

<p style="text-align: center;">LESSON PLAN</p> <p style="text-align: center;">HAPPINESS SKILL 5 (DVD 2)</p> <p style="text-align: center;">Assertiveness & Flow</p>	<p style="text-align: right;">Age Group 12-19 (but relevant at all ages)</p> <ul style="list-style-type: none"> • Builds up well-being skills through practise, and supporting videos/handouts/website/app • 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
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>Understanding what being in Flow is and how doing what we love is good for us</p> <p>Knowing and having used the three Assertiveness skills that help us ask for what we need or want respectfully but persistently.</p> <p>Understanding that negative feelings often hide positive needs. This can lead to a positive conversation rather than anger and arguments.</p>	<p style="text-align: center;">MATERIAL REQUIRED</p> <ul style="list-style-type: none"> • Video 5: Assertiveness & Flow • Paper and pen / pdf template handout <p style="text-align: center;">TEACHER/FACILITATOR RESOURCE</p> <p>Read chapter 6 of 'Happiness Skills based on Positive Psychology' book also found at 'Teacher's Corner' on the website www.WellbeingSkills.me</p>
<p>TEACHING & LEARNING ACTIVITIES Divide video into 3-4 lessons working on each skill</p> <p>5</p> <ol style="list-style-type: none"> 1 Explain how we need to spend time doing something we love (being in FLOW) but that it takes courage to be honest about what is important and meaningful to us. And it takes skill to ask for what we need in order to pursue these interests. Explain that the video offers three Assertiveness Skills that help us to create a positive life for ourselves whilst respecting others. 2 View video 5 but PAUSE at video guidance to work with each Assertiveness skill 5A1, 5A2, 5A3 Advice pupils to work with an easy situation as it takes time to become good at asking for what we need with kindness but persistence. 3 Ask participants to write down according to video guidance – if the person can't think of a personal situation, sometimes it is hard to think on the spot, the handouts have lists of situations. 4 Invite participants to role-play with the person beside them if appropriate and confidential. 5 Ask if the participants found the skill helpful and mention the website & app for follow-up 6 5B View the Boundaries meditation video (6 min) – Create a boundaries diagram 5C 	
<p>ADAPTIONS</p> <ul style="list-style-type: none"> • Discuss the whole concepts of Flow and Assertiveness and their benefits • Spend a full class on the Boundaries video and the idea of a personal sacred space 	
<p>FOLLOW-UP ACTIVITIES</p> <ul style="list-style-type: none"> • ROLEPLAY the various situations using each of the skills 5A1, 5A2, 5A3 as we need reminders and practise to use these skills • Use and remind each other of the Boundaries idea of a protective shield especially when dealing with distressing situations that come up in our surroundings or in our personal lives. 	