



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 7 - Happiness

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

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Education

Unit 7. Happiness

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The development and advancement of Living Values Education is overseen
by the **Association for Living Values Education
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ALIVE groups together national bodies promoting the use of the
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the years by a number of organizations; UNESCO, governmental
bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of
peace following the United Nations International Decade for a
Culture of Peace and Non-violence for the Children of the World.

C O N T E N T S

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

C O N T E N T S - Happiness Activities pages 12 -

VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I’ve often felt devastated, as I’m sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman



SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect.

Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged.

The aims have been slightly augmented as has our experience and understanding since that time.

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

The Living Values Education Approach

After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of

positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

Exploring and Developing Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between impact of values and anti-values on their lives, the community and the world.

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values

throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person....."*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care — where students are regarded as capable of learning to make socially conscious choices.

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

As values must be caught as well as taught, the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a "values-based atmosphere" is the first step in LVE's Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

Why were these five feelings — loved, valued, respected, understood and safe — chosen? Love is rarely spoken about in educational seminars. Yet, isn't it love and respect that we all want as human beings? Who doesn't want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a

personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

Skills for Creating a Values-based Atmosphere

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

Do I need to do every activity?

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

We hope you and those with whom you work enjoy and benefit from Living Values Education.

Thank you for your dedication to young people and nurturing hearts as well as educating minds.

UNIT SEVEN: HAPPINESS

Happiness Lessons



Thank you for being the keeper of a values-based atmosphere and providing a safe place for young people to be, share, explore and grow. Some of the lessons in this unit will be fun and others may be a little challenging; I hope you and the students will find them meaningful and productive.

The lessons on happiness in this updated version contain research on happiness, the message that their thoughts, words and actions are pivotal in creating their own happiness or sadness, social and emotion skills and the topics of the depression and social media link, drug awareness, and dealing with the feelings of sadness and hurt. As sadness is the opposite of happiness, this felt like the most appropriate place to put in this material.

There are three optional drug awareness lessons in this values unit, as some young adults experiment with drugs and alcohol as a way of hoping to experience more happiness, or as a relief from sadness and pain. As the educator, you will need to decide if this is appropriate in your situation and culture.

In addition to the three drug awareness lessons, there are 13 lessons adapted from *Living Values Activities for Drug Rehabilitation* following the Happiness Values Unit. These lessons are deliberately later in this

book as it is essential to complete some of the peace, respect and love values units first of they build the understanding, attitudes and skills necessary to complete these successfully. Our experience is that this prerequisite empowers participants to co-create with you a safe accepting atmosphere in which they can be honest. As the facilitator, you will need excellent active listening and validating skills, should you decide to do the substance abuse lessons. A caring, matter of fact, firm and yet supportive nonjudgmental attitude is vital in facilitating these lessons. Shaming and blaming are not part of Living Values Education. If at all possible, please take part in an LVE Educator Workshop. Depending on your situation, you may choose to do the substance abuse lessons in place of the last unit on responsibility.

You may want the students to bring in songs that relate to the theme of happiness. Some students enjoy learning traditional songs.

Happiness Reflection Points

- ◆ Give happiness and take happiness.
- ◆ When there is love and peace inside, happiness automatically grows.
- ◆ When there is a feeling of hope and purpose, there is happiness.
- ◆ Having good wishes for everyone gives happiness inside.
- ◆ Happiness cannot be bought, sold, or bargained for.
- ◆ Happiness is earned through selfless attitudes and actions.
- ◆ Happiness of mind is a state of peace in which there is no upheaval or violence.
- ◆ Kind and constructive words create a happier world.
- ◆ When one is content with the self, happiness comes automatically.
- ◆ Happiness follows giving happiness, sorrow follows giving sorrow. Lasting happiness is a state of contentment within.
- ◆ When all resources are focused on socioeconomic infrastructure at the expense of the development of the character, then priorities in life are misrepresented and there is a gradual erosion of happiness.
- ◆ Values help people assess priorities and allow for proactive and

preventive measures to take place at opportune moments.

HAPPINESS LESSON 1

Happiness

Play a song that has a happy feeling as the young adults enter.

Discuss/Share

Explore general concepts of happiness through questions and discussion:

Ask:

- Would you all like to be happy all of the time? (Usually everyone nods “yes”.)
- How do people try and create happiness?
- What do you think works?
- What doesn’t work?
- What gives happiness for only a little while?
- What can give contentment that lasts for a long time?
- Can we create our own happiness?
- What kinds of feelings inside do you think about when you think about happiness?
- When do you experience those?

Reflective Activity

Step 1. Play some relaxation music and tell the students you would like them to reflect on the statements you make and write down brief responses. Allow adequate time for them to respond to each item.

- Please make a list of things that give happiness. These may be physical things or nonphysical things, such as words, actions, experiences with nature, relationships with others, activities, and ways of being.
- Now reflect for a few minutes about three or four times of happiness in your life. What was going on inside and around you? (Allow five minutes.)
- What are the things that make you happy?
- Please note down by each item the qualities or values that you experience during those activities or times.

Step 2. Allow them to share their thoughts in small groups.

Step 3. Write a poem or a song about the quality or value that appears most often on your list. Allow them to choose if they wish to do this individually or in small groups.

Step 4. Invite those who wish to share their song or poem to do so, as time permits.

Note to Educator: Some students may prefer to write on sadness as a memory of loss or sorrow can occur during the reflection time. Actively listen if a student wishes to share, and then affirm the value or quality that he or she feels is most important.

