The "Change Your Life Academy" Camp and the benefits for Self-Concept

An Exploratory Study about a New Experience coming from the emerging Rossi Educative Model

by

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ABSTRACT

This work explores the benefits of the *Change Your Life Academy*: a residential one-week long experience born from the *Rossi Educative Model*, which is emerging in Italy. Its growing success interested us to understand its validity and if it could help meeting new generations' needs. Children and adolescents are nowadays showing disconcerting low psychosocial adjustment, self-esteem, especially relating to academic life (Masselink et al., 2018; Riquelme et al., 2018; Zanobini & Usai, 2010).

Once understood the model's bases and the experience, we explored the outcomes of similar programs. This provided us with a lead to interview people who already participated about the benefits of the program. From their feedback, we decided to investigate the program's effects on self-concept, specifically regarding interpersonal relationships, control over the environment, and school success. We submitted the Italian version of the Multidimensional Self-Concept Scale (Marte et al., 2014) to 51 participants of the spring session in April 2021. The interview confirmed that students significantly improved in interpersonal relationships, control over the environment, emotionality, school success, and self-concept. In the future, we will thus investigate a wider sample to see if the program helps students with their arising difficulties. If so, we will be able to fully recommend this program and make it more available for children and adolescents worldwide.

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Chapter I

INTRODUCTION

This paper aims to investigate the effects of the *Change Your Life Academy (CYL)* on children and adolescents. This program aroused our interest since it is reaching more and more children and adolescents every year (around 550 this year) who give very positive feedbacks (Change Your Life Academy, 2018). Therefore, we want to scientifically see whether this experience's success is real or not. If yes, we can proceed with sharing the pedagogical bases of the Rossi Model – on which the CYL bases – with schools and educative initiatives to generate new educative opportunities for future generations.

Nowadays, education constantly needs new approaches and models that help children's and adolescents' well-being and development. New generations come with new needs and especially this period of pandemic claim for a change in education. In the last years, European adolescents already showed low psychosocial adjustment, self-esteem, and parental socialization while substance use increased, especially for adolescents between the age of 15 to 17 (Riquelme et al., 2018). In particular, Italian children showed a lower self-concept in social and academic life while growing up (Palmonari et al., 2011; Zanobini & Usai, 2010). The measures to contain Covid-19 exacerbated the situation, creating in Italian young students – and not only - more psychosocial maladjustment, anxiety, and less possibility to demonstrate their abilities and grow their self-esteem (Pigaiani et al., 2020). We have to keep in mind that these phenomena and specifically low self-esteem significantly relate to the possibility of developing depression in adulthood (Masselink et al., 2018). This means a

risk for future society's well-being since today's children and adolescents are tomorrow's dirigent class.

We see in the cross-ages Rossi Model an opportunity for solving these problems and install a new educative model for well-being, self-esteem, and life fulfilment. This will be predictive of a better societal life for the future.

Chapter II

THEORETICAL BACKGROUND

Filippo Rossi is the founder of the Rossi Educative Model and the Change Your Life Academy camp experience. He was born in 1970 in Padua and he now works in the North of Italy.

In the last decade, Filippo Rossi decided to start a new project in education. This decision came from seeing that children and adolescents every year are less satisfied with their school life, give lower academic results and the level of culture is tragically decreasing. Lower culture means lower ability to control the environment, to plan and achieve goals, and, of course, future adults who are less satisfied with their lives. Seeing this, Filippo Rossi decided to study pedagogy and he created a new model that could empower children and allow them to be adults who will use their full potential to build a better and happier world together. Therefore, the Rossi Educative Model aims to make children feel valorised for who they are, feel empowered to learn what they want to and find their own goals in life.

The model takes inspiration mainly from the Montessori's Method, the Steiner's Waldorf School and the Reggio-Emilia Approach since all of them aim to promote children's harmonic development and free-choice with a global intervention (Edwards et al., 1998; Nicol, 2010; Richardson, 1997).

THE MONTESSORI METHOD

Maria Montessori (1870-1952) had been one of the most relevant pedagogues of the 20th century. She was one of the first women who graduated in medicine and specialized in neuropsychiatry for children with

disabilities. Seeing that children from low-income families struggled to get an education, she founded an alternative school for them and created a method for children's harmonic development (Lillard, 2012; Pope Edwards, 2002; Richardson, 1997). Soon her school succeded worldwide and it is still valuable nowadays (Shawket, 2016).

The Montessori Method aims to achieve children's harmonic development and peaceful common life. It bases on considering children as small adults "endowed with unknown power and this unknown power guides us towards a more luminous future" (Montessori, 1949, p. 4). For Montessori, each child owns personality, talents and interests (Duckworth, 2006; Montessori, 1949). The personality and the talents develop along with phases: during the first years, children absorb a huge quantity of information and skills, while in the later years they consolidate these competencies. Children are fast learners since they possess an "absorbent mind" that constructs knowledge by interacting with their environment; so children are deemed capable of teaching themselves (Montessori, 1949).

From this view of children, education comes as "a natural process spontaneously carried out by the human individual. It is acquired not by listening to words, but by experiences upon the environment" (Montessori, 1949, p. 7). The Montessori Method favours learning by providing real-life experiences that provoke spontaneous reactions in children (Richardson, 1997). In this way, students are trained to investigate, socially interact and make decisions (Shawket, 2016). The stimuli are objects to play with and they are balanced on children's abilities, interests, and goals. Once the teacher has shown materials' specific use, children can autonomously learn how to use them, engaging in creativity and critical thinking. Children autonomously teach to themselves also because the materials help children to self-correct (Duckworth, 2006; Shawket, 2016). The stimulation is organized into a highly structured, sequenced curriculum that guides students through logical calculated progression (Lillard, 2012).

Teachers support children while children teach to themselves following the lead (Lillard, 2012). However, educators must be spiritually and personally prepared. Concerning spirituality, teachers' "attitudes towards the child need to reflect empathy, personal humility and a genuine wish to serve the child" (Isaacs, 2018, p.48). On the other hand, personal preparation refers to believing in children's potential and supporting children's effort in knowledge self-construction and respecting the child's timings and putting aside the desire to control. This means critically reflect on one's practice and dialogue with colleagues to improve (Isaacs, 2018).

Montessori's Method final goal is peace, intended as expressing the maximum of one's potential to build together "a better world where harmony reigns" (Montessori, 1972, cited in Duckworth 2006, p. 43). In other words, participation naturally leads to contribute to society, recognizing equal freedom and in so doing promoting peace. This is achieved by encouraging children to critically analyze themselves and constructively resolve conflicts. In this process, educators must see that children are the future of humanity that potentially will change society (Isaacs, 2018).

Montessorian schools showed to positively benefit children in academic and social achievements. Children showed better executive functions, early reading, and mathematical reasoning (Lillard, 2012; Lillard & Heise, 2016). Finally, children were more capable of solving social conflicts (Lillard, 2012).

THE WALDORF SCHOOL

Rudolf Steiner (1861-1925) was an esotericist and philosopher who founded one of the most famous pedagogical approaches. His interest in pedagogy

born when he was asked to manage a school for the children of workers in the Waldorf-Astoria's company (Carlgren, 1989; Pope Edwards, 2002). His pedagogy does not come from scientific studies, hence it has been widely criticized over the years. Nevertheless, the positive results of children expanded this method worldwide (Nicol, 2010).

The Waldorf School aims to accompany children to accomplish their development in all the aspects of the human being: physicality, emotionality, rationality, and spirituality. Each age phase - which lasts seven years – aims to develop specifically one of these dimensions. Anyhow, children well-being and harmonic-life stay in the first place, therefore there is no fixed and restricting program and teachers always must consider all the four dimensions (Carlgren, 1989; Nicol, 2010; Steiner, 1965; Uhrmacher, 1995). In Steiner's view, educating children to become "humans" and develop all their skills, achieves communitarian evolution, which is the final goal of the method (Carlgren, 1989; Gidley, 2010; Steiner, 1965).

Steiner saw children as growing humans who had to be guided to develop sensibility, talents and willingness. He believed that children must feel free of expressing themselves and that "children's most serious job is play" (Steiner, 1965). In the play, children autonomously learn by doing and they find gradually out what they like doing. From that, they become able to define their goals and develop the necessary capabilities for achieving them. Therefore, the Waldorf School focuses on playing; the role of the adults is to play side-by-side with children. By doing so, adults show children how to do things and children acquire knowledge due to their natural tendency to imitate adults (Carlgren, 1989; Nicol, 2010; Steiner, 1965).

Adults must provide play activities or activities that match children's interests but that also guide them towards their personal and communitarian development. The main activities are of three types: playing in nature for

enhancing children's sensibility, domestic care for harmonic collaboration, and storytelling for problem-solving and spirituality (Carlgren, 1989; Nicol, 2010; Steiner, 1965). At school, everybody's contribution is required to make children develop a sense of community; for example, parents are welcome. Furthermore, children are invited to share their comprehensions or the relevant moments of their life at school (ex: the birthday) (Carlgren, 1989; Nicol, 2010; Steiner, 1965; Uhrmacher, 1995). In this way, children develop fraternity which is predictive of freedom and active citizenship (Pope Edwards, 2002; Uhrmacher, 1995).

Children who attended the Waldorf School showed a higher civic sense: they participate more, tolerate people of "deviant groups", and are more socially competent. However, the same children had lower academic results, especially in maths and in the mother-language acquisition (reading and writing) (Dahlin, 2007). Waldorf students also showed more active creative thinking and problem-solving due to their higher interest in their life goals (Ogletree, 1996). In conclusion, it can be said that Steiner founded a school where children learn life skills but lack academic knowledge.

THE REGGIO-EMILIA APPROACH

Loris Malaguzzi (1920-1994) was and Italian pedagogist and psychologist. He founded one of the first non-catholic pre-schools in Italy to provide education to children of the countryside. In this school, he and his collaborators founded the Reggio Emilia Approach, whose values and aims come from an after-war democratic philosophy. Therefore, the final goal is "democracy", intended as educating children to participate and peacefully collaborate within the community (Edwards et al., 1998; Moss, 2016).

