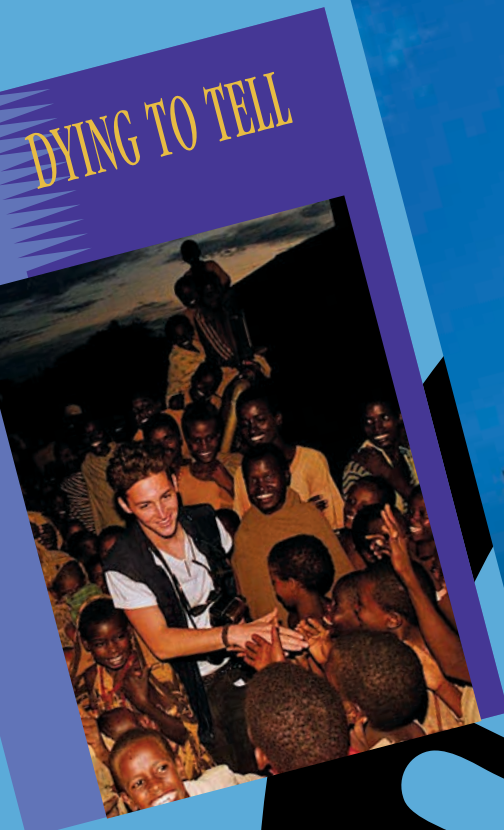
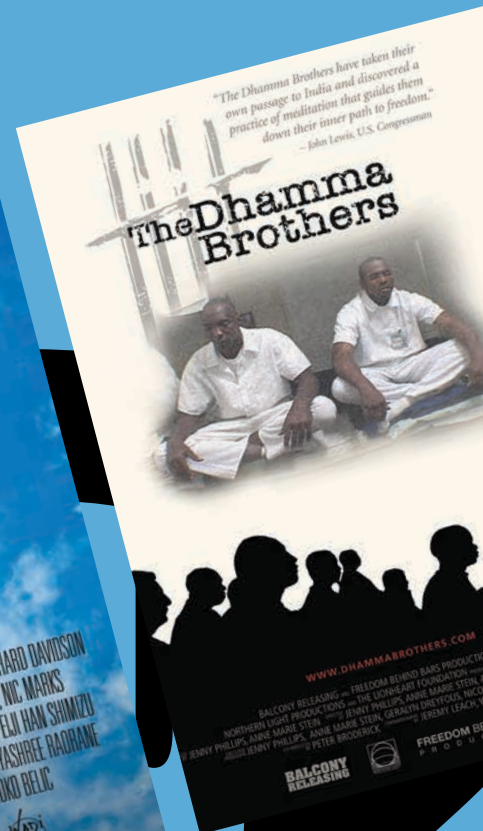




JOURNEYS IN FILM

educating for global understanding

Teaching the Film happy



What Really Makes Us Happy?

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About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Our core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to topics that have become critical for students to learn more about—like environmental sustainability, poverty and hunger, global health, diversity, and immigration. Our core team of prominent educators consults with filmmakers and cultural specialists in the creation of the curriculum guides. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements. They provide teachers an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To prepare to participate in tomorrow's global arena,

students need to gain a deeper understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films telling the stories of young people living in locations that may otherwise never be experienced by your students. They travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch modern ways challenge Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* has begun a curricular initiative to bring outstanding documentary films to the classroom. Working with the Norman Lear Center at USC's Annenberg School, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues, in real-life settings such as an AIDS-stricken township in Africa, a maximum-security prison in Alabama, and a concentration camp near Prague. *Journeys in Film* guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

Journeys in Film is a 501(c)(3) nonprofit organization and is a project of the USC Annenberg Norman Lear Center, a non-partisan research and public policy center that studies the social, political, economic, and cultural impact of entertainment on the world—and translates its findings into action.



Introducing *HAPPY*

HAPPY is an award-winning feature-length documentary that takes us on a journey from the swamps of Louisiana to the slums of Kolkata, India, in search of what really makes people happy. Combining real-life stories of people from around the world and insightful interviews with the leading scientists in happiness research, *HAPPY* explores the secrets behind one of our most valued emotions.

This companion guide to the film *HAPPY* is designed to help 6th- through 12th-grade educators and their students get the most out of the film. Organized around the five film chapters, it provides activity ideas for exploring happiness, as well as suggestions for focusing, discussing, and reflecting on the topics presented in the film. In addition, the guide includes background information for educators, relevant national content standards, a glossary, and resources.

What Is Positive Psychology?