HAPPINESS LESSON 2

Can we buy happiness?

Begin with a song.

Discuss/Share

Ask:

- Do you see people try to buy happiness sometimes? If yes: How do they do that?
- Do you see people trying to boost their respect by having expensive things?
- Do you try to buy happiness sometimes? How?
- Do you think you will always be happy once you get a new thing you wanted?
- How long does that happiness last?
- What values or feelings for our Earth and her oceans would help you not need to buy so much to prove your worth?
- Is happiness temporary when sought from outside sources – from wealth, material possessions, and status? Why or why not? How can you remain happy when you do not get something you want?
- What kinds of thoughts and actions create lasting happiness?

Reflection Points:

- ◆ Happiness cannot be bought, sold, or bargained for.
- ◆ Happiness is earned through selfless attitudes and actions.
- ◆ When one is content with the self, happiness comes automatically.

Activity

Divide the class in small groups of eight to ten and ask them to create a skit based on the discussion.

Or, do a fun values activity contributed by Roger Miles: Ask students to think about their most important value. Then invite to play with balloons: blow them up, write their most important value on their balloon and have a balloon fight, batting them around to music. When the music stops, whichever balloon they are holding or is closest is to become their value to focus on for a day.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 3

Words I Want to Hear

Begin with a song.

Ask for students to volunteer to read the poem or sing the song that was created during the former lesson.

Discuss

Ask:

- How do people affect each other in regards to happiness?
- What do people say that makes you happy?
- What do you like to hear?
- What don't you like to hear?
- What kinds of words naturally are said by people who are happy?
- What values are at the root of the words you like to hear?
- What would the world be like if everyone were kind?
- What would the world be like if everyone were happy?

Write the following Reflection Points on the board:

- ◆ Give happiness and take happiness.
- ◆ Kind and constructive words create a happier world.
- ◆ Happiness follows giving happiness, sorrow follows giving sorrow.

Then, ask:

- What kinds of words are like thorns?
- Are there any sentences you think cause such harm you would like them to vanish from the human vocabulary?
- What kinds of words would you like to hear from your friends?
- If a person gave you a compliment, but you did not feel they meant it, how would you feel?
- When a person makes one appreciative comment and you feel they really mean it, how do you feel?
- Is it important to be genuine? Why?
- What would you like to hear from your parents?
- If you were a parent, what would you tell your child?

Activity

Invite the students to get together in small groups and write a list entitled, "The Words I Want to Hear." Different groups may decide to address their list to different populations: parents, friends, teachers, producers, CEOs, etc.

Ask each group to pick their favorite saying, put it on a long piece of paper artistically and put it on the wall.

Close with a relaxation/focusing exercise.

Homework: Give happiness through your words to two people today, tomorrow, and the day after tomorrow.

HAPPINESS LESSON 4

Talking to Myself

Begin with a song.

Feedback: Ask the students to report back on their giving words of happiness homework from Happiness Lesson 3.

Lesson Content

Write the Reflection Point on the board:

◆ When there is love and peace inside, happiness automatically grows.

Build Concept: "Talking to Myself" is an acknowledgment of the process that occurs within every individual. We all talk to ourselves with a silent voice. This is called self-talk or inner dialogue. In this unit on Happiness, this is an important aspect to think about, as self-talk can be positive or negative, encouraging or discouraging. There are immediate consequences on our physical and emotional energy when we are positive or negative with ourselves.

Discuss: "In the last lesson, we talked about happiness and giving happiness to others. Today, let's talk about the things we say to ourselves." Ask:

- What kinds of things can we say to the self to create happiness inside?
- What did you say to yourself when you did your homework of giving happiness through words to others?
- What happens to your emotional energy when you speak kindly to yourself?
- What happens when you give yourself a "hard time"? (When someone is very critical with his or herself.)
- What happens to your feelings when you say, "I'll never be able to do it?" or "I'll never make it."
- Are the feelings different when you say, "This is a bit scary, but I'll do my best?"
- What do you say to yourself when you make a mistake?

Say, "Notice your tone of voice when you speak to yourself. What do you say to yourself when you're afraid that you'll fail at something? What is the emotional effect when one calls the self "Stupid"? It's wonderful when people feel bad when they make a mistake because it simply means they want to do it right. But, we have a lot more energy to do the right thing when we say to the self: "Okay, I made a mistake. I'm human. I can learn from mistakes. What can I do next time so I do not repeat the mistake?"

Discuss.

Then draw three columns on the board, putting the following headers at the top of the column: Situation; Discouraging; and Encouraging/ Empowering. Ask them to make three similar columns on a piece of paper. Fill out the columns with the content from the questions below.

Situation	Discouraging	Encouraging/Empowering

➤ Ask:

- Does anyone ever have difficulty starting on an assignment? (Write "assignment needs to be done" under the column titled "Situation.")
- What are examples of thoughts students say to themselves that are discouraging in this situation? (Write two of the replies under the column titled "Discouraging.")
- What can you say to encourage yourself when it is difficult to get started on an assignment? (Write a few of the replies under the column titled "Empowering.")
- Let's do a disappointing situation. Please give me an example. What are discouraging things people say to themselves? (Continue to fill in the columns as described.)
- What can you say to yourself that is encouraging in this situation?

- What differences do you notice in the tone of voice that you use to yourself when you say things that are critical or discouraging versus encouraging?

Activity

Step 1. Instruct the class to divide in half or in small groups. Ask the students to continue to generate situations that are challenging, and fill in the remaining columns with discouraging and encouraging or empowering thoughts.

