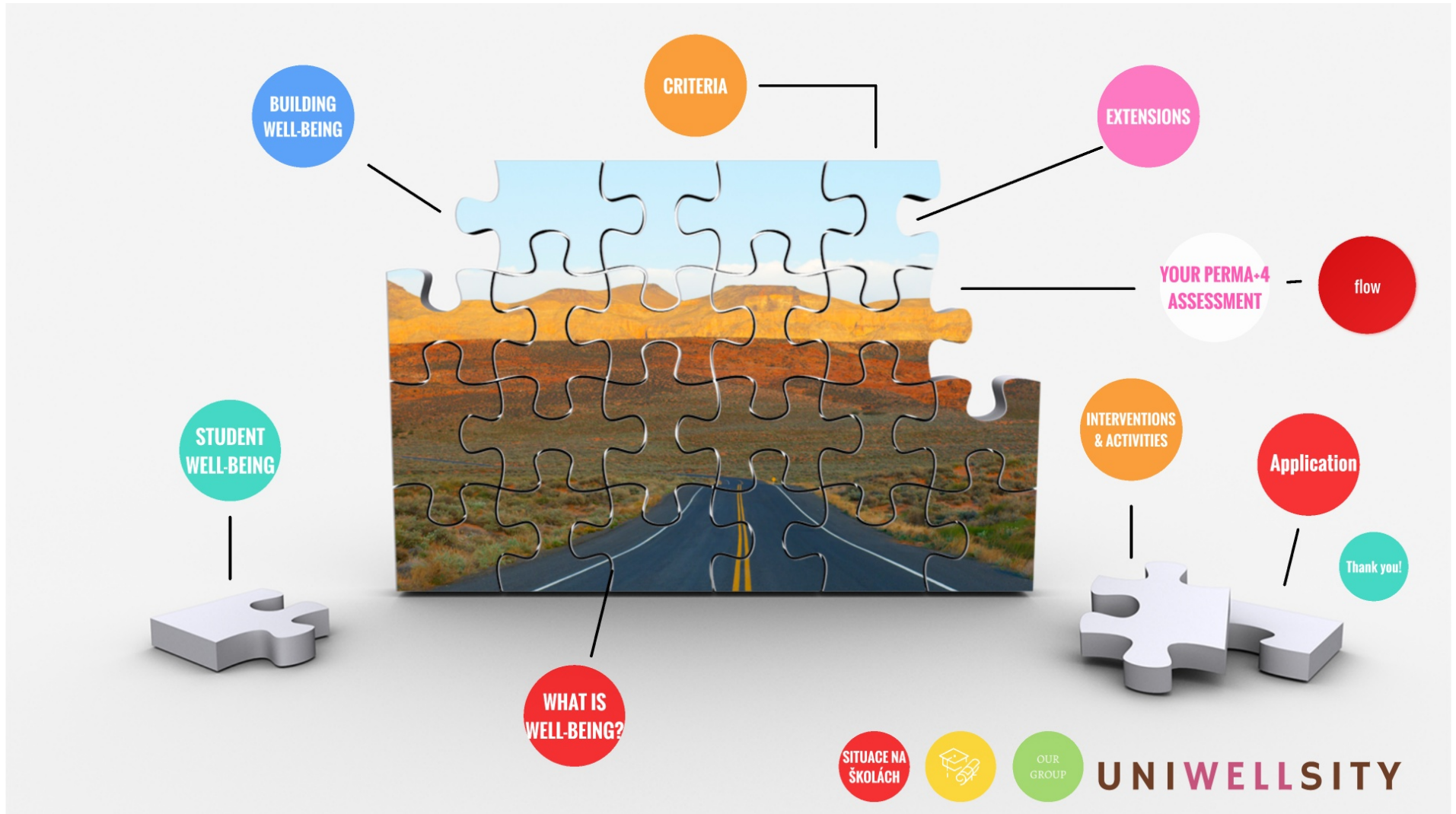
Meaning & Purpose

- Identification of core values
- Best possible legacy exercise
- Visualization of living the best possible legacy
- Identification of one's intrinsic goals
- Identification of one's needs
- Expressive writing

Achievement

- Identification of character strengths
- Use of character strengths
- Identification of core values
- Identification of one's intrinsic goals
- Identification of one's needs

JK





A Valuable Lesson For A Happier Life

<https://www.youtube.com/watch?v=Eu1PdIOMzEY>



Budování well-beingu

V roce 2011, nejnovější věda představila model budování well-beingu PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) jako model pěti měřitelných elementů generujících well-being (Seligman, 2011, pp 16–25).

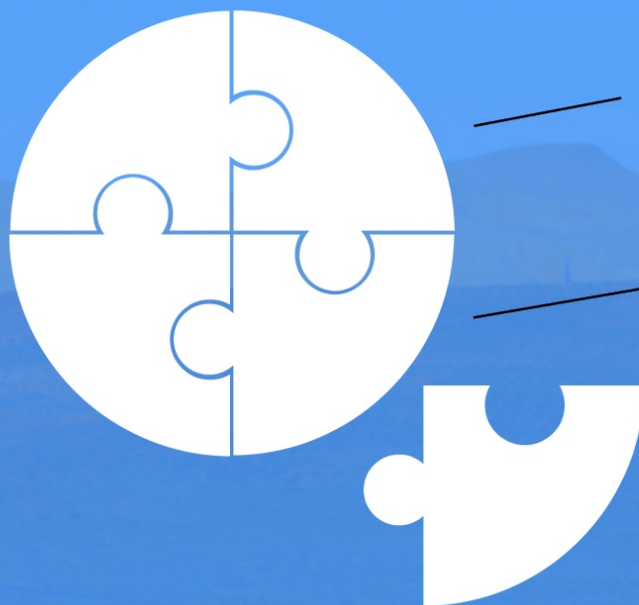
Pozitivní emoce

Vztahy

Zaujetí

Smysl

Úspěch



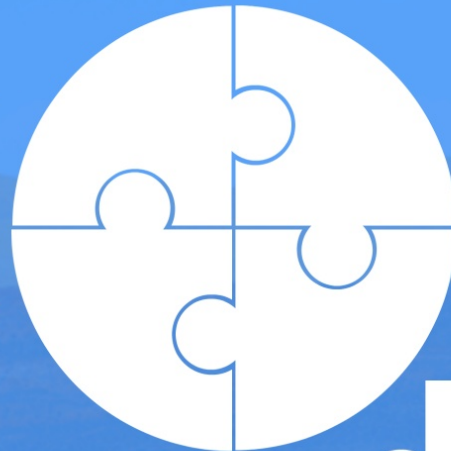


Building well-being

In 2011, new science suggested that PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) are five measurable elements that make up well-being (Seligman, 2011, pp 16–25).

Positive Emotions

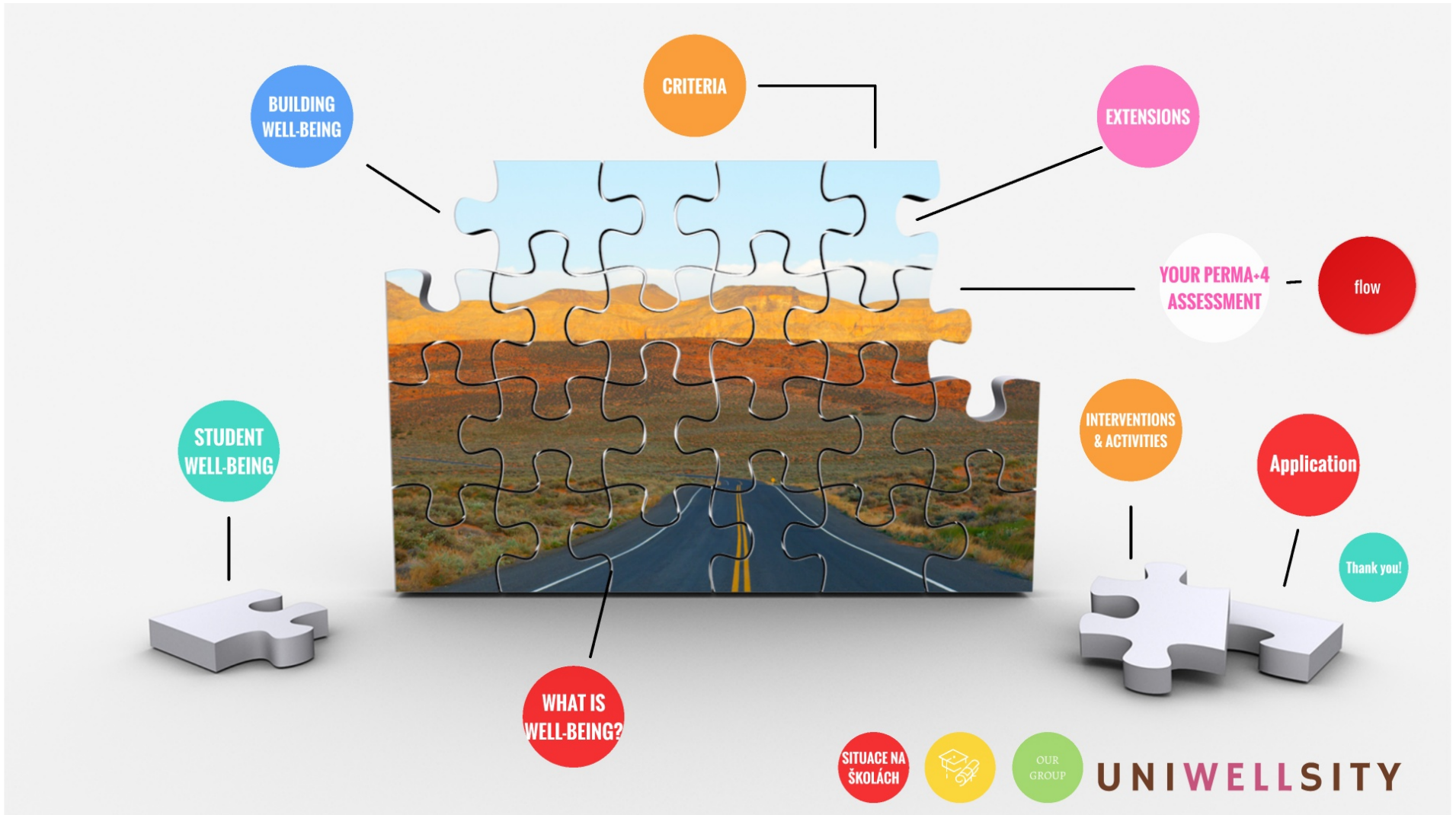
Engagement



Relationships

Meaning

Accomplishment



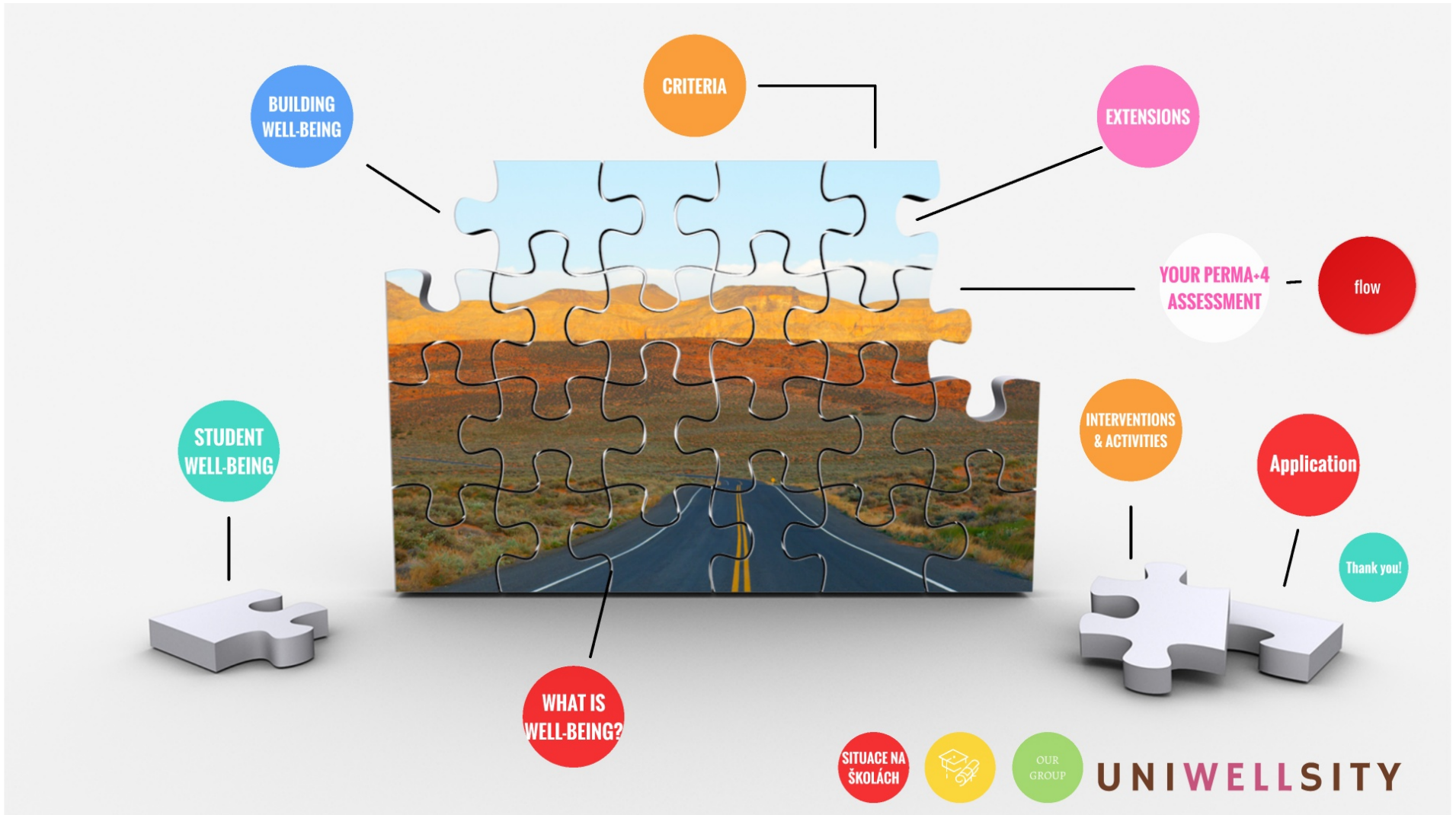


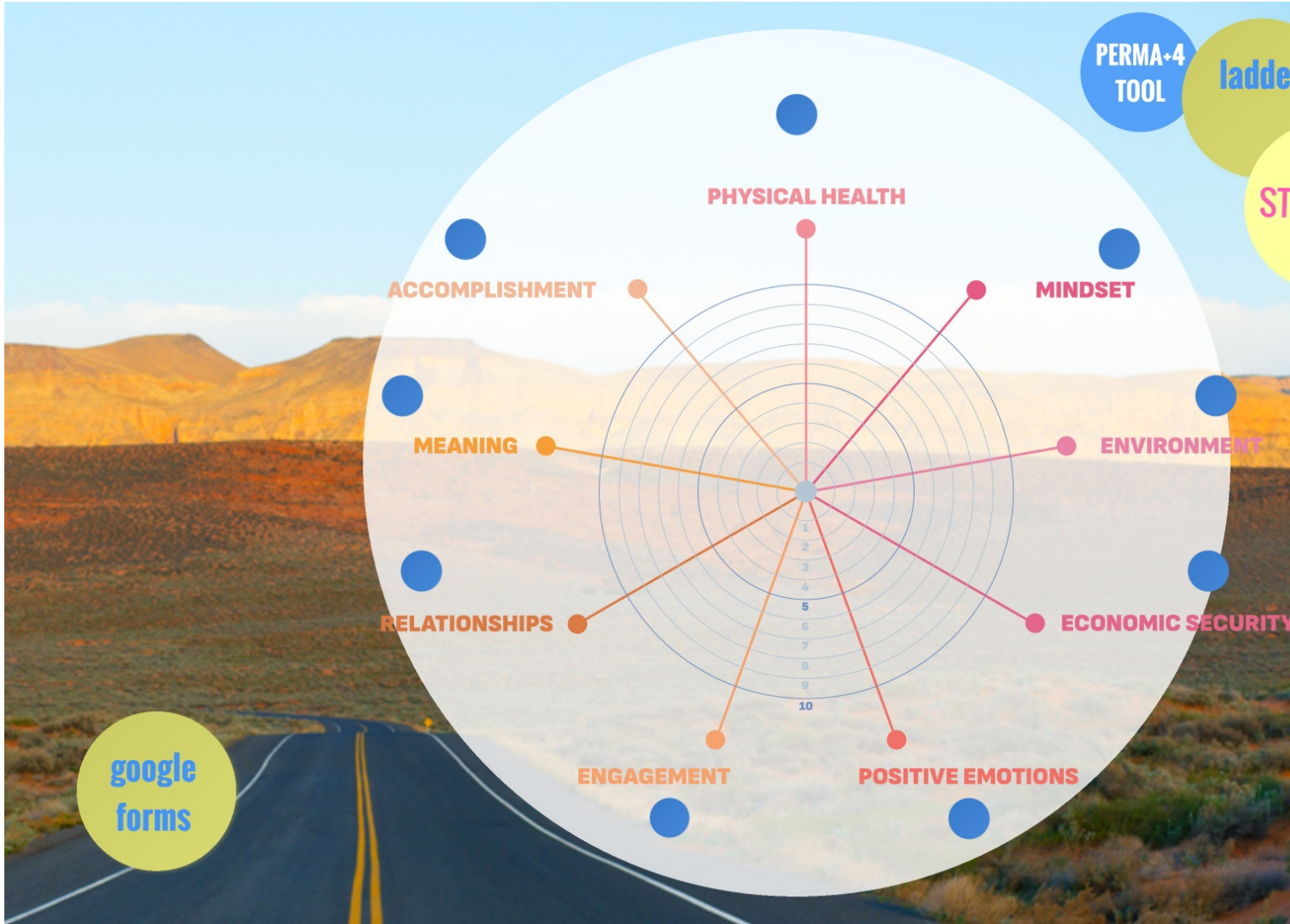
**WELL-BEING
AND
SUCCESS
FOR
UNIVERSITY
STUDENTS**

APPLYING PERMA+4

JANA KOCI
STEWART I. DONALDSON







PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

Operationalized as a combination of high levels of biological, functional, and psychological health assets.

I generally feel physically healthy considering my body movement, body posture, nutrition and sleep while being able to relax, breathe properly and successfully avoid risky behavior.

Terrible

1

2

3

4

5

6

7

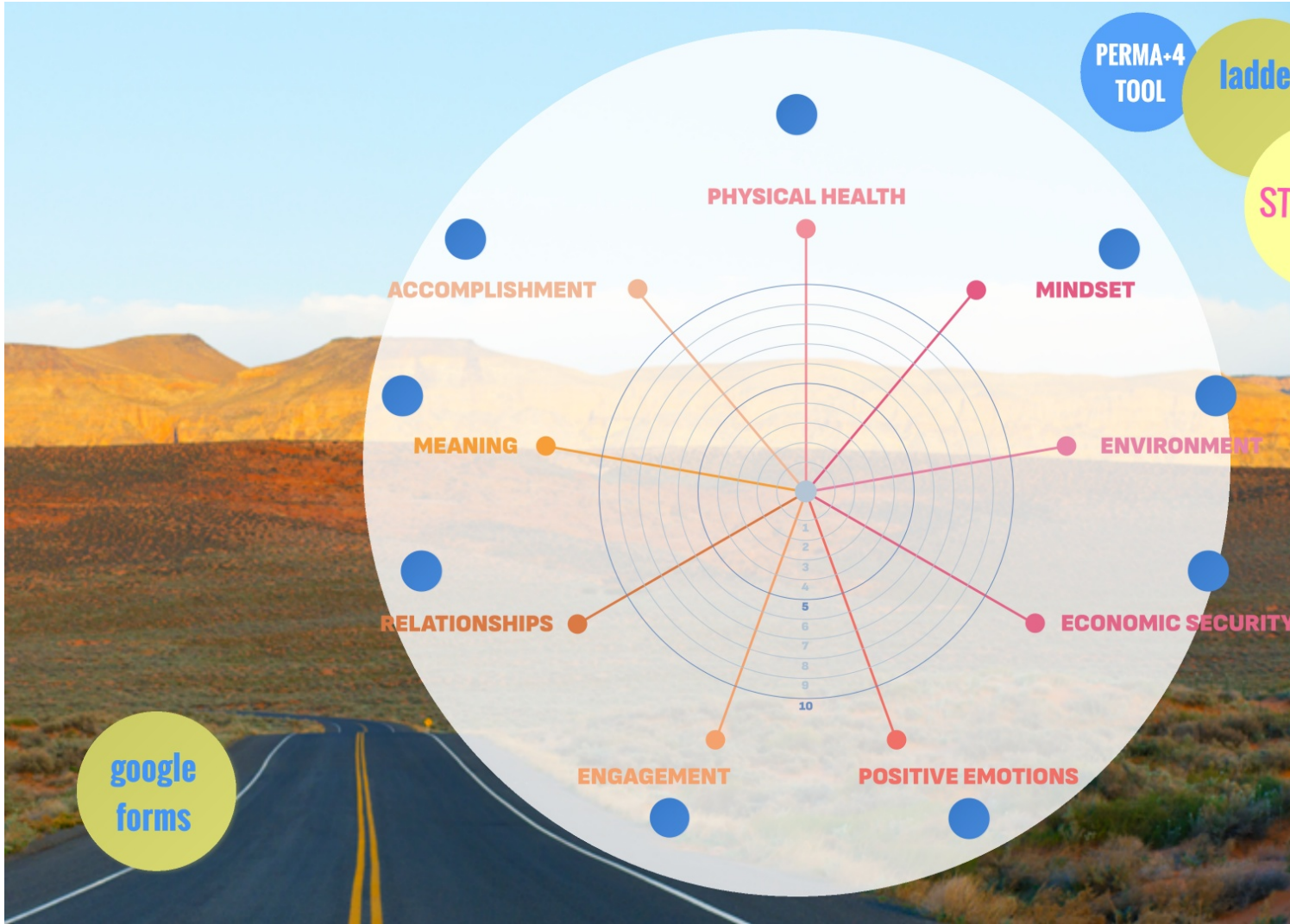
8

9

10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

Adopting a growth mindset characterized by an optimistic, future-oriented view of life, where challenges or setbacks are seen as opportunities to grow. This may also be a function of positive psychological capital, perseverance, and/or grit.

