

Student Activity #3 | Educator Guide

Happiness Skills: Tools to Combat Issues Facing Adolescents

Time

45-minute session

Overview

After viewing the *Happiness Skills: Tools to Combat Issues Facing Adolescents* video, students select one of the Six Sustainable Happiness Skills to explore and practice. Students visit the Discover Your Happy and Greater Good in Action websites (and do additional research on their own) to gather information, identify personal goals for increasing happiness, and make a plan for implementing daily practice of their selected happiness skill. After a week of practice, students report their observations to their classmates in a brief, engaging, and creative presentation.

Resources

- [Discover Your Happy](#)
- [Greater Good in Action: Science-Based Practices for a Meaningful Life](#)
- [Inner Explorer](#)
- [Project Happiness](#)
- [Journals Strategy](#)
- [Fakebook Strategy](#)
- [Instagramin' Strategy](#)

Objectives

Students will:

- Implement practice of a Sustainable Happiness Skill daily for one week
- Collect and communicate data related to personal outcomes
- Make a plan for practicing Sustainable Happiness Skills regularly

Materials

- Computer access
- **Developing My Happy** handout
- **Reflection Log** handout

Procedure

1. Play the *Happiness Skills: Tools to Combat Issues Facing Adolescents* video segment.
2. After the segment, have students discuss in small groups the following statement from the video: "Once you understand that happiness is a skill that can be developed, you would start to wonder why you wouldn't do it."
3. Invite students to share with the whole class a summary of their discussion.

4. Have students reflect on the Six Sustainable Happiness Skills and ask them to identify one skill they would like to implement and practice over the next week. Students may work with a partner who identified the same skill. (Note: If students work with a partner, they may create and share their presentations together, as well.)
5. Provide time for students to research the strategy they selected. Share the following resources for students to use:
 - [Discover Your Happy](#)
 - [Greater Good in Action: Science-Based Practices for a Meaningful Life](#)
 - [Inner Explorer](#)
 - [Project Happiness](#)
6. Explain to students that throughout the week, they will select one of the following strategies to reflect on the skill they are developing and communicate their thoughts and feelings throughout the process.
 - Journaling
 - Blogging
 - Podcast
 - Vlogging (video diary)
 - Fakebook
 - Instagramin'
7. Have each student complete the Developing My Happy handout to prepare for the week of practice. They should identify the happiness skill they will practice, any activities they will complete as part of their practice, briefly describe what they will be doing, and identify how they will communicate their observations at the end of the week.
8. Choose a date when all students will begin their week of practice. Remind them to record their observations each day on the Reflection Log. At the end of the week, students create their presentations and share their experiences with the whole class. Encourage students to discuss what worked and what did not work for them and how they will incorporate the Six Sustainable Happiness Skills in their lives moving forward.

Standards

National Health Education Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - 1.1.2.1 Predict how healthy behaviors can affect health status.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
 - 3.1.2.2 Use resources from home, school, and community that provide valid health information

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.1 2.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
 - 6.1 2.1 Assess personal health practices and overall health status.
 - 6.1 2.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
 - 6.1 2.3 Implement strategies and monitor progress in achieving a personal health goal.
 - 6.1 2.4 Formulate an effective long-term personal health plan.

Next Generation Science Standards

Molecules to Organisms: Structures and Processes

- LS1.D: Information Processing: Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

1. Circle the happiness skill you will practice over the next week.

Gratitude

Mindfulness

Purpose

Kindness

Human Connection

Positive Outlook

2. Why did you choose this happiness skill?

3. What activity/activities will you use to develop this happiness skill?

4. How much time is required each day? _____

5. What would be the best time of day to complete the activity? _____

6. Briefly describe what you will be doing. (Note: You are free to adjust and revise your plan throughout the week to find activities and strategies that work for you.)

7. Each time you practice the Sustainable Happiness Skill you selected, follow the procedure below.

- a. Record your general state of mind and emotions on the Reflection Log.
- b. Practice the happiness skill (in whatever way you have chosen).
- c. Reflect on your practice.
- d. Record your general state of mind and emotions on the Reflection Log.

8. At the end of the week, you will report your observations. Reflect on the overall experience and decide how you will communicate and share your thinking. Circle the method will you use to record your reflections, thoughts, and feelings.

- Journaling
- Blogging
- Podcast
- Vlogging (video diary)
- Fakebook
- Instagramin'

9. Create a report of your observations. Be creative! Share your report with your classmates, including:

- Whether you will practicing this skill activity or try an alternative to develop the happiness skill you selected.

Whether you will select a new happiness skill and expand your practice.

	Observations before practice (e.g., general state of mind, thoughts, feelings, level of happiness)	Observations after practice (e.g., general state of mind, thoughts, feelings, level of happiness)
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		