



HIGHER EDUCATION INSTRUCTOR'S GUIDE

DEVELOPED BY A TEAM FROM THE
CENTER FOR CONSCIOUSNESS AND TRANSFORMATION
AT GEORGE MASON UNIVERSITY

*Louis Alloro
Stacey Guenther
Nance Lucas
Sara Oliveri
Shannon Polly
Brandice Rogers
Mark Thurston*



Center for Consciousness
and Transformation



TABLE OF CONTENTS

OVERVIEW	2
ABOUT THE FILM	3
ABOUT THE FILMMAKERS	4
ABOUT THE GUIDE'S AUTHORS	5
HOW TO USE THIS GUIDE	8
OVERVIEW OF POSITIVE PSYCHOLOGY	9
CHAPTER 1: THE STUDY OF HAPPINESS	10
CHAPTER 2: WHAT REALLY MAKES US HAPPY?	22
CHAPTER 3: VALUES AND HAPPINESS	36
CHAPTER 4: THE SOCIAL SIDE OF HAPPINESS	48
CHAPTER 5: PRACTICING HAPPINESS	54
AN INSTRUCTOR'S GUIDE FOR HAPPINESS AND SELF-RENEWAL	64
CONCLUSION	69

OVERVIEW

The *HAPPY Higher Education Instructor's Guide* was developed for higher education instructors who want to bring the powerful educational components of the film, HAPPY, into the classroom. In this Guide, you will find materials divided according to the chapters as presented in the educational edition of *HAPPY*.

We recommend that you utilize *HAPPY* to introduce students to the concepts of positive psychology, well-being, and the well-lived life. Resources are provided for digging deeper into the concepts presented in the film and for helping students to reflect on how the film relates to their own lives and to the lives of those around them.

Not only do we believe it is crucial for you, the instructor, to watch the entire film regardless of how much you incorporate it into your teaching, we also encourage you to consider your own happiness and well-being. At the end of the Guide, you'll find a section devoted to your happiness and self-renewal. The section includes resources, practices, and reflection questions to help you explore this topic and how it pertains to your life.

This Guide is designed to be user-friendly. As you interact with the material, we would be grateful to hear about what is effective and what additions and enhancements you make to the materials provided. Please share with us by emailing infocct@gmu.edu.

ABOUT THE FILM

HAPPY is an award-winning, feature-length documentary that takes us on a journey from the swamps of Louisiana to the slums of Kolkata in search of what really makes people happy. Combining real life stories of people from around the world and powerful interviews with the leading scientists in happiness research, *HAPPY* brings to life the science and application of the film's themes.

ABOUT THE FILMMAKERS

DIRECTOR: ROKO BELIC

Roko Belic's directorial debut, *Genghis Blues* (1999), won the Sundance Audience Award and was nominated for an Academy Award® for best documentary feature. Belic recently directed the 44-minute documentary *Dreams: Cinema of the Subconscious*, which was released on the *Inception* Blu-Ray. For his current project *HAPPY*, Belic teamed up with Hollywood heavyweight executive producer, Tom Shadyac, as executive producer, to direct the feature documentary. *HAPPY* combines powerful human stories from around the world with cutting edge science to give us a deeper understanding of our most valued emotion.

EXECUTIVE PRODUCER: TOM SHADYAC

A onetime actor/comedian and the youngest writer to work for comedy legend Bob Hope, Tom Shadyac's writing/directing career was launched in 1994 with the Jim Carrey smash hit *Ace Ventura: Pet Detective*. In the years that followed, Shadyac would establish himself as one of the most prolific comedy directors in Hollywood while working with some of the biggest names in the business. Huge hits such as *Liar Liar*, *The Nutty Professor*, *Bruce Almighty*, *Patch Adams*, *Accepted* and *I Now Pronounce You Chuck and Larry*, have helped establish Shadyac as one of Hollywood's most successful writer/director/producers.

PRODUCER: EIJI HAN SHIMIZU

A filmmaker and publisher from Japan, Eiji Han Shimizu, is the creator of a highly acclaimed manga series *Biographic Novels*, which is published in 9 languages and in over 20 countries. His TED Talk about how his media projects are changing the world for the better is available on YouTube.