I generally feel resilient, confident in myself, responsible, hopeful, optimistic, future oriented, having a growth mindset, and persistent and passionate about my long term goals.

Terrible

1

2

3

4

5

6

7

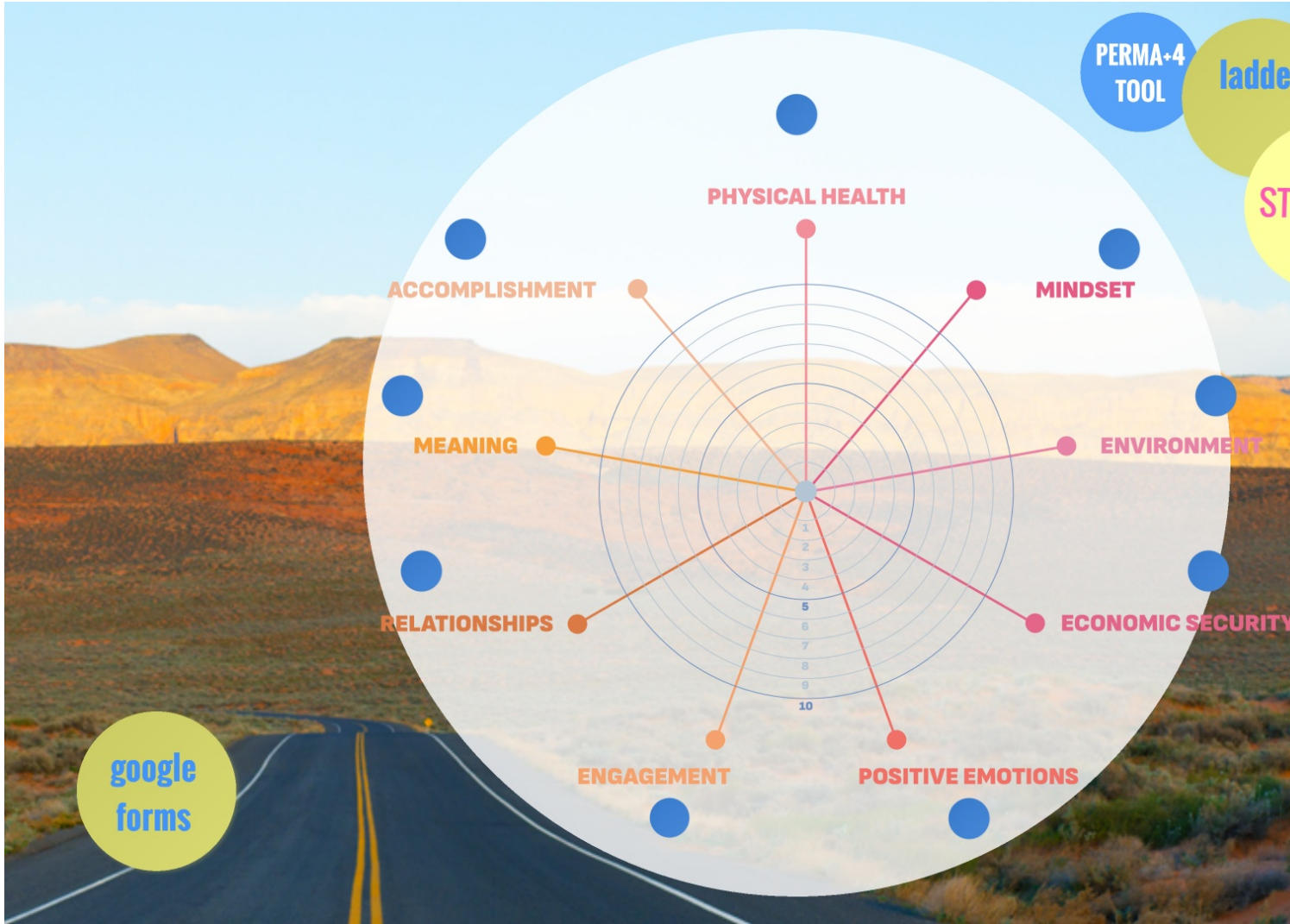
8

9

10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

The quality of one's physical environment (which includes spatiotemporal elements, such as access to natural light, fresh air, physical safety, and a positive psychological climate) aligned to the preferences of the individual.

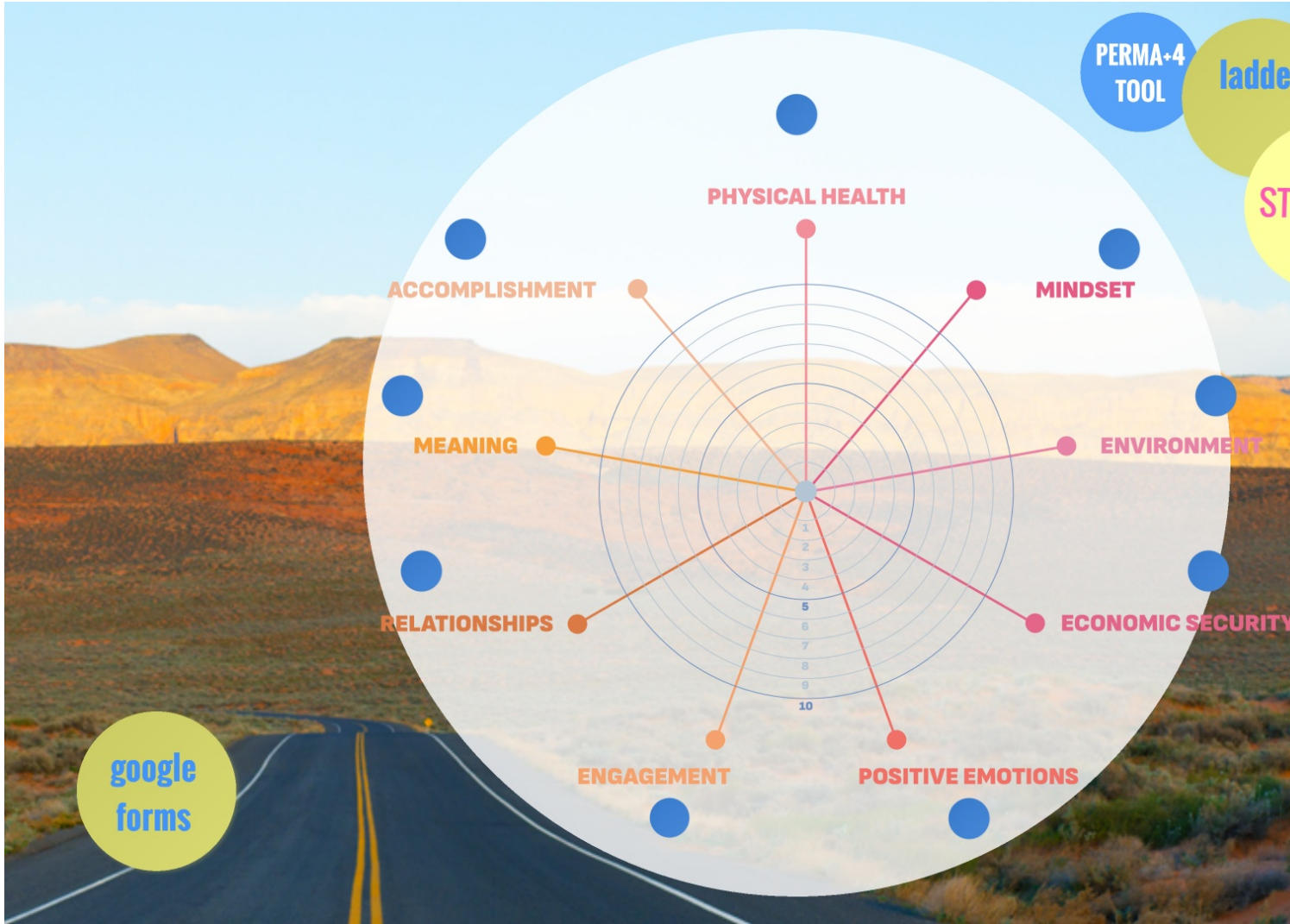
I generally experience a positive, healthy, and supportive environment at home, in my family, at work or at school, in my community, and online and I spend a satisfying amount of the time outdoors in nature.

Terrible

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

Perceptions of financial security and stability required to satisfy individual needs.

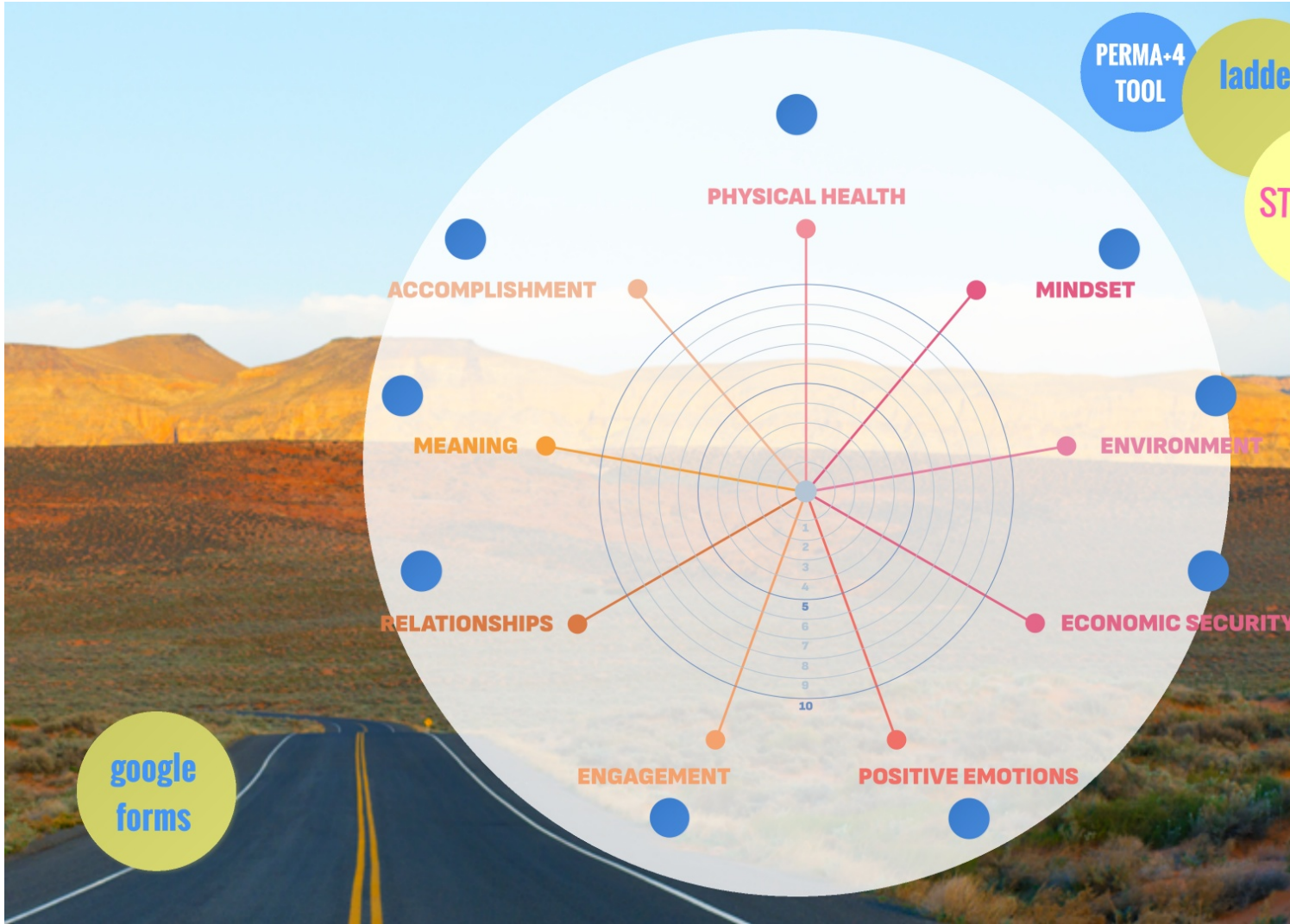
I generally feel financially secure considering my income, savings, investments, access to quality health care and I am managing my financial expenses well.

Terrible

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google forms

WHAT DO YOU
THINK ABOUT
PETALS?

Experiencing happiness, joy, love, gratitude, etc. in the here and now.

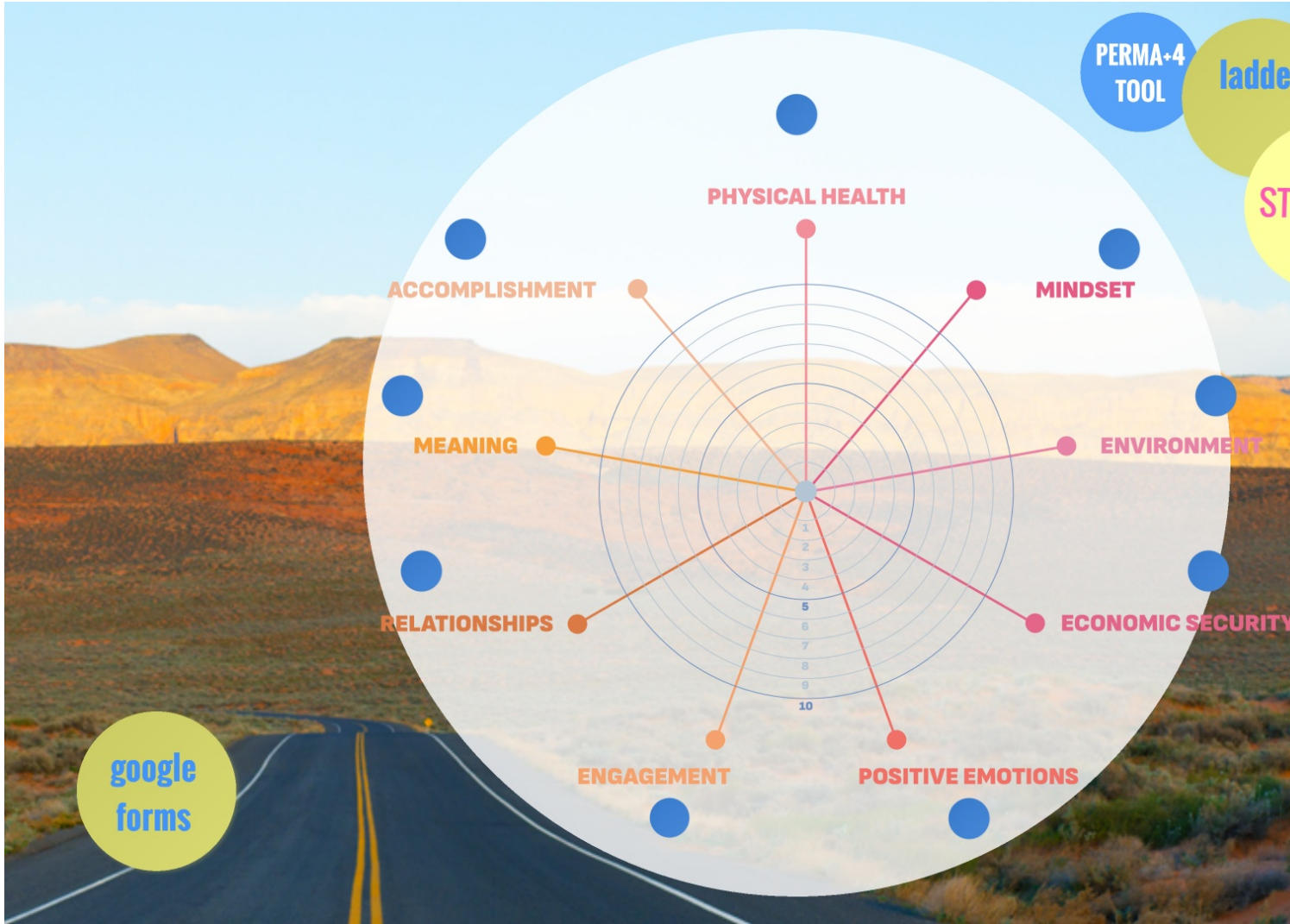
I generally experience positive emotions (happiness, joy, love, gratitude, interest etc.) either alone or with others often, I feel overall satisfied with my life, I devote a satisfying time to my hobbies and interests and I enjoy what I do at work and at school.

Terrible

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google forms

WHAT DO YOU
THINK ABOUT
PETALS?

Being highly absorbed or experiencing flow while engaged in activities of one's life.

I generally experience flow and engagement in my everyday life activities, in work and at school often. I feel engaged while doing my hobbies, while spending time with other people or even while being alone

Terrible

1

2

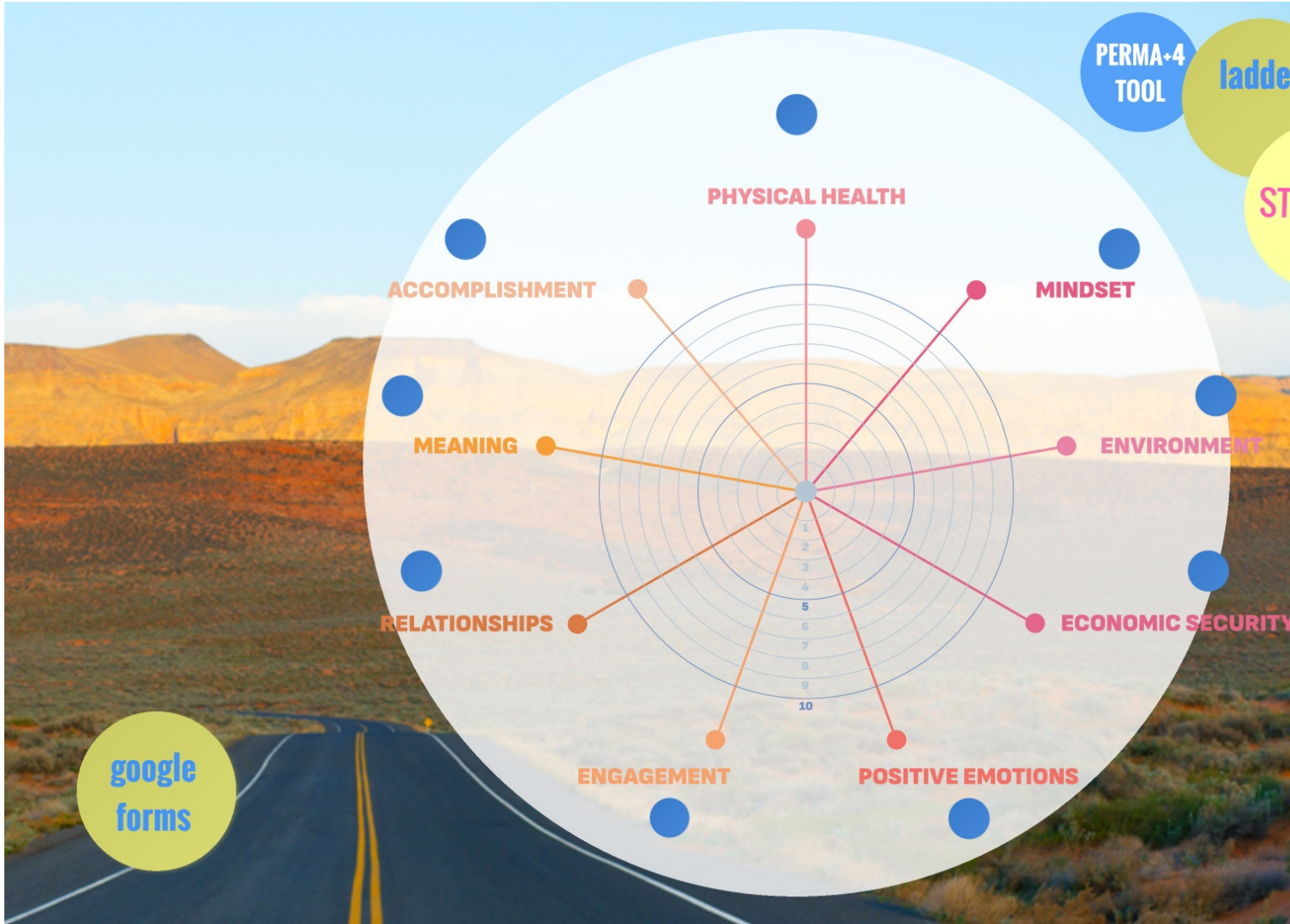


8

9

10

Excellent



<https://beta.polleverywhere.com/activities>

WHAT DO YOU
THINK ABOUT
PETALS?

Having the ability to establish and maintain positive, mutually beneficial relationships with others, characterized by experiences of love and appreciation.

I generally experience high quality relationships with my boss or supervisor, classmates, co-workers, friends, family members, significant other(s), and I have a great relationship with myself.