In the film *HAPPY*, viewers are introduced to the topic of positive psychology. This is a relatively new field of science that studies happiness and well-being. Positive psychology looks at how people can become happier and more fulfilled, and what happens when they do. It is an applied science that examines optimal human functioning and creates interventions for developing positive, healthy, thriving individuals, relationships, and institutions.

As described in the film, psychologists have traditionally focused on people with mental illness or other psychological problems, and on how to care for them. These efforts have led to great advancements in the treatment of psychological disorders, but have done little to help us understand psychological wellness. Positive psychology

aims to complement traditional psychology by focusing on mental wellness and strengths rather than only on mental illness. It asserts that human goodness and excellence are as much a part of the human condition as distress and disorder. It is concerned with making people's lives more fulfilling, and encourages practices that can increase happiness and satisfaction.

Practices highlighted in the film include:

Expressing Your Gratitude. Feeling thankful and expressing thanks can make a person both happier and healthier. Studies have shown that people who cultivate gratitude sleep better, exercise more, and experience less stress, all of which contribute to overall health. Being grateful helps turn the focus from what people don't have to what they do have, and helps them feel that they are loved and cared for.

Doing Something Kind. It turns out that being kind to someone else helps both the recipient and the giver. People who regularly practice kindness experience increased happiness, and also benefit from more self-acceptance and positive relationships. Research indicates kindness is valuable because it helps people feel that they are taking part in something that matters.

Connecting to Your Community. Having positive relationships and experiences with others in your community is an important element of happiness. Community connections contribute to peoples' sense of self and psychological well-being. For young people, these connections also enhance academic performance and social competence.



Playing. Adding more play and laughter in your life can make you happier. Studies have shown that play has many additional benefits, including helping you think more creatively; reducing stress, struggle, and worry; stimulating imagination and curiosity; and making you feel more energized.

Getting in the Flow. Flow is the experience of being so absorbed in a challenging and enjoyable activity that you lose track of time and lose self-awareness. People who regularly experience flow report greater happiness, motivation, and life satisfaction, as well as less stress and anxiety. Depending on a person's skills and interest, flow can come from physical activities, hobbies, or work.

Trying Something New. People who regularly seek new experiences are happier and more fulfilled than those who don't. Novelty challenges our views of ourselves, others, and the world, and stretches our knowledge and skills. Experiencing new things also helps us focus on the present, which enhances everyday life.

As the film explains, happiness is a skill that can be learned and practiced. By helping students recognize their potential for happiness, and giving them opportunities to cultivate and practice this skill, you will help them develop habits that can sustain them throughout their lives.



What Really Makes Us Happy?

Enduring Understandings:

- A key ingredient to happiness is being able to recover from adversity, which occurs in everyone's life.
- Once basic needs are met, additional wealth does not guarantee additional happiness.
- A close network of family and friends increases happiness.
- Meeting intrinsic goals (which are within a person) is more likely to bring happiness than meeting extrinsic goals (which are outside a person).

Essential Questions:

- What are the chief elements that bring about happiness in life?
- What are the differences between intrinsic and extrinsic goals? Which are more important to happiness?

Notes to the Teacher:

People overestimate the impact of both good and bad events on their future happiness. In fact, as this chapter shows, people have a tremendous ability to bounce back from hardship, and can do really well over time even

when bad things happen. Melissa Moody, profiled in *HAPPY*, survived a disfiguring accident, but is now happier than ever. As the film points out, there is no such thing as a life with only pleasure and no pain, and a key ingredient to happiness is being able to recover from adversity.

Most people in our society believe that more money will make them happier. But, as this chapter explains, once your basic needs are met, whatever level of wealth or material goods you have, you become used to it. This phenomenon is known as hedonic adaptation or the hedonic treadmill.

According to a study cited in the film, one thing that the happiest people have in common is a close network of family and friends. Happy people don't necessarily love or get along with everyone, but they have a strong base of support—as depicted by the Blanchard family in the film.

The chapter also discusses the differences between extrinsic and intrinsic goals. Extrinsic goals focus on something outside the person (like money, financial success, status), while intrinsic goals fulfill basic psychological needs (like personal growth, relationships, or helping others). Research shows that intrinsically oriented people are happier than extrinsically oriented people.

During the first class period for this lesson, students write a journal entry about a hypothetical lottery win and then they watch Chapter 2 of the film (12:32). After a post-film discussion, they will have an assignment to conduct a survey on happiness using **Handout 3**. (Alternatively, you may guide students in creating their



own survey.) Decide beforehand whom students will ask to take the survey, as well as how many people they will ask, and how long they will have to do the assignment. Make as many photocopies of **Handout 3** as necessary to give students adequate supplies of the survey. The second session of the class is the opportunity to debrief on the surveys, aggregate the results, and compare them with the information in the film.