Step 2. Invite each group to share some examples of discouraging thoughts and the empowering thoughts that can replace them.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 5

Advice to Myself and Research on Happiness

Begin with a song.

Feedback: Ask the students if any of them have experimented with replacing discouraging thoughts with empowering thoughts. Allow those who wish to share to do so, actively listening and validating as appropriate.

Write the following Reflection Points on the board:

- ◆ Having good wishes for everyone gives happiness inside.
- ◆ Happiness of mind is a state of peace in which there is no upheaval or violence.
- ◆ When there is a feeling of hope and purpose, there is happiness.

Five-Minute Activity

Invite the students to write a note to themselves, giving themselves advice about how they would like to talk to themselves.

Lesson Content

One of the main things you can do to be happy is to change discouraging and negative thoughts to positive and empowering

thoughts. What are other things? Let's look at some research on happiness.

What is the Science of Happiness? By Berkeley Wellness
From a scientist's point of view, what is happiness?

Source: <https://www.berkeleywellness.com/healthy-mind/mind-body/article/what-science-happiness>

Researchers think of happiness as having satisfaction and meaning in your life. It's the propensity to feel positive emotions, the capacity to recover from negative emotions quickly, and holding a sense of purpose. Happiness is not having a lot of privilege or money. It's not constant pleasure. It's a broader thing: Our ability to connect with others, to have meaningful relationships, to have a community. Time and again – across decades of research and across all studies – people who say they're happy have strong connections with community and with other people.

Money doesn't matter? Really?!

Studies show that money increases happiness when it takes people from a place where there are real threats – poverty – to a place that is reliably safe. After that, money doesn't matter much.

Research on happiness began to increase in the early 1980s and took a leap in 2000 with the positive psychology movement. Martin Steligman, Director of the Positive Psychology Center and the leader of the positive psychology movement, notes "happy people are more productive at work, learn more in school, get promoted more, are more creative and are liked more." They also have better relationships and are healthier. Happiness is strongly linked to having strong social connections and contributing to something good that is bigger than yourself. This branch of psychology focuses on what helps people be mentally healthy rather than on pathology.

More of our happiness is under our conscious control than was previously thought. In her research on happiness, Sonja Lyubomirsky and her colleagues studied identical twins along with other research and concluded happiness is 50 percent genetic, 10 percent

circumstantial and 40 percent intentional, that is, under our control.

Source: <https://www.berkeleywellness.com/healthy-mind/mind-body/article/what-science-happiness>

She (Lyubomirsky) attributes 40 percent – nearly half the variance – to our daily life experiences. The people you see, the activities you do, how you see your world each day. Now, not all researchers agree with her model. But if it is right, then we have the capacity to change our own happiness. We can adopt a new perspective on other people that's less fearful or competitive. We can engage in some sort of self-awareness practice like gratitude or prayer.

While many people think if they won the lottery, got a new car, a new house or a promotion they would be much happier, studies show this is not the case. People adapt to their new circumstances with time and return to the same level of happiness. Getting out of a toxic relationship, a difficult job situation, or another situation which feels confining may increase happiness for a while, but to maintain that level people need to control how they think and act.

Sonja Lyubomirsky studied twelve strategies that measurably increase happiness levels. (Not in order.) In *The How of Happiness: A Scientific Approach to Getting the Life You Want*, she details these strategies. To name all twelve: 1. nurture relationships, 2. do activities that truly engage you, 3. count your blessings, 4. avoid over-thinking and social comparison 5. savor life's joys, 6. practice kindness, 7. cultivate optimism, 8. take care of your body, 9. develop coping strategies, 10. forgive, 11. practice spirituality and 12. commit to your goals.

Discuss/Share

Invite their reactions to the information presented and allow them to discuss.

Comment: In the research, please note the importance it gives to nurturing relationships and strong social connections as a way of happiness. This can mean having one, two or three good friends . . . in

real time. There is actual research linking a lot of time on social media to depression in teens and young adults.

➤ Ask:

- We have heard that social comparison is a happiness robber.
- Do you think that is true?
- What might be thoughts of social comparison people might have when they see some postings on social media?
- What are other thoughts people can have that are not happy thoughts when they see some postings on social media?
- If you didn't care what other people thought of you, would you be happier?
- John Wooden shared the following statement with his university basketball players in an effort to get them not to worry about what others said about them: "Never worry about your reputation, only worry about your character." What does that mean?
- Let's take a couple of the thoughts of social comparison that you have shared. Can you come up with an empowering thought instead that also lets you not worry or over-think?

Activity

Step 1. Ask the students to write down the 12 strategies Researcher Sonja Lyubomirsky noted that increase happiness levels, leaving space below each item. Ask them to individually reflect on each item and think of ways they are doing that or ideas to do that. They may wish to give themselves a rating of 1 to 10 on each item.

Step 2. Ask the students to write down 20 count-your-blessings statements, that is, things for which they are grateful.

Step 3. Invite students to form groups of three and discuss their thoughts, feelings and ideas about strategies 1, 2 and 3: nurture relationships, do activities that truly engage you and count your blessings.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 6

Fun and Savoring Joy

Begin with a song that creates a feeling of happiness.

Feedback: Ask the students if they can share examples of replacing discouraging thoughts with empowering thoughts. Allow those who wish to share to do so, actively listening and validating as appropriate.