The Reggio Emilia teachers believe that "all children are rich, there are no poor children. All children whatever their culture, whatever their lives are rich, better equipped, more talented, stronger and more intelligent than we can suppose" (Cagliari et al., 2016, p. 397, cited in Moss, 2016). Children are considered to possess "a hundred-languages", or rather infinite ways of expressing themselves and teachers must be able to understand children to help them to develop their full potential. This help consists of creating opportunities for children's autonomous learning since they have natural curiosity and capability of teaching to themselves (Gandini, 2003).

In particular, teachers mainly organize the environment: they dispose of the space and they put toys or objects that enhance children's curiosity. These "provocations" help children to develop the cognitive or physical skills that they need to work on. While dealing with the difficulties of play, children learn to manage their emotions (Ewards & Gandini, 2015; Gandini, 2003). Children are free of moving around the school since the environment is child-friendly; this allows children maximum movement, independence and interaction while promoting a well-being feeling (Edwards et al., 1998; Ewards & Gandini, 2015; Strong-Wilson, T., & Ellis, 2007).

Teachers also structure the environment intending to favour relationships and interactions among children. In particular, the provocations in the environment promote collaboration for knowledge co-construction. The challenges demand children to offer their knowledge and capabilities for achieving a common goal. In this process, children learn both about the contents of the task and communication, rework and negation (Edwards et al., 1998; Ewards & Gandini, 2015). To favour socialization, teachers are invited not only to respect children as equals but also to involve parents in the school, so they can see children's progress (Edwards et al., 1998). In this way, the Reggio Emilia Approach transmits the values of cooperation, solidarity, and democracy. In the long term, this will provide children with

the tools to participate and enrich humanity (Edwards et al., 1998; Moss, 2016).

Children who have attended the Reggio Emilia school showed higher creativity and problem solving than peers (Gencer & Gonen, 2015). Moreover, they have a better language proficiency, which might come from the push towards sociality and social collaboration. Finally, also social skills benefit from this kind of program (Amal et al., 2018).

Chapter III

THE ROSSI EDUCATIVE MODEL

The Rossi Educative Model takes inspiration from all the three pedagogical approaches and finds its way to make reach not only children but also adolescents. Since there is no written text about the Model, in December 2020, we interviewed Filippo Rossi about it and he decided to talk to us about one experience deriving from this model: the Change Your Life Academy for children 9-17. What is reported in the following lines is a resume of the interview.

CHILDREN: THE FUTURE

As for Montessori, Steiner, and Malaguzzi (Edwards et al., 1998; Montessori, 1949; Steiner, 1965), also for Rossi, children are endowed with unknown talents, and they are capable of developing any skill if opportunely stimulated. Adults do not have the same possibilities, since they have already crystallised their skills, their thoughts, and also their limits. It could be possible for them to change, but it would be very laborious. On the other side, children are open to learning and nowadays' children – thanks to technology - are even faster at learning than in the past. However, the traditional school remained back and is not capable of adequately stimulate children. Nevertheless, children are the future of humanity, so it is fundamental to help them to fully and harmonically grow. Developing, they will be able to participate in leading society to a more luminous future.

Rossi shares Steiner's view of complete development that must include physicality, emotionality, rationality, and spirituality (Steiner, 1965;

Uhrmacher, 1995). He also recognizes that every 7 years children go through a new growth phase, one for each dimension. While working on one phase, teachers must remember that children already possess all the dimensions. In the end, children and adolescents result to be complex humans such as adults.

THE GOAL: MANIFEST THE OWN BEST SELF FOR EVERYONE

The Rossi Educative Model aims to help children to manifest "their own best self" within the community. It aims to turn children and adolescents into responsible citizens who can contribute to a better and supportive common life. This idea finds eco in Montessori's idea of peace, Reggio-Emilian democracy, and Steinerian citizenship (Duckworth, 2006; Gidley, 2010; Montessori, 1949).

Consequently, the Rossi Model aims to achieve three goals, which are the three pillars of the model: *valorisation*, *collaboration*, and *aware orientation*. First, all children must feel valorised for who they are. They have to learn to collaborate to the common life. Finally, all children must find a goal for life that both valorise them and help the community to evolve.

Valorisation consists of deeming each child as capable of acquiring any skill, with their means and timings. In the first place, this brings to respect each child as if they were adults. In the second place, this idea pushes educators to provide children with tools for acquiring new skills. In particular, Rossi suggests to educators or to provide children with tools they've asked for or with tools that will help them to manage their lives more efficiently - now and in the future -. For example, tools for fast learning and organization allow children to overcome their difficulties and anxieties at school and provide them with more time and resources to work and learn what they

want beyond the scholastic duties. All the tools are provided generating interest and fun in children, who will spontaneously take the initiative of trying. The idea consists of having fun while learning, learning by doing, and learning what desired - nobody is obliged to attend to any activity -. It took inspiration from the idea of learning through autonomous play that we can find in all Montessori, Steiner and Malaguzzi (Gandini, 2003; Isaacs, 2018; Nicol, 2010). Another important step of valorisation is teaching children and adolescents that they can valorise themselves: they can take the initiative of learning without external pushes.

Collaboration is the second pillar and goal of this model. It consists of showing to children that all their actions happen within a community and have eco. Therefore, they should learn how to act for the good of all the community, since personal development is only possible when together with communitarian development. The Model achieves this goal by putting children together in an "ecumenical environment", where the differences are irrelevant and the rules of "respect the others", "respect the environment", and "no judging" apply. Following these rules, children acquire peer-teaching and collaborative learning. They acquire these skills since adults in the first place show them that everybody is on the same level and that everybody is fundamental for the community life. Once again, *collaboration* vehicles participation and respect, or rather promotes Montessorian peace, Reggio-Emilian democracy, and Steinerian citizenship (Duckworth, 2006; Gidley, 2010; Montessori, 1949). Furthermore, while collaborating, children develop responsibility, sensibility, and communicative skills.

The third pillar of the Rossi Model is *aware orientation*, intended as helping children to find their own goal for life and manage themselves to achieve it. Rossi believes that everybody holds one or more talents and that by putting these talents into practice, everybody could find something that they like in life. As well, while practising, physical, psychological, or behavioural

weaknesses arouse and they obstacle goals' achieving. This phenomenon allows children and adolescents to work on themselves and find not "what they want to do when they grow up" but also "whom they want to be when they grow up" (Rossi, 2020). Rossi helps children to work on themselves also by providing study moments on human's physical, psychological, and social functioning together with exercises of silence and self-listening that help children to self-manage. These moments push children to better comprehend the human condition and invites them to study their functioning without judgement. Rossi prefers to carry these activities in natural environments since nature is considered an important teacher for self-understanding. This process makes part of *aware orientation* and it passes through developing sensibility towards the human spiritual and harmonic development. All this takes inspiration from Waldorf Schools, as for Steiner (1965) studying nature and human nature plays a crucial role in human understanding.

As we can see, these three pillars are connected among them. *Valorisation* happens within the *collaboration* and common life makes everybody feel valorised. As well, *aware orientation* helps children to find a goal that is proactive for the community and helps children to understand how they work and to valorise themselves.

EDUCATORS' ROLE: LEAD BY EXAMPLE

In the Rossi Model, all adults deserve the same respect such as children. Everybody - from people washing floors to teachers – have an educative role. Their role consists of leading children by providing their example.

Adults must respect the same rule as children and adolescents, therefore they must put themselves on the same level as children and adolescents.

They must believe that everyone possesses unique talents and help them to find a goal in life. This can be done in two ways. The first is by helping children in learning and developing when asked. The second way is to share their own life experience since it could help children to find their path and avoid the mistakes of the development. To be capable of sharing, educators must have worked on themselves, otherwise, their example could be perceived as incoherent.

Rossi does not ask the educators only to work on their goals and skills, but also on their capability of collaborating. No fight is allowed within the staff if the members are not available of putting their pride aside and learn one from the other. In conclusion, educators are there for children and should not make their ego overriding the desire to give their best self to children.

THE EXPERIENCE OF THE *CHANGE YOUR LIFE ACADEMY*

Until now the Rossi Model has been mainly applied in the program called *Change Your Life Academy (CYL)*. "The Change Your Life Academy is a meeting place for young people between the ages of 9 and 17 aimed at transmitting an innovative learning method and educational model" (Rossi, 2020). We suggest looking at the presentation video to understand it better[1].

It consists of a one-week-long experience where children live together in an ecumenical community. The goal of this week is to acquire learning and organization tools and work on scholastic motivation. It is a private initiative that parents choose to gift to their children. Participants do not know each other since they come from different parts of Italy.

[1] https://www.leseidirezioni.it/cyl-academy/

Rossi and his team organize 6-7 weeks per year and every time they host about 50-70 students in a self-managed residence merged in natural environments. Children are 9 to 17 years old, from the 3rd grade to the 12th grade. The Rossi Model shares Steiner's view on age phases (Steiner, 1965; Uhrmacher, 1995), hence for many activities, children are divided into two groups: those who are 9 to 13 years old and those who have more than 14 years of age. In the last 3 years, about 960 persons attended the CYL.

The week starts presenting to children and parents the program. The first step is to publicly acknowledge that not every child has joined the program of their own free will since parents sometimes enrol children without asking. Since every activity is facultative, those who didn't want to participate are invited to attend the first day and then consider going back home without implications – all children have always decided to stay -. This is the first step to make children responsible for themselves. Then Filippo Rossi explains the rules of the CYL, which are "respect for the others", "respect for the place", and "no judgement". No one is judged if they break the rule, but they must take responsibility for it. Moreover, children are told that they are in an ecumenical environment, so they have to take care of their rooms and help in the common duties. Later, the staff is introduced and finally, the parents let their children and go back home.

Always on the first day, the participants are divided into teams with whom they will join a scoring championship. The scores can be accumulated by winning the team games but also helping in the common life, for example by cleaning, washing the dishes, clearing the tables, etc. This encourages children to take care of their environment and collaborate not only with their team but also in collective life. This idea took inspiration from the domestic environment typical of Steiner's schools (Nicol, 2010; Steiner, 1965). The teams are mixed-age and gender in order to make children enjoying time together, and following the rule of "no judgement" for

collaboration. Adolescents help children to be responsible and do domestic duties, while children help adolescents to enjoy and engage in playing.