Terrible

1

2

3

4

5

6

7

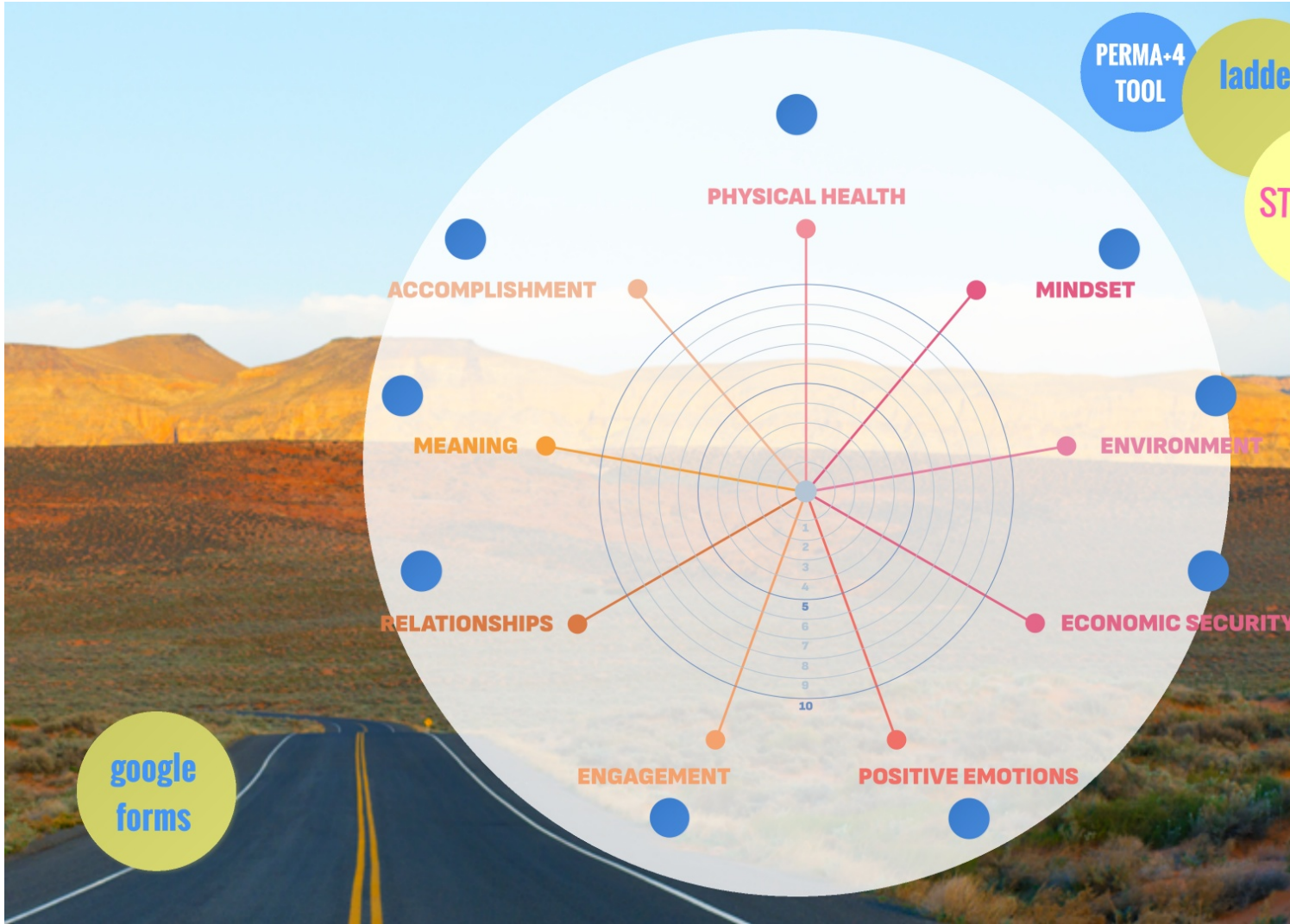
8

9

10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

The experience of being connected to something larger than the self or serving a higher purpose.

I generally experience meaning in everyday life activities and purpose in life, meaning in school activities and purpose in school studies. I build meaningful relationships and I participate in meaningful activities in my community. I feel faithful and spiritual.

Terrible

1

2

3

4

5

6

7

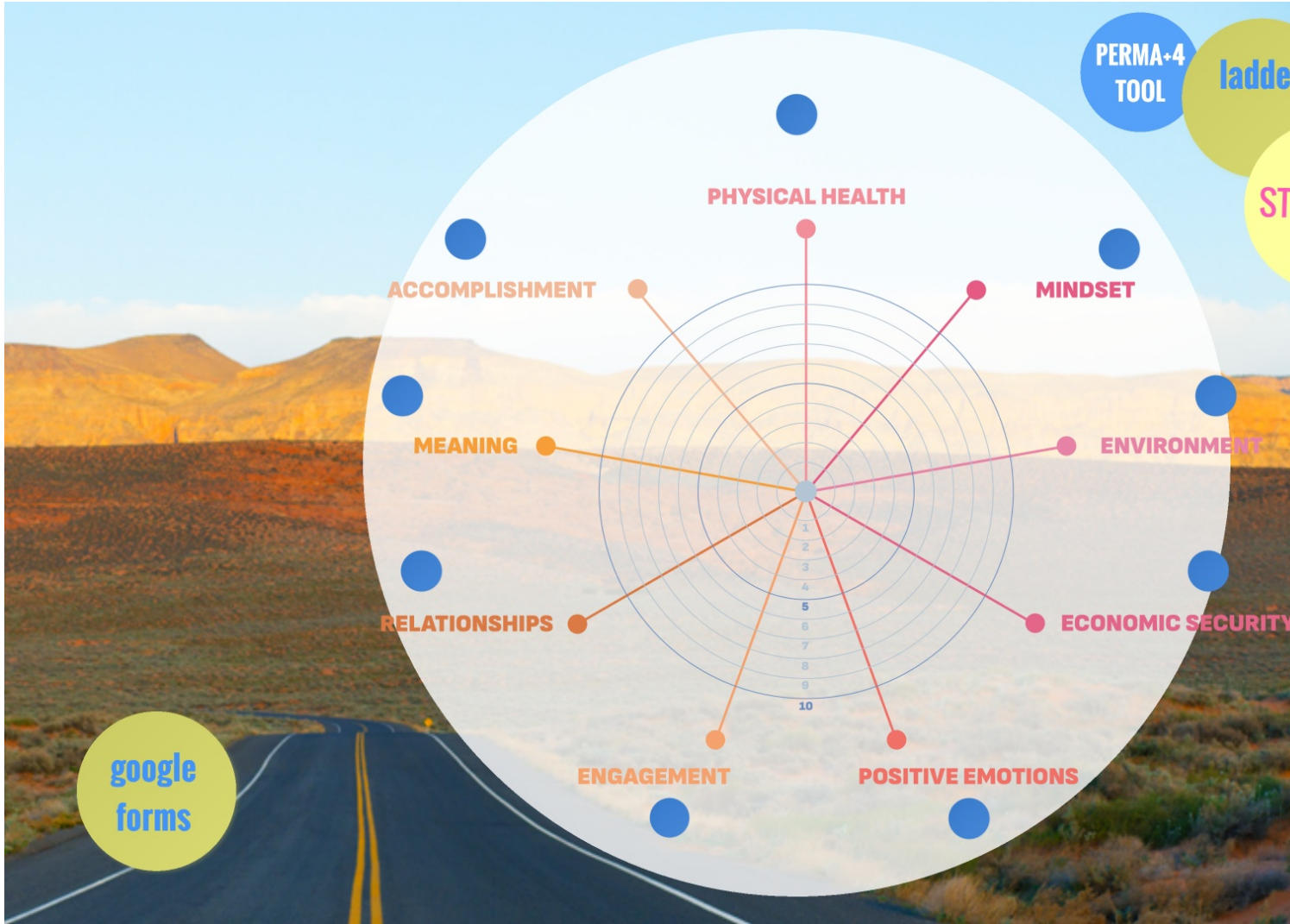
8

9

10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

Experiencing a sense of mastery over a particular domain of interest or achieving important or challenging life/work goals.

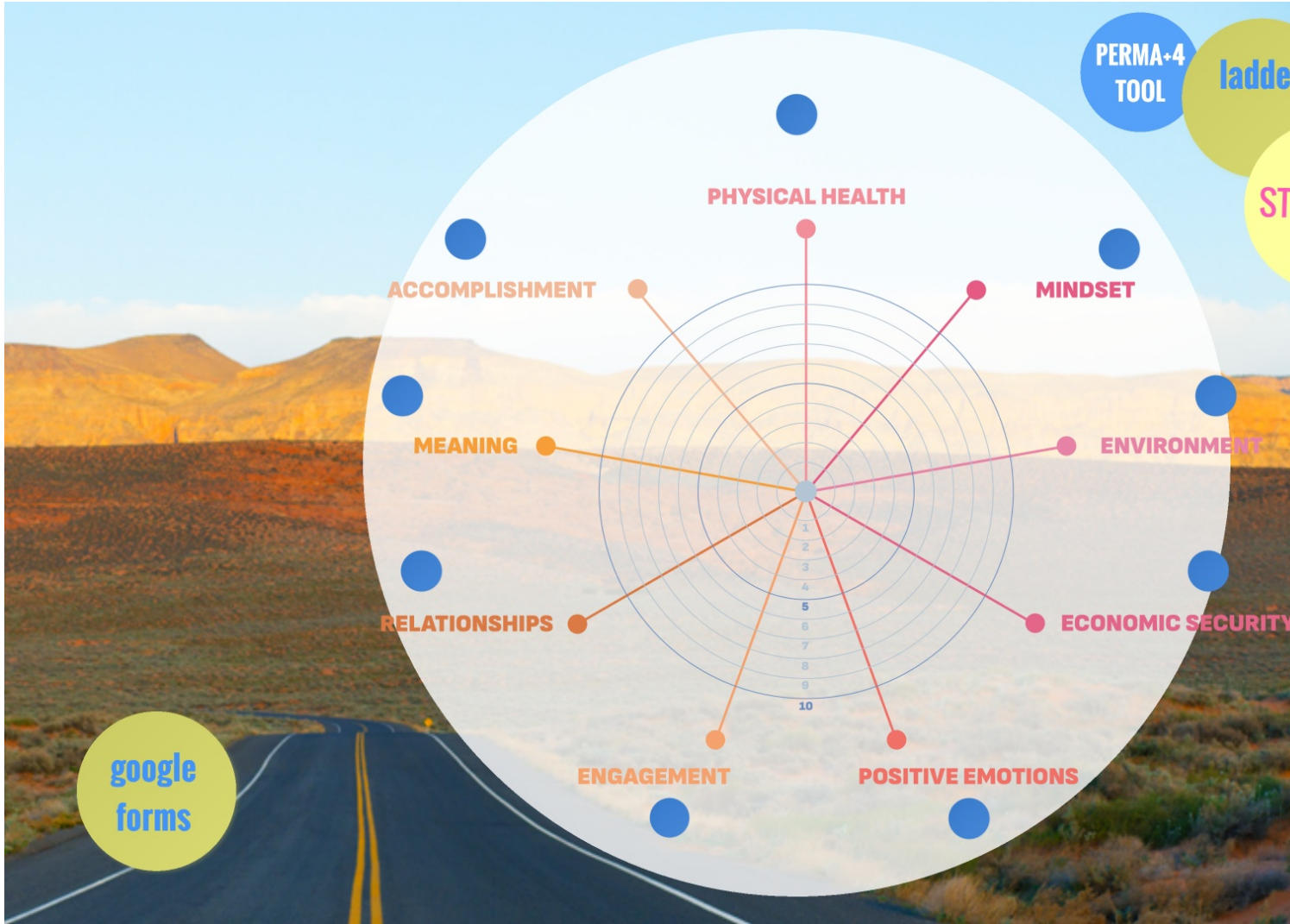
I generally recognize and celebrate my achievements. I am generally satisfied with my personal life achievements, education achievements, education achievements, relationships achievements, self-improvement achievements, and my financial achievements.

Terrible

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Excellent





PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top.

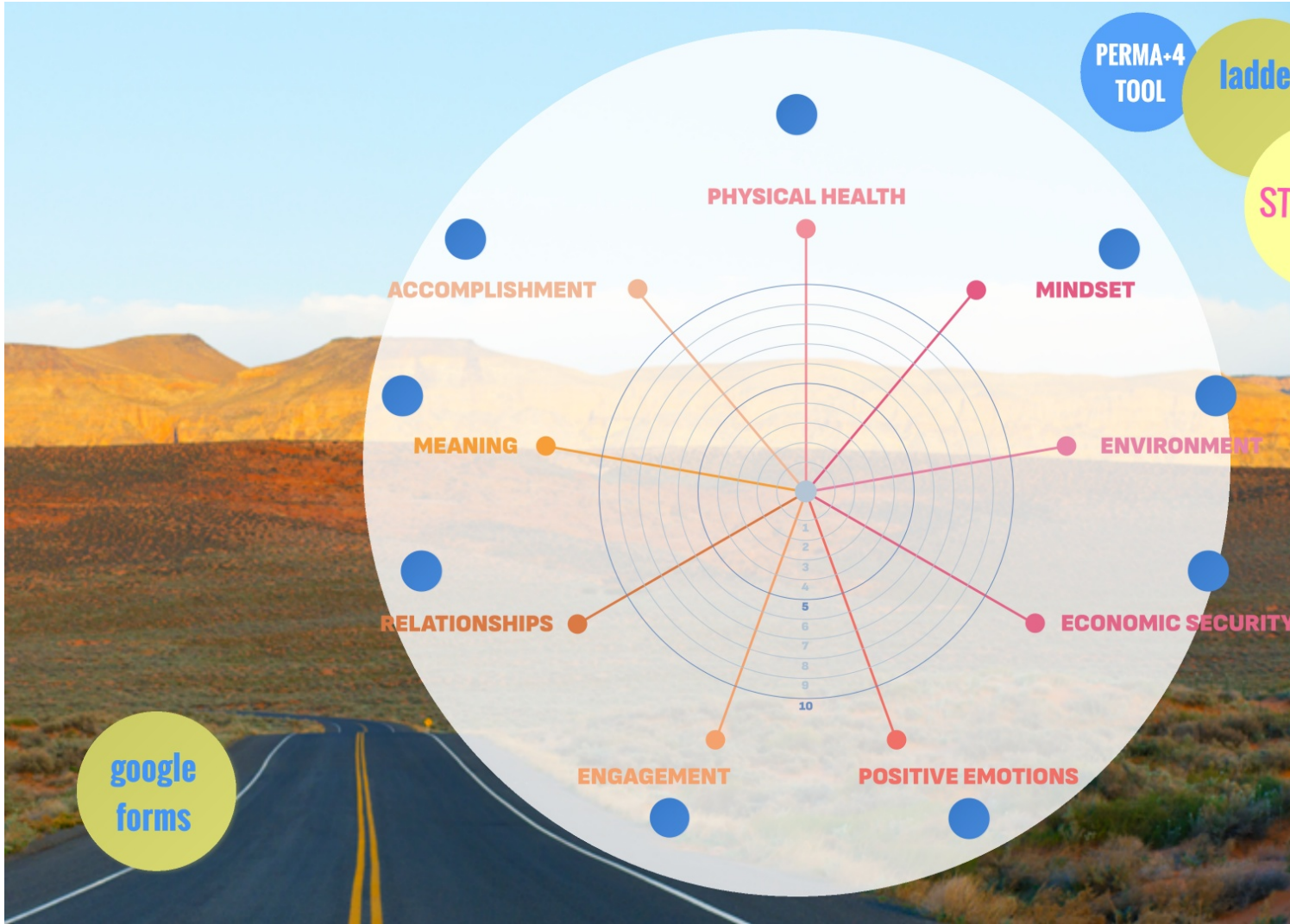
The top of the ladder represents the best for you.
The bottom of the ladder represents the worst for you.



← **10** The top of the ladder represents the best for you.

← **0** The bottom of the ladder represents the worst for you.

On which step of the ladder would you say you personally feel you stand at this time in terms of your physical health, environment, mindset, economic security, positive emotions, engagement, relationships, meaning and achievement?



PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

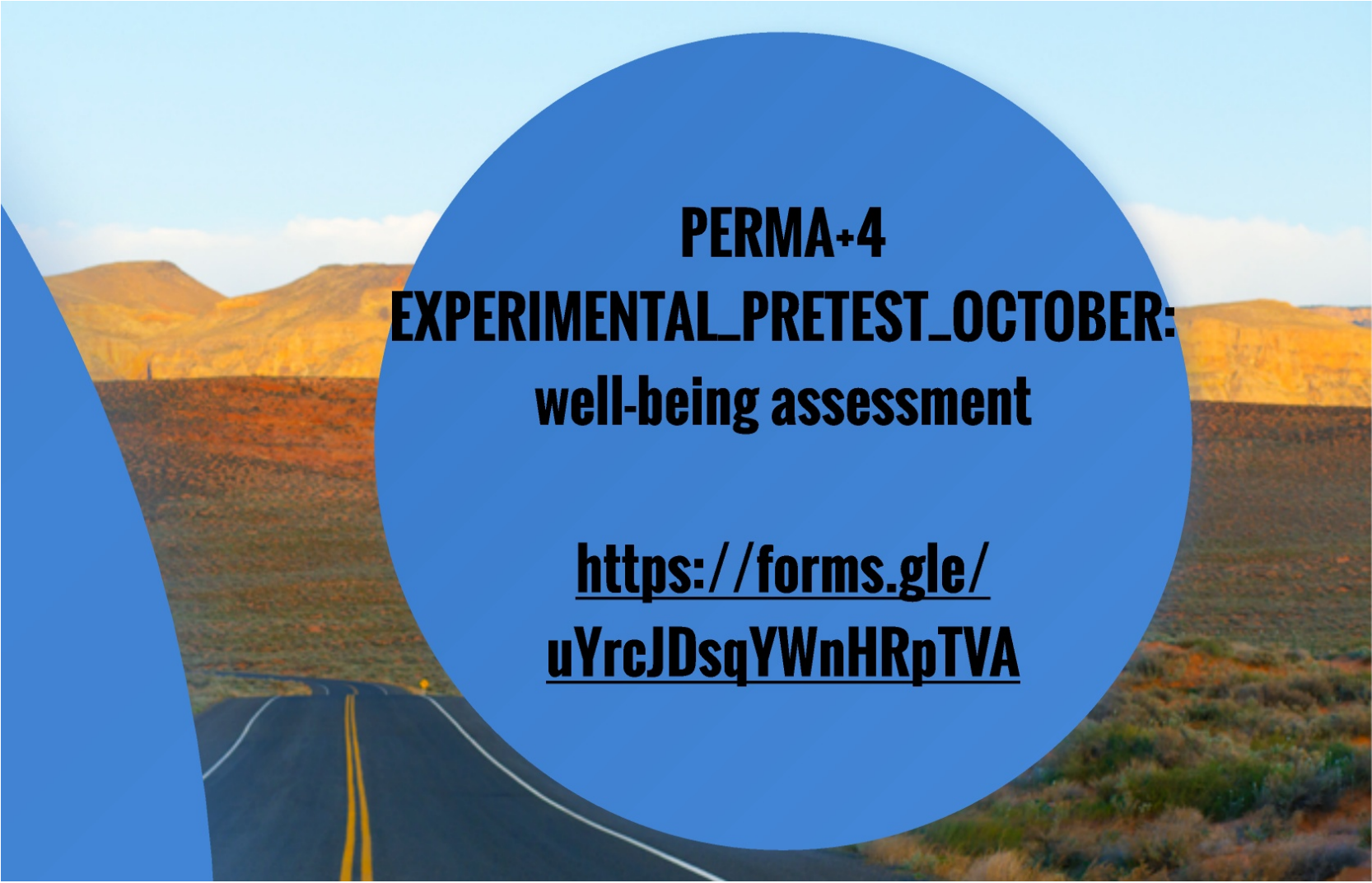


DĚKUJI :-)

EXPERIMENT

CONTROL

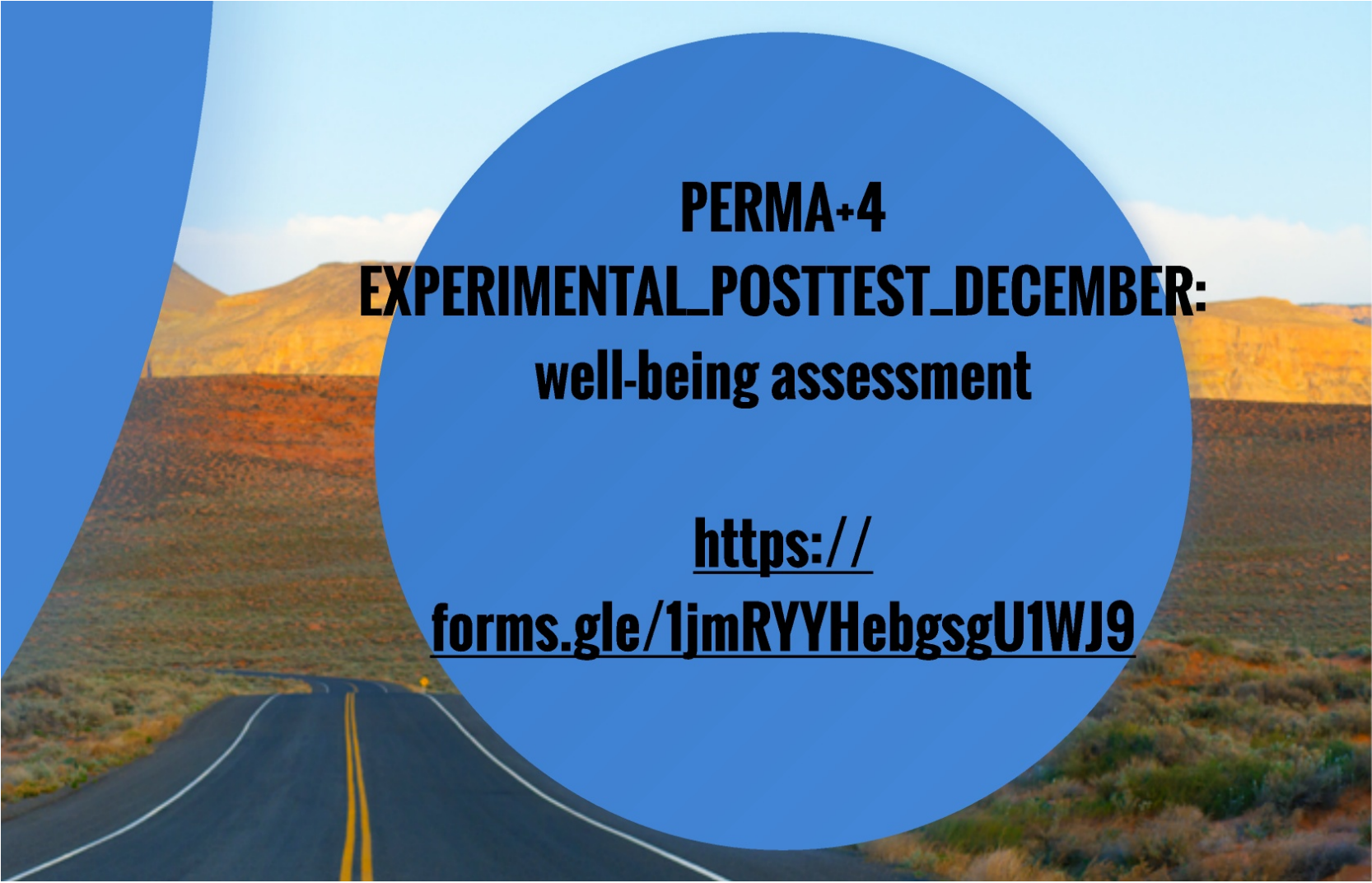




**PERMA+4
EXPERIMENTAL_PRETEST_OCTOBER:
well-being assessment**

**[https://forms.gle/
uYrcJDsqYWnHRpTVA](https://forms.gle/uYrcJDsqYWnHRpTVA)**





PERMA+4
EXPERIMENTAL_POSTTEST_DECEMBER:
well-being assessment

[https://](https://forms.gle/1jmRYYHebgsgU1WJ9)
forms.gle/1jmRYYHebgsgU1WJ9





DĚKUJI :-)