Activity

Step 1. Share that they have touched on four things in the list of 12 from the research on strategies that create happiness: 1. nurturing relationships, 2. doing activities that truly engage them, 3. counting your blessings, and 4. avoiding over-thinking and social comparison. Invite them to share either through journaling individually or in groups of three their process in regards to those four things.

Step 2. Share that today you would like them to think about one of the other happiness strategies: savor life's joys. Invite them to play a game, do a circle dance or a line dance, or do something else together than takes five to ten minutes but is fun.

Step 3. Ask:

- Do you think it is important to play or have a bit of fun sometimes? (Yes. Unlike most of the answers this one does have a "right" answer!)

Step 4. **Reflection:** Play some relaxation music and ask them to reflect on the following:

- ❖ Please think of three or four times in your life when you were "savoring life's joys." Perhaps you were with family . . . perhaps you were with friends.....Perhaps you were in nature and simply being in the present moment..... a time when you were really enjoying yourselfPlease write those down.

- ❖ Please reflect on moments with others that create joy.
- ❖ Please reflect on what kinds of things you do alone that creates joy.
- ❖ Please reflect on what helps you be in a space where you can enjoy yourself and others.

Step 5. Share some of your reflections for a few minutes in groups of three.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 7

Including and Excluding

Begin with a song.

Discuss/Share

- Ask:
 - Quite often groups of students will form cliques. Why do you think these form?
 - What are sensible reasons for having groups of friends? What are good things about cliques?
 - In schools, sometimes members of one group will shun members of other groups. How do you think people feel when they are left out?
 - Do you ever get left out? How do people feel when that happens?

Comment: The educator may wish to share on this subject as appropriate to the culture and circumstances. The educator may wish to share some stories she or he knows — about teens or young adults who have been rejected by others and committed suicide, or about others who have become violent and killed others in retaliation for rejection.

- Discuss any of their concerns regarding rejection, suicide or teens killing other teens.

Inform: We have talked about five of the happiness strategies. Another one is to practice kindness.

➤ Ask:

- How would practicing kindness help with the concerns we have been discussing?
- Would practicing kindness eliminate the concerns we have been discussing?
- How could we put kindness into practical action? What would that look like?
- What would people need to stop doing?
- What would be needed instead?
- How can we be inclusive rather than exclusive?
- What can you do when you see that someone has been left out?
- Great. Are there a few volunteers to role play that for us?
- Great. Any more ideas on what else would help?
- Are there a few volunteers to role play that for us?

Activity

Paint or draw a picture of the colors of happiness or kindness, contrasting that with the colors of rejection. Or, make a collage of imagines of happiness or happiness and sorrow.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 8
Feelings of Sadness

Note to Educator: This lesson can be done if there is an atmosphere of respect and trust among the students, and the educator is comfortable actively listening and dealing with issues of sadness.

Begin with a song.

➤ Ask:

- What is the opposite of happiness? (Sadness, depression and sorrow are often answers given.)
- What creates these feelings? (Acknowledge their responses, actively listening and validating as appropriate.)

- Can someone please give an example of something you feel sad about?
- What quality or anti-quality and value or anti-value is happening when this occurs?

Individual Activity

- Make a list of things you feel sad about in one column.
- Note down by each item, in a second column, the qualities or anti-qualities and values or anti-values that you associate with that item. (Such as rejection, loss, feeling not valued, disrespect, discrimination, etc.)
- Make a third column. What quality or value would eliminate this problem?

Discuss

- Ask:
 - How can we make ourselves feel better when we are sad?
 - How can we nurture the self? What types of things help?
 - What kinds of things can you think to increase the feeling of happiness?
 - Can we change the way we view things; look at things another way?

Comment: We have discussed six of the strategies for happiness. Another was to cultivate optimism. Ask:

- Pessimism, the opposite of optimism, is a downer. It's thinking, I'm no good anyway, why try. People aren't going to like me anyway, why try. Can anyone think of any other pessimistic statements?
- What is optimism?
- Why would looking at life as a glass half full instead of half empty help?
- Can anyone give an example of that?
- Would some of your empowering statements fit this category? Which pessimistic statements have you been able to turn into empowering statements?
- Some people have a negative view of the world and are pessimistic. Others can see the negative in the world but also believe in the

human capacity for good and their own power to make a difference. They can usually maintain an optimistic view. An example of this is climate change. Are you in the optimistic camp that will work for positive change?

- What other examples of optimism can you think of?

Comment: Another strategy for happiness is to take care of your body. When you are feeling sad or low, it is especially important to take care of your body. Eating healthy, getting enough sleep and exercise help to manage our emotions and recover from feeling sad or low. Part of eating healthy is to not have too much sugar. Sugar, especially refined white sugar or high fructose corn syrup, is a vitamin B robber and has been found to destabilize the emotions.

- Any questions about this?
- What else have you found helps you stay healthy?

Comment: It's a delicate balance sometimes. It is so important to lovingly accept the self and all of our feelings and emotions . . . but it is also important to use our wise nurturing voice to keep ourselves safe.

- How else can we keep the self safe from sad things?

Provide a safe space for the young adults to discuss their ideas. Actively listen and validate as appropriate, and challenge them to find a way to change any negative, bitter or pessimistic thoughts to more empowering ones.

Activity

Write a poem, draw a picture or a cartoon about optimism and pessimism, or create colorful optimistic statements to put around your space.

Invite those who wish to share to do so.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 9

Creating Happiness or Sorrow at Home

Begin with a song.

