

Worksheet 1: Happiness – a fuzzy concept

Task 1: Happiness can mean many different things. To identify what happiness means to you personally, we must look at different concepts and their components.

Voc.: fuzzy: unklar, verschwommen

The 2012 World Happiness Report roughly divides happiness in life evaluation: “How happy are you with your life as a whole?” and emotional situations: “How happy are you now or in certain moments?” (<http://www.earth.columbia.edu/sitefiles/file/Sachs%20Writing/2012/World%20Happiness%20Report.pdf>; last accessed Febr. 2016)

What happiness means to

Diane

1. a loving relationship with her family, especially her parents
2. pleasure (tasty food, sweets, nice clothes)
3. going to the movies
4. encountering unexpected positive events
5. to be engaged in an enjoyed and challenging activity
6. listening to special types of pop music
7. social connections with her religious group
8. chilling with friends

Samuel

9. staying with his girl friend
10. a good relationship with his family, especially his grandfather
11. gaming and gambling
12. doing sports with friends
13. having reached self-determined goals
14. living in a nice home
15. physical well-being, health
16. being accepted by others

Voc.: to game: spielen (e.g. video games); to gamble: spielen (e.g. in a gambling hall or a casino); challenging: herausfordernd, anspruchsvoll, reizvoll; physical: körperlich; to chill: abhängen (Jugendsprache)

With your tandem partner or other group members divide the above meanings of happiness among

life expectations:

enjoyable situations:

(Some concepts of happiness may refer to both sections.)

Task 2: On the whole, do you agree more with the ideas of Diane or with those of Samuel?

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Task 3: Are there, among the concepts of happiness of Diane and Samuel, issues that you find generally problematic? Why? Discuss your results in plenary, please.

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Worksheet 2: The best things in your life

Task 4: What are the best things in your life? On your own, brainstorm briefly and write your ideas down at random:

Voc.: at random: aufs Geratewohl, nach dem Zufallsprinzip

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Task 5: Give your ideas a structure: put most important issues first and less important things at the end of your list.

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Task 6: Are the best things in your life free or do you have to pay for them? Work on your own, please. In my life the following things that make me happy are free:

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But I have to pay for

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Task 7: What do you think about the following statement? Work with your tandem partner, but answer the question in a way that reflects your own opinion. Is the Greek politician right? Why? Why not?

In the view of a Greek economist and politician the very best thing in life, happiness, can only be a byproduct of something that is really good and absent from any market. Trying to replace real happiness with some product or service you have to pay for is like substituting a good night's sleep with the feeling we have after a pill-induced sleep.

Voc.: byproduct: Nebenprodukt; to substitute: ersetzen; pill-induced: durch eine (Schlaf-) Tablette herbeigeführt

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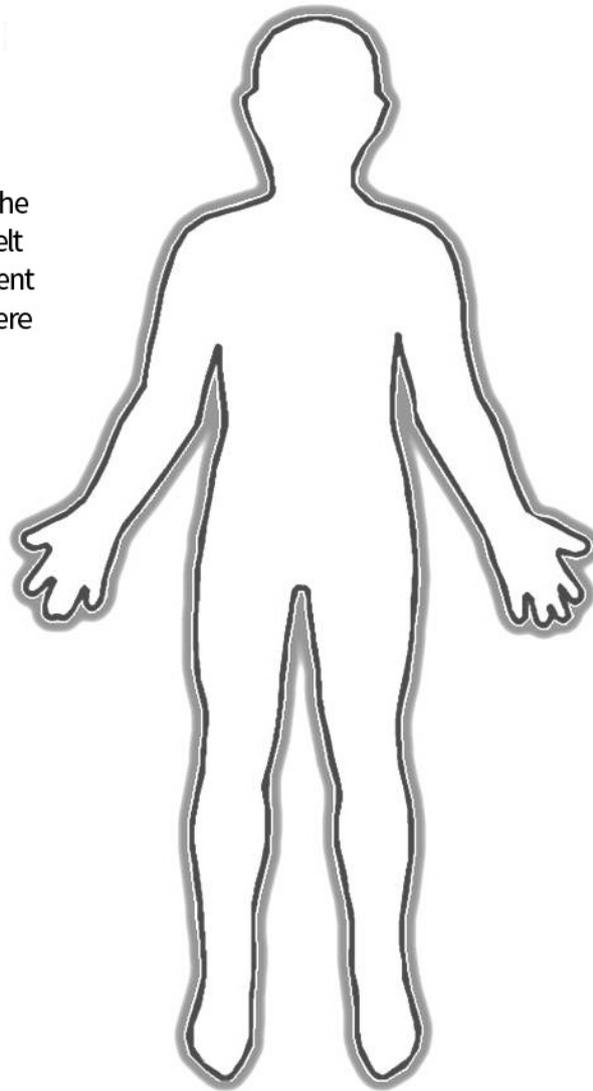
Worksheet 3: Does stress frequently diminish your well-being? (2 pages)