PRODUCER: FRANCES REID

Frances Reid has been working as a producer, director, and cinematographer of documentary films for over 30 years. In the 80's she was the cinematographer of many notable documentaries including the Oscar-winning *The Times of Harvey Milk*. In 2000, she made the film *Long Night's Journey into Day* about South Africa's Truth and Reconciliation Commission. The film won the Grand Jury Award at the Sundance Film Festival and was nominated for an Academy Award®, an Emmy®, and a Directors Guild Best Documentary award. In 1994 she was nominated for an Academy Award® for her short documentary, *Straight From the Heart*. That same year she was the cinematographer for Deborah Hoffmann's *Complaints of a Dutiful Daughter*, which was also nominated for an Academy Award®. Frances also served as co-director of the acclaimed documentary, *Waging a Living*, and executive producer of *Lost Boys of Sudan*.

EDITOR: VIVIAN HILGROVE

Vivian Hillgrove is a highly acclaimed editor whose extensive picture editing credits include *Henry and June* and *The Unbearable Lightness of Being* by Phil Kaufman. Her sound editing credits include *Blue Velvet* by David Lynch, *Amadeus* by Milos Forman, which won 11 Academy Awards® in 1984, and *One from the Heart* by Francis Coppola. Her documentary work includes *Broken Rainbow* by Victoria Mudd, which won an Academy Award® in 1985, six award-winning documentary films by Lourdes Portillo including *The Devil Never Sleeps* and *Senorita Extraviada*, which won a special jury prize at Sundance and the 2002 International Documentary Award. Her other documentary credits include *First Person Plural*, *Heart of the Sea* and *The Future of Food* by Deborah Garcia.

CINEMATOGRAPHER/ASSOCIATE PRODUCER: ADRIAN BELIC

Adrian and his brother, Roko, formed Wadi Rum Productions in 1996 and embarked on their first production, *Genghis Blues*, winner of the 1999 Sundance Audience Award and a 2000 Academy Award® Nominee for Best Feature Documentary. Adrian recently completed his latest project *Beyond the Call*, a feature documentary shot in Afghanistan and Asia about three Americans who travel to the world's war zones delivering lifesaving humanitarian aid.

ABOUT THE GUIDE'S AUTHORS

A team from the Center for Consciousness and Transformation (CCT) at George Mason University developed the *HAPPY Higher Education Instructor's Guide*. CCT is an interdisciplinary teaching and research center whose mission is to understand the nature and effects of individual and group consciousness and its role in transformative learning and social change.

A central premise of the Center is that human consciousness is a key variable in the process of transformative learning for individuals, which in turn can lead to transformational change on individual, organizational, and societal levels. The Center's approach incorporates traditions and practices with modern scientific methods for full exploration of the vast worlds of consciousness and transformation. Focal areas include well-being, positive psychology, leadership, and creativity.

Learn more about CCT by visiting cct.gmu.edu or contacting the Center at infocct@gmu.edu.



LOUIS ALLORO, MAPP, MED

Louis Alloro is a change-agent working with individuals and systems to enable positive evolution. He is one of the first one hundred people in the world to earn a Master's of Applied Positive Psychology from the University of Pennsylvania. Louis is a fellow at George Mason University's Center for Consciousness and Transformation and owns a NYC-based consultancy, which partners with the SOMO Leadership Movement, a city-wide intervention in Cleveland, Ohio.



STACEY GUENTHER, MSODKM

Stacey Guenther is the director of educational programs for the Center for Consciousness and Transformation. She earned her master's degree in organization development and knowledge management from George Mason University in 2004 and worked as an organization development consultant until joining the CCT staff in 2009. Stacey led the development of the CCT Generative Well-Being Coaching Advanced Certificate as well as the Mindful Living LLC (living and learning community) for undergraduate students at Mason. Prior to Mason, Stacey worked for more than 14 years in marketing communications with a number of well-recognized brands including McDonald's, Wegmans, Starbucks, Eastman Kodak, and Ralston Purina. Other career highlights include managing fund-raising events and volunteers for Make-A-Wish and serving as a civilian reporter at a U.S. Army installation in Germany.



NANCE LUCAS, PHD

Nance Lucas is the dean and associate professor of New Century College at George Mason University. She received her Ph.D. from the University of Maryland, College Park with a concentration in leadership studies and ethics. Her teaching and scholarship interests focus on leadership, well-being, strengths, and character development. She is co-author of a best-selling book, *Exploring Leadership: For College Students Who Want To Make A Difference*, and contributing author of *Leadership Reconsidered* and *The Social Change Model of Leadership Development*. Nance is the co-founder of the Mason Institute for Leadership Excellence (MILE), MasonLeads, and Mason’s Leadership Legacy Program. She is an affiliate faculty member with The Gallup Organization. Nance served as the creator and convener of the 1997 Global Leadership Week Program (a world-wide leadership program initiative spanning five continents), co-founder of the National Leadership Symposium, co-founder of the National Clearinghouse for Leadership Programs, and a past chair of the National InterAssociation Leadership Project.