The routine is flexible but presents a quite fixed structure. In the morning children are invited to join physical exercises and meditation to increase energy, concentration and self-listening. These exercises are predictive of *aware orientation* since they contribute to grow sensitivity and give them a tool for having more energy when they are down.

After breakfast and self-care, starts the study sessions which aim to achieve *valorisation*. In the study sessions, the staff teaches the learning and organizing techniques. In particular, they teach children the three-dimensional reading technique to acquire knowledge faster, and the "order outside, order inside" method, which consists of keeping in order the place and the routine to develop organizing and strategising skills – children are asked to use this method also in keeping in order and clean their rooms -. Each child is assisted in the acquisition and application of the techniques. The teaching is adapted to every child's special needs, for example, if children are too into the smartphone, the staff finds a way to teach through technology. During the study sessions, the speakers also give insights into human functioning. These insights allow children to understand the origin of the techniques and gradually develop awareness.

Each study session lasts a maximum of 30 minutes; in the pauses, children are invited to join team games or walk in nature – nature is considered as a teacher, such as in Steiner's approach (Steiner, 1965) -. Games also teach team organization and strategy to children; this learning is not explicit but implicit as in Montessori's method (Lillard, 2012). The afternoons develops as the mornings.

In the first days, primary and secondary schools' students learn together the methods, while in the other days, they separately learn how to apply the methods to their lectures. Once they've acquired the method, they study in

autonomy and not under the control of adults as happens in Montessorian, Reggian, and Steinerian schools (Edwards et al., 1998; Lillard, 2012; Nicol, 2010). Adults simply give them time to study and play and help when asked.

As participants learn the method, the number of study sessions decreases and the groups join different activities such as cooking, playing, or horse riding. In this way, children learn that is possible to learn while having fun also outside the classroom. This is a strategy to increase children's desire to learn something new, valorise their talents and orient their choices.

Differently, the evenings are important moments to achieve all *valorisation*, *collaboration* and *aware orientation*. Evenings involve collective activities such as games, talent shows, comic shows, movie nights, etc. These activities valorise the collaboration among the team members while creating a relaxed and funny environment that teaches children not to take themselves and the others too seriously – but still with respect -. For sure, the most impacting night is the talent show night, since it encourages children to explore their talents, defeat their fears, and proudly show themselves to the world. Every night includes a brief reflection, in which Filippo Rossi asks children for feedbacks on the day. During these moments, Filippo Rossi invites children to observe human functioning, children's own functioning and encourages them to find their goal in life. These moments remind of the story-telling proper of Steiner's approach (Nicol, 2010; Uhrmacher, 1995).

The CYL always ends with the spiral activity. Dr Rossi stays in the middle and the others wrap him. When the spiral is done, Filippo Rossi tells them that the spiral represents life: older people who are in the middle transmit their knowledge but one day they will pass out, so the future is in the hands of young people. Therefore, he invites everybody to never give up.

Every week is managed by Filippo Rossi and his collaborators (around 15 adults) together with about 15 children who have already participated at one CYL and showed learning and organizing techniques' mastery. As in the

Reggio-Emilia approach (Moss, 2016), adults and minors are equal staff members and each one covers a role: techniques teaching, body and meditation exercises, games organization, cooking or cleaning. Adults dedicate more to the organization and are pushed to adopt a juvenile language with children to cover the distance of age. The minors of the staff are more responsible for peer-teaching and for sharing their experience in the CYLs and the benefits of it in their lives. In this way, the staff's children learn how to teach, to communicate, and to be sensible; the idea of sensibility's development comes from Steiner (Steiner, 1965). This pushes towards co-working and co-learning; it took inspiration from the Reggio-Emilia Approach (Edwards et al., 1998). Each member of the staff has the responsibility of making everybody feel welcome, accepted, and respected.

Thinking about the Reggio Emilia Approach (Edwards et al., 1998), Rossi thought about involving parents. In fact, every CYL day, parents are updated about their children's signs of progress through photos, videos, and calls. At the end of the week, Filippo Rossi personally gives a letter to each parent to encourage them to keep supporting children with respect, trust, and no pressure. At the end of the experience, children go back home with new skills, self-confidence, and friendships.

Chapter IV

HYPOTHESIS

Looking at the results of the Montessori Method, the Waldorf School, and the Reggio Emilia Approach we can hypothesise the outcomes of the Rossi Model. We expect that children will have higher academic performance, social skills, creativity in problem-solving, and civic sense. Nevertheless, we should look at the researches on others camps to better understand the benefits of the Change Your Life Academy, since it is a short-form application of an educative model.

SIMILAR PROJECTS

Summer camps with scholastic purposes are very common in the USA. Educators organise one to three weeks of residential experiences with different purposes: working on a specific subject, or soft skills readiness (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018).

The camps that focus on specific subjects work both on enhancing the knowledge and motivation towards that subject (Weinberg et al., 2011). They consist of working together quite full time on the subjects. They can be attended residentially o commuter; only secondary's school students usually participate. There are no marks, while it is promoted collaborative learning and one-to-one assistance provided by the professors. Interestingly, students do not benefit only in the subject understanding and in academic motivation, but also in terms of social relations. Students who have attended the residential program showed higher results than those who attended the commuter program (Frey & Parent, 2019; Weinberg et al., 2011). The secret

of these camps is the push towards concretely apply what students have learnt in class. When they study, for example, natural sciences and then have to take care of a garden: they learn how to use their knowledge. While doing this, they improve their problem-solving, leadership, and creative skills (Frey & Parent, 2019).

Some camps do not explicit to children their purposes, but they actually aim to help children to develop soft skills. They consist of play camps: children are invited to join team activities, where they learn to collaborate and to deal with challenges (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018). Sometimes in these camps, the educators separate girls from boys but mainly only for the night. On the other side, the camps are usually mixed-age (from 9 to 18); children are divided due to the age only for some activities. The activities work on skills that are predictive of academic and work readiness (Richmond et al., 2019). Furthermore, in these camps children must also take care of the place: do their beds, clean, and cook. These skills are also useful for adult life and for enhancing responsibility and independence (Wilson & Sibthorp, 2018). Children and adolescents who participated at these camps increased their self-confidence, organization, and social skills (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018).

In all the types of camps, it has been noticed that students coming from a lower economical background do not show different results than other students (Weinberg et al., 2011). Neither the age – which has been considered only for experiential camps – showed significant difference but it hasn't been investigated much (Lynch et al., 2018). For sure, adolescents who attended more times got higher scores in the post-test. In particular, those adolescents who later became part of the camp's staff worked a lot on creativity in problem-solving and leadership (Lynch et al., 2018; Richmond et al., 2019).

On the other side, different genders seem to take differently the experience. In particular, girls seem to benefit more from the camps that aim to develop soft skills in terms of self-confidence and leadership (Lynch et al., 2018). Differently, boys benefit more from specific-subject camps. In particular, boys get involved in camps that talk about science, technology and maths (Crombie et al., 2003; Koury & J, 2015; Schmidt et al., 2020). They do not only benefit in terms of academic skills but also in terms of self-regulation, which seems to be connected with the learning of maths (Koury & J, 2015). Girls do not seem to benefit as much as boys from one-subject camps both because culture pushes girls away from scientific subjects and because girls already have higher self-regulative skills (Koury & J, 2015). However, when interested, girls work harder than boys and reach higher school success (Koury & J, 2015).

In conclusion, the Change Your Life Academy unfolds similarly to the presented camps. It owns the characteristics of both types, and so it might have similar outcomes.

HYPOTHESIS

We are investigating the experience of the Change Your Life Academy since, from the theoretical background and the results of similar projects, it could be a positive experience for children's and adolescents' development.

Looking at similar pedagogical methods we expect children to increase their self-concept/self-confidence, academic performance, social skills, creativity in problem-solving, and civic sense. However, looking also at similar summer camps, we believe that among these dimensions, children will benefit the most in social skills and creativity in problem-solving (H1). Although, the feedbacks that the program received from families and

children are about self-confidence, especially while studying (Change Your Life Academy, 2018).

Even if it is just a one-week long experience we believe that by being residential it will still give good results. We also hypothesise that, as happened to Lynch (2018), girls might benefit more than boys from the experiential part in terms of self-confidence. This hypothesis comes also from the fact that European girls seem to have lower self-confidence than boys and these experience return it to them (Masselink et al., 2018; Riquelme et al., 2018). However, from previous researches, we believe that both genders will benefit in terms of academic success since there is no strict connection to any subject and this can let them free of exploring their favourite subjects (Crombie et al., 2003; Koury & J, 2015; Schmidt et al., 2020). Boys, whether they explore maths, might get more results also in self-regulation (Koury & J, 2015)

Considering older adolescents, they seem to have lower self-confidence and academic success too, so we believe that they might have a higher score in the post-test than children (Masselink et al., 2018; Riquelme et al., 2018). However, this age-related hypothesis is not so strong since there have not been many academic camps for children of primary school and rarely for adolescents of the middle school, so we do not have data (Frey & Parent, 2019; Weinberg et al., 2011). We might find differences depending on the socio-economical status, however, it won't be possible since the Change Your Life Academy is only for families that can afford the expense of at least 500€. Nevertheless, in previous researches, the socio-economical status did not seem to be relevant (Weinberg et al., 2011). From previous experiences, we could hypothesise that also the staff members will benefit from the experience in terms of leadership and creative problem-solving (Lynch et al., 2018; Richmond et al., 2019), but we will not investigate this now.

Finally, considering all the possible benefits, we see that the CYL could give great possibilities. Now, the hypothesis takes a vast range of possible outcomes and our goal is to find in what the CYL helps children and adolescents the most. Finding the main outcomes will help us to define what kind of issues it is useful for. In this way, the CYL could become a targeted intervention for children, taking families from wasting time and resources with the less useful programs. We hope that CYL will help children and adolescents in what they lack the most nowadays: psychosocial adjustment, self-esteem, and life satisfaction (Masselink et al., 2018; Palmonari et al., 2011; Pigaiani et al., 2020; Riquelme et al., 2018; Zanobini & Usai, 2010). This will provide to children and adolescents what they need the most.