Task 8: Read the following short text, please.

Today many children and adolescents suffer from school-related stress. After a five- to six-hour school day, most students have to do homework besides private lessons in at least one subject matter. Furthermore there are sports practices, music lessons and club memberships. Most leisure activities are not seen as stress diminishing factors but as steps on the ladder to a fulfilling job and a successful life.

Answer on your own: Is your everyday life similar to the above description? Do you suffer from stress and anxiety?

Put an X on the places that felt bad or different when you were WORRIED.



<http://autismteachingstrategies.com/wp-content/uploads/2013/02/Slide41.jpg>

Task 9: Make a schedule of your weekly activities besides the time you have to spend at school and doing homework.

Monday: Tuesday:
Wednesday: Thursday:
Friday: Weekend:

Do you sometimes feel stressed by your spare time activities? If yes, what could you do to diminish stress and increase well-being?

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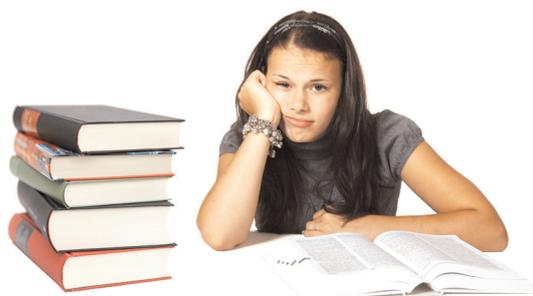
What's your advice for a friend or another peer to deal with stress caused by an overload of activities?

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Task 10: Work together with your tandem partner or other group members. Take notes, please.

What are the best methods for dealing with school-related stress?

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Talk about your results in plenary.

Task 11: Do you think young people today are subject to greater stress (and anxiety) than their parents and their grandparents when they were the same age? Discuss the issue in plenary (with the help of your teacher).

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Worksheet 4: What importance do you attribute to money?

Task 12: Many people dream of hitting the jackpot or coming to wealth one way or the other. In their opinion a great amount of money is the main source of happiness. On the other hand, research on happiness shows that for most people more than € 60,000 a year, does not much increase well-being or happiness.

What importance do you attribute to money? Is wealth an important factor for your well-being? Answer on your own, please.

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Task 13: In your view, are there other things of equal importance as money in your life when it comes to happiness? Discuss your results of task 12 and 13 with your group members:

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Task 14: In what way can money be a cause of happiness? A scientific study found that “spending money on others actually makes us happier than spending it on ourselves”. Do you agree? Why? Why not? Take notes so that you are able to talk about your answers to task 12 – 14 in interaction with your whole class including help from your teacher.

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Task 15: Read the lyrics of *I am a material girl* by Madonna on the web. Then listen to the song at least twice.



In what sense does Madonna use the word ‘material’ in this song? Do you know another quite similar word in English that comes closer to what Madonna wants to express?

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Task 16: Do you like the song? Why? Why not? Discuss your opinion in plenary.

Worksheet 5: Creating a survey about *Happiness* (4 pages)

Task 18: Up to now, in more than 100 schools in Germany and Austria students attend lessons in well-being and happiness. The new subject matter *Happiness* is also taught in British as well as in U. S. American and Australian schools and colleges. It focuses on a healthier life style, on stress reducing strategies and above all on more self-esteem and personal autonomy. Would you like to attend lessons in *Happiness* and learn how to enjoy life more and have greater success at school (and in your future professional life)?