EXPERIMENT

CONTROL





**CONTROL PRETEST_OCTOBER:
well-being assessment**

**[https://forms.gle/
bQuUhJTKxE1JAXvz9](https://forms.gle/bQuUhJTKxE1JAXvz9)**



THANK YOU :-)

PRETEST

POSTTEST



**CONTROL_POSTTEST_DECEMBER:
well-being assessment**

**[https://forms.gle/
i7wpDS2nA7QpMPoM9](https://forms.gle/i7wpDS2nA7QpMPoM9)**



THANK YOU :-)

PRETEST

POSTTEST



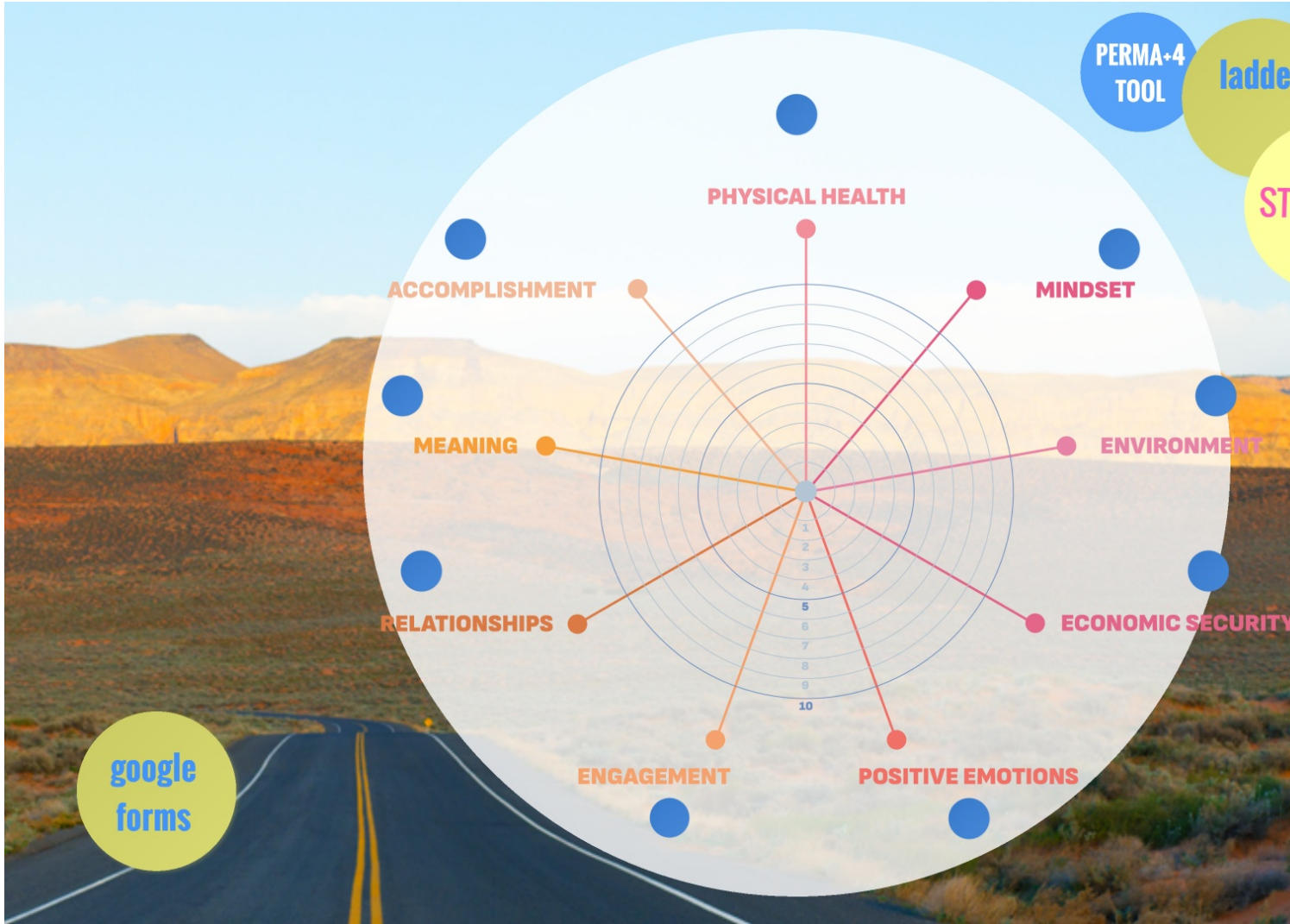
DĚKUJI :-)



EXPERIMENT



CONTROL



PERMA+4
TOOL

ladder

STATEMENTS



<https://beta.polleverywhere.com/activities>

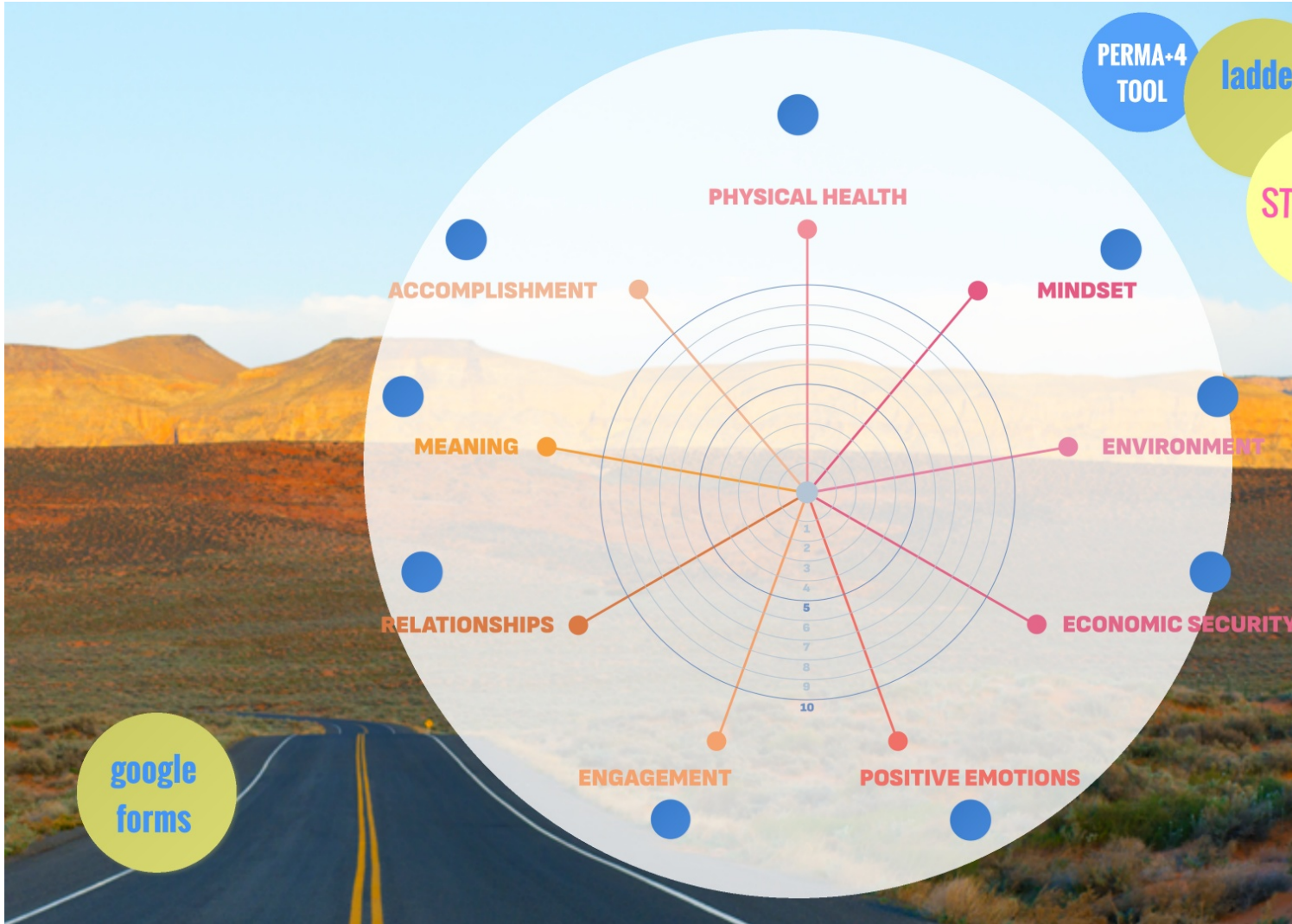
google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

What PERMA+4 is (not)?

PERMA+4 is a well-being tool that:

- helps you to take care of YOUR well-being & well-being of OTHERS
- is an inspiration to lifestyle rather than solution for all our problems
 - assessment tool that gives you a sense of where you stand
 - is a map of what your PERMA+4 can, will or won't look like
 - is a growth strengthener
- is a tool that helps to develop your skill of understanding others better



PERMA+4
TOOL

ladder

STATEMENTS



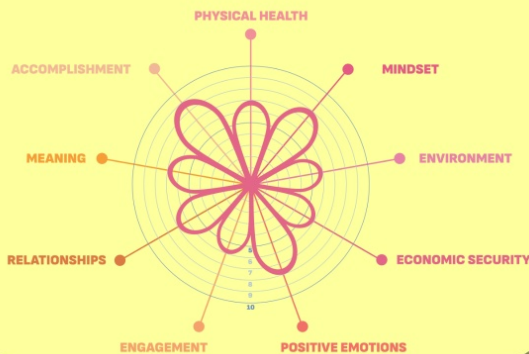
<https://beta.polleverywhere.com/activities>

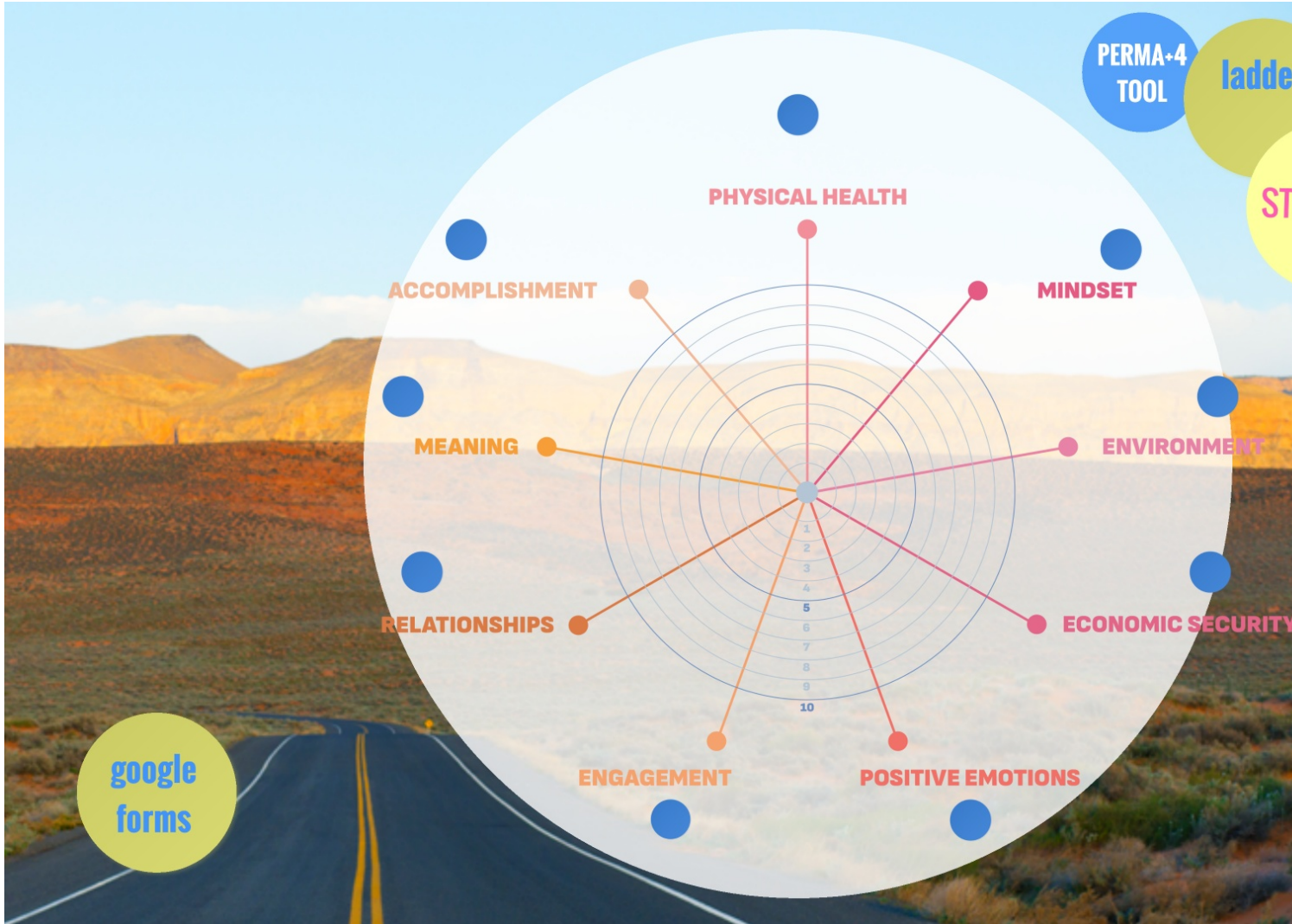
google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

The statements AROUND can help you assess where you personally feel you stand in each individual ladder.

After you assess each ladder, circle the numbers on each ladder of the physical health wheel that you will BE SHOWN IN THE MOMENT. Then draw the petal shape from the center of the wheel through all the numbers on each ladder to create your own flower!





PERMA+4
TOOL

ladder

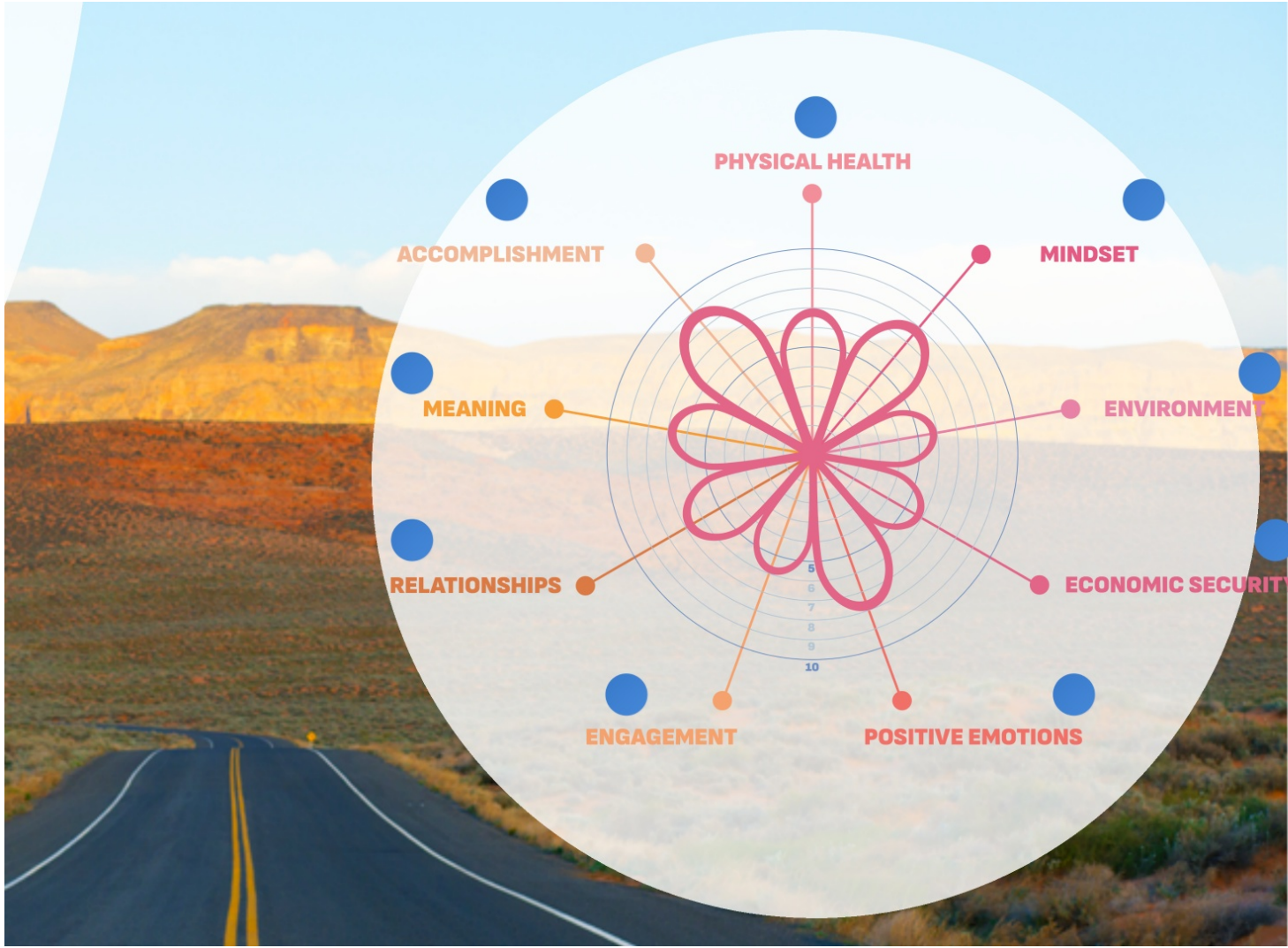
STATEMENTS



<https://beta.polleverywhere.com/activities>

google
forms

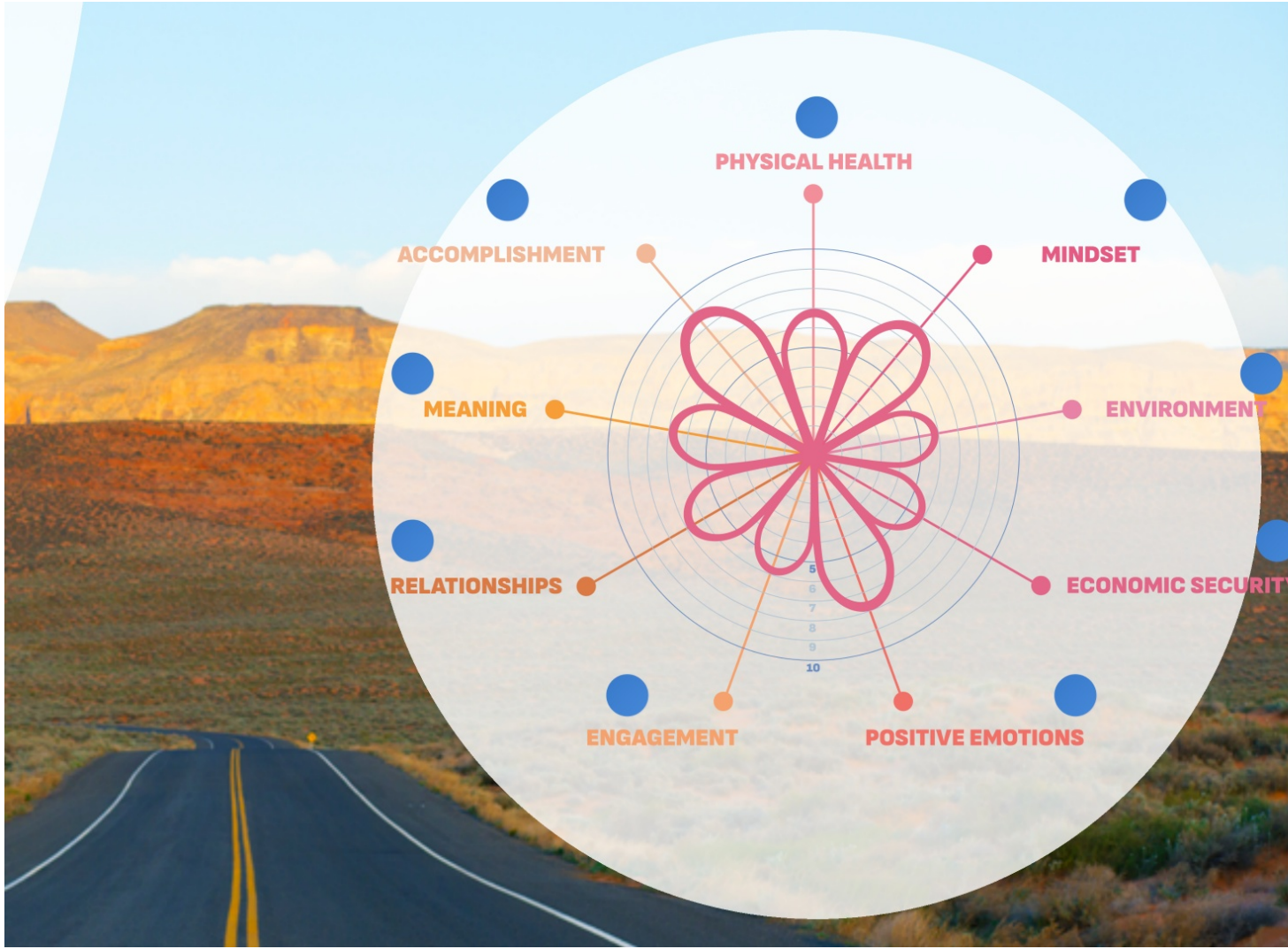
WHAT DO YOU
THINK ABOUT
PETALS?