SARA OLIVERI, MAPP

Sara Oliveri is one of fewer than 250 people in the world to earn her master’s degree in Positive Psychology – the science of individual and organizational thriving. Sara is the founder of a coaching and consulting business in Washington, D.C., where she coaches individuals and organizations to work at their highest levels and enjoy high qualities of life. Sara’s approach to coaching is to help clients cultivate their current strengths as well as identifying and helping clients understand key areas for growth. Sara was trained directly by Martin Seligman, the founder of positive psychology, and has recently worked with businesses such as Womble Carlyle Sandridge & Rice and Millennium Partners to train attorneys, managers, and staff in positive psychology techniques. Sara’s work is future and action oriented. Sara guides individuals and organizations in areas such as employee engagement, relationships, health, happiness, and work life balance. Described by her clients as wise, practical, and inspirational, Sara empowers people to create satisfying and meaningful lives.



SHANNON M. POLLY, MAPP

Shannon M. Polly is a corporate communications trainer, facilitator, and speaker and founder of Accentuate Consulting. Shannon uses empirical research from positive psychology with her organizational clients to deliver workshops on fostering positive and flourishing workplaces. She also facilitates appreciative inquiry summits and delivers training on executive presence. She has worked with managers, partners, and

executives of such clients as Booz Allen Hamilton, Lehman Brothers, PwC, Deloitte & Touche, Citibank, the United States Olympic Committee, the U.S. Olympic athletes, PNC Bank, JPMorgan Chase, Merrill Lynch, and Mackenzie Consulting. Shannon received her Master's in Applied Positive Psychology (MAPP) from the University of Pennsylvania. She also holds a graduate degree from the London Academy of Music and Dramatic Art and a bachelor's degree with honors from Yale University. Shannon has been an assistant instructor in the MAPP program at the University of Pennsylvania. She has given lectures at West Point, Columbia Business School, Wharton Business School, the University of Delaware, and the MAPP program. She is a contributor to the book, *Positive Psychology at Work*. In addition, she is a trainer for the Master Resiliency Training program for the U.S. Army. She lives in Washington, D.C., with her husband and daughter.



BRANDICE ROGERS, MA

Brandice Rogers is program coordinator for the Center for Consciousness and Transformation. She earned her master's degree with honors in English with an emphasis in teaching composition and has taught a variety of college writing courses. She also has a strong background in yoga and Buddhist philosophy, and she completed advanced yoga teacher training certification with Yoga Works in Los Angeles. She has been registered with Yoga Alliance at the 500-hour level since 2007. Brandice's special interest includes the research and applications of mindfulness, compassion, and well-being in education, parenting, and across the lifespan. For fall 2012, Brandice is co-teaching an undergraduate course called "Science and Applications of Mind-Body Integration" with Dr. Mark Thurston.



MARK THURSTON, PHD

Mark Thurston, Ph.D., is senior fellow at George Mason University's Center for Consciousness and Transformation. With an academic background in psychology, he has worked in the fields of consciousness studies, holistic health, and mindfulness training for 35 years. Mark is faculty coordinator for the University's undergraduate minor in consciousness and transformation, for which he teaches two required courses.



HOW TO USE THIS GUIDE

The materials and resources presented in the Guide are focused on higher education settings, particularly for instructors and student activities professionals. We imagine others who work with collegiate populations will find the content useful as well. For each chapter, you'll find discussion questions, assignments, activities, and additional resources, which you can use in part or in full. The concepts contained here and in the film are part of a large body of knowledge that could take you through an hour of a class or an entire course of study. These resources are meant to be a sample of the large, complex body of work from the positive psychology field. The activities throughout this Guide are designed for application purposes as a way to facilitate students' learning and development. We encourage the use of supplemental resources in teaching students about the major concepts throughout *HAPPY* given their complexity and the science that supports them.

This Guide can be used as a whole in debriefing the film or by applying individual chapters that correspond with sections of the film. Should you wish to show the entire film and then have discussion questions, in-class activities, and assignments, simply pull your favorites from the various chapters.