Mind Mapping a Discussion

As you facilitate a discussion with the students with the questions below, mind map or ask for a couple of volunteers to mind map the outcome of the discussion. Please put Giving Happiness on one side of the board and Giving Sorrow on the other side. Make lists of things below different categories, on each side of the board, such as To Myself, To My Sisters and Brothers, To My Parents, My Sisters and Brothers to Me, My Parents to Me.

➤ Ask:

- What things do you do at home that create happiness?
- What do other people in your home do that creates happiness?
- What do you do that creates sorrow that you would like to stop doing?
- What would help you stop that? What other behavior can you try instead?
- How many of you have older brothers and sisters? What kinds of things did you like to do with them when you were little?
- Do you think your younger brothers and sisters would like to do that with you?
- How can we contribute to other peoples' happiness while maintaining our own?
- What do others do that creates sorrow?
- How do you feel when that happens?
- What can you do to keep yourself safe?
- Does anyone else have any suggestions that have been successful in a similar situation?

Activity

Step 1. Divide the group in small groups to discuss the above. Ask them to think about ways to give happiness while maintaining their own happiness.

Step 2. If it seems appropriate for your group's situation and culture, invite them to discuss situations in which people are giving sorrow. Ask them to generate respectful statements in an "I feel _____ when _____," format with a suggestion for a more helpful behavior in an effort to improve a situation. For example: "I feel more pressured and anxious when you talk to me like that when I am already doing my homework. It would help if you would just smile at me and say, 'I know you can do it.'"

Step 3. Ask each group to role play one situation. They can choose ways to give happiness or ways to generate happiness and stop sorrow.

Step 4. *Comment:* We have looked at eight of the strategies for happiness. You are developing and have been developing coping strategies in many of the Living Values Education lessons, and you just did a great job again. Another strategy for happiness is to forgive.

➤ Ask:

- Has anyone experienced resentment toward others?

Inform: There is a saying that resentment is like poison, you drink it and think it is going to hurt someone else. Resentment hurts the person feeling it, as we feel bad. Resentment acts like a barrier with another person, interfering or blocking positive feelings toward each other. Perhaps sometimes you don't want to have a positive relationship again, but sometimes you would like to not feel resentment. One way to do that is to work on forgiving them.

➤ Ask:

- When you want to forgive someone, what kinds of things do you normally do?
- Would you like to try a forgiveness exercise?
- If the answer is yes: Start by thinking of a person you have a little resentment towards. Not a lot of resentment, but just a little.

Forgiveness Exercise

“Sit comfortably and let your body relax. . . As you breathe slowly, let your mind be still and calm. Starting at your feet, let yourself relax . . . relax your legs . . . stomach . . . shoulders, neck . . . face. . the eyes . . . and forehead. . . . Let yourself be surrounded by the light of peace. . . Let your mind be serene and calm . . . breathe deeply . . . concentrate on stillness. Be peace. Let yourself be surrounded by the light of love. Now, say to yourself I am a loving powerful person. . . . I forgive me. . . . I forgive him or her From now on there will only be respect between us I am a kind amazing person. . . . I forgive me. . . . I forgive him or her From now on there will only be caring and respect between us Repeat this to yourself in your own words. . . . Such as, I am a beautiful soul. . . . I forgive me. . . . I forgive her From now on there will only be respect between us Repeat these four phrases to yourself in your own words, using the name of the person you would like to forgive. (Pause for one full minute.) Now, breathe in the light of peace . . . let go of any tension . . . and slowly bring your attention back to this room.

Inform: If this feels okay for you, experiment with it once a day or a week and let me know if you feel better in a week. For some people it takes a week, and for others it takes longer.

Homework: Invite them to do three or four good deeds at home without telling anyone.

Note to Educator: If you note during this lesson that some of the young adults seem to have a very difficult home life, you may wish to speak to them privately to advise them about available resources. Close with a relaxation/focusing exercise.

HAPPINESS LESSON 10 – Optional Drug Awareness Drugs and Alcohol Speak

Begin with a song.

Discuss/Share

Generate a discussion based on the questions below. You might want to ask some of the questions a few times, so that a variety of responses can be given. Actively listen to their stories. You may wish to mind map the effects of each drug they mention and the downward spiral. Ask "*The effects of being hooked*" questions for each drug they mention that is being sold or used in the neighborhood.

➤ Ask:

- It is said that sometimes people take alcohol or drugs as a way to stop their pain or unhappiness, in an effort to be happy and not feel what is troubling them. Do you think this is true?
- Have you known of people who started taking drugs for this reason?
- What other reasons are there for people to take drugs?
- Can anyone think of any other reasons people take drugs?
- What drugs are sold in this area?
- What are the effects of _____ (the drug they used and/or alcohol) when someone first takes it?

•

The effects of being hooked questions:

- What are the effects once someone is addicted? (Show the relationship on the mind map by drawing an arrow from one effect to the next, drawing it downward.)
- What can happen after that? (For example, stealing money in order to be able to buy the drug. Show the relationship on the mind map by drawing an arrow from one effect to the next, drawing it downward.)
- What are the consequences of that? (Again, show the relationship, drawing an arrow.)
- What else can happen to someone's body when they're on _____?
- What are other dangers of taking _____? (For example, HIV infection.)
- Would anyone like to share something else about drugs?

Activity

Step 1. Together, summarize the harmful things that happen to youth and adults that take drugs and alcohol.

Step 2. Invite students to form small groups of five or six to make posters about the negative effects of one drug or alcohol and present them to the rest of the class. Perhaps between the groups they can explore all the drugs that are sold locally on the streets. Ask them to put their advice on the poster in the form of a slogan.