PHYSICAL HEALTH

Adekvátní pohybová aktivita
(Adequate Body Movement)
Správné držení těla
(Good Body Posture)
Správná výživa
(Good Nutrition)
Kvalitní spánek
(High Quality Sleep)
Pravidelná Relaxace
(Regular Relaxation)
Správné dýchání
(Proper Breathing)
Vyhybání se rizikovému chování
(Avoidance of Risky Behavior)
Other Physical Activity Strengths





MINDSET

Psychická odolnost
(Resiliency)

Důvěra v sebe sama
(Confident in Yourself - Efficacy)

Zodpovědnost
(Responsibility)

Vůle
(Willpower)

Pocit naděje
(Hope)

Optimismus
(Optimism)

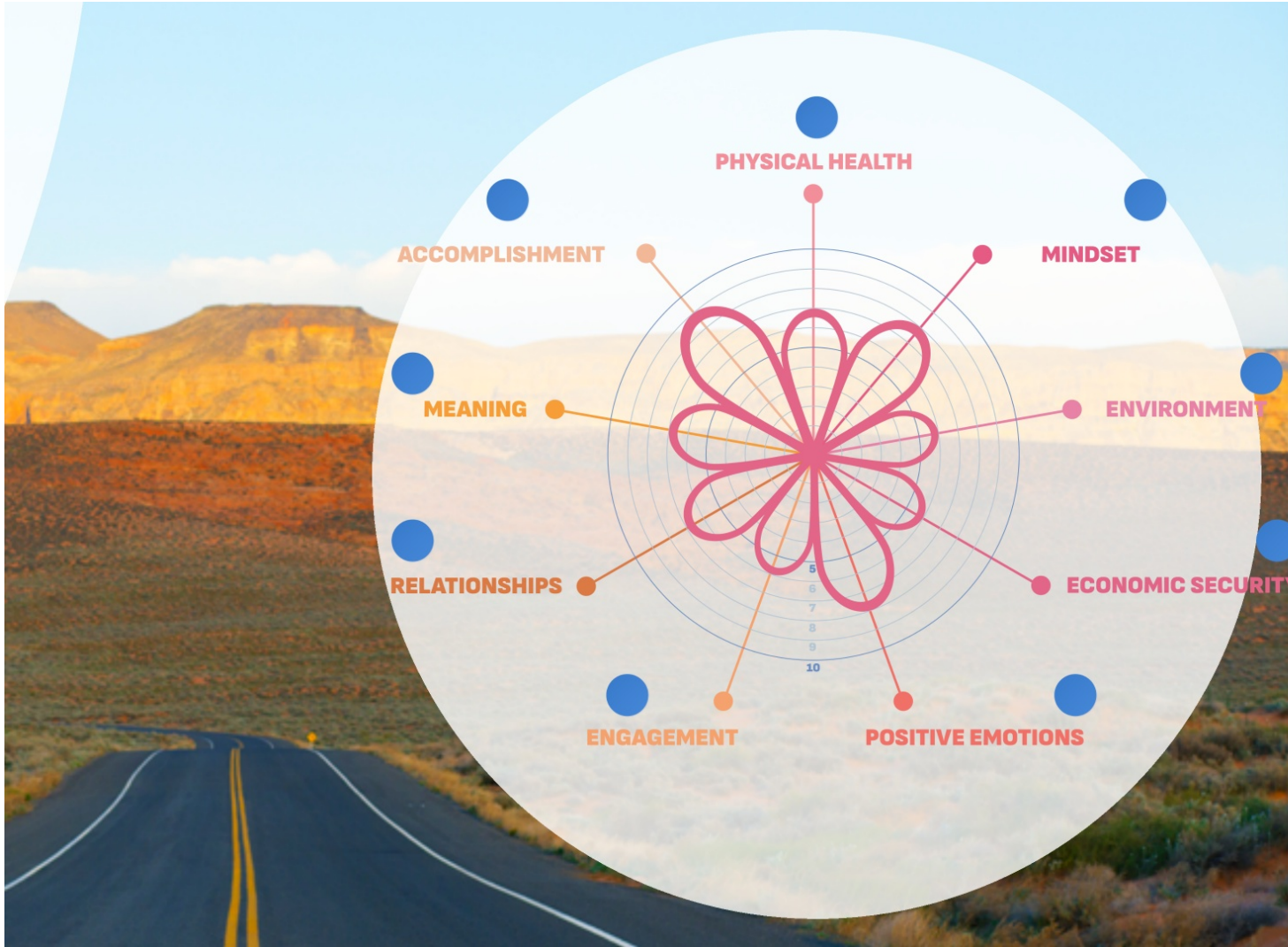
Orientace na budoucnost
(Future Orientation)

Růstové nastavení mysli
(Growth Mindset)

Vytrvalost u dlouhodobých cílů
(Perseverance for long-term goals)

Vášeň a nadšení u dlouhodobých cílů
(Passion for long-term goals)





ENVIRONMENT

Výborné domácí prostředí a prostředí pro život
(High Quality Home and Living Environment)

Výborné rodinné prostředí
(High Quality Family Environment)

Výborné školní prostředí
(High Quality School Environment)

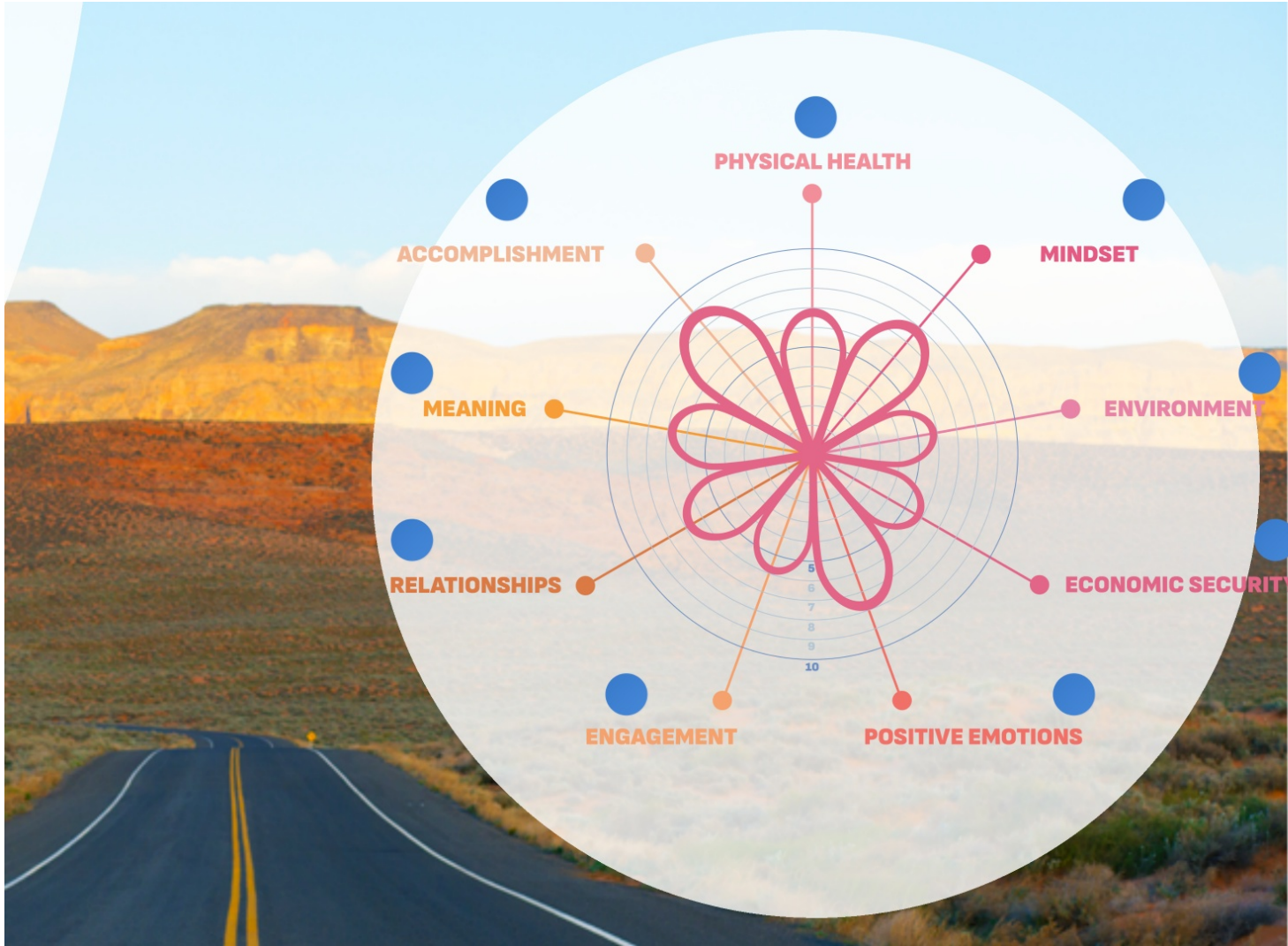
Výborné pracovní prostředí a/či prostředí na brigádě
(High Quality Work and Brigade Environment)

Výborné komunitní a společenské prostředí
(High Quality Community Environment)

Výborné Online prostředí
(High Quality Online Environment)

Čas strávený venku a v přírodě
(Time Spent Outdoors in Nature)





ECONOMIC SECURITY

Dobrý finanční příjem

(Good Income)

Dobré úspory

(Satisfactory Savings)

Přístup ke kvalitní zdravotní péči

(Access to Quality Health Care)

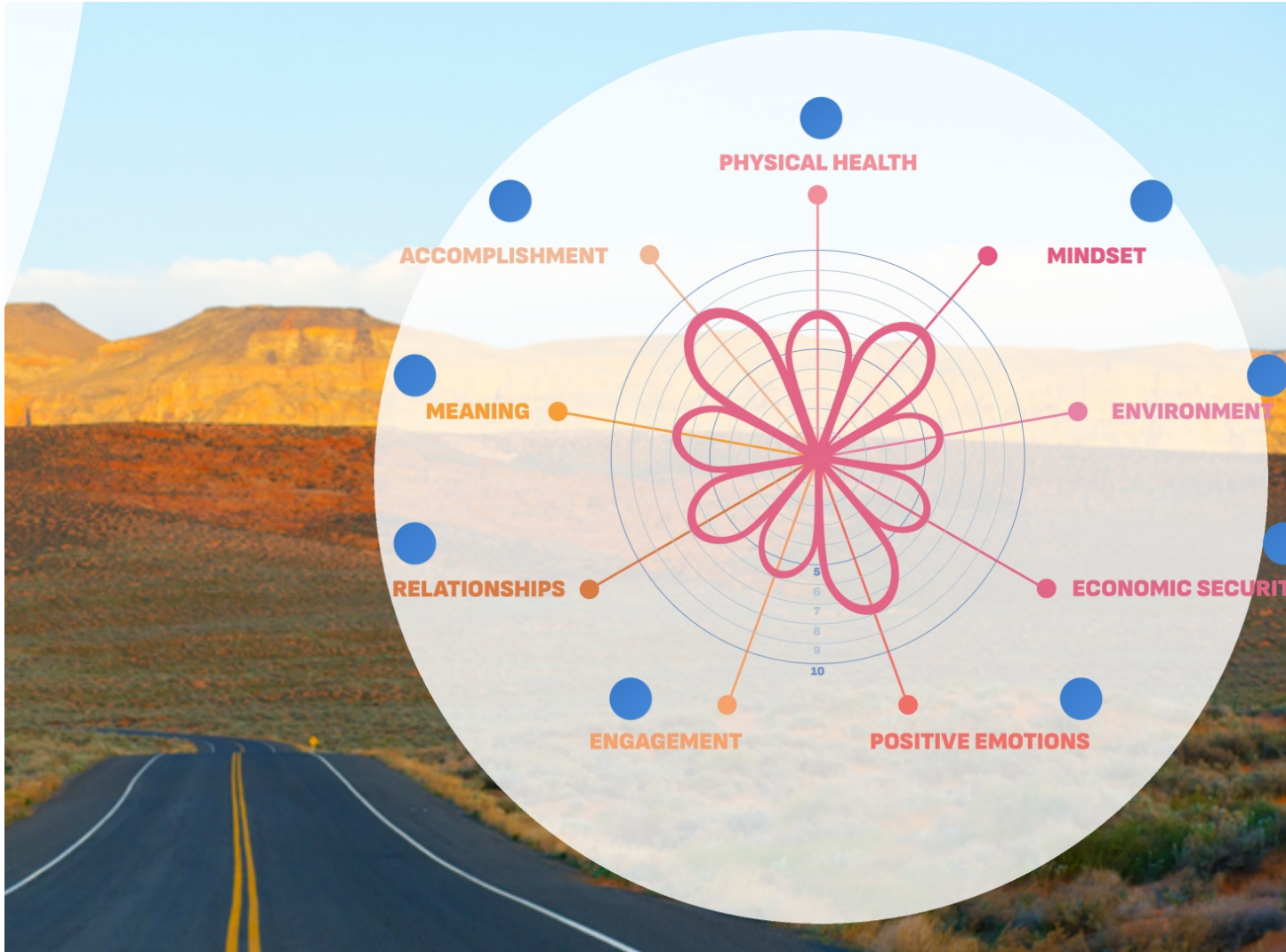
Dobré finanční investice

(Satisfactory Investments)

Správné řízení finančních výdajů

(Proper Expense Management)





POSITIVE EMOTIONS

Prožívání pozitivních emocí

(Experiencing Positive Emotions (Happiness, Joy, Love, Gratitude etc.)

Spokojenost se životem

(Life Satisfaction)

Čas věnovaný Vaším koníčkům a zájmům

(Time Devoted to Your Hobbies and Interests)

Pozitivní emoce zažívané ve vztazích s druhými lidmi

(Positive Emotions Experienced with Other People)

Pocit potěšení zažívaný při aktivitách při studiu

(Enjoyment of what You do at School)

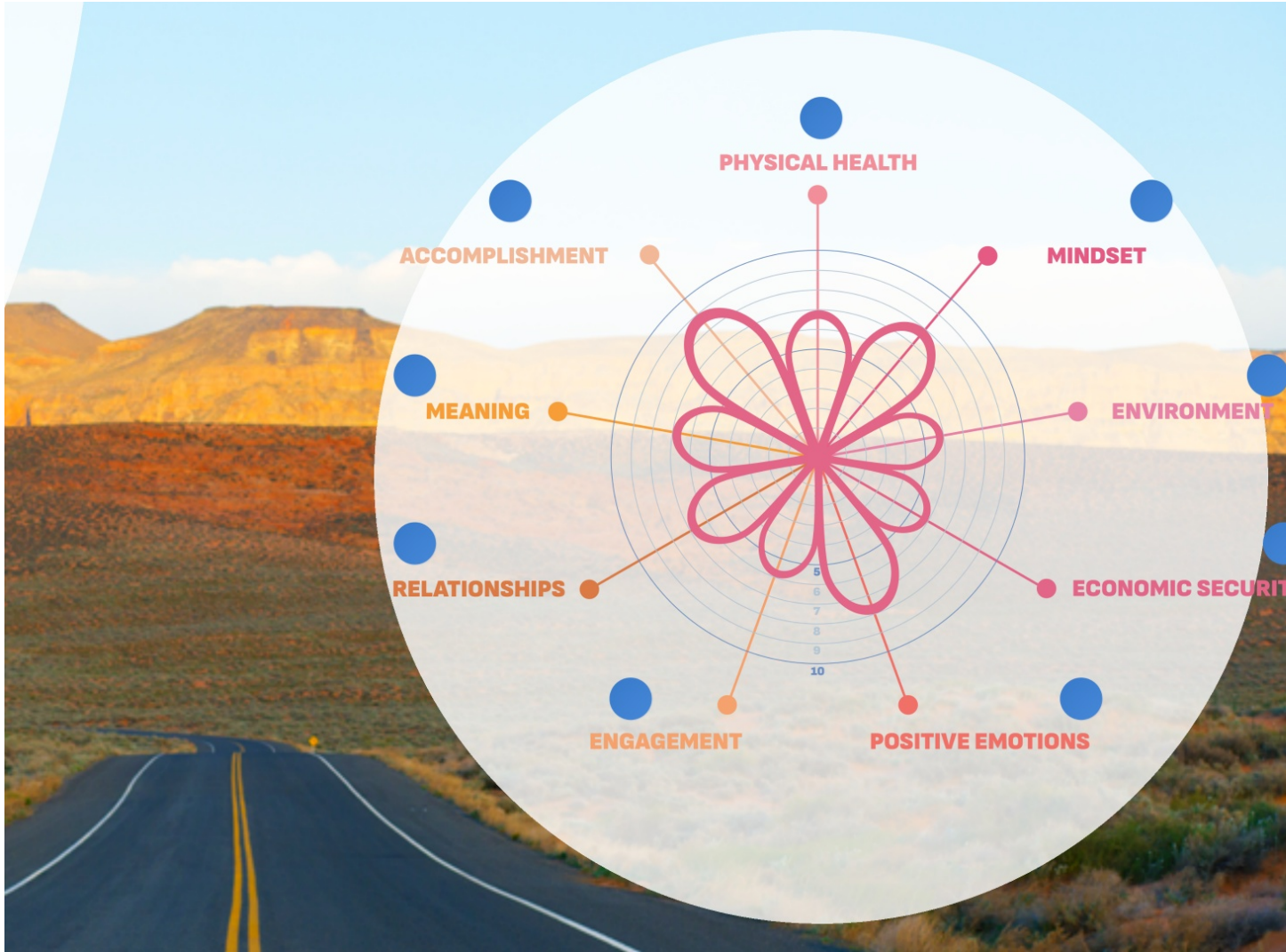
Pocit potěšení zažívaný při aktivitách v práci a/či na brigádě

(Enjoyment of what You do at Work or Brigade)

Sdílení pozitivních emocí: mám radost, když vidím druhé prožívat štěstí

(Shared Positivity: I enjoy seeing other people being happy)





ENGAGEMENT

Zaujetí každodenními činnostmi
(Engagement in Everyday Life Activities)

Zaujetí ve škole
(Engagement in School)

Zaujetí v zaměstnání
(Engagement in Work or Brigade)

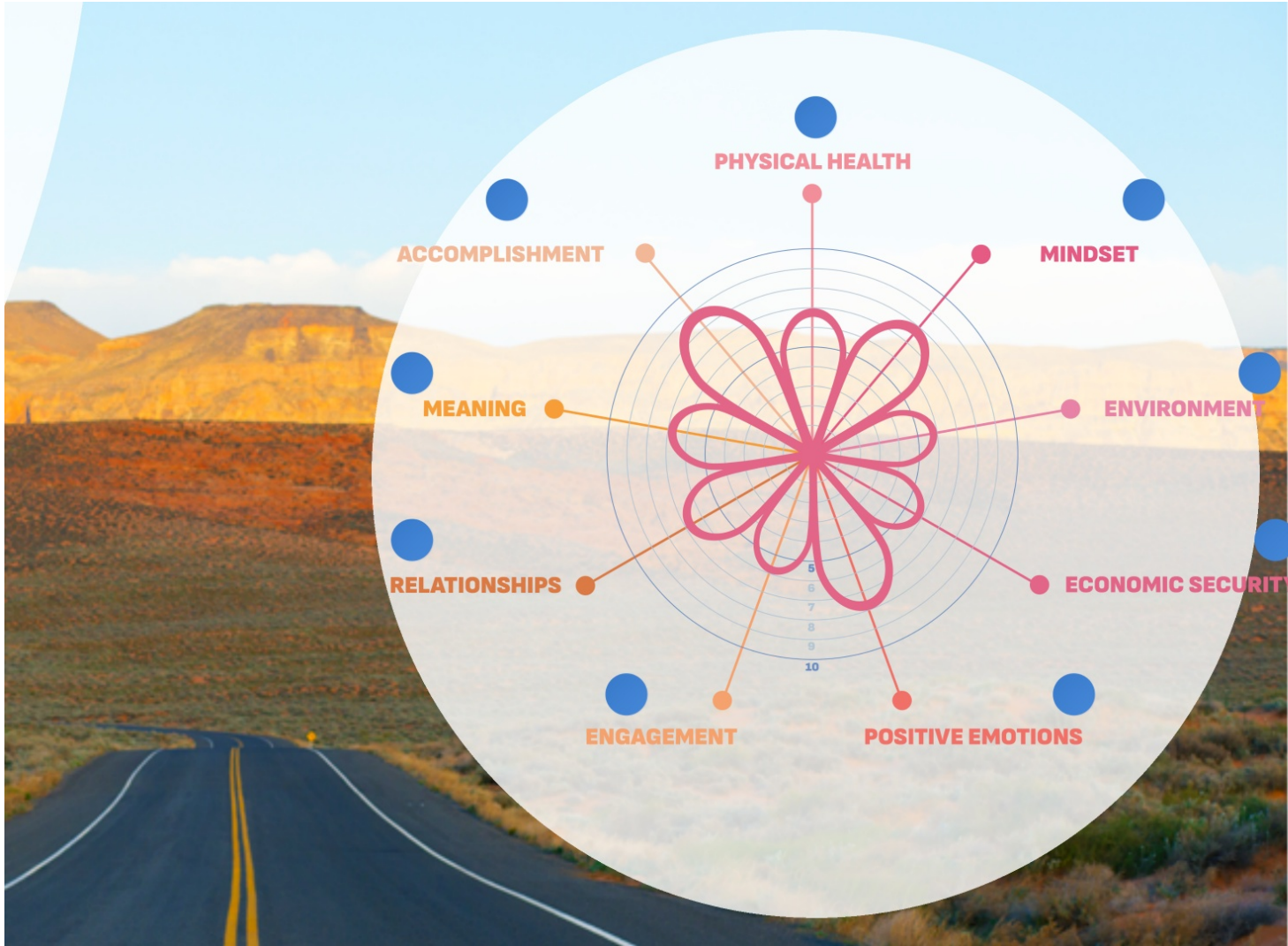
Zaujetí při vykonávání koníčků
(Engagement in Your Hobbies)