Happiness is applicable to any discipline, and its study provides students as well as instructors with a means of enhancing their major courses of study, careers, and relationships. By living more purpose-filled, connected, positive lives, students will find that whatever they do becomes more meaningful and intentional. When one acts from a full, rich place, the work they do and the relationships they have also become fuller and richer. We hope your use of the film and this Guide helps you to bring a part of this full, rich experience into your classroom.

Below, you will find many different ways the resources and materials in this guide can be used, and perhaps the list will stimulate your ideas for others as well:

- Freshman orientation / first-year experience
- Freshman transition and similar courses
- Introductory courses in psychology, sociology, economics, conservation studies, etc.
- Resident advisor (and other student housing staff) training and courses
- Orientation leaders
- Senior seminar
- Graduation experience
- Living and learning communities
- Career and counseling centers
- Campus film series
- Faculty development workshop
- Student leadership and development programs
- Student organizations and student advisors training
- Student admission ambassador training
- Health center outreach and staff development
- Psychology and counseling services
- Athletics programs
- Varsity athletics teams
- Alumni volunteer boards
- Student advisors / academic advisors
- Greek programming
- Honors college
- One-credit courses
- Inter-term short courses
- ROPES / challenge courses
- Outdoor college prep and orientation such as Outward Bound

OVERVIEW OF POSITIVE PSYCHOLOGY

Positive psychology emerged as a division in the American Psychological Association in 1999 to address the science of positive emotions and positive relationships. Dr. Martin Seligman was president of the American Psychological Association (APA) when the division of positive psychology was created. Seligman describes the goal of positive psychology “to catalyze a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life” (Seligman, 2002, p. 3).

The field of psychology’s preoccupation with dysfunction produced approximately 40,000 labels identifying what is wrong with people (dysfunction) and only 4,000 labels addressing what is right about individuals. In an examination of 100 years of literature published in psychology, there are 8,000 articles on anger, 58,000 on anxiety, 71,000 on depression and *only* 850 articles on joy, 3,000 on happiness, and 5,700 on life satisfaction (The Gallup Organization, 2010). The psychology literature is dominated by a focus on psychological disorders – what is wrong with individuals. Given the historical trends in mental health, the World Wide Health Organization predicts that depression will be the second leading cause of death, affecting 30% of the world’s population by the year 2020 (Lyubomirsky, 2007). Positive psychology highlights what is right about people, organizations, and communities and attempts to reverse the direction from languishing states toward human flourishing, from being disengaged to being engaged.

The positive psychology field is interdisciplinary in nature and influenced by various schools of thought such as psychology, neuroscience, neuropsychology, economics, sociology, and leadership studies to name a few. The growing evidence from the positive psychology field perpetuates hope that scientists will reverse the trend from the historical focus of psychological dysfunction to an emphasis on psychological well-being. The HAPPY film contributes to this goal through examples of resilience, happiness, compassion, gratitude, and what it means to live the good life.

WORKS CITED

Lyubomirsky, S. (2007). *The how of happiness: A new approach to getting the life you want*. New York: The Penguin Group.

Seligman: M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: The Free Press.

CHAPTER 1

THE STUDY OF HAPPINESS

“As human beings, we are looking for happiness that won’t be so vulnerable to changing conditions, that is sustainable. That’s real happiness. And we find it by cultivating our inner resources and skills.”

- Sharon Salzberg

HIGHLIGHTS IN THIS SECTION

- Happiness
- Flow
- Dopamine effects on happiness
- Curiosity

LEARNING OUTCOMES FOR THIS SECTION

1. Defining happiness
2. Understanding the nature and nurture aspects of happiness
3. Understanding “happiness” as a learned phenomenon
4. Exploring the concept of flow as a way to increase happiness
5. Examining the neurological dimensions of happiness

While there is a recent explosion of books, magazine articles, and journals on happiness and the study of happiness, the concept was studied thousands of years ago by the philosopher kings and the Confucians. Aristotle’s premise of happiness was connected to the good life. His central theme was that the end goal of life is to achieve greater happiness (Nicomachean Ethics). Aristotle’s theory transcended every day feelings of pleasure and joy by asserting that happiness is the purpose of living a good life.

This chapter provides an overview of the science behind positive emotions, such as happiness. From the twentieth century to date, happiness was studied through an examination of psychological and sociological dimensions. We know from current studies that happiness is culturally influenced.