Step 3. Ask the groups to present their poster with a small skit/sketch, with one person representing a drug that can talk. What would the drug say? Others in the group can respond to what the drug says, play the role of drug dealers, victims, etc. Lead the applause.

Close with the Garden of Respect exercise or another Relaxation and focusing exercise of their choice.

HAPPINESS LESSON 11 – Optional Drug Awareness Mind Mapping the Effects of Drug and Alcohol Abuse

Note to Educator: While this lesson is appropriate for teens and young adults in many societies, it may be inappropriate in some societies. The educators using these materials will need to decide if it is relevant to your particular situation and culture.

Aim and Objectives: The aim of this lesson is to allow young adults to explore the effects of taking drugs and look at healthier alternatives to achieve their goals. The objectives are to become aware of:

1. the various emotions they are trying to experience through the intake of drugs;
2. how drugs may give a temporary experience but set up maladaptive behaviors that interfere with attainment of those emotions/goals in the long term;

3. the negative side effects physically; and
4. healthier alternative methods to experience the sought for emotions and experiences.

Begin with a song.

Process

Step 1. Ask students to list the various drugs they are aware of in the local community. Write the names in a column on the board.

Step 2. Ask the students about the different emotional experiences of each drug, and list those in an adjacent column.

Step 3. In another adjacent column, list by each drug the related side effects. Ask the students about physical and negative emotional experiences. If they are not aware of all the negative effects, inform them, and list those also.

Step 4. List the emotions the individual is seeking to experience in the fourth column.

Step 5. Ask the students about healthier alternative methods of achieving those experiences and also list these. Ask questions, such as:

- What is true happiness?
- Are you really confident if the feeling of confidence is only there when a drug is taken?
- With an addiction you are not free, you are depending on a chemical to make you feel happy for a short time. Does happiness include freedom from compulsion?
- What can you do instead to feel happy?

Example:

Drug	Experience	Side Effects	Seeking to
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Alternative Experience Method

Alcohol				
happiness	expensive		happiness	
	confidence		loss of control	
freedom	carefree		violence/ anger	
respect	unconsciousness		effects health negatively	
Cannabis				
	relaxed/ calm		tiredness	peaceful
	peaceful		eating lots of sweets	unity
	understanding		loss of memory	harmony
	feeling free		loss of motivation	
	sociable		negative effect on brain development	
			if laced can lead to psychosis	
LSD				
	visual experience		bad experience	knowledge
	Knowledge		destroys brain cells,	distorted perception
Speed				
	energy	heart palpitations	enthusiasm	alive
	lack of appetite	power		

– Contributed by Steve Eardley and Marie Ange Samuel

Activity

Mind map the effects of drug and alcohol abuse with the young adults. They can include as few branches or as many as they wish: the self, family, relationships, health, business, education and/or society. Ask them to put down all the things they have heard about and experienced regarding the effects of drug use. They may wish to make drawings, illustrating some of the effects.

Note to Educator: Accept whatever they produce. It is fine if they note initial positive effects. The negative will far outweigh the positive.

Creative Expression

Divide the class into small groups and invite them to create a poem or song about their findings. When they are finished, each group can present their creation. If there is not time for all of them to present, allow them to share at the beginning of the next lesson.

End with the Taking Care of Me Relaxation/Focusing Exercise. Close with a relaxation/focusing exercise.

HAPPINESS LESSON 12 – Optional Drug Awareness Drug Dealers May Seem Nice at First

Begin with a song.

Discuss/Share

Inform: Drug dealers have no regard for others. If they did, they wouldn't be dealing drugs. In some countries, once vulnerable young people are hooked on drugs, they use them as mules or slave labor.

➤ Ask:

- Drug dealers use all kinds of ways to get people hooked on drugs. Sometimes they even use children to sell drugs, once they have them hooked. What have you seen in our area?
- How else do people get others to take drugs in our area?

Note to Educator: Please add further information about some of the problems young people are having in your area or country with drugs and alcohol abuse, or common ways drug dealers entice others into trying drugs.

Ask:

- Do you think the drug dealers care if drugs ruin your life?
- Do they care about you? (No.)
- What do drug sellers care about? (Money.)
- What other tricks do they use to get people to take drugs?

- Why do you think they want you to use drugs?
- Usually adults take drugs when they feel bad and don't know how to stop feeling bad. Can you think of things they could do instead?
- Sometimes young people take drugs because they feel upset. They get desperate when things are bad or sad and so they try to feel better with drugs. Are there other times that you think young people feel like taking drugs?

Comment: Sometimes prescription drugs or alcohol are available at home and people get started on substance abuse through that.

- What can you do to feel better when you feel sad or upset? (Help them generate alternatives. Ask others for their ideas. If they do not mention it, you might wish to include such ideas as thinking of the Peace Star or asking a friend for help. If their reasons include physical needs, help them find some sensible solutions.)
- What do you think drug sellers need to learn? What would you like to tell them?

Activities

Step 1. Divide the students into groups of five to seven to create dramas/skits about drug dealers and their interactions with young people or children. Some of the dealers may be their own age.

Step 2. Invite them to present their drama. If they need more time, allow them to present it during the next lesson.

Step 3. If appropriate to your situation, create the opportunity for some of the skits to be shown to other young people or to the community. If this is to be done, you might wish to take time during another lesson to create props, practice and advertise the event with posters made by the students. Encourage their "voice" against drug dealers and harmful drugs.

