 LESSON PLAN HAPPINESS SKILL 1 (DVD I) Remember Good Experiences (appreciation & gratitude) Builds confidence in one's ability to contribute and make a difference. Empowers participants to create a positive environment from within, extending it to the surrounding world LEARNING OUTCOMES An understanding of how a continuous focus on negativity activates our stress system Understanding the skill and benefit of spending time focusing on good experiences Knowing how to create positive brain activity and emotions through the appreciation skill Increased use of gratitude in the classroom TEACHING & LEARNING ACTIVITIES Increased use of gratitude in the classroom TEACHING & LEARNING ACTIVITIES I Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being and resilience in times of problems, sorrow and depression. View the video but PAUSE at video guidance and ask participants to write down as suggested Invite participants find the skill and mention the website & app Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a self-encourage lettra as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-pracing and resilience in the disting well be repring and resilience in the repring the disting well be repring to a best friend (if possible give lots of individual encouragement to permit 'self-pracing berging and resilience in the disting well be repring the order of problems to repring the participants friend the wead on the participants to write a permiting problem to permit 'self-pracing berging the video self-encourage lettra as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-pracing problems in the disemitting and there there and there t		Age Group 13-19 (but relevant at all ages)
 HAPPINESS SKILL T (UVD I) Remember Good Experiences (appreciation & gratitude) Builds confidence in one's ability to contribute and make a difference. Empowers participants to create a positive environment from within, extending it to the surrounding world LEARNING OUTCOMES An understanding of how a continuous focus on negativity activates our stress system Understanding the skill and benefit of spending time focusing on good experiences Knowing how to create positive brain activity and emotions through the appreciation skill Increased use of gratitude in the classroom TEACHING & LEARNING ACTIVITIES I Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. View the video but PAUSE at video guidance and ask participants to write down as suggested Invite participants to share with the person beside them/ or in a trusted group setting Ask how the participants find the skill and mention the website & app Bulto fourtion of the set friend (if possible give lots of individual encouragement to permit 'self-pratice 	LESSON PLAN	
Remember Good Experiences (appreciation & gratitude) contribute and make a difference. Example of a continuous of a continuous focus on negativity activates our stress system matterial REQUIRED Understanding the skill and benefit of spending time focusing on good experiences • Video 1: Remember good experiences Knowing how to create positive brain activity and emotions through the appreciation skill • Paper and pen / pdf template handout TEACHER/FACILITATOR RESOURCE Read chapters 1 and 2 of 'Happiness Skills based on Positive Psychology' book also found on teacher's corner on website www.WellbeingSkills.me TEACHING & LEARNING ACTIVITIES Image: State of the shill and benefit than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. 2 View the video but PAUSE at video guidance and ask participants to write down as suggested 3 Invite participants find the skill and mention the website & app 4 Ask how the participants find the skill and mention the website & app 5 Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a <u>self-encourage left</u> as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-prain	HAPPINESS SKILL 1 (DVD 1)	handouts/website/app
 An understanding of how a continuous focus on negativity activates our stress system Understanding the skill and benefit of spending time focusing on good experiences Paper and pen / pdf template handout TEACHER/FACILITATOR RESOURCE Read chapters 1 and 2 of 'Happiness Skills based on Positive Psychology' book also found on teacher's corner on website www.WellbeingSkills.me TEACHING & LEARNING ACTIVITIES I Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. 2 View the video but PAUSE at video guidance and ask participants to write down as suggested 3 Invite participants to share with the person beside them/ or in a trusted group setting 4 Ask how the participants find the skill and mention the website & app 5 Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a self-encourage lett as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise 		 contribute and make a difference. Empowers participants to create a positive environment from within,
 negativity activates our stress system Understanding the skill and benefit of spending time focusing on good experiences Knowing how to create positive brain activity and emotions through the appreciation skill Increased use of gratitude in the classroom TEACHER/FACILITATOR RESOURCE Read chapters 1 and 2 of 'Happiness Skills based on Positive Psychology' book also found on teacher's corner on website www.WellbeingSkills.me TEACHING & LEARNING ACTIVITIES 1 Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. 2 View the video but PAUSE at video guidance and ask participants to write down as suggested 3 Invite participants to share with the person beside them/ or in a trusted group setting 4 Ask how the participants find the skill and mention the website & app 5 Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a self-encourage lettra s if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise 	LEARNING OUTCOMES	MATERIAL REQUIRED
 Understanding the skill and benefit of spending time focusing on good experiences Knowing how to create positive brain activity and emotions through the appreciation skill Increased use of gratitude in the classroom TEACHING & LEARNING ACTIVITIES IA I Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. View the video but PAUSE at video guidance and ask participants to write down as suggested Invite participants to share with the person beside them/ or in a trusted group setting Ask how the participants find the skill and mention the website & app Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a self-encourage left as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise 		• Video 1: Remember good experiences
Increased use of gratitude in the classroom TEACHING & LEARNING ACTIVITIES 1 Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. 2 View the video but PAUSE at video guidance and ask participants to write down as suggested 3 Invite participants to share with the person beside them/ or in a trusted group setting 4 Ask how the participants find the skill and mention the website & app 1B 5 Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a <u>self-encourage lettr</u> as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise	time focusing on good experiences Knowing how to create positive brain activity	TEACHER/FACILITATOR RESOURCE Read chapters 1 and 2 of 'Happiness Skills based on Positive Psychology' book also found on teacher's corner on website
 Explain how Positive Psychology studies what we do when we are well and happy – happiness based on lasting well-being rather than short-lived pleasures that we may regret. These videos present habits that lead to well-being and resilience in times of problems, sorrow and depression. View the video but PAUSE at video guidance and ask participants to write down as suggested Invite participants to share with the person beside them/ or in a trusted group setting Ask how the participants find the skill and mention the website & app Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a <u>self-encourage lettras</u> if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise 	Increased use of gratitude in the classroom	
 4 Ask how the participants find the skill and mention the website & app 10 11 12 13 14 14 15 15 16 16 16 17 16 17 17 18 18 19 10 	1A 1 Explain how Positive Psychology studies what based on lasting well-being rather than short-live present habits that lead to well-being and resilien	d pleasures that we may regret. These videos ce in times of problems, sorrow and depression.
 1B 5 Play the Self-Encourage video reflection (4.5min) – Invite pupils to write a <u>self-encourage lett</u> as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-praise 	3 Invite participants to share with the person be	eside them/ or in a trusted group setting
as if writing to a best friend (if possible give lots of individual encouragement to permit 'self-prais	<u>1B</u>	
The self-encourage script can be used as inspiration as sometimes it is difficult to praise ourselves	as if writing to a best friend (if possible give lots	of individual encouragement to permit 'self-praise'

- Play the video right through without pausing then use the handout
- ask pupils to study the benefits of gratitude in more depth alone or in a group
- for older students ask participants to write down three good things that they experienced
- **<u>1C</u>** Ask participants to write a **GRATITUDE LETTER** to someone who helped them or someone else, talk about it with others or read the letter to the person. 'Dear....'

We don't ignore negative experiences, but we increase focus on the positive ones.

FOLLOW-UP ACTIVITIES

• Once a week ask participants to write down three good things they experienced lately or work with the Appreciation formula handout/ interactive from website or app

• **1D** Create a Gratitude tree/box/board where anyone can share a good experience – Every so often read them out in class or at assembly

CONTACT: Michaela Avlund, mavlund@eircom.net www.WellbeingSkills.me