

Symposium Title : ACTIONS, PEAS and PoETA: Implementing Positive Education through short, stand-alone, flexible and evidence-based interventions

Abstract 2 – Evermore Wellbeing for Teens: Evidence-Based Foundations for the PEAS Approach

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Adolescent mental health challenges are rising across WEIRD countries, calling for feasible, evidence-based strategies that can be integrated within regular school schedules. *Evermore Wellbeing for Teens* (Lucciarini et al., 2025) presents the first scoping review dedicated to identifying short (5–10 min), stand-alone, and evidence-based Positive Psychology Interventions (PPIs) suitable for classroom use. Building on Carr et al.'s (2023) mega-analysis of 198 meta-analyses (n = 501'335), 1367 interventions were screened for educational compatibility. Sixty-four interventions met the criteria of brevity, autonomy, and demonstrated efficacy, spanning domains such as gratitude, strengths, optimism, and movement-based wellbeing. Each was analysed through the ACTIONS framework (Activity, Calming, Thinking, Identity, Optimism, Nourishing, Social) to map theoretical mechanisms and potential classroom applications. This review introduces the *Positive Education Toolbox Approach* (PoETA), which links scientific rigour with educational feasibility, enabling teachers to integrate wellbeing practices without extensive training or curriculum redesign. By articulating how short, evidence-based PPIs can be flexibly adapted to support student wellbeing and engagement, this study provides the empirical foundation for the PEAS project. The findings emphasise that small, context-sensitive wellbeing practices can contribute meaningfully to both academic and psychological outcomes, thereby supporting systemic transformation towards sustainable, evidence-based Positive Education.

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