In conclusion, considering the pillars of the method (valorisation, collaboration and aware orientation), and looking at similar, we identified three possible outcomes of the CYL: the improvement of children and adolescents' self-esteem, social skills, school susses, and goals-achievement related skills.

Chapter V

METHOD

Before searching on our hypothesis, we decided to take a look at other similar investigations. Previous studies on summer camp programs matched qualitative and quantitative investigation in two phases. They firstly carried an interview for participants who had attended the program in the past. These qualitative opened interviews aimed to find the real impact of these camps. The found constructs indicated what to investigate in the second phase. The second phase consists of quantitative research with new participants (Richmond et al., 2019; Weinberg et al., 2011; Wilson & Sibthorp, 2018).

Therefore, as Richmond et al. (2019) did, we interviewed those who have already attended the program. From these interviews, we found the constructs we wanted to measure and defined the tools to measure them. Finally, we investigated the differences in these constructs before and after the CYL with new participants (Frey & Parent, 2019; Lynch et al., 2018; Richmond et al., 2019; Weinberg et al., 2011; Wilson & Sibthorp, 2018).

PHASE ONE: THE PRE-INTERVIEW

To find the construct to evaluate in the quantitative research, we proceeded as Richmond et al. (2019) did. We interviewed 22 children and adolescents who have already attended the program. We asked them about the effects of the program on them. The sample was composed of 14 girls and 8 boys with a range of age between 13 and 19 years; the average age was ±16.5.

They all had attended the Change Your Life Academy in the last three years when they had 11 years or more (between July 2018 to September 2020).

The interview was semi-structured and in Italian. We asked the participants what they learned at CYL, in particular, we asked the following questions:

1. Tell me about the CYL experience. What did you learn from it?

2. How did it make you feel to be at CYL? What was the main feeling before and after the experience?

3. How do you think these things you learnt affected your life and the lives of your fellow participants? Did you develop useful skills for your life?

4. Tell me about the tools such as 3d-reading, tips for organising yourself, body exercises and meditation. What did they teach you? Were they useful for your life?

5. What has common (ecumenical) life taught you?

6. Did CYL help you discover your life goals? Tell me more[2].

With the approbation of our participants and their parents, we recorded the audios of the interviews; later on, we transcribed them. Once transcribed we translated the interviews into English since we used *Nvivo12* program to carry the qualitative investigation and it just works in English.

We first explored the frequent stemmed words using *Nvivo12* program's word-cloud function. The following tab shows the result:

[2] Translation from Italian

Table 1. Pre-interview: stemmed words

Word	Length	Count	Weighted Percentage (%)	Similar Words
think	5	166	1,69	think, thinking, thinks
also	4	146	1,49	also
like	4	136	1,38	like, liked
change	6	132	1,34	change, changed, changes, changing
things	6	130	1,32	thing, things
want	4	130	1,32	want, wanted, wants
life	4	117	1,19	life
really	6	116	1,18	really
people	6	105	1,07	people
studying	8	104	1,06	studied, studies, study, studying

We later explored the interviews' parts connected with these words and tried to catch the construct behind every quote. For each construct, we created a book of quotes basing on APA definitions. The most recurrent constructs that we found among all the interviews could be summed in the following codes' tab:

Table 2. Results pre-interview

Name	Description	P.[3]	R.[4]
Extra time	Having more time	9	10
Self-determination	The process or result of engaging in behaviours without interference from other people or external demands (*APA*	13	20

[3] People who talked about the topic
[4] Number of references

Name	Description	P.[3]	R.[4]
	dictionary of psychology, 2015).		
Future orientation	A time perspective that is focused on the future, especially on how to achieve one's desired goals (*APA dictionary of psychology*, 2015).	4	6
Interest in future	An attitude characterized by a need or desire to give selective attention to something significant to the individual, such as an activity, goal, or research area, in this case, the future (*APA dictionary of psychology*, 2015).	16	24
Learning positive affect	The internal feeling state (affect) related to learning that occurs when a goal has been attained, a source of threat has been avoided, or the individual is satisfied with the present state of affairs (*APA dictionary of psychology*, 2015).	14	26
Self-confidence	Self-assurance: trust in one's abilities, capacities, and judgment (*APA dictionary of psychology*, 2015).	10	17
Self-managment	An individual's control of his or her behaviour, particularly regarding the pursuit of a specific objective (*APA dictionary of psychology*, 2015).	15	27

Name	Description	P.[3]	R.[4]
Social life	Relating to human society/the interactions between individuals, particularly as members of a group or a community (*APA dictionary of psychology*, 2015).	1	1
Acceptance	A favourable attitude towards an idea, situation, person, or group (*APA dictionary of psychology*, 2015).	14	25
Extraversion	Orientation of one's interests and energies towards the outer world of people and things rather than the inner world of subjective experience (*APA dictionary of psychology*, 2015).	10	17
Communal Relationship	A relationship in which interaction is governed primarily by consideration of the other's needs and wishes (*APA dictionary of psychology*, 2015).	13	16
Self-regulation	The control of one's behaviour through the use of self-monitoring (keeping a record of behaviour), self-evaluation (assessing the information obtained), and self-reinforcement (rewarding oneself for appropriate behaviour or for attaining a goal) (*APA dictionary of psychology*, 2015).	2	2
Friendships	A voluntary relationship between two or more people that is relatively long-lasting	9	11

Name	Description	P.[3]	R.[4]
	and in which those involved tend to be concerned with meeting the others' needs and interests as well as satisfying their desires (*APA dictionary of psychology*, 2015).		

Looking at the recognized connections among the constructs, we created a map (following image) to sum up the relationship between the constructs. We got clues about the map seeing that quotes often recurred in many constructs:

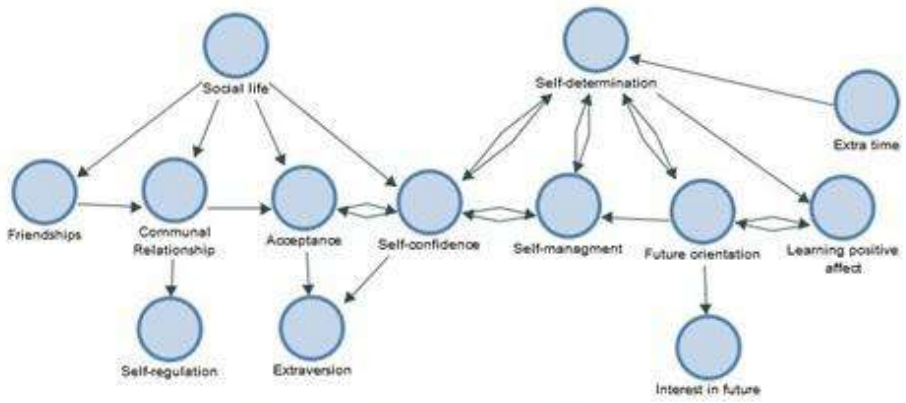

Figure 1. Map of the Results

With a general look, it seemed that self-confidence is what has grown the most in the participants. This relates both with the feeling of being accepted and important for the community, and the tools for of determine their life and manage their behaviour pursuing a future goal. Therefore, we will reformulate our hypothesis (H1): we aspect that children improve in self-confidence, especially regarding their academic performance, social skills, and creative problem-solving for pursuing a goal (H2).

PHASE TWO: THE RESEARCH

INSTRUMENT

In phase two, we explored the questionnaires that were suitable for this investigation. We chose the TMA (Test Multidimensionale dell'Autostima), which is a quantitative tool for measuring *self-concept* (Annex 1). *Self-concept* is a wide construct that refers to the self-image of one-self. It can be positive, in the average or negative (Bracken, 2003). The self-concept results from the interaction of six dimensions (fig.2).

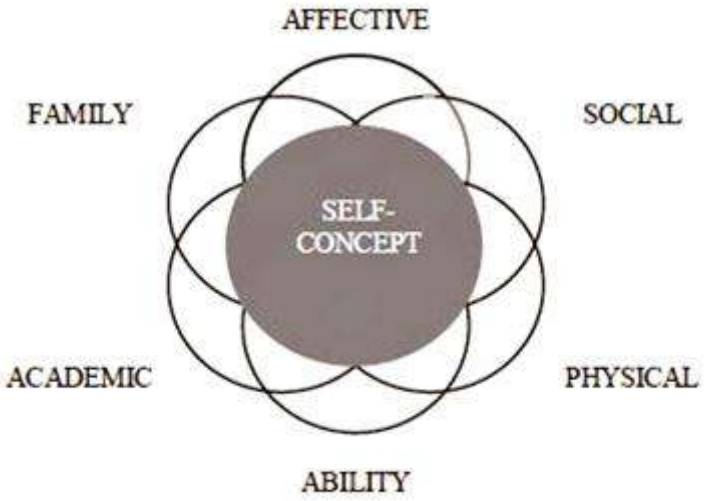

Figure 2. Hierarchical Model of Self-Concept

Interpersonal relationship (IR) (social) is the dimension that represents all kinds of interaction and children's ability to interacting, and whether possible, collaborating with people to achieve goals. *Control over the environment* (CE) (ability) investigates children's ability to use the resources of the environment to effectively solve problems, while *Emotionality* (EM) (affective) corresponds to the ability of self-regulation. *School success* (SS)

(academic) refers to children's capability of managing the academic life, such as doing the homework, preparing a test, listening to lessons. *Family life* (FL) aims to explore the relations of care, support, and education within the family. Finally, *Bodily life* (BL) (physical) collects the opinions that children have about their body shape, physical performance, and appearance.

The TMA questionnaire is the Italian validated version of the MSCS, Multidimensional Self-Concept Scale (Marte et al., 2014). It had been validated with more than 2000 Italian children from the age of 9 years to the age of 19 years (Bracken, 2003). The Cronbach's Alpha that we found was 0.98. It was 0.89 for *Interpersonal Relationship*, 0.82 for *Control over the Environment*, 0.93 for *Emotionality*, 0.89 for *School Success*, 0.97 for *Family Life*, 0.88 for *Bodily Life.*

In the TMA, for each one of the dimensions, there are 25 Likert items: half positive and half negative. The scale goes from 1 to 4, where 1 corresponds to "Absolutely True" (Assolutamente vero) and 4 to "Absolutely not true" (Assolutamente non vero). The maximum score is 600 and the minimum is 150. To each score, Bracken (2013) corresponded standard values from 45 to 145. Thanks to the standard values, he researched the levels of *self-concept* in the Italian population. He classified 7 levels of self-concept: from extremely positive to extremely negative self-concept (Annex 3).