Zaujetí při interakci s lidmi
(Engagement with Other People)

Zaujetí v čase stráveném sami se sebou
(Engagement in Your Alone Time)

**Zažívání Flow, tedy stavu kdy jsme ponořeni do činnosti
natolik, že zapomínáme na svět**
(Experiencing Flow)





RELATIONSHIPS

Výborný vztah s nadřízeným

(High Quality Relationship with Boss or Supervisor)

Výborné vztahy se spolužáky

(High Quality Relationships with Classmates)

Výborné vztahy s kolegy v práci či na brigádě

(High Quality Relationships with Co-Workers)

Výborné vztahy s přáteli

(High Quality Relationships with Friends)

Výborné vztahy s rodinnými příslušníky

(High Quality Relationships with Family Members)

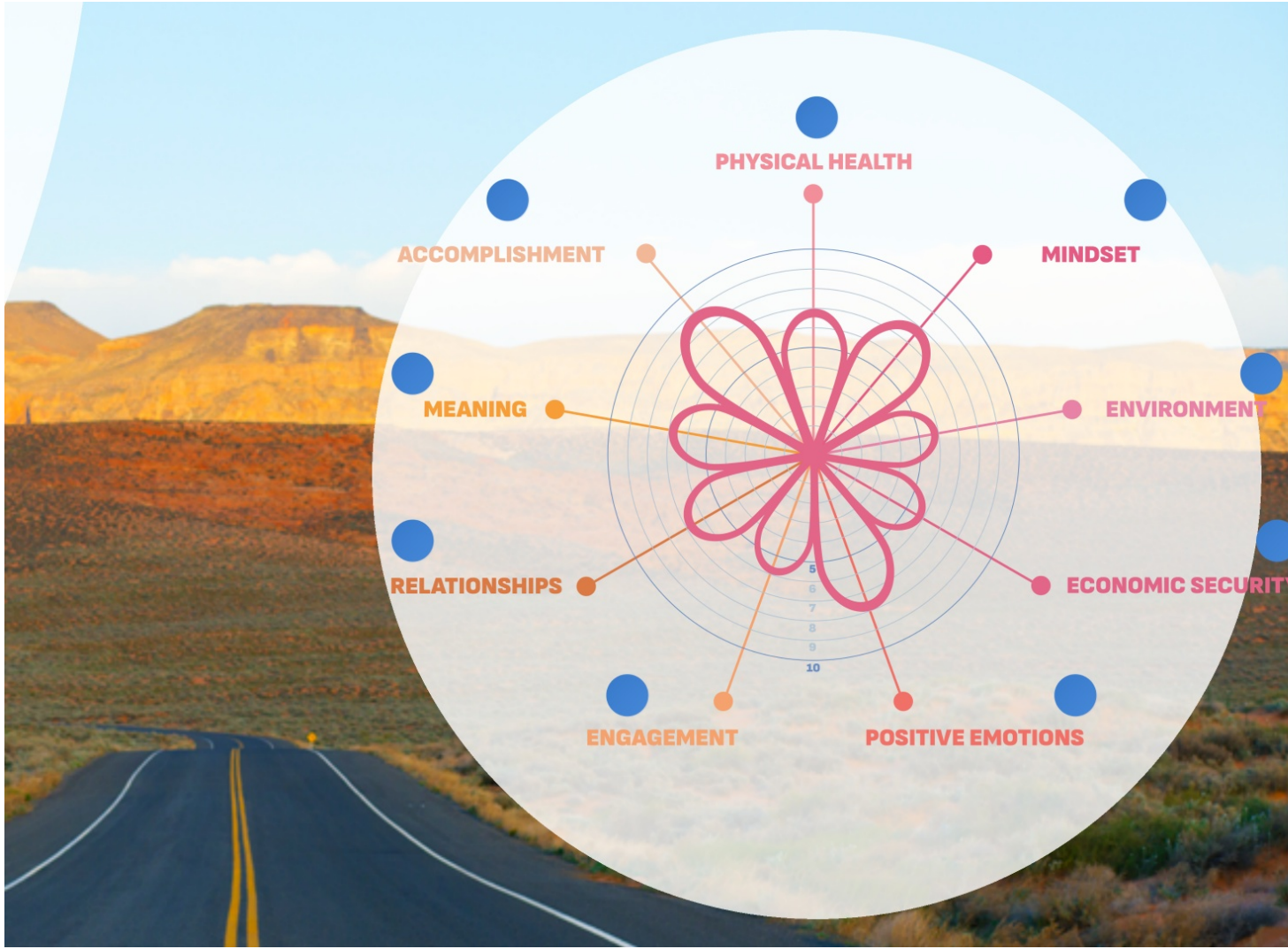
Výborné vztahy s partnerem/partnerkou

(High Quality Relationships with Significant Other(s))

Výborný vztah sám/sama se sebou

(High Quality Relationship with Yourself)





MEANING

Vidění smyslu v každodenních aktivitách
(Meaning in Everyday Life Activities)

Nalezení životního smyslu a účelu
(Purpose in Life)

Vidění smyslu ve školních aktivitách
(Meaning in School Activities)

Vidění smyslu v pracovních aktivitách
(Meaning in Work Activities)

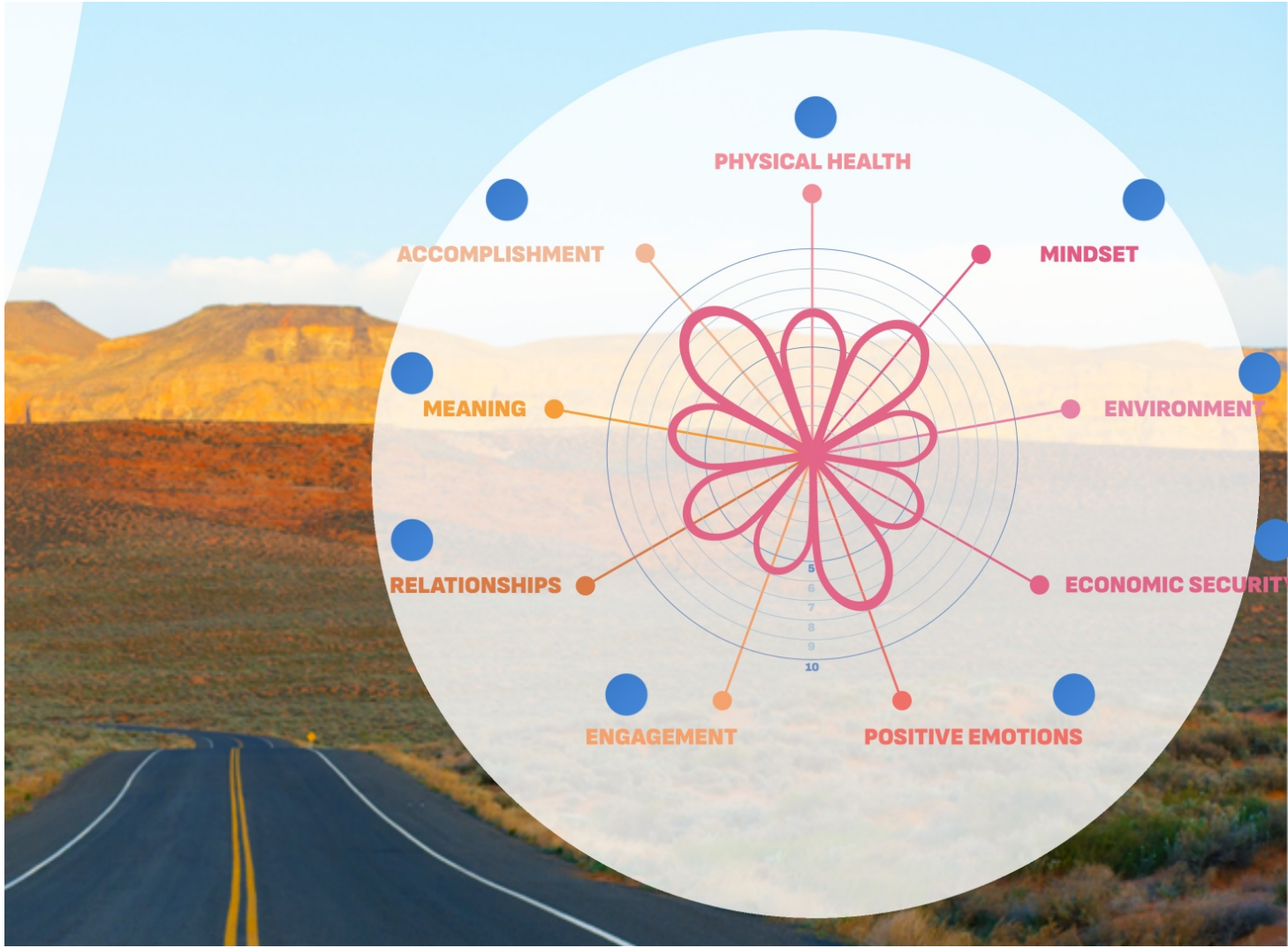
Vidění smyslu ve studiu
(Purpose in Your Studies)

Vytváření smysluplných vztahů
(Building of Meaningful Relationships)

Participace na smysluplných aktivitách ve Vaší komunitě
(Participation in Meaningful Activities in Your Community)

Víra a spiritualita
(Faith & Spirituality)





ACHIEVEMENT

Sebeuznání

(Self-Recognition of Your Achievements)

Ocenění a radost z úspěchu druhých

(Recognition and Enjoyment of Others' Achievements)

Spokojenost s úspěchy v osobním životě

(Satisfaction with Personal Life Achievement)

Spokojenost s úspěchy ve vzdělávání

(Satisfaction with Education Achievement)

Spokojenost s úspěchy v kariéře

(Satisfaction with Career Achievement)

Spokojenost s úspěchy ve vztazích

(Satisfaction with Relationships Achievement)

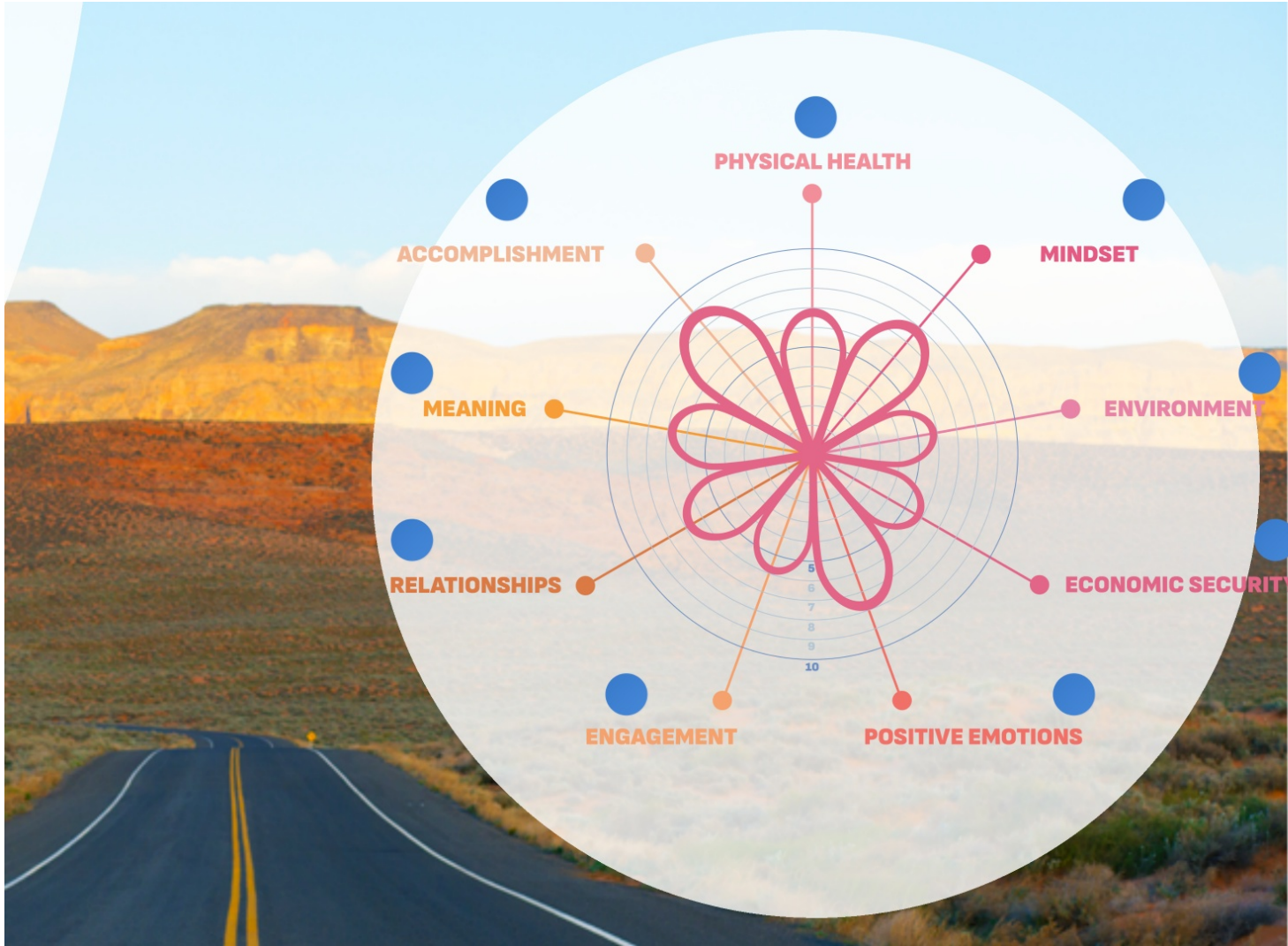
Úspěchy v osobním růstu a rozvíjení se

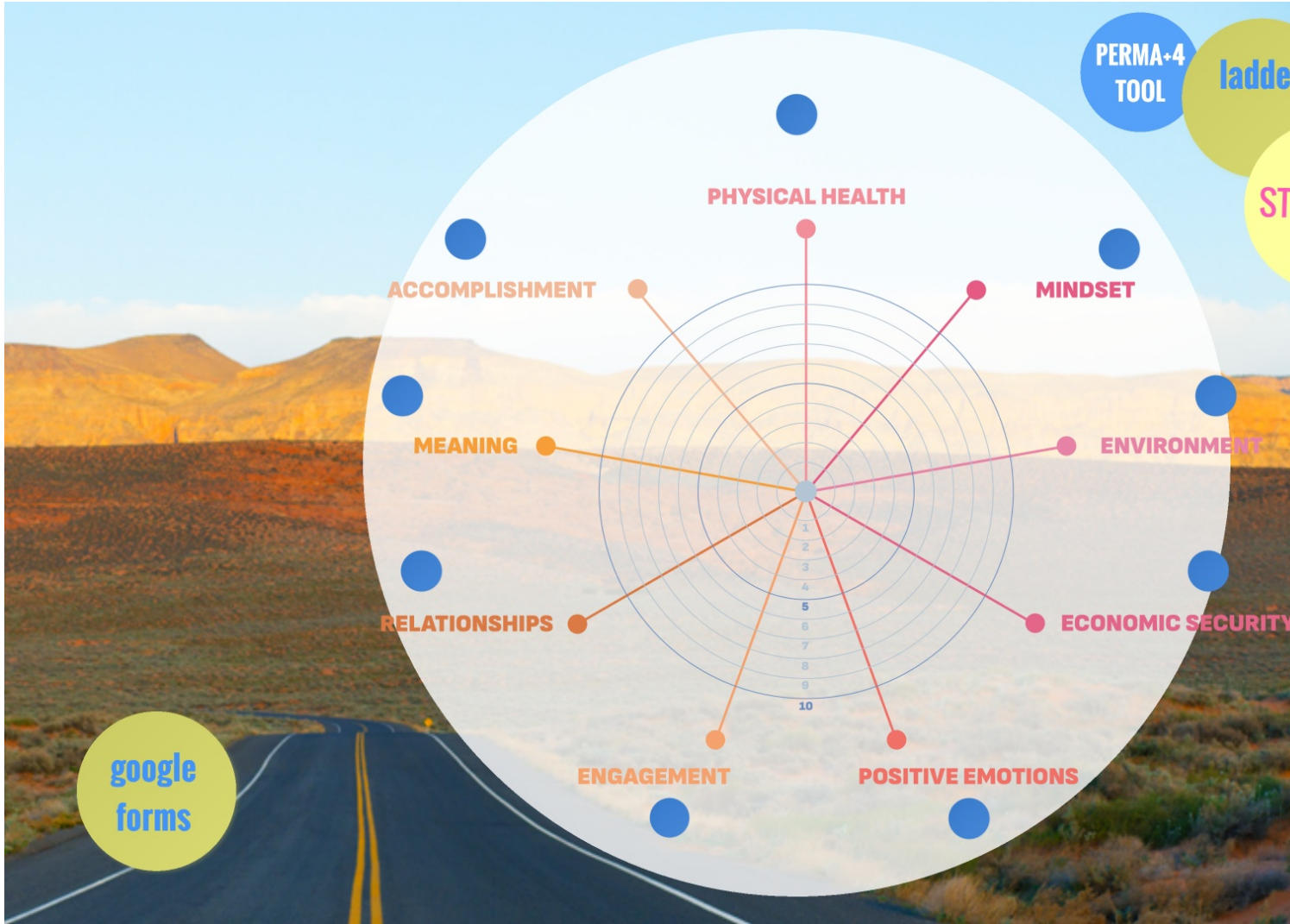
(Your Self-Improvement Achievements)

Spokojenost s finančními úspěchy

(Satisfaction with Financial Achievements)