End with the Respect Star exercise or another relaxation/focusing exercise of their choice.

HAPPINESS LESSON 13

Drinking, Driving, Blame and Communication Skills

Begin with a song.

Share a Story

Read the short story or ask the students to read “Blame” on line by Kathy Gale. A true story about a family that blamed frequently, and another family that never blamed, is driven home to a college student whose friend is accidentally killed. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Young Adults / Download Free Stories And/or read the short story or ask the students to read “Crying’s Okay” on line by Kirk Hill, also from The Joy of Reading Project.

Or, read another story or two on drinking and driving, or discuss incidents in your local area of which the students are aware.

Discuss/Share

Invite the young adults to discuss their responses to the stories and debate the questions that follow.

➤ Ask:

- Is drinking a method to achieve happiness? Why or why not?
- What is the relationship of blame in relationships and its relationship to happiness?
- How can you communicate positively rather than blame?

Activity

Step 1. Instruct the class to form small groups and invite them to discuss: If they were to suggest communication skills for healthy families, what skills and ways of being would they include if you wanted everyone in the family to be happy?

Step 2. Invite each group to present their finding to the entire class. Their presentation may take any form, including role playing a family or a song about blame and its effect on happiness.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 14

Empowering Sentences

Begin with a song.

Small Group Activity

Step 1. Ask each student to bring out their Empowerment Logs. Ask them to form small groups and discuss some of their most effective Encouraging/Empowering Thoughts with each other.

Step 2. Discuss the following reflection point: When one is content with the self, happiness comes automatically.

Step 3. Invite each group to take a turn standing in front of the class, each individual stating one empowering sentence he or she likes.

Activity

Group Story Game: If time still remains, have a good time making up two stories, one story where everyone gives sorrow, and another story where everyone gives happiness. Do the unhappy story first. Start with the same beginning situation, and go around the room asking each student to add something to the story. Then, make up a story in which everyone gives happiness. Enjoy.

Close with a relaxation/focusing exercise of your choice.

HAPPINESS LESSON 15

Thinking About Purpose

Begin with a song.

Write the following Reflection Points on the board.

- ◆ When there is a feeling of hope and purpose, there is happiness.
- ◆ Happiness is earned through pure and selfless attitudes and actions.
- ◆ When one is content with the self, happiness comes automatically.

Reflection

Inform: We have looked at ten of the strategies for happiness. The last two are practice spirituality and commit to your goals. I leave practice spirituality to you . . . for each of us has our own unique relationship with the divine. In this lesson, however, is an opportunity to look at your purpose and goals. To commit to your goals was the twelfth strategy for happiness.

Play some music and give the students time to reflect and write down their responses as you ask the following questions slowly. They are likely to need two or more minutes for many of the questions.

- What is your purpose?
- Think about the experiences that give you happiness that you wrote about during the first lesson and have thought about during this values unit. What values did you put down?
- Think about the things that are important in your life now, and the values inherent within those.
- What would you like to achieve in your life?
- What are your goals?
- What are the values within those things?
- Can you “be” some of those values while you are achieving other aims (i.e., education, professional)?
- What is worth doing your best for?
- Can you be content inside if you know you are doing your best?

Sharing

Ask them to form small groups of three or four and talk about their purpose and goals, and whatever they would like to share from their reflection.

Activity

Make a colorful drawing in the form of a medallion of their goals and purpose and the values that give them happiness.

Close with a relaxation/focusing exercise of their choice.

HAPPINESS LESSON 16

Character, Development and the Sustainable Development Goals

Begin with a song.

Discuss the Reflection Points:

- ◆ When all resources are focused on socioeconomic infrastructure at the expense of the development of the character, then priorities in life are misrepresented and there is a gradual erosion of happiness.
- ◆ Values help people assess priorities and allow for proactive and preventive measures to take place at opportune moments.
- ◆ Lasting happiness is a state of contentment within.

Activity

Step 1. Invite the students to form the same groups they were with during the previous SDGs lessons. Ask them to explore the Reflection Points. Are these true? Ask them to research an example of this and design a value-based proactive measure that would resolve the problem.

Step 2. Ask them to think of their reflections as they explore the effect of happiness on the SDGs. If everyone in the world were able to be in their natural nature of giving, that is, in a state that creates real happiness, how would the SDGs be affected? Do any more SDGs need to be added?

Step 3. Ask them to write specific ways holding the value of happiness would affect the SDGs on which their group is focused and write those on orange Leaves.

Step 4. Invite them to share their example from Step 1 and their Happiness Leaves with the entire group.

Step 5. Invite the groups to attach their orange Happiness Leaves to the class artistic presentation of the SDGs.

Close with a relaxation/focusing exercise.

HAPPINESS LESSON 17

Ten Principles of Happiness

Begin with a song.

Activity

Step 1. Invite the students to work individually and generate their own principles of happiness.

An example: **Ten Principles of Happiness**

Pursue your dreams.

Be generous of heart, give happiness.

Be kind.

Laugh – with others, and at yourself.

Allow yourself some relaxing time.

Think deeply about what matters to you.

Lovingly accept yourself.

Accept others.

Believe in yourself.

Enjoy the present.

Step 2. Invite them to form small groups and share their ten principles of happiness.

Step 3. Put on some happy music and ask them to dance/move acting out their ten principles silently as they enjoy being happy.

Step 4. If there is time, simply enjoy by sharing some of the songs or poems they have most enjoyed during this unit, or play a happy game.

Close with a relaxation/focusing exercise.

