

Virtual Field Trip Educator Guide

Discover Your Happy— Happiness in Action

Overview

Discover Your Happy—Happiness in Action is committed to helping students, parents, and educators recognize that life's good. Along with the Greater Good Science Center at the University of California, Berkeley and the LG Experience Happiness Initiative, *Discover Your Happy* aims to create awareness that happiness is not just a quick emotion or mood; it is a feeling¹ that can be attained through practical skills. The six sustainable happiness skills—mindfulness, human connection, positive outlook, purpose, generosity, and gratitude—need to be practiced and strengthened, just as we work on specific skills for school or sports. Sustainable happiness is achievable through these learnable skills and practices.

During this Virtual Field Trip, viewers will see the Six Sustainable Happiness Skills in action as they learn more about each one as well as how to incorporate them into their daily lives. Students will hear from peers who spread happiness in their communities as they bring these skills to life in different ways. By sharing real-world stories and examples, *Discover Your Happy—Happiness in Action* inspires students and educators to continue their personal journey toward happiness and spread the word to those around them.

Essential Questions

- How can we work toward our own sustainable happiness?
- What role can we play in helping others achieve happiness?

Materials

- *Discover Your Happy – Happiness in Action* Virtual Field Trip
- Sticky notes, at least four per student
- Six Sustainable Happiness Skills Reflection Chart, one per student
- Six Sustainable Happiness Skills Chart, one for the educator
- Action Planner: Happiness Skills, one per student
- Chart paper and markers, for the educator

Objectives

Students will:

- Identify stressors that have a negative impact on happiness and consider skills and strategies they employ to mitigate their stress.
- Describe each of the six sustainable happiness skills and reflect on how each skill may promote happiness in their daily lives.
- Work collaboratively to create a sustainable happiness skill plan for their school.

¹ <https://www.6seconds.org/2017/05/15/emotion-feeling-mood/>

PROCEDURE

Before the Virtual Field Trip

1. Engage students by explaining that you are about to read a few statistics. Ask them to demonstrate their reaction to each one by holding up one finger for “not surprised,” two fingers for “a little surprised,” or three fingers for “very surprised.” Then share:
 - Nearly 8 in 10 American adults say the pandemic is/was a significant source of stress in their lives.
 - More than 80% of college students say uncertainty about the future is causing them stress.
 - More than 40% of teens say the level of stress in their lives increased during 2020.²
2. Tell the class that while the pandemic increased stress in many of our lives, it’s always normal to feel stressed or unhappy once in a while.
3. Ask: “What causes *you* stress?” Encourage students to take a moment to reflect on the stress in their own daily lives.
4. Pass out four sticky notes to each student, and instruct them to write down a different personal stressor on each one. Provide examples as needed—such as keeping up with homework, dealing with life changes that occurred as a result of the pandemic, or being in tricky social situations.
5. Then guide the class in forming groups of five or six students, and ask each group to place their sticky notes on a surface in front of them. Encourage students to review the stressors their group members recorded and consider how they could sort them into different categories.
6. Regain the class’s attention, and lead everyone in a discussion around some or all of the following questions:
 - What similarities did you notice among your group’s stressors?
 - Why may these things be stressful?
 - Does stress affect your happiness?
 - Do you have any personal strategies for dealing with stress or increasing your happiness? Why or how do these strategies work?
7. Wrap up by explaining that in order to help students cope with the stress in their lives and learn specific strategies and skill-building techniques to increase their personal happiness, they are about to participate in a Virtual Field Trip called *Discover Your Happy—Happiness in Action*.

During the Virtual Field Trip

Distribute one Six Sustainable Happiness Skills Reflection Chart to each student. Review the directions provided and explain that the Virtual Field Trip will introduce six specific skills that can help increase happiness and improve mental health. Students should jot notes on their handouts as they learn about these skills and see real-life examples of how to use and strengthen each one.

² <https://www.apa.org/news/press/releases/stress/2020/report-october>

After the Virtual Trip

1. Begin by asking the class to quickly review the notes they took during the Virtual Field Trip. Briefly discuss each of the sustainable happiness skills, and ask students to share what they recorded for each one. Use the Six Sustainable Happiness Skills Chart to help you lead the discussion, and encourage students to fill in gaps in their notes as needed.
2. Then guide students in connecting what they learned during the Virtual Field Trip to their own wellbeing. Acknowledge that because everyone is different, the happiness skills that may be easiest for one person to put into practice may be the most challenging for others.
3. With this in mind, ask students to turn to a partner and discuss:
 - Which sustainable happiness skill(s) do you already use or practice regularly? When or how?
 - Which sustainable happiness skill(s) may be the most challenging for you to strengthen? Why?
4. Then discuss one or both of the following questions as a class:
 - Do you believe that how we interact with the world can shape our state of mind?
 - How can strengthening and practicing these six skills help our emotional well-being?
5. Next, distribute one Action Planner: Happiness Skills handout to each student, and explain that the class will now collaborate to develop a plan for putting happiness in action at their school.
6. Take a moment to review the handout together. Then invite students to form small groups around the classroom and spend time brainstorming as many ideas for each section of the chart as they can.