PERMA+4
TOOL

ladder

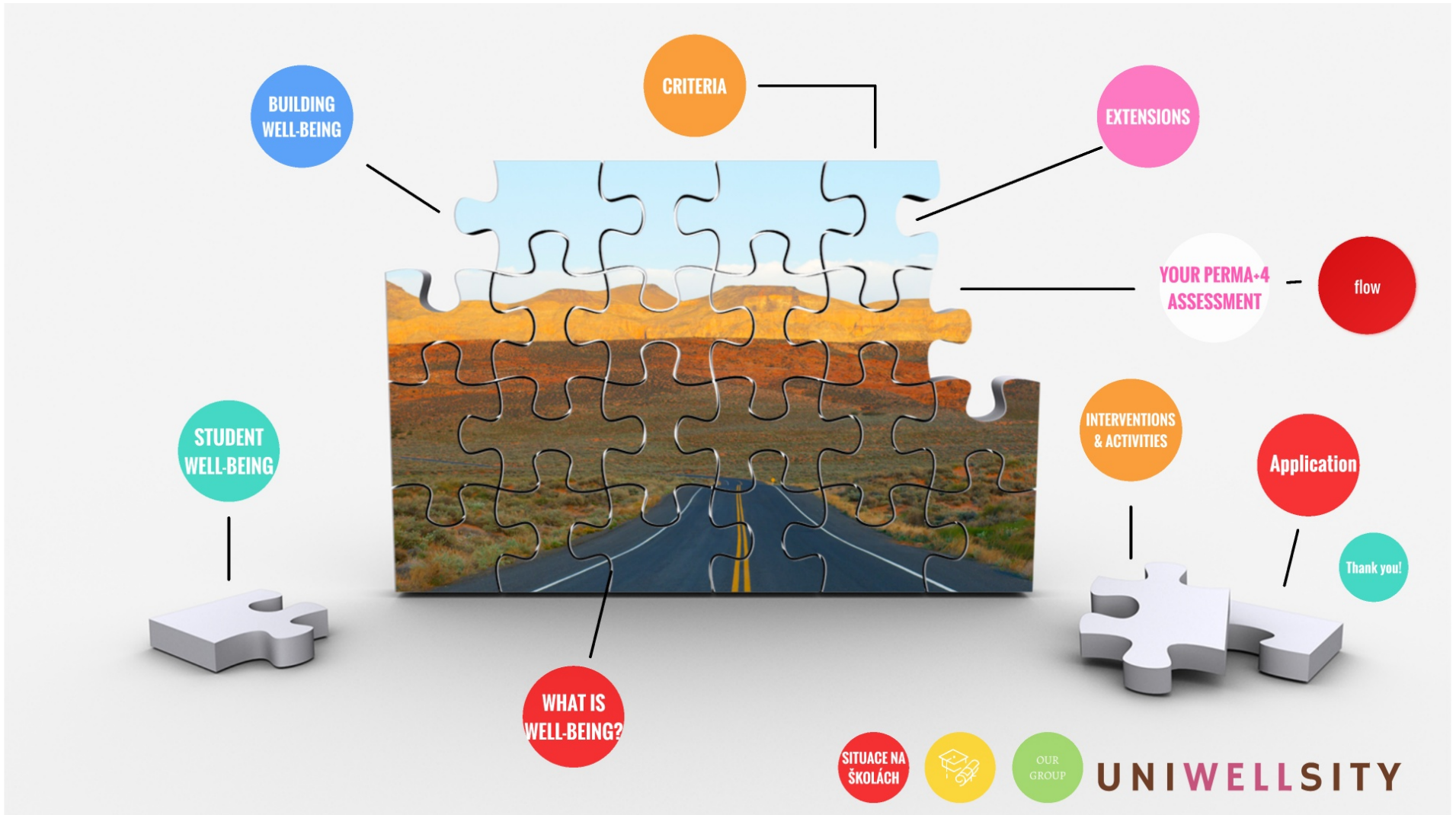
STATEMENTS



<https://beta.polleverywhere.com/activities>

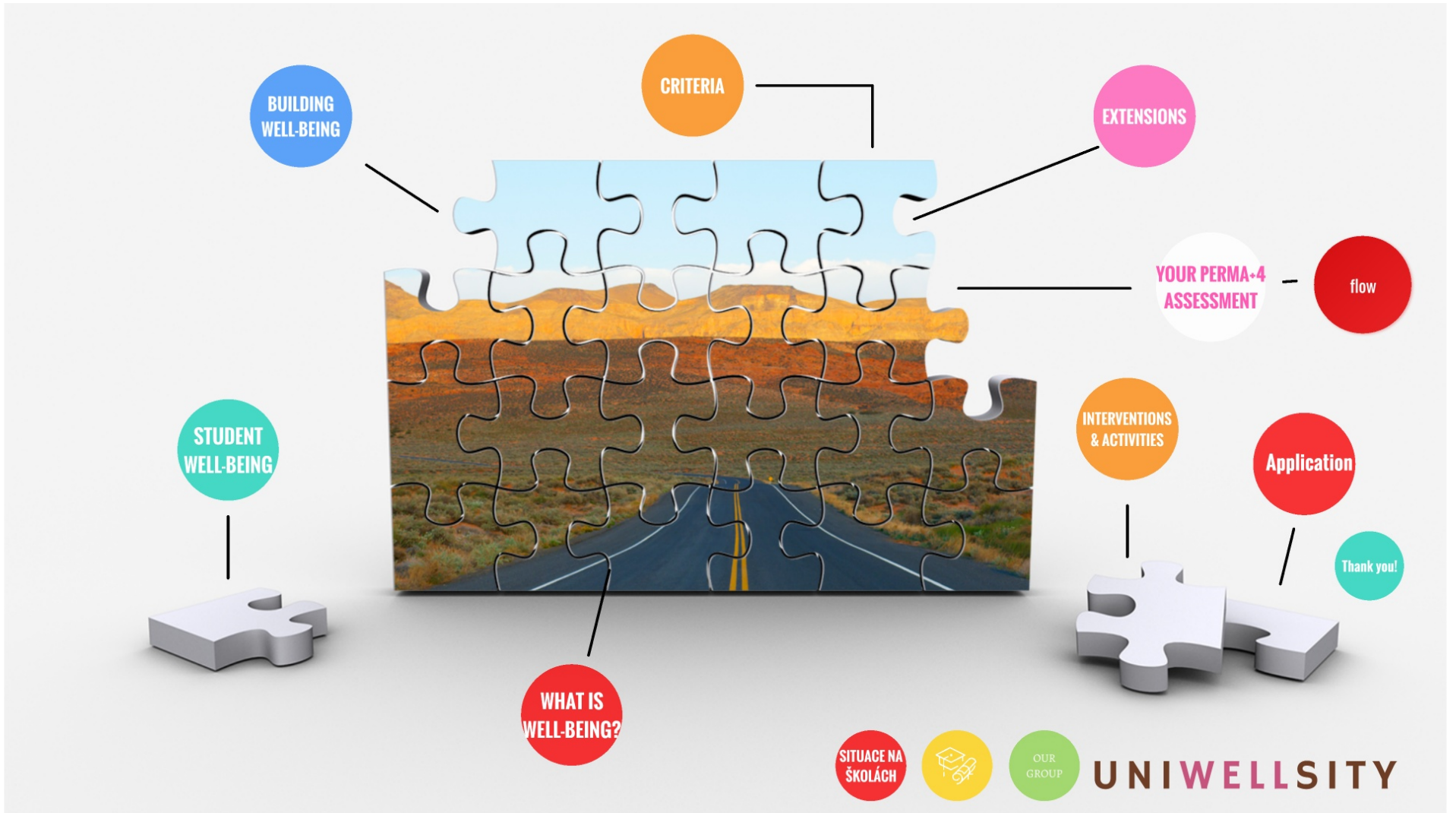
google
forms

WHAT DO YOU
THINK ABOUT
PETALS?

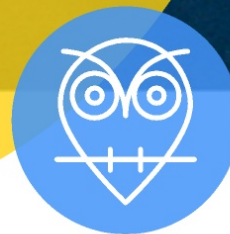
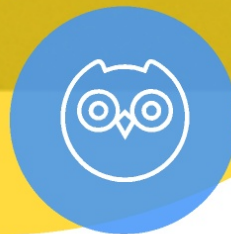
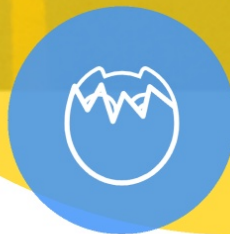
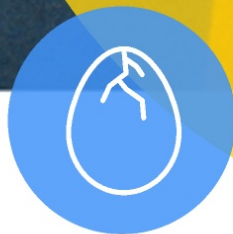




[https://
beta.polleverywhere.com/
activities](https://beta.polleverywhere.com/activities)



NAŠE CÍLE:

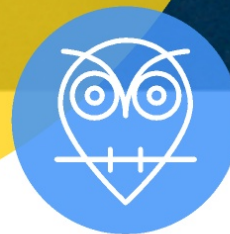
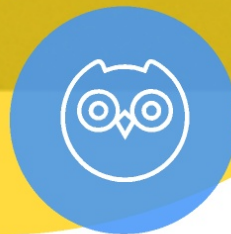
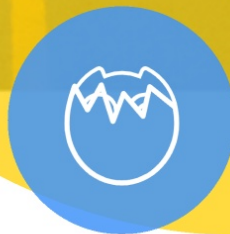
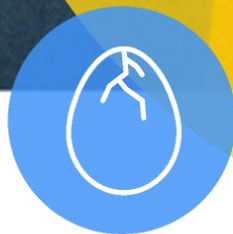


Cíl č. 1

Máme jasnou a konkrétní představu o tom, co je well-being.



NAŠE CÍLE:

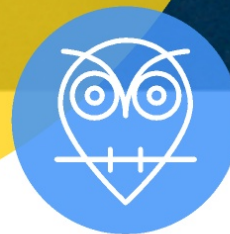
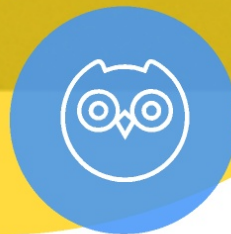
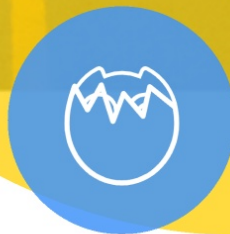
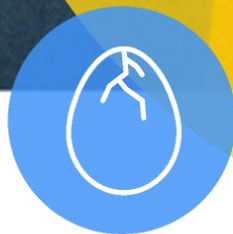


Cíl č. 2

Víme, jaké benefity má pro nás vysokoškolské studenty budování vlastního well-beingu.



NAŠE CÍLE:



Cíl č. 3

Evidence based learning: známe nejnovější vědecké teorie well-beingu a umíme je použít v našem každodenním životě.



THE JOURNAL OF POSITIVE PSYCHOLOGY 2018
VOL. 13, NO. 4, 117-133
https://doi.org/10.1080/10937025.2018.1447464



PERMA and the building blocks of well-being

Martin Seligman

Psychology, University of Pennsylvania, Philadelphia, PA, USA

ABSTRACT

Seligman (2011) hypothesized that PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) are the elements of well-being. Goodman, Disabato, Kashdan, & Kaufman (2017) reported strong evidence that subjective well-being is the final common path of each element and their data are entirely consistent with Seligman's hypothesis. They argued, incorrectly however, that he suggested that PERMA constituted a different kind of well-being rather than just its building blocks. The complicated issue, one that transcends psychometrics, of how to decide on elements of well-being is discussed.

ARTICLE HISTORY
Received January 2018
Accepted 15 January 2018

KEYWORDS
well-being; measurement;
PERMA; SWB

In 2011, I suggested that PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) are five measurable elements that make up well-being (Seligman, 2011, pp. 16-25). Goodman, Disabato, Kashdan, and Kaufman (2017) measured PERMA and subjective well-being (SWB) for 517 Mturkers. For measures they used the PERMA-profile (Butler & Kern, 2016), and they combined three scales, Satisfaction with Life (Diener, Emmons, Larsen, & Griffin, 1985), plus a single item happiness measure, and a three item negative emotion scale to form the SWB variable. The PERMA profiler includes the three negative emotion items and one overall satisfaction with life item.

Here is what they found: First a latent correlation of .98 between the PERMA-profile and SWB. This convinces me that SWB probably is the useful final common path of the elements of well-being. I had not made my mind up about this until I saw the .98 correlation, and I had previously worried that there might be no single indicator of overall well-being (Forgeard, Jayawickreme, Kern, and Seligman (2011). Having a single indicator which is a good first approximation of well-being is a bonus for measurement

Since I claimed that PERMA constitutes the elements of well-being, not that it forms a new kind of well-being, I find their data completely consistent and confirming of the claim that PERMA constitutes (at least some of) the elements of well-being. Their conclusion that PERMA is redundant with SWB and theoretically arbitrary is, I believe, incorrect.

Imagine that we are interested in the psychometrics of baseball pitching. We measure 517 fans' overall subjective ratings of pitching excellence for pitchers. Someone proposes that pitching is made of three elements: the fast ball, the curve ball, and the knuckle ball. So we also measure the fans' subjective ratings of these three elements of pitching as well. We find that the overall goodness of pitching rating correlates .98 with a statistically fancy combination of the ratings of each of the three proposed elements. Further we also find that the three elements correlate about .61 with each other.

What should we conclude? First that the theory of the elements was correct and these three pitches are three of the elements of pitching. Secondly that pitchers who pitch one element tend to pitch all three elements, as usually

THE JOURNAL OF POSITIVE PSYCHOLOGY 2018
VOL. 13, NO. 4, 117-133
https://doi.org/10.1080/10937025.2018.1447464



PERMA and the building blocks of well-being

Martin Seligman

Psychology, University of Pennsylvania, Philadelphia, PA, USA

ABSTRACT

Seligman (2011) hypothesized that PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) are the elements of well-being. Goodman, Disabato, Kashdan, & Kaufman (2017) reported strong evidence that subjective well-being is the final common path of each element and their data are entirely consistent with Seligman's hypothesis. They argued, incorrectly however, that he suggested that PERMA constituted a different kind of well-being rather than just its building blocks. The complicated issue, one that transcends psychometrics, of how to decide on elements of well-being is discussed.

ARTICLE HISTORY
Received January 2018
Accepted 15 January 2018

KEYWORDS
well-being; measurement;
PERMA; SWB

In 2011, I suggested that PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) are five measurable elements that make up well-being (Seligman, 2011, pp. 16-25). Goodman, Disabato, Kashdan, and Kaufman (2017) measured PERMA and subjective well-being (SWB) for 517 Mturkers. For measures they used the PERMA-profile (Butler & Kern, 2016), and they combined three scales, Satisfaction with Life (Diener, Emmons, Larsen, & Griffin, 1985), plus a single item happiness measure, and a three item negative emotion scale to form the SWB variable. The PERMA profiler includes the three negative emotion items and one overall satisfaction with life item.

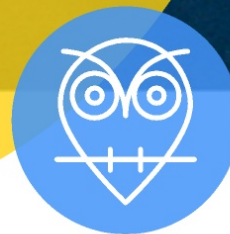
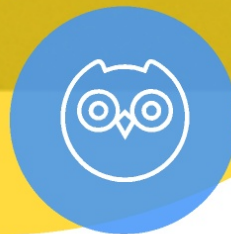
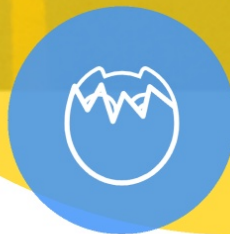
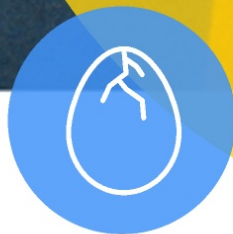
Here is what they found: First a latent correlation of .98 between the PERMA-profile and SWB. This convinces me that SWB probably is the useful final common path of the elements of well-being. I had not made my mind up about this until I saw the .98 correlation, and I had previously worried that there might be no single indicator of overall well-being (Forgeard, Jayawickreme, Kern, and Seligman (2011). Having a single indicator which is a good first approximation of well-being is a bonus for measurement

Since I claimed that PERMA constitutes the elements of well-being, not that it forms a new kind of well-being, I find their data completely consistent and confirming of the claim that PERMA constitutes (at least some of) the elements of well-being. Their conclusion that PERMA is redundant with SWB and theoretically arbitrary is, I believe, incorrect.

Imagine that we are interested in the psychometrics of baseball pitching. We measure 517 fans' overall subjective ratings of pitching excellence for pitchers. Someone proposes that pitching is made of three elements: the fast ball, the curve ball, and the knuckle ball. So we also measure the fans' subjective ratings of these three elements of pitching as well. We find that the overall goodness of pitching rating correlates .98 with a statistically fancy combination of the ratings of each of the three proposed elements. Further we also find that the three elements correlate about .61 with each other.

What should we conclude? First that the theory of the elements was correct and these three pitches are three of the elements of pitching. Secondly that pitchers who pitch one element tend to pitch all three elements, as usually

NAŠE CÍLE:

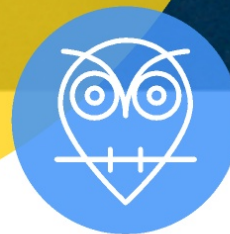
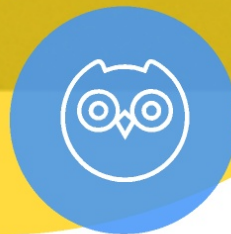
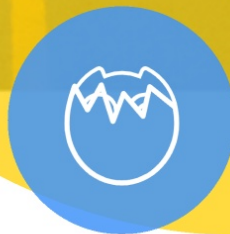
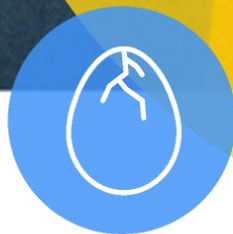


Cíl č. 4

Umíme zhodnotit svůj aktuální well-being.



NAŠE CÍLE:

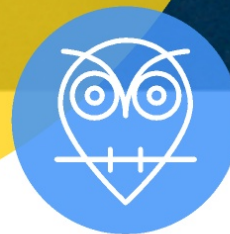
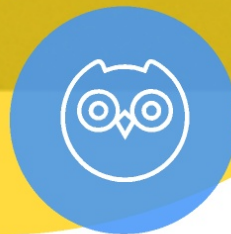
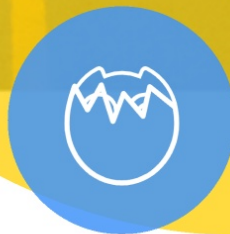
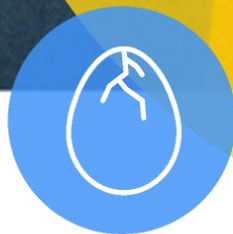


Cíl č. 5

Známe nástroje budování well-beingu a umíme rozvíjet oblasti well-beingu, na které se zaměříme.

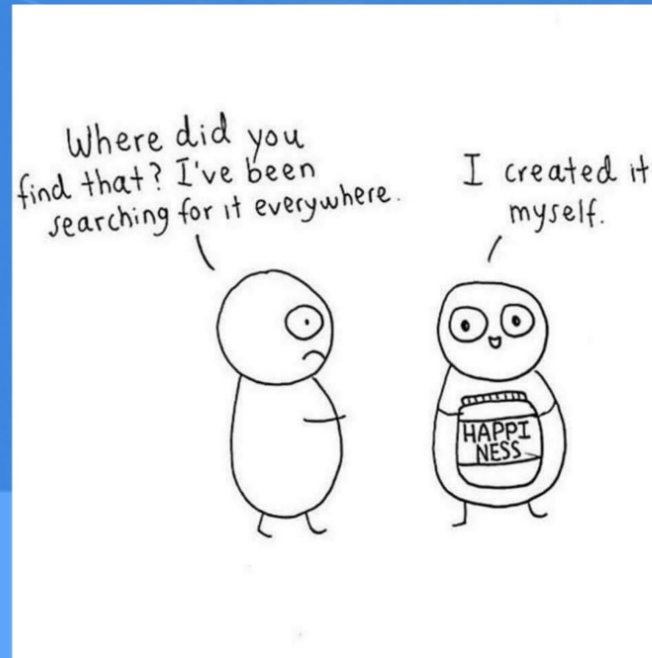


NAŠE CÍLE:

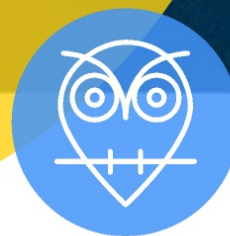
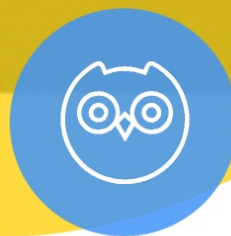
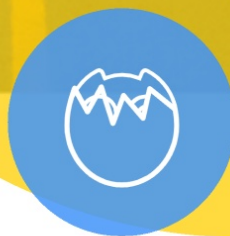
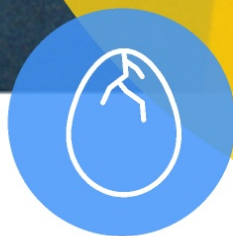
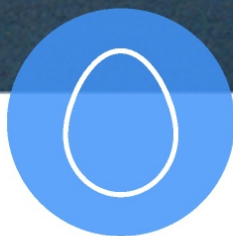


Cíl č. 6

Staráme se o svůj well-being.



NAŠE CÍLE:



Jízdní řád

12. října

17:00

Organizace

17:15

Well-beingu studentů.

17:25

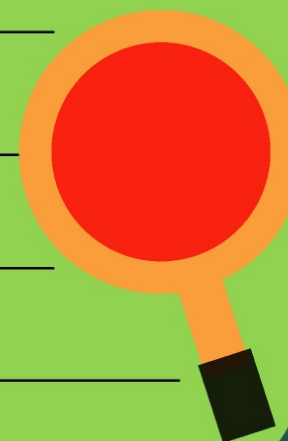
Teorie well-beingu.

17:35

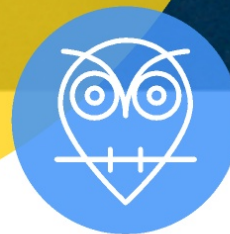
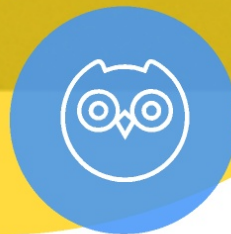
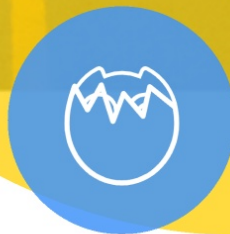
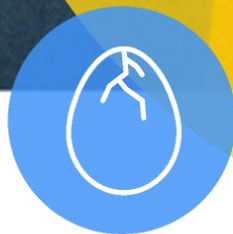
Váš well-being.

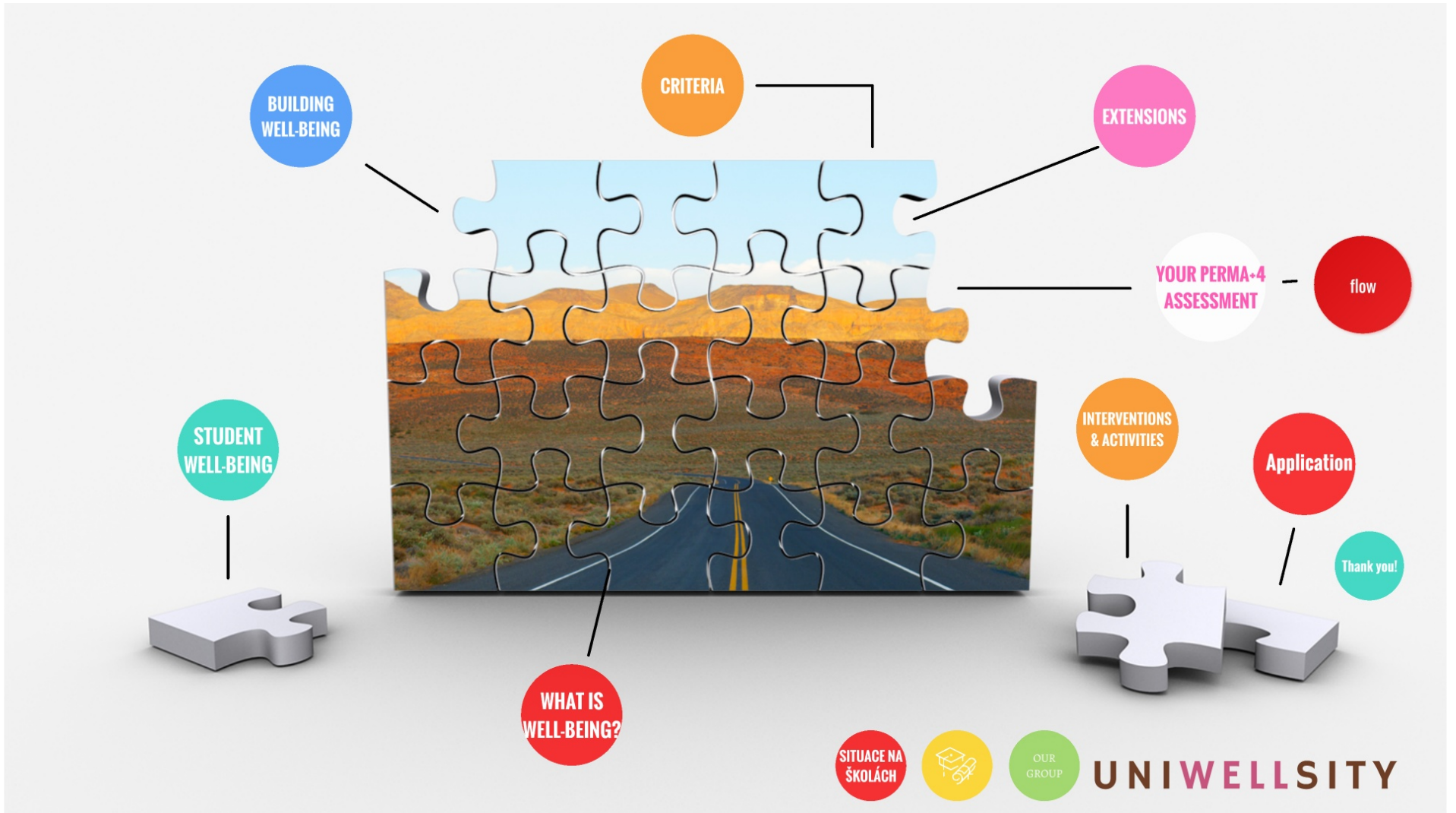
10:35

Náš (intervenční) program pozitivní psychologie.