In conclusion, the TMA provides information about general self-concept and self-concept in each one of the dimensions.

PARTICIPANTS

We submitted the TMA to new participants at CYL, in particular, we chose children who participated in the CYL spring 2021 (from the 6th to the 12th of April in the North of Italy).

The group was composed of 51 children and adolescents from the age of 9 to the age of 17 years who were attending the classes from the 3rd grade to the 12th grade. They came from quite all regions of Italy. In the end, the valid questionnaires were 42. Hence, the population is composed of 21 boys and 21 girls with an average age of 13.4 ± 2.2. Around 5 children were attending the primary school, 20 were attending the first grade of secondary school, and 17 the second grade of secondary school. Not all the participants were attending an official school: both students of traditional schools, Waldorf schools, and homeschoolers attended the program.

When we analyzed the results, we decided to not consider children from primary school. In fact, their results might not be reliable since there were only 5 children from primary school and this allowed personal biases. Moreover, we believe that children of this age found it difficult to fill the questionnaire alone and also this might have affected the results. From the post-test it seems that they didn't benefit from CYL, especially in *interpersonal relationships*, *emotionality*, *family life*, *bodily life*, and *self-concept* in general; *school success* makes the only difference. However, we find it difficult to believe that one week affected their *self-concept*, also because their feedbacks and parents' feedbacks were extremely positive (*Change Your Life Academy*, 2018). Finally, from now on, we will not consider children from the primary school when discussing the school grade's differences but we will still include them in the sample of the general study.

COLLECTION OF DATA

We first asked parents permission to researching, then we explained to them how to let children filling the questionnaire, then we submitted the online

form of the TMA to children. We submitted the pre-test the week before coming and the post-test during the week after the experience.

The participants filled the questionnaire alone from home one week before attending the CYL and the week after. Each time, before starting the questionnaire, they had to give their consent and then follow a tutorial to correctly fill the questionnaire. Parents could assist children only during the tutorial, then they must let their children fill it alone in a quiet place. We had no control group since the sample could not be randomly chosen and we could not guarantee that the characteristics of the control group corresponded to those of the participants. Specifically, we could have run into a bias connected with the not manageable but possible differences of socio-economical status between the experimental group and the control group.

DATA ANALYSIS

Once children and adolescents filled the questionnaire, we analyzed the results with the SPSS program for quantitative research. We compared the results pre and post CYL and differentiated the results for gender and school grade.

To make the comparison, we followed the procedure of Bracken (2013). We summed the scores for each dimension and then we transformed the raw score into the standard value. For this, we used the *Standard Score Naming Table* (short version in Appendix 2). In this table, each dimension's raw value corresponds to a standard value. The raw scores go from 150 to 600, while the standard values go from 0 to 150.

When we had the standard value, we used the *Classification of Self-concept corresponding to Ranges of Standard Values Table* (Appendix 3) to understand

whether the population's *self-concept* was extremely positive, very positive, a little positive, in the average, a little negative, very negative, or extremely negative. In this way, we completed the analysis suggested by the author.

Nevertheless, we wanted to also calculate the scientific significance of the intervention. Therefore, to determine differences between pre and post-test mean contrast *t-student* was performed, considering also the gender and the school grade. The adopted significance level was $p < 0.05$ in all of the cases. The significant differences obtained with the *t-student* were contrasted with the results produced from measuring the size of the effect (*Cohen's d*). A value below or equal to 0.20 in this index would indicate a minimal effect, while values of more than 0.20 and up to 0.50 would indicate a moderate effect and over 0.80 would indicate a strong effect (Cohen, 1992). We later explored whether there were differences in the post-test considering also the gender and the school grade – even if in previous studies there were no big differences -.

Chapter VI

RESULTS

Looking at the pre-test results in Tab. 43 we can see that the group started with *self-concept* about the average (from 86 to 115). Before the CYL, *interpersonal relationships* was close to the average, even if a bit tending to the lowest part of it. We found higher scores in *control over the environment*, even if they are always on the lowest part of the average. *Emotionality* was on the same level as *interpersonal relationships*. On the other side, *school success'* level was quite below the average, close to being in the group of "a little negative self-concept". *Family life* was one of the most high-scored dimensions in the pre-test, while *bodily life* was in the lowest part of the average. In general, *self-concept* resulted to be in the average, although in the lowest part. Therefore, we can confirm that the group had a *self-concept* in the average, with a downward trend.

Table 3. Results pre-test: standard value

	Pre-test mean	SD	Pre-test score	Standard value
Interpersonal Relationship (IR)	2.85	0.40	71	93
Control over the environment (CE)	2.87	0.30	72	96
Emotionality	2.76	0.49	69	93
School Success (SS)	2.61	0.38	65	86
Family Life (FL)	3.23	0.53	81	95
Bodily Life (BL)	2.72	0.41	68	93
Self-concept (SC)	2.83	0.34	425	92

Table 4. Results post-test: standard value

	Post-test mean	SD	Post-test score	Standard value
IR	2.94	0.38	74	97
CE	2.97	0.36	74	99
EM	2.85	0.46	71	96
SS	2.78	0.45	70	95
FL	3.25	0.52	81	95
BL	2.78	0.40	70	95
SC	2.93	0.34	440	96

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 5. Results: comparison between pre-test and post-test

	Pre-test M (SD)	Post-test M (SD)	Std. Error Mean	t	*p*-value	*Cohen's d*
IR	2.85 (0.40)	2.94 (0.38)	.04	-2.26	0.029	0.33
CE	2.87 (0.30)	2.97 (0.36)	.04	-2.71	0.010	0.39
EM	2.76 (0.49)	2.85 (0.46)	.05	-2.78	0.008	0.19
SS	2.61 (0.38)	2.78 (0.45)	.04	-4.21	0.000	0.41
FL	3.23 (0.53)	3.25 (0.52)	.05	-0.41	0.682	0.04
BL	2.72 (0.41)	2.78 (0.40)	.04	-1.66	0.105	0.15
SC	2.83 (0.34)	2.93 (0.34)	.03	-3.12	0.003	0.29

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

An examination of the average pre and post-TMA Likert scale scores indicates a generally higher level of positive *self-concept* after the CYL. In particular, we can see significant increases in the dimensions of *interpersonal*

relationships, *control over the environment*, *emotionality*, *school success*, and general *self-concept*. In all these dimensions participants had a moderate benefit; only in *emotionality*, the effect was minimal.

The gender-differentiated analysis of the results revealed some different shapes between boys and girls.

Table 6. Results: males standard score

	Pre-test mean	Pre-test score	Standard value	Post-test mean	Post-test score	Standard value
IR	2.88	72	94	2.95	74	97
CE	2.83	71	94	2.91	73	97
EM	2.81	70	94	2.92	73	98
SS	2.53	63	84	2.66	67	91
FL	3.24	81	95	3.28	82	96
BL	2.81	70	95	2.84	71	96
SC	2.85	428	92	2.93	440	96

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 7. Results: males: comparison between pre-test and post-test

	Pre-test M (SD)	Post-test M (SD)	Std. Error Mean	t	*p*-value	*Cohen´s d*
IR	2.88 (0.36)	2.95 (0.35)	0.05	- 1.32	0.203	0.20
CE	2.83 (0.26)	2.91 (0.35)	0.06	- 1.39	0.180	0.26
EM	2.81 (0.46)	2.92 (0.50)	0.06	- 1.69	0.107	0.23

SS	2.53 (0.24)	2.66 (0.42)	0.07	- 2.02	0.057	0.38
FL	3.24 (0.51)	3.28 (0.48)	0.06	- 0.74	0.468	0.08
BL	2.81 (0.38)	2.84 (0.45)	0.08	- 0.50	0.621	0.07
SC	2.85 (0.30)	2.93 (0.34)	0.01	- 1.92	0.069	0.25

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Before CYL, boys had scores in the average, except for *school success*, which was "a little negative self-concept". After the CYL, they increased in all the dimensions but the only a quite significant improvement was of *school success* that went back in the average range. However, *control over the environment*, *emotionality*, *school success*, and *self-concept* got a moderate benefit.

Table 8. Results: females standard score

	Pre-test mean	Pre-test score	Standard value	Post-test mean	Post-test score	Standard value
IR	2.83	71	93	2.93	73	96
CE	2.91	73	97	3.03	76	102
EM	2.64	66	90	2.78	70	94
SS	2.69	67	90	2.89	72	98
FL	3.21	80	94	3.21	80	94
BL	2.62	66	90	2.71	68	93
SC	2.82	423	91	2.93	440	96

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 9. Results: females comparison between pre-test and post-test

	Pre-test M (SD)	Post-test M (SD)	Std. Error Mean	t	*p* value	*Cohen´s d*
IR	2.83 (0.42)	2.93 (0.42)	0.06	- 1.83	0.083	0.24
CE	2.91 (0.33)	3.03 (0.36)	0.05	- 2.51	0.021	0.35
EM	2.64 (0.52)	2.78 (0.42)	0.07	- 2.20	0.040	0.30
SS	2.69 (0.48)	2.89 (0.45)	0.04	- 4.77	0.000	0.43
FL	3.21 (0.56)	3.21 (0.55)	0.07	0.09	0.928	0.00
BL	2.62 (0.43)	2.71 (0.34)	0.05	- 1.87	0.076	0.23
SC	2.82 (0.39)	2.93 (0.36)	0.04	- 2.42	0.025	0.29

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Before CYL, girls had scores in the average with *control over the environment* a little bit more positive than the other dimensions. After the CYL, they significantly increased in *control over the environment*, *emotionality*, *school success*, and *self-concept* in general with a moderate benefit. *Family life* did not change, *control over the environment* remained the most positive dimension, while *school success* showed the most evident improvement. Even if they were not significant, there have been moderate improvements in *interpersonal relationships* and *bodily life*.