Tip: *It may be helpful to first brainstorm one example as a class.*

For Mindfulness, for instance:

- **Educate:** Students could create a social media campaign about the importance of living in the moment.
 - **Practice:** Students could create a 10-minute meditation group to be held during lunch.
7. As groups work, create a large version of the handout on a piece of chart paper.
 8. When there are about 15 minutes remaining in the session, bring the class back together and invite each group to share their favorite ideas for each skill. Record students' ideas on the chart paper as they share.
 9. Conclude by encouraging students to keep their handouts in a safe place where they can access them often and show the class where you will be hanging the chart paper. Remind the class that while incorporating these happiness skills into their lives takes work, consistent practice will help them become a habit. By using these resources to consistently practice, strengthen, and spread the word about these happiness skills, students will be taking important strides toward sustainable happiness.

Continue Discovering

- Encourage student groups to put one or more of the ideas from their Action Planner into motion! They can start small by selecting one idea to map out into smaller, achievable steps. Then, once they have a plan, they can put it into action. Try to allow time for the class to report back and reflect on their progress, as well as celebrate their successes.
- Continue to guide students in learning more about the science behind sustainable happiness with the activities and videos available at learnexperiencehappiness.com/educators/.

Standards

National Health Education Standards

Standard 2: Analyze the Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behavior

- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.

Standard 6: Demonstrate Ability to Use Goal-Setting Skills to Enhance Health

- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Common Core English Language Arts Standards

Speaking and Listening

- CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SIX SUSTAINABLE HAPPINESS SKILLS REFLECTION CHART

HANDOUT

Directions: As you participate in the Virtual Field Trip, use the following chart to jot notes on details about each happiness skill, as well as tips for incorporating them into your daily life!

Sustainable Happiness Skill	What is it?	How can you use or practice this skill?
Mindfulness		
Human Connection		
Gratitude		
Positive Outlook		
Purpose		
Generosity		



LG

Experience Happiness
Equipping Youth with Happiness Skills

 Mindfulness	 Human Connection	 Gratitude	 Positive Outlook	 Purpose	 Generosity
<p>Live in the moment. Be fully present NOW. The past is over, and the future hasn't happened yet, so don't worry so much about them. Mindfulness is being aware of your thoughts, feelings, and surroundings in the here and now. Be kind to yourself. Adopt a supportive stance toward yourself and others. When we practice mindfulness, we worry less, and open ourselves up to JOY!</p>	<p>We all want to feel loved, be comforted, and know that we belong. Strong relationships are critical to well-being. Significant others, friendships, and social engagement with peers are a huge predictor of happiness in life. People with close bonds are better able to overcome life's challenges, and less likely to experience depression, low self-esteem, or health problems.</p>	<p>Thank others for the goodness they contribute to your life. Thankfulness fuels optimism, reinforces trust, and is often reciprocated. It creates a benevolent loop and a sense of overall well-being. It adds to the quality of our relationships. Gratitude shows that we are aware of our own privilege, and thankful for the sources of goodness outside ourselves.</p>	<p>Find the good in others. Imagine the possibilities! Be open to the idea that everything turns out for the best, eventually. A positive outlook helps us be more hopeful, and bounce back from adversity. People are more creative, resilient, and likely to do better in school and in life when they're experiencing positive emotions. Embrace life's potential!</p>	<p>Live for something bigger than yourself. You matter! You can make a difference in the world, at school, at work, at home, for a team or a community, or in someone else's life. Purpose means living by your values and goals. It means having a vision for what your life's mission is about. Set out to do something meaningful. Strive to make a positive difference.</p>	<p>Hold the door for someone else. Help an elderly or disabled person get safely across the street. Generosity doesn't have to be about money. It can be about being helpful, supportive, or simply being kind. It's about giving of yourself to someone else. Generosity has been shown to boost your endorphins, giving you an increased sense of well-being.</p>

Goal: Use the six sustainable happiness skills to put happiness into action at our school.

Skill	Educate: How can we teach our peers about this skill?	Practice: How can we give our peers opportunities to strengthen this skill?
Mindfulness		
Human Connection		
Gratitude		
Positive Outlook		
Purpose		
Generosity		