Work in groups of four and brainstorm first: What issues should be dealt with in your *Happiness* lessons? Take notes, please. Compare your results.

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Task 19: Have a look at the learning activities of students whose schools teach *Happiness* as a regular subject matter:

- ▶ symbols of happiness and their meaning;
- ▶ discovering the individual self;
- ▶ competences – appreciation – responsibility;
- ▶ fear and courage – overcoming limits;
- ▶ representing feelings;
- ▶ discovering the life of young people elsewhere in the world;
- ▶ role models;
- ▶ keeping a diary of personal aims;
- ▶ learning to say “No!”
- ▶ formulating a pyramid of personal values;
- ▶ behavioral techniques in difficult situations.

Voc.: appreciation: Anerkennung

Before discussing the pros and cons in plenary, your teacher will present or model the above learning activities in order to help you understand them better. Which ones seem the most interesting for you?

Task 20: Try to find out what the students of other classes think about introducing an elective subject *Happiness* at your school. A very good way to do so is a survey, that is to say a written questionnaire.

Voc.: elective subject: Wahlfach

As creating a survey is not easy, study the following survey created by students of grade 9 with the help of your teacher:

Questionnaire: What does money mean to you?

Dear student!

This is not a test, so there are no “right” or “wrong” answers.

We are interested in your personal opinion. Please answer sincerely.

Try to answer every question and to cover every item.

Thank you very much for your help.

A. Attitudes towards riches and rich people

Mark the box of your choice with a cross, please.

1. Rich people are greedy.

I disagree I slightly disagree I partly agree I agree

2. Rich people buy many things they don't need.

I disagree I slightly disagree I partly agree I agree

3. Rich people are selfish.

I disagree I slightly disagree I partly agree I agree

4. Rich people have no family life.

I disagree I slightly disagree I partly agree I agree

5. Rich people worry all the time that they would lose what they have.

I disagree I slightly disagree I partly agree I agree

6. What do you think about very rich people. Make a statement in one sentence, please. (Don't copy from above ☺)

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B. Attitudes towards money

7. Money is a useful tool.

- yes no

8. Money is more important than friendship.

- yes no

9. I think it is good to have very much money.

- yes no

10. I would prefer a job that pays well to a job I like doing, but that doesn't pay well.

- yes no

11. The money a person earns or possesses should be kept private.

- yes no



Complete the following sentence, please.

12. Instead of concentrating on making money, we should concentrate on

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C. What about you?

13. What comes closest to your behavior?

(Not more than two items, please.)

- My shopping is out of control when I don't feel good.
- I only spend on things I need. When there is money left, I buy things I want to have.
- I budget my money, for example I make a plan how much to spend on different things.
- In my shopping I am influenced very much by my friends, by advertising and/or the life style of stars.
- Most of the time I spend my (pocket) money immediately.
- In general, I save money for more expensive things I really want to have.
- I spend too much money on sweets, clothing, CDs, etc.

14. Do you miss important aspects that should have been mentioned in this questionnaire? Which?

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Thanks! 😊

Task 21: What kind of questions do you find in the above questionnaire? What is the difference between question no. 1, no. 6, no. 7, and the seven statements of no. 13?

No. 1:

No. 6:

No. 7:

No. 13:

Task 22: Create a survey of about 10 items in order to find out what other students of your school think about an elective subject *Happiness*. Don't forget an introduction explaining the most important aspects of the new subject. Work in groups of four, please. Make one draft per group on a sheet of paper and give it in to your teacher who will correct it.

Task 23: Revise your survey in your group and compare your version to that of other groups. Finally, give it an attractive lay out. Try it out with students of other classes (one version per class!).

Task 24: Collect the data: Would a majority favor a new subject matter *Happiness*? Why? Why not? Your teacher will support you in analyzing the data.

Additional Activity 1: What about well-being in the UK?