As we saw, girls got more significant benefits than boys especially in *control over the environment*, *emotionality*, *school success*, and *self-concept* in general. Before CYL, girls had higher scores in *control over the environment* and *school success*, while boys had higher scores in *interpersonal relationships*, *emotionality*, and *bodily*

life. After the CYL, the *self-concept* of both was equal. Nevertheless, girls still showed higher *school success* and *control over the environment*, and boys manifested higher *emotionality* and *bodily life*. However, the differences in all the dimensions became less marked. This means that they all grew in all the dimensions, but girls improved more significantly.

The age-differentiated analysis of the results showed some different nuances depending on the school grade too.

Table 10. Results: first grade of secondary school standard score

	Pre-test mean	Pre-test score	Standard value	Post-test mean	Post-test score	Standard value
IR	2.83	71	93	2.94	74	97
CE	2.87	72	96	2.99	75	100
EM	2.72	68	92	2.85	71	96
SS	2.64	66	88	2.79	70	95
FL	3.15	79	93	3.23	81	95
BL	2.72	68	93	2.80	70	95
SC	2.82	423	91	2.93	440	96

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 11. Results: first grade of secondary school comparison between pre-test and post-test

	Pre-test M (SD)	Post-test M (SD)	Std. Error Mean	t	*p*-value	*Cohen´s d*
IR	2.83 (0.36)	2.94 (0.38)	0.05	- 1.51	0.149	0.30
CE	2.87 (0.26)	2.99 (0.25)	0.05	- 2.42	0.027	0.47

EM	2.72 (0.46)	2.85 (0.41)	0.07	- 2.05	0.056	0.30
SS	2.64 (0.32)	2.79 (0.42)	0.07	- 2.06	0.055	0.40
FL	3.15 (0.55)	3.23 (0.59)	0.07	- 0.87	0.396	0.14
BL	2.72 (0.40)	2.80 (0.37)	0.06	- 1.44	0.169	0.21
SC	2.82 (0.31)	2.93 (0.32)	0.04	- 2.40	0.028	0.35

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Adolescents from the first grade of secondary school started the experience with the values in the average; only *school success* was borderline, while *control over the environment* was the highest score. They ended the program with higher scores, always in the average and still with *control over the environment* with the highest score. They significantly increased in *control over the environment*, *self-concept* and almost in *school success*, but they god moderate benefits also in *interpersonal relationships*, *emotionality*, and *school success*.

Table 12. Results: second grade of secondary school standard score

	Pre-test mean	Pre-test score	Standard value	Post-test mean	Post-test score	Standard value
IR	2.78	70	91	2.90	73	96
CE	2.84	71	94	2.97	74	99
EM	2.64	66	90	2.84	71	96
SS	2.48	62	83	2.70	68	91
FL	3.20	80	94	3.25	81	95
BL	2.62	66	90	2.71	68	93
SC	2.76	414	89	2.90	435	94

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 13. Results: second grade of secondary school comparison between pre-test and post-test

	Pre-test M (SD)	Post-test M (SD)	Std. Error Mean	t	*p* value	*Cohen´s d*
IR	2.78 (0.40)	2.90 (0.37)	0.06	- 2.00	0.063	0.31
CE	2.84 (0.28)	2.97 (0.42)	0.06	- 2.12	0.050	0.36
EM	2.64 (0.49)	2.84 (0.51)	0.07	- 2.66	0.017	0.40
SS	2.48 (0.35)	2.70 (0.40)	0.06	- 3.58	0.002	0.59
FL	3.20 (0.50)	3.25 (0.46)	0.07	- 0.63	0.538	0.10
BL	2.62 (0.38)	2.71 (0.42)	0.05	- 1.75	0.099	0.22
SC	2.76 (0.33)	2.90 (0.34)	0.05	- 2.88	0.011	0.42

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Before CYL, adolescents of the secondary school had scores in the lowest part of average. In particular, *school success* was at "a little negative self-concept" level. In the post-test, it resulted that they benefited from CYL in all the dimensions. All the values were in the average with *control over the environment* in the first place. They had significant improvements in *emotionality*, *school success*, and *self-concept* in general. They had almost a strong improvement in *school success*, while *interpersonal relationships*, *control over the environment*, *emotionality*, and general *self-concept* showed a moderate improvement.

Considering the school grade – and so also the age – we found that older children benefit a bit more from CYL. Adolescents from the first grade of secondary school started the experience with higher scores in all the

dimensions except for *family life*. As well, they ended the program with higher scores but closer to those of the adolescents from secondary school. Finally, the improvements were almost on the same level but were more significant for adolescents from the second grade of secondary school.

In conclusion, we saw some differences also comparing in the results of participants of different ages and school grades.

Table 14. Results: gender and school grade standard score

		First grade of secondary school				Second grade of secondary school			
		Males		Females		Males		Females	
		Score	Standard value	Score	Standard value	Score	Standard value	Score	Standard value
IR	Pretest	75	99	67	87	69	90	70	91
	Post-test	77	102	70	91	71	92	75	99
CE	Pretest	73	97	71	94	70	92	72	96
	Post-test	75	100	74	99	71	94	79	106
EM	Pretest	74	100	62	85	67	91	64	87
	Post-test	77	104	65	88	69	93	73	98
SS	Pretest	67	90	66	88	60	81	64	85
	Post-test	70	95	70	95	65	86	72	98
FL	Pretest	84	97	74	88	79	93	82	96
	Post-test	87	99	75	89	78	92	86	99
BL	Pretest	73	100	63	86	68	93	63	86
	Post-test	75	103	65	89	68	93	68	93
SC	Pretest	446	97	402	86	413	89	416	89
	Post-test	461	101	418	90	422	91	452	99

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS=School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Table 15. Results: males and school grade standard score

	First grade of secondary school					Second grade of secondary school				
	Pre-test	Post-test	t	*p*-value	*Cohen´s d*	Pre-test	Post-test	t	*p*-value	*Cohen´s d*
IR	3.00	3.08	1.27	0.237	0.20	2.77	2.83	- 0.64	0.539	0.14
CE	2.90	3.01	1.35	0.211	0.34	2.80	2.85	- 0.54	0.601	0.14
EM	2.96	3.09	1.31	0.222	0.20	2.69	2.77	- 0.87	0.405	0.15
SS	2.66	2.79	1.10	0.298	0.13	2.41	2.59	- 0.99	0.077	0.72
FL	3.36	3.47	1.42	0.189	0.11	3.15	3.13	0.18	0.860	0.04
BL	2.94	2.99	- 0.61	0.555	0.05	2.71	2.71	- 0.06	0.953	0.01
SC	2.97	3.07	1.58	0.150	0.20	2.76	2.81	- 1,05	0.319	0.18

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

Boys of the first grade of primary school had all the dimensions' scores in the average: *school success* was their lowest score, while *emotionality* and *bodily life* their highest. After the CYL, they did not significantly improve in any dimension, and the highest and the lowest dimensions remained the same. However, they got moderate benefits in *control over the environment*.

Boys of the second grade of secondary school began with all the dimensions in the average but *school success* was "a little negative". *Bodily life* and *control over the environment* were their highest scores. After the CYL, they returned all the dimensions in the average because *school success* had a moderate/strong improvement. *Control over the environment* still was the highest dimension.

Table 16. Results: females and school grade standard score

	First grade of secondary school					Second grade of secondary school				
	Pre-test	Post-test	t	*p*-value	*Cohen´s d*	Pre-test	Post-test	t	*p*-value	*Cohen´s d*
IR	2.66	2.79	- 1.66	0.132	0.34	2.78	3.01	- 1.49	0.174	0.63
CE	2.84	2.96	- 2.19	0.056	0.44	2.89	3.15	- 2.10	0.068	0.68
EM	2.48	2.61	- 1.68	0.127	0.46	2.57	2.93	- 1.58	0.154	0.81
SS	2.63	2.79	- 3.40	0.008	0.24	2.58	2.87	- 4.09	0.004	0.62
FL	2.95	2.98	- 0.36	0.726	0.05	3.29	3.43	- 0.62	0.554	0.37
BL	2.51	2.62	- 1.64	0.136	0.29	2.51	2.71	- 1.67	0.133	0.75
SC	2.68	2.79	- 2.50	0.034	0.35	2.77	3.02	- 2.95	0.018	0.70

IR=Interpersonal Relationships; CE=Control over the Environment; EM=Emotionality; SS= School Success; FL=Family Life; BL=Bodily Life; SC=Self-concept

On the opposite side, girls from the first grade of primary school had scores in the lowest part of the average. They had *control over the environment* with the highest scores – in the average -, while *interpersonal relationship*, *emotionality*, *school success*, *family life* and general *self-concept* were on the border between the average and "a little negative self-concept". *Bodily life* was instead "a little negative self-concept". Thankfully to the CYL, they returned within the average. In particular, *school success*, and general *self-concept* significantly improved. Moreover, they had moderate benefits in *interpersonal relationships*, *control over the environment*, *emotionality*, *bodily life* and general *self-concept*. In the end, *control over the environment* was the highest score and *emotionality* the lowest.

In the pre-test girls of the second grade of secondary school had all the dimensions in the average except for *school success* which was at "a little negative self-concept" and *emotionality* and *bodily life* which were almost at the same low level. *Control over the environment* and *emotionality* were their highest dimensions. After the CYL, they significantly improved in *school success*, and general *self-concept*. Furthermore, they got moderate effects on *interpersonal relationships*, *school success*, and *family life*. While they got strong benefits in *control over the environment*, *emotionality*, *bodily life* and general *self-concept*. They returned within the average in the borderline dimensions and *control over the environment* remained the most positive dimension.

In the pre-test, everybody had scores in the average for quite all the dimensions. However, boys of the first grade of primary school had the highest scores in all the dimensions. In the second place, there were students from secondary school: girls prevailed in *control over the environment*, *school success*, and *family life*, while boys in *emotionality* and *bodily life*. Young girls showed to have the lowest *self-concept* in quite all the dimensions, except for *control over the environment* and *school success*.