NAŠE CÍLE:





8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

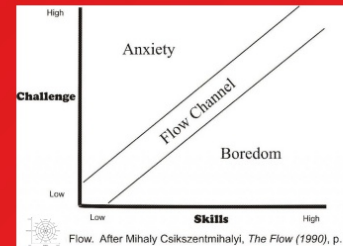
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

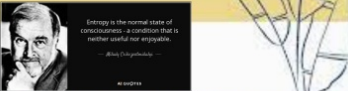
Authotelic
Activity

Mihaly about flow

our brain in flow

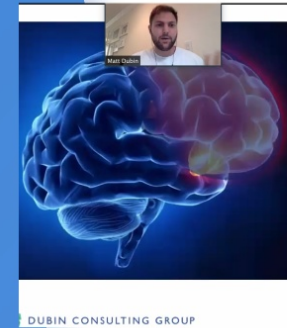
We experience psychic entropy when part of our mind is focused on one thing, another part is focused on another thing, and our body wants something else. This creates conflict and creates confusion and saps our efficiency and happiness.

-Mihaly Csikszentmihalyi, in Flow



Entropy is the normal state of consciousness: a condition that is neither useful nor enjoyable.

-Albert Einstein



Our Brain in FLOW

Transient hypofrontality

The temporary deactivation of the prefrontal cortex (PFC).

PFC: Where we think about our sense of self, our inner critic, and impulse control.

DUBIN CONSULTING GROUP

CREATING FLOW

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

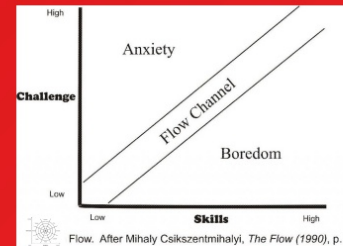
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow



Autotelic
(of an activity or a creative work)
having an end or purpose in
itself.

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

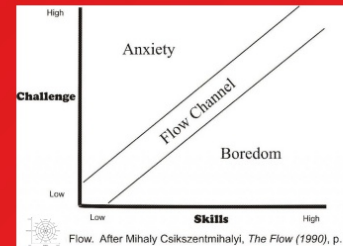
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow

Mihaly about FLOW

https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness#t-9038



<https://www.youtube.com/watch?v=TzPky5Xe1-s>



Living in flow - the secret of happiness with Mihaly Csikszentmihalyi at Happiness & Its Causes 2014

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

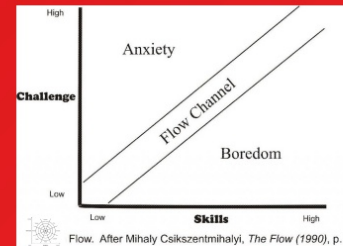
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

1. Naše cíle jsou jasné.

"Skutečný pocit, že nás něco baví, pramení z **kroků, které děláme na cestě za konečným cílem**, nikoli z toho, zda cíle opravdu dosáhneme."

"Pokud se shodneme, že **základním cílem života je štěstí**, a nikoli úspěch, pak dává dokonalý smysl, když dojdeme k závěru, že **záleží na samotné cestě**, a nikoli na dosažení jejího cíle."



"Lidé často pomíjejí příležitost bavit se tím, co dělají, protože se **příliš upínají k celkovému výsledku** a nezaměřují pozornost k tomu, aby si **vychutnali kroky, které k němu vedou**. Copak není vyjednávání obchodní dohody více uspokojující, než její podepsání?"

Basketbalista: "Snažím se poslat míč do dokonalého místa a **nemá to žádný vztah k výhře nebo prohře**."



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.


1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

2. Okamžitě získáváme zpětnou vazbu.



"Pocit úplného ponoření při zážitku flow z velké části pramení z **vědomí, že naše činnost má nějaký význam a důsledky.**"

"Nejlepší je, když nám zpětnou vazbu poskytuje činnost samotná."



Mihaly + world researchers
(research series)

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

3. Rovnováha mezi příležitostí a našimi možnostmi.

"K flow dochází, když **ÚKOLY** i **DOVEDNOSTI** mají vysokou úroveň a jsou navzájem přiměřené."



'Stav flow může navozovat jakákoliv aktivita, protože i v té zdánlivě nejvíc jednotvárné činnosti, - jako je práce u pásu, rozhovor s malým dítětem nebo mytí nádobí - existují příležitosti, jak můžeme využívat své dovednosti.'



"Naprosté ponoření do nějakého úkolu je snazší, pokud jsme **PŘESVĚDČENÍ**, že je pro nás **ZVLÁDNUTELNÝ**."

"Úzkost a nuda **přesouvají pozornost** od toho, co má být uděláno."

*'Jedinec, která je skutečně **zaujatý světem** - všechno ho zajímá, je zaujatý a nadšený - nikdy netrpí nedostatkem příležitostí, aby zakusil flow.'*



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

4. Prohlubuje se soustředění.



"V každodenním životě soustředíme pozornost velice **prchavě a povrchně**. Buddhisté hovoří o tzv. "**opičí mysli**".

"Ve stavu flow však **spývají činnost a vědomí do jedné vlny energie**".
(činnost: rozhovor, hra, koníček, práce, aj.)

'V takových chvílích **mizí rozdíl** mezi naším já a naší aktivitou.'

'**Ztratíte se** v kinestetickém vnímání.'

Horolezec: "Je to zenový pocit jako meditace, nebo koncentrace. Jednou z věcí, o které usilujete je **mysl soustředěná do jednoho bodu**.. když se všechno **zautomatizuje**.., nějak děláte správné věci, aniž na to musíte myslet nebo aniž se **sebeméně snažíte**. Prostě se to děje. A vy jste soustředěnější.. "

Básník Richard Jones: "Mám pocit, jako by mnou procházela nějaká energie, které v ničem **nebráním, nestavím se jí do cesty**. Když píšete, proudí Vám tělem velice inteligentní energie, a je to právě **ona**, co se soustřeďuje a převádí do slov, **nikoli vaše mysl**. Flow nastává, když nedovolím svému spisovateli, aby se stavěl do cesty mému psaní. A jak se mus začnu stavět do cesty? **Tím, že začnu přemýšlet**."



**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostí a našimi možnostmi.

4. Prohlubuje se soustředění.

5. Záleží jen na přítomnosti.

"Protože ve stavu flow vyžaduje daný úkol **celou naši pozornost**, **nedostávají** starosti a problémy, které nás v každodenním životě trápí, šanci se odrážet v naší mysli."



"Protože naše pozornost musí být **zaměřena na přítomnost**, události z minula nebo z budoucna nebudou v našem vědomí nalézt místo."

Basketbalista: "Když je hra vzrušující, jako bych vůbec neslyšel. Zdá se mi, jako bych byl **odříznutý od světa**. Myslím jen na svoji hru."



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

6. Nemáme problémy s kontrolou situace.

"Jedna z prvních věcí, kterou respondenti zmiňují při popisování stavu flow je pocit, že mají situaci **pod kontrolou**".

"Oproti mnoha každodenním situacím vyvolávajícím pocit bezmoci - pokud respektujeme dané úkoly a vyvineme si potřebné dovednosti - máme **velikou šanci**, že situaci s potenciálem zážitku flow **zvládneme**".



Slovy horolezce: "Ve skutečnosti nejste pánem situace, ale **vede vás** něco jiného. Právě **z toho pramení** vaše opravdu dobré pocity."



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

7. Vnímání času je pozměněno.

Chirurg: "Čas je naprosto zkreslený - **běží rychleji** - co se zdá jako patnáct minut, byly ve skutečnosti dvě hodiny."

Bývalý olympijský šampion ve sprintu: "9,8 vteřiny, které je třeba na uběhnutí 100 metrové tratě se mi zdá **jako věčnost**."

"Ve stavu flow se vnímání času **přizpůsobuje naší aktivitě**."

Olympijský krasobruslař: "Čas se zrychluje a zase zpomaluje; zdá se, jako by se téměř přizpůsoboval vaší vůli... Například pokud jste **soustředěnější, zpomalí se**. A pokud máte opravdu **dobrý pocit** z provádění něčeho **těžkého**, co obvykle zabere hodně času, pak čas plyne **velmi rychle**."





5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostí a našimi možnostmi.

4. Prohlubuje se soustředění.

8. Ztráta ega.



"Ve flow jako by **sebevnímání** vlastní osoby bylo **dočasně potlačeno**. To je důsledkem intenzivního zaměření pozornosti, které odsouvá z vědomí všechno, co nemá přímý vztah k našemu úkolu."

Horolezec: "Ve flow zažívám při lezení vzácné okamžiky téměř orgiastické jednoty, kdy **zapomínám sám na sebe a rozplynu se v akci**."

"Extáze je ve skutečnosti výsledkem naší **omezené schopnosti soustředění**. Naše mysl **nedokáže zpracovávat příliš mnoho podnětů současně**. Pokud opravdu soustředíme pozornost na daný úkol - ať už lezeme na hory, nebo skládáme hudbu -, nedokážeme vnímat nic vně tohoto **zúženého pole podnětů**."

Skladatel Ralph Shapey: "Ocitáte se v extatickém stavu do té míry, že máte pocit, **jako byste vůbec neexistovali**. Moje ruka jako by se ode mě **oddělila** a nemám nic společného s tím, co se děje. Jenom sedím a **pozoruji** to ve stavu úžasu a nadšeného vytržení. A hudba prostě plyne sama od sebe."

"Ve skutečnosti si nepřestáváme uvědomovat své ruce, tělo, myšlenky či okolí. Vše si uvědomujeme **s mnohem větší citlivostí**. Spíše zapomínáme na sebe **jako na člověka**, který má určité postavení, sociální role a povinnosti či starosti, které z nichž vyplývají. **Je to rozjařující pocit úlevy od sebeuvědomování si vlastní osoby, ambicí, proher, obav a tužeb**."

"Člověk při zakoušení flow typicky zapomíná sám na sebe, ale později jeho **sebeoceňování nabude** výraznější podoby než před tím."



5. Záleží jen na přítomnosti.

6. Nemáme problémy s kontrolou situace.

7. Vnímání času je pozměněno.

8. Ztráta ega.

**Mihaly + world researchers
(research series)**

10 000 interviews:

1. Our goals are clear.
2. Instant feedback.
3. Balance between the challenge and our resources (skills, experiences).
4. Focus deepens.
5. The only thing that matters is now.
6. We feel like we control the situation.
7. The perception of time is changed.
8. Lost of ego.

1. Naše cíle jsou jasné.

2. Okamžitě získáváme zpětnou vazbu.

3. Rovnováha mezi příležitostmi a našimi možnostmi.

4. Prohlubuje se soustředění.

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

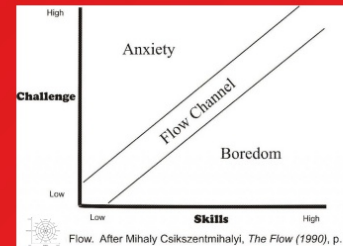
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

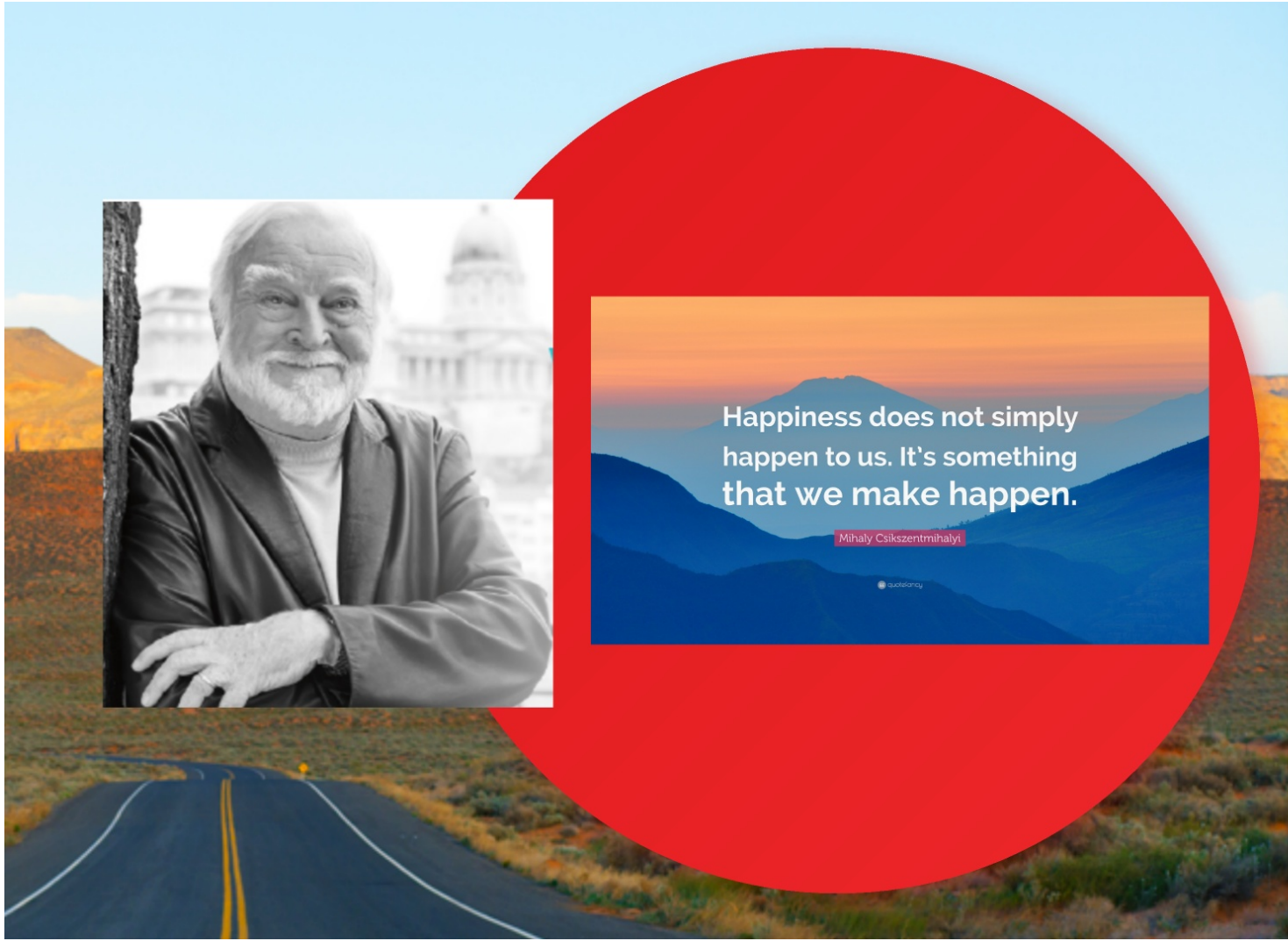
AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow



brakes

triggers

to do

HOW DOES IT FEEL TO BE IN FLOW?

1. Completely involved in what we are doing - focused, enthusiastic.
2. A sense of ecstasy—of being outside everyday reality.
3. Great inner clarity—knowing what needs to be done, and how well we are doing.
4. Knowing that the activity is doable—that our skills are adequate to the task.
5. A sense of serenity—no worries about oneself, and a feeling of growing beyond the boundaries of the ego.
6. Timelessness—thoroughly focused on the present, hours seem to pass by in minutes.
7. Intrinsic motivation—whatever produces flow becomes its own reward.

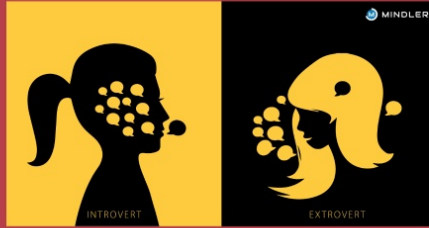
- focus
- experience
- goals
- vision of success
- good stress
- peace and quiet
- initiative
- positive feedback
- it is not important what others think
- mind maps
- brainstorming
- fun

triggers

Strategies to facilitate FLOW

- Have a goal when you're trying to focus (eg. "read this book")
- Break up tasks into individual steps or focus on a project
- Break on chunks and take plenty of short breaks
- Create mechanisms to give yourself feedback and progress
- Upgrade your technology use
- Don't always consider the responses for the subject
- Creating needs to do lists and accomplishing them each day
- Don't be over-ambitious
- Breaking down long term projects into short term chunks
- Creating urgency
- Taking care of your mental and physical health

Benefits of
extraversion



**UC RIVERSIDE PSYCHOLOGY PROFESSOR
SONJA LYUBOMIRSKY**

I'm Reading Four Different Books Right Now



to do

HOW DOES IT FEEL TO BE IN FLOW?

1. Completely involved in what we are doing - focused, enthusiastic.
2. A sense of ecstasy—of being outside everyday reality.
3. Great inner clarity—knowing what needs to be done, and how well we are doing.
4. Knowing that the activity is doable—that our skills are adequate to the task.
5. A sense of serenity—no worries about oneself, and a feeling of growing beyond the boundaries of the ego.
6. Timelessness—thoroughly focused on the present, hours seem to pass by in minutes.
7. Intrinsic motivation—whatever produces flow becomes its own reward.

- focus
- experience
- goals
- vision of success
- good stress
- peace and quiet
- initiative
- positive feedback
- it is not important what others think
- mind maps
- brainstorming
- fun

triggers

Strategies to facilitate FLOW

- 1. Have a goal when you're trying to focus (eg. "read this book")
- 2. Break up tasks into individual steps or focus on a project
- 3. Break on chunks and take plenty of short breaks
- 4. Create mechanisms to give yourself feedback and progress
- 5. Upgrade your technology use
- 6. Don't always consider the responses for the subject
- 7. Creating needs to do lists and accomplishing them each day
- 8. Don't go overboard
- 9. Breaking down long term projects into short term chunks
- 10. Creating urgency
- 11. Taking care of your mental and physical health

Benefits of
extraversion



brakes

triggers

not to do



3 minutes...

2023
347 billion

breakers



- dilemmas
- ineffective habits
- worries
- negative stress
- strong excitement
- not heving enough of time
- weak inner motivation





brakes

triggers

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

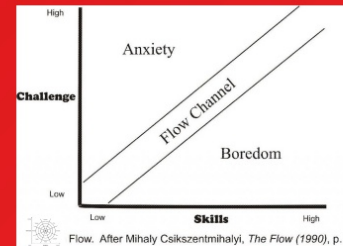
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow

Example



Activities



Environments



Interactions



Objects



Users

Your Activity



AEIOU

What environment was I in?

University environment,
New environment,
New town,
Feelings: excitement, curiosity,
admiration

Who/Where there some objects part of
the interaction? what was the object?

Discussion, University building (tour),
University garden, I baked there on a
bike.

ACTIVITY

ENVIRONMENT

INTERACTION

OBJECTS

USERS

What activity was I doing?

Meeting with Gritt, Coffee at the
University, Planned activity,
Unstructured activity, Role: visitor,
colleague

Who/what was I interacting with?

interaction with University employees and a
specialist at the field of public health,
Informal interaction, New type of interaction, Self-
initiated interaction, High level of importance

Who were you with and what was their role on
your experience?

Professor Gritt,
University employees,
Head of the department,
Coworkers



Example



Activities



Environments



Interactions



Objects



Users

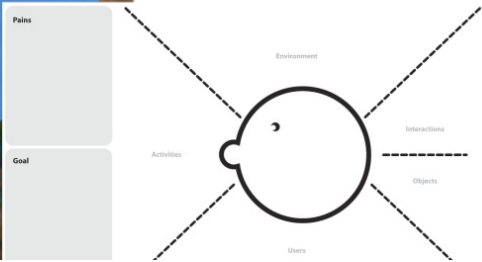
Your Activity



| DATE: | | PROJECT NAME: | | TYPE OF RESEARCH: | |
|------------|--------------|------------------|---------|-------------------|--|
| TIME: | | RESEARCHER NAME: | | | |
| Activities | Environments | Interactions | Objects | Users | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

AEIOU

| ACTIVITY | ENVIRONMENT | INTERACTION | OBJECTS | USERS |
|----------------------------|----------------------------|----------------------------------|--|---|
| What activity was I doing? | What environment was I in? | Who/what was I interacting with? | Who/Where there some objects part of the interaction? what was the object? | Who were you with and what was their role on your experience? |
| | | | | |



Example



Activities



Environments



Interactions



Objects



Users

Your Activity

8 conditions
for flow

flow 24/7

AEIOU
OBSERVATION
FRAMEWORK



state

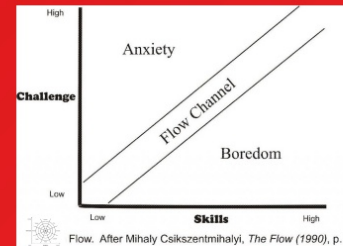
The state of
relaxed peak
performance.



Flow is being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz.

— Mihaly Csikszentmihalyi —

AZ QUOTES



brain in flow

Authotelic
Activity

Mihaly about flow