Duration of Lesson:

Two 45- to 60-minute class sessions, with time in between for student surveys

Assessment:

Journal entries

Discussion

Standards addressed by the lesson:

Health Standards

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Common Core English Language Arts College and Career Readiness Anchor Standards

Writing Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Listening and Speaking Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Listening and Speaking Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

Psychology Curriculum Standards

Individual Variation Domain, 3.2: Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Materials:

Film, *HAPPY*

Method of projection

Student journals

Sufficient copies of **Handout 3: Survey on Happiness** for each student to complete the prescribed number of surveys

Procedure:

1. Before showing the film chapter, ask students to write a journal entry on the following prompt: If you won the lottery tomorrow, how much happier do you think you would be a year from now? Do you think good and bad events affect our long-term happiness? Have them share their answers and accept all of them for now.
2. Show Chapter 2 of the film (12:32 minutes).
3. Begin a class discussion using the following questions:
 - a. After seeing the film chapter, do you think you would be happier a year after winning the lottery? Why, or why not? How does this compare with what you thought before?
 - b. What do you think enabled Melissa Moody to overcome her devastating accident? What skills or resources did she need to draw on?
 - c. Do you think there can be a life with only pleasure and no pain? If so, what would that life look like? If not, what does that mean about what it takes to be happy?



- d. Roy Blanchard and his family enjoy time together, and studies show that the happiest people have strong connections to others and their community. Why do you think connecting with people is so important for happiness?
4. Point out that researchers continue to learn more about the field of happiness. Suggest that students could learn more about what makes people happy by conducting a survey of their families and friends.
5. Distribute copies of **Handout 3: Survey on Happiness**, and help students familiarize themselves with the questions. (Alternatively, you may guide students in creating their own survey.) Tell students whom they should ask to take the survey, how many people they should ask, and when the surveys must be completed.
6. After sufficient time has elapsed, collect the completed surveys, and help students tally and organize the results using charts or graphs.
7. Lead a discussion about what students can conclude from the results, using such questions as:
 - What does our survey tell us about what makes people happy?
 - How do our results compare with the information in the film?
8. For homework, have students respond to the following prompt in their journals: Describe a happy time in your life in full detail. Don't analyze the event; simply recount all of the aspects of it as if it were happening today. What aspects seem to be central to the experience (e.g., people, the environment, things)?





Handout 1 Survey on Happiness

1. If 10 is the happiest you could ever imagine, and 1 is the least happy, how happy would you say are right now? (Place a check mark below one number.)

1 2 3 4 5 6 7 8 9 10

2. How much does your level of happiness change...

Over the course of a day?

Stays about the same

Changes a little

Changes a lot

Over the course of a week?

Stays about the same

Changes a little

Changes a lot

Over the course of a year?

Stays about the same

Changes a little

Changes a lot

3. Rank the following items from 1 through 10 in terms of how much you believe they contribute to your happiness, with 1 being the least and 10 the greatest.

____ Money

____ Playing a game or other fun activity

____ Close friends

____ Owning the latest phone or other device

____ Supportive family

____ Exercise

____ Looking good

____ A hobby or passion

____ Good health

____ Being popular

4. If you are having a bad day, what helps you feel better? (You may choose more than one response.)

____ Listening to music

____ Talking to a parent or other adult

____ Hanging out with friends

____ Working

____ Logging in to the Internet

____ Volunteering

Other (please describe):



APPENDIX I

*HAPPY3*Stories: An Alternative Approach

The following stories are featured in *HAPPY3* and are listed with their corresponding chapter. You may use them to highlight your class discussion on a particular chapter, or to illustrate one of the six positive psychology practices featured in this guide.

See below for more suggestions for using them with the six practices.

The Study of Happiness

- Manoj Singh—Rickshaw driver
- Roy Blanchard, Sr.—Fisherman
- Ronaldo Fadul—Surfer
- Jamal—Diner cook

*HAPPY6*Stories and Positive Psychology Practices

Whether or not you choose to show the entire film—or chapters of it—to your students, you may use the *HAPPY3* stories to explore the six positive psychology practices featured in this guide. We offer a few suggestions for making the most of these stories. First, you may want to read the section “What Is Positive Psychology?” on pages 8 and 9, which describes the benefits of each of the practices. Then, choose one of the practices for your focus of study. Describe the practice to your students, and then present one or more of the stories, shown in the box on the next page.

After presenting the story clip, pose the questions and actions listed in the box to explore that practice with your students. You may also use the handouts and journal entries throughout this guide to deepen their thinking about the practice.