After the program, boys from the first grade of secondary school maintained their primacy, except for *school success* and *family life*, where girls from the second grade of secondary school, overcame them. Older girls had the highest improvements among the groups, overtaking boys of the same age in *interpersonal relationships* and *emotionality*. Also, girls of the first grade of secondary school aligned more to the average of boys from the second grade of the secondary school.

In conclusion, both boys and girls improved: not in terms of significance but in terms of effect's entity. However, from both values, we can affirm that girls benefited more from CYL, and in particular girls from the second grade of secondary school.

Chapter VII

DISCUSSION

Considering all the results, we see that our hypothesis had been confirmed: participants improved *self-concept*, especially regarding their academic performance (*school success*), social skills (*interpersonal relationship* and *emotionality*), and creative problem-solving for pursuing a goal (*control over the environment*). Therefore, we can tell that the CYL achieved the goals of the Rossi Educative Model of *valorisation*, *collaboration*, and – partially - *aware orientation*.

Looking at the pre-test, we can see that the group started with *self-concept* about the lowest part of the average and ended more aligned to the average. From previous literature, we expected this start since Italian young students often struggle in many dimensions of *self-concept* (Garcia et al., 2017; Masselink et al., 2018; Palmonari et al., 2011; Riquelme et al., 2018; Zanobini & Usai, 2010), especially during the Covid-19 situation (Ghosh et al., 2020; Pigaiani et al., 2020). The lowest dimension was *school success*, which might be the reason why these children and adolescents had been subscribed at the CYL but also a result coming from the Covid-19 situation (Capurso et al., 2020). Anyhow, Italian children struggle a lot at school, and they generally show low *school success* (Zanobini & Usai, 2010). On the other side, both *control over the environment* and *family life* were the most high-scored dimensions. Especially for *family life*, that might be another outcome of the actual lockdown situation (Pigaiani et al., 2020). *Bodily life* was in the lowest part of the average in the pre-test and we could aspect it since adolescents is a moment of body changes and judgement (Palmonari et al., 2011).

Talking about *interpersonal relationships*, in the post-test, the scores significantly increased. From similar projects (Lynch et al., 2018; Richmond

et al., 2019; Wilson & Sibthorp, 2018), we hypothesized an increase in this dimension thanks to two pedagogical pillars of the CYL: *valorisation* and *aware orientation*. *Valorisation* brought to make each participant feel welcome and eased the pressure on social performance: everybody could freely express themselves. Moreover, the invitation to valorise other people brought to build constructive relationships; the two rules "respect for the others" and " no judgement" worked in this sense. On the other side, *collaboration* made children and adolescents work together to achieve goals. The games were all challenges that also in other camps brought to build strong relationships (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018). Also, the rule of "respecting the place" brought children to take care of the cleanings together and contribute to a healthy common life. Students of the second grade of secondary school improved more in terms of *interpersonal relationships*. This might have happened since they had the leadership duties in the teams; the same has happened to older adolescents of the staff in other camps (Lynch et al., 2018).

We had similar results for *emotionality*, only the improvement was less evident. The improvement in *emotionality* is connected with the improvement in *interpersonal relationships* since they are inter-dependent factors (Bracken, 2003; Palmonari et al., 2011). In fact, positively interacting with others requires the capability of managing one's emotions. Not only the stimuli that we saw before for *interpersonal relationships* influenced *emotionality* but also *aware orientation*. The participants learnt to find motivation for a goal and manage their emotions with the perspective of achieving it. Also in other camps, activities that stimulate children through goal-oriented challenges increased their capability of self-regulation (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018). In particular, activities such as the talent show pushed the participants to positively manage their emotions in order to perform well (achieve a goal). The capability of managing one owns anxiety about a show, is a big step towards positive *emotionality*. For what

concerns the study, also providing children with tools that helped them at school, enhanced their safety-feeling towards scholastic challenges and towards themselves.

After the CYL, everybody improved in *control over the environment*. This is a construct that is connected with *school success* (Bracken, 2003; Zanobini & Usai, 2010) and its increase derives from had been working on academic tools, such as in the one-subject camps (Frey & Parent, 2019; Weinberg et al., 2011). The *valorisation* action of providing children with tools that helped them at school, made them feel capable of solving any situation and control what surrounds them to achieve a goal. Moreover, working on *aware orientation*, or rather goal definition, helped children to keep trying until they succeed; this made them feel powerful. On the other side, *collaboration* also worked for *control over the environment*: the games asked children to creatively solve problems. Being in a team, turned *control over the environment* also into "control oneself", which means to know oneself and give the best self to achieve goals with the team (Lynch et al., 2018; Richmond et al., 2019; Wilson & Sibthorp, 2018).

We confirmed the hypothesis about *school success* too. It was the dimension that grew the most and it derives from had been working on *valorisation*. Not only teaching academic tools helped - such as in the one-subject camps (Frey & Parent, 2019; Weinberg et al., 2011) - but also helping children to valorise themselves and believe in themselves. The staff helped in this process of self-confidence since they shared their successful experience and made new participants believe in themselves. Also, the fact that they had the opportunity of studying on their own and verify that they could study very faster, made them change their self-concept about *school success*. *Aware orientation* helped too to increase *school success* since many children must succeed at school if they want to achieve their goals.

Family life and *bodily life* did not significantly change during the CYL since they were not goals of the CYL. Neither in other similar experiences, children showed a change in the relationship with their family or their bodies (Wilson & Sibthorp, 2018). Nevertheless, at the end of the program, girls increased their scores about *bodily life*. We believe that the rule of "no judgement" has helped them in improving their relationship with their bodies since it eased the social pressure (Palmonari et al., 2011).

The general *self-concept* significantly increased in all groups and confirmed our hypothesis. We expected this result since similar experiences worked on constructs that belong to *self-concept* (Richmond et al., 2019; Wilson & Sibthorp, 2018). All the three pillars of *valorisation*, *collaboration*, and *aware orientation* contributed to developing a positive *self-concept*. Participants were pushed to freely express themselves and feel proud of who they are. This, together with the idea of respecting and no-judging the others, gave them the possibility to bring something positive in the group and receive also positive feedbacks. All this contributed to their work on their personal goals, which gave them an image of themselves as empowered people whose work will help society to evolve. This is the huge work that has been done within one week.

Finally, some differences were depending on gender and age. This might come from the beginning situation: boys started with higher levels of *self-concept*, so their escalation resulted in less significant, while girls' difference was much more evident. We hypothesised this result by looking at previous experiences, where girls developed more self-confidence and leadership (Lynch et al., 2018). Moreover, girls tend to work more on the dimensions in which the CYL benefits the most: *control over the environment* and *school success* (Palmonari et al., 2011). Older girls and older participants, in general, had the most significant results. This might derive from the timing of the adolescence crisis: girls have it before and boys later (Palmonari et al., 2011). Still, we should keep in mind that all the groups for age and gender got

moderate improvements in quite the same dimensions. Therefore, we got no significant differences based on gender and age and the analysis of these independent variables (gender and age) was not a goal. However, we will be able to make stronger considerations on these variables when analyzing the results of a wider sample.

Considering all the results, we see that CYL achieved the goals of the Rossi Educative Model. It had been positive for *self-concept* in general, which confirms that the goals of *valorisation*, *collaboration*, and *aware orientation* and their means worked.

LIMITATIONS

This first investigation gave useful results but with limits. In the first place, the Covid-situation imposed to submit the questionnaire online and the researchers could not explain to children how to fill the questionnaire. We believe that the adolescents from secondary school understood the written instructions but we doubt about younger children since also families said that it was challenging for them to fill it. Next time, it would be useful to train parents before and create some previous steps that children can do with their parents to verify their comprehension.

For time lack, it was not possible to submit the TMA for a follow up that will confirm the results in the long term. We are supposed to submit it once again in October but we are considering submitting – if available - the TMA short form since some children said that the longer version was difficult and tiring. Also for future investigations, we will consider the short-form or take off the constructs of *family life* and *bodily life*.

Moreover, in the future, we should investigate the effects of CYL on a wider sample to confirm the data. Always in this direction, we should check

– if possible to manage the bias - the results with a control group, since it has been one of the limitations of this first investigation.

Finally, the fact that it is a private initiative means that parents should pay for it. Therefore, even if families with economical issues had been financially helped, the CYL is still an activity for children and adolescents who are "privileged". This previous selection might be a bias for the investigation.

CONCLUSION

This first investigation about the Change Your Life Academy experience has shown positive results. We could prove that valorising others, enhancing collaboration, and making children reflecting on their goals and their behaviour improves children's and adolescents' quality of life. We have seen that children and adolescents nowadays need it since the traditional school is oppressing them too much. Therefore, it seems that the principles of the Rossi Educative Model might give points of reflection for schools in general. The principles, the rules, and the actions that the CYL proposes are the modern, integrated, and adapted result of many famous and effective educative models; this adaptation might have a role in future education.

It is interesting to notice how an environment without marks and pressures gives to adolescents the possibility of increasing their quality of life. This makes us see that adolescents have the capabilities for a full-filling and satisfactory life. In fact, the children who attended the CYL, seem that will have more time for themselves at home, they will manage their learning, and so they can work on their talents. The results mean that children and adolescents became capable of managing themselves, the resources, and the difficult situations in useful ways. We have no idea if these children or adolescents have goals in life, but for sure they have the skills to achieve

whatever. Moreover, the collaboration and solidarity that born among them tell us that their goals will contribute to society.

We will confirm all the results more strongly after September 2021, since in summer, 7 Change Your Life Academies with 70 participants per session will take place. With around 400 children and adolescents, we will be able to confirm the benefits of the CYL. Of course, we will do not only the pre and post evaluation but also the follow-up.

Talking with Filippo Rossi, we found out that he wants to create a school out of this model, therefore, whether the CYL's data will confirm the value of this model, we will be glad of supporting this initiative. Our goal is to find and provide to new generations the best educative models for their and our future.

Glossary

Self-determination. The process or result of engaging in behaviours without interference or undue influence from other people or external demands. Self-determination refers particularly to behaviours that improve one's circumstances, including decision making, problem-solving, self-management, self-instruction, and self-advocacy (*APA dictionary of psychology*, 2015).