Happiness Activities in Subject Areas

Language/Literature : Write a Reflection Point on the board every day. Ask students to write an essay on one or more of the points. On

another day they could write a personal story, illustrating one of the Reflection Points.

Select reading materials that depict happiness and examine what creates happiness in the works studied. You may want to choose folk tales, old legends, books that powerfully illustrate moments of happiness or sorrow, or works of philosophers of ancient cultures – or use your own favorite childhood stories about happiness.

Enjoy reading stories to young children.

Write a reflective personal essay on when you are content with yourself. Or, if you are not, write a letter of advice to yourself about how to be more content.

Write a story on The Secrets of Happiness. Perhaps students can illustrate the story.

Needs and Wants

Step 1. Each student is to create a list of 12 things that give him or her happiness in life.

Step 2. As a class, discuss the difference between needs and wants.

Step 3. The students can discuss their choices in groups of three or four. Reduce the list to six items, then three items.

Step 4. The students can then write a letter of appreciation to the people connected with those items.

– Contributed by Ruth Liddle

History/Social Studies

Ask students to think about the last two Happiness Reflection Points and support or contradict the statements with examples from history. Look for examples of countries that strive to meet the basic human rights and needs of their people. Contrast the incidence of civil war

and social unrest in these countries versus countries that provide for the needs of only a minority of its populace.

Science

What scientific inventions have contributed to the happiness of humankind?

Are there inventions that have created sadness?

Discuss: Is the purpose of science to make humankind happier? Why or why not? (If no, ask: What would that be the purpose of science in a better world?)

Discuss ways in which science could contribute to the happiness of humankind.

Art

Draw happiness. Play happy music and ask the students to paint the feeling of being happy.

Study the Reflection Points and create slogans of happiness. Use these slogans in the creation of posters or pictures. Discuss where you feel each of these should be placed. For example, these could decorate different agencies, hospitals, or children's centers. Consider placing them at different locations.

Discuss the following Reflection Point: Good wishes for everyone gives happiness inside. Ask students to consciously practice having good wishes for themselves, each other, each other's work, and even the teacher for that day. Discuss this exercise the next day and ask them to continue having good wishes for the rest of the week.

Look at pictures and photographs of people in a moment of happiness. Draw your own face with an expression of happiness. Look in the mirror as you draw.

Work in two's and make a happy drawing of each other.

– Contributed by Eleanor Viegas

Make an abstract painting of your happy feelings. Make the colors and shapes dance on the paper. Look at pictures by Paul Klee, Chagall, Kandinsky and regional artists of your culture. Inform the students that part of the task is just experiencing happy feelings as they draw and expressing these with colors.

– *Contributed by Eleanor Viegas*

Paint two actions of happiness in the middle of a picture. Extend out the colors of the consequences of those actions.

Drama

Students can create and present a puppet show on happiness to younger students, or they can enact a script or story taking up the contrast of happiness and sorrow.

Music

Enjoy and play happy music celebrating life throughout the ages. Experience how some music automatically uplifts us. Find a piece of music that everyone agrees creates the feeling of happiness. Ask, “How does that occur? What are differences in music itself that make it sound happy or sad?”

Discuss what increases the happiness within the music class. Experiment with asking for suggestions from the young adults, and giving more positive feedback. What is the result?

Home Economics

Discuss the following Reflection Point:

- ◆ Kind and constructive words create a happier world.

Ask students to think of a week-long project that relates to that point. Have them brainstorm ideas, then each can decide what he or she wants to commit to. Ideas could include: keeping track of their verbal comments during class, creating a list from comments said at home, or doing this in regard to comments they say outside.

Make a practical or decorative object for home that will remind students of their own beauty inside and help them stay content.

Physical Education/Dance

At the start of the period, play a game that everyone loves – with the teacher joining in!

Dance a dance of happiness.

Play a game or do something that creates lots of laughter.

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Rainbow Booklet Library

Reaching and Supporting the Greater Community

Adding another dimension to Values Awareness is the Living Values Rainbow Library providing activities for everyone - Teachers, Care Givers, Parents, Individuals; Living Values for Self and Community Development. Available online under Resources on website – www.livingvalues.net/resources.

GENERAL SERVICES LIBRARY:

- LV Home Study for Adults, Families -.pdf
- LV Home Study personal journal- Word
- LVE Study Groups for Adults - .pdf
- LVE Self Reflection booklet - .Word
- LVE Distance Facilitator Training Guide - .pdf
 - LVE School Experience – The Kuwait Model - .pdf
- LV Criteria for Schools , Kuwait and Bali - .pdf
- LVE Improve Facilitation Skills - .pdf
- LVE Funding Guide for Members – .pdf
- LVE in Business - . pdf

LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults (taken from LVE activity books)
- LVE 8-14 - 8 values books taken from LVE activity book
- LVE 3–7 – 10 values books taken from LVE activity books

DISTRIBUTION: Read Online or Download the E-Booklet FREE, PRINT YOURSELF.

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers. These simple booklets most with between 48 – 56 pages can be photocopied for classroom or home use in “booklet” A5 form – ie regular A4 folded (to half size) and stapled. Booklets as in the **“LV Home Study”** and accompanying **“Journal”** with more than 80 -100 pages are required to be copied as A4 (full page) on both sides.

Each booklet is created with activities for the age or community group and /or the ALIVE membership information that it features. distance@livingvalues.net



Living Values™
Education

THE LIVING VALUES EDUCATION APPROACH

Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education.

LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

all Living Values materials is available at:

www.livingvalues.net