Using *HAPPY*Stories to Explore Positive Psychology Practices

Positive Psychology Practice	<i>HAPPY</i> Stories That Reflect Practice	Ways to Explore Practice
Expressing Your Gratitude	Manoj Ingh—Rickshaw Driver Melissa Moody—Accident Survivor Anne Bechsgaard—Co-Housing Resident	In what ways does the person in the story express gratitude? Think of someone you are grateful for, and write a letter to that person, expressing your gratitude.
Doing Something Kind	Michael Pritchard—Comedian Andy Wimmer—Volunteer	In what ways does the person in the story express kindness or compassion? How does kindness help the giver and the receiver? Think of someone you will see today for whom you could do something kind—and do it.
Connecting With Your Community	Blanchard Family Hiroko Uchino—Widow Anne Bechsgaard—Co-Housing Resident People Of Okinawa Michael Pritchard—Comedian Dalai Lama Andy Wimmer—Volunteer	In what ways does this story show the importance of community? How much time do you spend with people you feel close to? How could you make that time more meaningful? How can you build friendships at school or within your community? What group in your community could use a helping hand?
Playing	Ronaldo Fadul—Surfer Blanchard Family Hiroko Uchino—Widow People of Okinawa San Bushmen—Namibia	In what ways does this story reflect play? What were your favorite games when you were young? What are your favorite ways to play now? Think of a playful activity and arrange to do it this week.
Getting in the Flow	Ronaldo Fadul—Surfer Roy Blanchard—Fisherman Jamal—Diner cook	In what ways do the people in the story benefit from flow? When was the last time you were lost in an activity, unaware of time passing? What were you doing? What are three possible activities that would put you into a state of flow? Try one this week.
Trying Something New	Andy Wimmer—Volunteer Roy Blanchard—Fisherman	How might novelty fuel happiness? What surprising thing caught your eye recently that made you laugh or smile? Think of a new activity that you would like to try—and then go out and do it this week.



Glossary

Terms used in the film and this guide

Compassion – a feeling of deep empathy for others; a desire to relieve others' suffering.

Community – a group of people who reside in the same particular locale or who share common cultures, interests, or concerns.

Co-Housing – an intentional community with common areas that facilitate interactions among neighbors who share certain responsibilities and experiences.

Culture – the behaviors, beliefs, language, and values characteristic of a specific group of people.

Extrinsic – coming from an external source.

Flow – the mental state in which a person is fully immersed with energized focus in an activity.

Genetic Set Point or Set Range – a genetically determined level of happiness, to which one generally returns after positive or negative emotional experiences.

Happiness – state of well-being characterized by feelings of contentment and joy.

Hedonics – the study of pleasure and of pleasant and unpleasant sensations.

Hedonic Treadmill (or Hedonic Adaptation) – the tendency of a person to remain at a relatively stable level of happiness, even with changes in fortune or the attainment of major life goals.

Intrinsic – coming from within.

Karoshi (Japanese) – death by overwork.

Kindness – the quality of being friendly and considerate.

Meditation – a practice of concentrated focus on a sound, phrase, idea, sensation, intention, object, or breath.

Novelty – the quality of being new or unfamiliar.

Ichariba Chode (Okinawan) – an expression meaning “though we have just met, we are family.”

Positive Psychology – the scientific study of what enables individuals and communities to thrive.

Value – something regarded as worthy or important; also, the measure of something regarded as worthy or important.



Suggested Resources

Books

Berns, Gregory. *Satisfaction*³

Csikszentmihalyi, Mihaly. *Flow*³

Dalai Lama. *The Essence of Happiness*³

Davidson, Richard. *The Emotional Life of Your Brain*³

Diener, Ed, and Robert Diener. *Happiness: Unlocking the Mysteries of Psychological Wealth*³

Gilbert, Daniel. *Stumbling on Happiness*³

Lyubomirsky, Sonja. *The How of Happiness*³

Ricard, Matthieu. *Happiness: A Guide to Developing Life's Most Important Skill*³

Shimoff, Marci. *Happy for No Reason*³

Websites

HAPPY³– www.TheHappyMovie.com

Action for Happiness – www.actionforhappiness.org

Center for Consciousness and Transformation – <https://masonleads.gmu.edu/faculty/the-center-for-consciousness-and-transformation/>

Center for Positive Psychology – www.ppc.sas.upenn.edu

Positive Psychology News Daily – <https://positivepsychologynews.com/>

Psychology Today Blogs (Find happiness-related blogs) –www.psychologytoday.com/blog/index

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