Future orientation. A time perspective that is focused on the future, especially on how to achieve one's desired goals (*APA dictionary of psychology*, 2015)-

Interest in future. An attitude characterized by a need or desire to give selective attention to something that is significant to the individual, such as an activity, goal, or research area. In this case, future (*APA dictionary of psychology*, 2015).

Learning positive affect. the internal feeling state (affect) related to learning that occurs when a goal has been attained, a source of threat has been avoided, or the individual is satisfied with the present state of affairs. The tendency to experience such states is called positive affectivity (*APA dictionary of psychology*, 2015).

Self-confidence. Self-assurance: trust in one's abilities, capacities, and judgment. Because it is typically viewed as a positive attitude, the bolstering of self-confidence is often a mediate or end goal in psychotherapy/a belief that one is capable of successfully meeting the demands of a task (*APA dictionary of psychology*, 2015).

Self-management. An individual's control of his or her behaviour, particularly regarding the pursuit of a specific objective (e.g., weight loss). Self-management is usually considered a desirable aspect for the individual personally and socially, but some forms of self-management may be detrimental to mental and physical health. Psychotherapists and counsellors often seek to provide clients with methods of identifying the latter and modifying them into the former (*APA dictionary of psychology*, 2015).

Social life. Relating to human society/ relating to the interactions between individuals, particularly as members of a group or a community. In this sense, the term is not restricted to people but rather applies to all animals (*APA dictionary of psychology*, 2015).

Acceptance. A favourable attitude toward an idea, situation, person, or group. In the context of psychotherapy and counselling, it is the receptive,

nonjudgmental attitude of therapists or counsellors, which conveys implicit respect and regard for their clients as individuals (*APA dictionary of psychology*, 2015).

Extraversion. One of the elements of the Big Five and five-factor personality models, characterized by an orientation of one's interests and energies toward the outer world of people and things rather than the inner world of subjective experience. Extraversion is a broad personality trait and, like introversion, exists on a continuum of attitudes and behaviours. Extraverts are relatively outgoing, gregarious, sociable, and openly expressive. Extraversion is also one of the three personality dimensions in Eysenck's dimensions (*APA dictionary of psychology*, 2015).

Communal Relationship. A relationship in which interaction is governed primarily by consideration of the other's needs and wishes. This contrasts with an exchange relationship, in which the people involved are concerned mainly with receiving as much as they give (*APA dictionary of psychology*, 2015).

Self-regulation. The control of one's behaviour through the use of self-monitoring (keeping a record of behaviour), self-evaluation (assessing the information obtained during self-monitoring), and self-reinforcement (rewarding oneself for appropriate behaviour or for attaining a goal). Self-regulatory processes are stressed in behaviour therapy (*APA dictionary of psychology*, 2015).

Friendships. A voluntary relationship between two or more people that is relatively long-lasting and in which those involved tend to be concerned with meeting the others' needs and interests as well as satisfying their own desires. Friendships frequently develop through shared experiences in which the people involved learn that their association with one another is mutually gratifying (*APA dictionary of psychology*, 2015).

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APPENDIX 1. TEST MULTIDIMENSIONALE DELL'AUTOSTIMA (TMA) – English

TMA

_____

Surname and First Name

_____

School

_____ _____

Sex Class

COMPILATION INSTRUCTIONS

Read the following statements and give one of four possible answers depending on how 'true' you think they are for you. There are no right or wrong answers, but it is important to evaluate each statement on the basis of how it makes you feel. Answer with sincerity. In order to give your answers, simply tick the box below the sentence that corresponds to the feelings that the statement arouses in you. Each statement can be answered:

Absolutely true (4)	True (3)	Not true (2)	Absolutely not true (1)

Interpersonal relationship	4	3	2	1
1. I usually have a lot of fun.				
2. People don't seem very interested in talking to me.				
3. I am too shy.				
4. Most people like me.				
5. The others avoid me.				
6. Many people make fun of me.				
7. I am not accepted by those who know me.				
8. Most people find me interesting.				
9. People like to be with me.				
10. Most of the time I feel ignored.				
11. I feel admired by people of the opposite sex.				
12. Nobody laughs when I tell jokes.				
13. Most people appreciate me as I am.				
14. I often feel left out.				
15. People tell lies about me.				
16. I have many friends.				
17. I spend a lot of time feeling lonely.				
18. I am never sure what to do when I am with people I do not know well.				
19. The others tell me their secrets.				
20. People take it out on me.				
21. I have the impression that others do not notice me.				
22. I get a lot of phone calls from friends.				
23. Many people have a low opinion of me.				
24. I allow others to take excessive advantage of me.				
25. I need others to get to know me before they can like me.				

Control over the environment	4	3	2	1
26.I am honest.				
27. Too often I say something wrong.				
28.I am too lazy.				
29.I have a good sense of humour.				
30.I am basically a weakling.				
31.I feel that most people respect me.				
32.I am not very good at saying what I think.				
33.I know how to assert myself when necessary.				
34.I am unlucky.				
35.I have confidence in myself.				
36.I don't feel like I have any control over my life.				
37.I often put off important things to do until it is too late.				
38.I give people good reasons to trust me.				
39.I am not as good as I should be.				
40.I can't be quiet when I should be.				
41.I am successful in almost everything I do.				
42.I can manage my own affairs with a sense of responsibility.				
43. Lacking in common sense.				
44.I always seem to be in trouble.				
45.I can do most things pretty well.				
46.I am not very smart.				
47. In many ways I am a coward.				
48. The others believe that I will become somebody.				
49. Too often I do stupid things without thinking.				
50.I throw money away in a stupid way.				

Emotionality	4	3	2	1
51.I like life.				
52.I am afraid of many things.				
53. There are many things I would like to change about myself.				
54.I can't fool myself very easily.				
55.I am not a happy person.				
56.I am proud of myself.				
57.I feel like a failure.				
58. My life is discouraging.				
59.I am happy with me as I am.				
60.I am too emotional.				
61.I have good self-control.				
62.I often disappoint myself.				
63. My life is unstable.				
64.I look at life from a positive perspective.				
65.I am often confused about my feelings.				
66. Sometimes I feel I am worthless.				
67.I am often ashamed of the things I have done.				
68.I often feel helpless.				
69.I feel loved.				
70.I would like to be someone else.				
71.I feel insecure.				
72.I am a good person.				
73.I am not as happy as I look.				
74.I am usually very relaxed.				
75. Sometimes I don't like myself.				

School Success	4	3	2	1
76. Comrades generally appreciate my ideas.				
77. I often feel unprepared for the lesson.				
78. I'm good at maths.				
79. Studying is difficult for me.				
80. I generally do well at rehearsals.				
81. I am proud of my school work.				
82. I can write better than most guys my age.				
83. I read as well as most guys my age.				
84. I am not able to think very fast.				
85. I try harder than most of my classmates.				
86. I don't understand much of what I read.				
87. I learn with ease.				
88. I never seem to have any good ideas.				
89. The teachers appreciate my behaviour in class.				
90. I often feel dumb.				
91. Most of my teachers like me.				
92. I am not very capable of organising my study.				
93. Science is easy for me.				
94. I feel uncomfortable at school.				
95. I usually study hard.				
96. Most people prefer to work with me than with anyone else.				
97. My teachers have a low opinion of me.				
98. Most of the subjects are quite easy for me.				
99. I am not very creative.				
100. I am generally satisfied with my written assignments.				

Family Life	4	3	2	1
101. My parents are concerned about my happiness.				
102. My family makes me feel loved.				
103. My family ruins everything I do or want to do.				
104. In my family we take care of each other.				
105. I feel appreciated by my family.				
106. I have fun with my family.				
107. I would like to change my family to someone else's.				
108. My parents are interested in me.				
109. My parents do not trust me.				
110. My home is warm and welcoming.				
111. My parents don't like having me around.				
112. My parents help me when I need it.				
113. They are an important member of my family.				
114. My parents are proud of me.				
115. My family has nothing good.				
116. Nothing I do seems to please my parents.				
117. My parents are always present when I participate in competitions (or other occasions) that are important to me.				
118. My parents believe in me.				
119. I am proud of my family.				
120. My parents take care of my education.				
121. My family is one of the most important things in my life.				
122. My parents love me as I am.				
123. I don't know why my family is together.				
124. My parents think about my future.				
125. My home is not a happy place.				

Bodily Life	4	3	2	1
126. I feel good.				
127. I am attractive.				
128. They are not in good shape.				
129. When I look in the mirror, I like what I see.				
130. I get tired quickly.				
131. I have nice teeth.				
132. I feel good no matter how I dress.				
133. I am ugly.				
134. I am stronger than most people my age.				
135. I have a good figure.				
136. I am in good health.				
137. I like the way I look.				
138. I do well in most sports.				
139. I don't like the way my clothes fit.				
140. Normally I am chosen from among the last for team games.				
141. I am physically fit.				
142. My hair never looks good.				
143. My skin is attractive.				
144. I don't like to be seen in a swimming costume.				
145. I try not to let others notice certain parts of my body.				
146. Clothes look good on me.				
147. I don't seem to have the energy to do great things.				
148. My weight is just right.				
149. I would change my appearance if I could.				
150. I look pretty.				

APPENDIX 2. STANDARD SCORE NAMING VALUE TABLE

		Standard Score					
		135	126	116	86	76	66
Raw score	Interpersonal relationships	96	92	87-86	66	56	44
	Control over the environment	97-96	92	86-85	66	60-59	52
	Emotionality	98-97	95-94	88	63	52	41
	School Success	98-97		86	65	56	46
	Family Life	100	100	98-97	72	57-58	40
	Bodily Life	98	94	87-86	63	54	43
	Self Concept	135	126	116	86	76	66

APPENDIX 3. CLASSIFICATION OF SELF-CONCEPT CORRESPONDING TO RANGES OF STANDARD VALUES

Scoring bands	Classification
Over 135	Extremely positive self-concept
126-135	Very positive self-concept
116-125	Slightly positive self-concept
86—115	Average self-concept
76-86	Slightly negative self-concept
66-75	Very negative self-concept
Under 66	Extremely negative self-concept