In 2012 the UK measured national well-being for the first time. Have a look at the results:
<http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-being/first-annual-report-on-measuring-national-well-being/art-measuring-national-well-being-annual-report.html>
(last accessed Febr. 2016)

<https://www.gov.uk/government/collections/national-wellbeing> (last accessed July 2016)

Task 1: Which concepts of well-being (and happiness) are measured in this British report? (see executive summary of the report)

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Task 2: What does well-being mean to the authors of this first annual report? Discuss the issue with your tandem partner and later on in plenary.

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Task 3: In your view, which other aspects of well-being and happiness should be included in a national report? Discuss the issue with the help of your teacher in plenary.

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Task 4: Do you think that wealth or money is overstated in this report? Why? Why not?

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Voc.: wealth: Reichtum, Vermögen; to overstate: überbewerten

Task 5: Try to find out if there exists a similar report in Germany.

Additional Activity 2: Happiness is only real when shared

Task 1: Rewrite the following pieces of advice in a negative form, please.

What should you **not** do?

Important steps to happiness

1. Be empathetic.
2. Show respect.
3. Display attention.
4. Keep watching.
5. Listen.
6. Ask pertinent questions.
7. Offer your help.

1. Do not
2.
3.
4.
5.
6.
7.

Task 2: Tell a story of at least 150 words that exemplifies one (or more) of the above pieces of advice. Think of fairy tales, short stories or even comics. Of course, you can also invent a story on your own. Write your tale on a sheet of paper and give it in to your teacher who will correct but not grade it. After getting it back, revise it and copy the corrected version. Try to find a classmate who chose the same advice and exchange your stories. Discuss your points of view.

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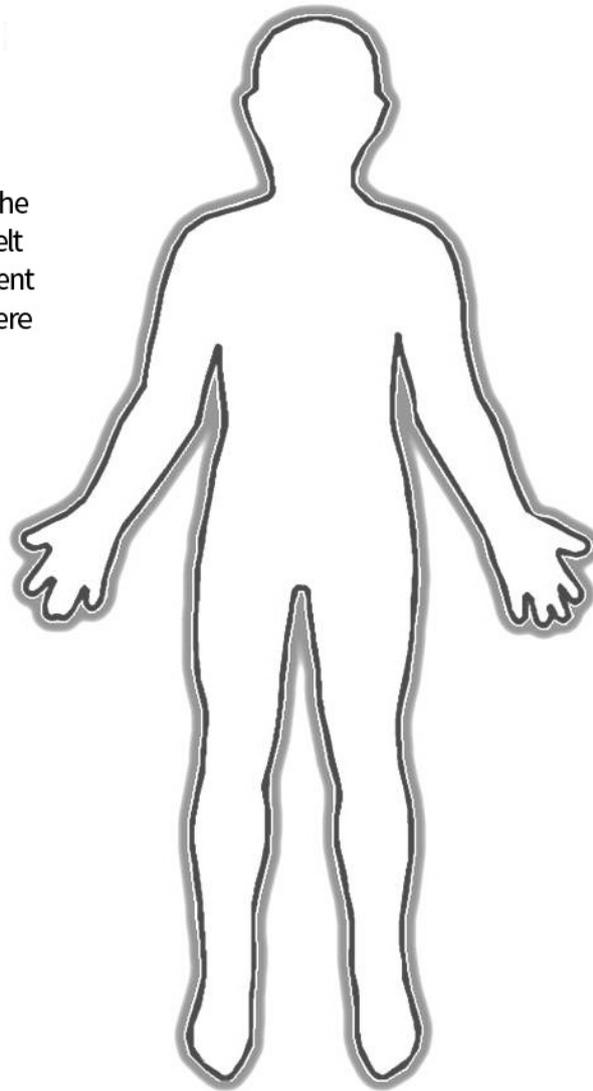
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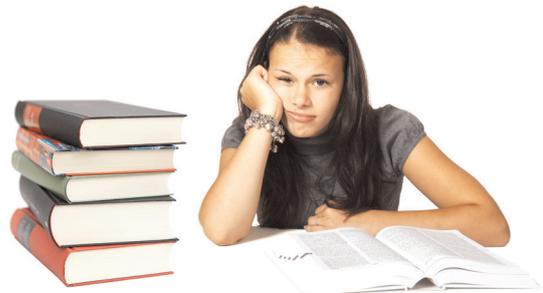
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