While many definitions of happiness exist, researchers tie the concept to subjective well-being – an individual’s assessment of his or her life satisfaction. Ben-Shahar (2007) defines happiness as “the overall experience of pleasure and meaning” (p. 33). This interpretation assumes that happiness is tied to an overall sense of one’s experiences

and accumulative experiences that subjectively define happiness.

The study of happiness classifies our levels of happiness in three ways: positive affect (positive emotions), negative affect (negative emotions), and life evaluation (overall life satisfaction) (World Happiness Report, 2012). The science behind the emotions associated with happiness and well-being move all of humanity toward a comprehensive understanding of what it means to live a good life – a life full of purpose and meaning. An obsession with negative emotion, human dysfunction, and weaknesses merely contributes to our insights on what it means to languish.

Studies on what makes individuals happier than others, including twin studies, concluded that our levels of happiness hinge on various factors, including genetic and environmental ones. Lyubomirsky, Sheldon, and Schkade identified three salient factors that determine happiness: set point (50%), intentional activity (40%), and life circumstances (10%) (Lyubomirsky, 2007). Approximately half of what explains our state of happiness is genetically influenced. Even though we experience fluctuations in happiness, we return to our set point, whether that set point is genetically high, medium, or low. In summary, 40% of our happiness is within our locus of control. Even when we factor in life circumstances such as income level or being married versus being single, some life circumstances such as higher incomes are not tied to greater levels of happiness. While there is a debate among scholars about exactly what percentages can be attributed to one's set point, intentional activity, and life circumstances, there is consensus that happiness can be learned.

The field of neuroscience examines the impact of brain activity on human behavior and on the mind. In the video segment showing surfer Ronaldo Fadol, you can see that he is living in the moment and his physical activities of surfing and exercise bring him fulfillment and happiness. Neuroscientists might explain Ronaldo's zest for life by analyzing his brain activity and responses as a result of physical activities, such as surfing, that bring him great joy in his life. Dopamine is a neurotransmitter associated with brain activity (Hanson, 2009). Dopamine levels increase when encountering activities that might bring a sense of reward or desire toward a future event (receiving an invitation from a friend to go see a movie that is on your list). Ronaldo's passion for surfing most likely results in increased levels of dopamine, allowing him to experience pleasure and feelings of elation.

Being curious can possibly move our set point forward and can be a strategy to intentionally increase our well-being and pleasure (Kashdan, 2009).

According to Kashdan, "Curiosity is different than other ways of being fulfilled in that it's about appreciating and seeking out the new. It's about being flexible, recognizing the novelty and freshness of the familiar. Instead of trying desperately to explain and control our world, as a curious explorer we embrace uncertainty." (2009, p.11).

Kashdan posits his concept of curiosity as a way to increase dopamine levels through



seeking novel experiences (2009).

Hanson (2009) cautions that while humans seek events that bring pleasure and joy, the brain is drawn to negativity more than positive events – negative ones have more impact than positive ones. People should be aware of the brain’s negativity bias and search for ways to intentionally highlight positive events. The intention is not to ignore negative events, but rather balance those negative experiences with positive ones. Because the brain is drawn toward the negative, it requires a greater amount of energy and focus on the positive.

Individuals who excel at a craft, skill, or talent often experience elevated states of happiness, passion, and fulfillment. These individuals often get lost in the moment, are immersed completely in an activity, experience harmony – this is a concept called “flow.” Flow is “... the dynamics of momentary experience and the conditions under which it is optimal” (Nakamura & Csikszentmihalyi, 2002, p. 93). Csikszentmihalyi (1990) refers to flow as an optimal experience: “They are situations in which attention can be freely invested to achieve a person’s goals, because there is no disorder to straighten out, no threat for the self to defend against.” Phrases used by those who have experienced flow include “in the zone” and “floating” (Csikszentmihalyi, 1990). Flow results in a feeling that life is worth living. Ronaldo Fadol lives in the moment and experiences surfing as a spiritual experience.

NOTES FOR INSTRUCTORS

- Refer students to the work of Mihaly Csikszentmihalyi, author of *Finding Flow* (1997). Csikszentmihalyi’s research revealed that people experience flow when they are doing something they enjoy the most like singing, running, playing golf, painting, and climbing a mountain. It is important to note that active engagement is an essential component of flow versus passive activities like watching football or attending a concert. Flow increases happiness.

DISCUSSION QUESTIONS

1. Before watching this segment, ask students to reflect upon a time in their life when they experienced a high point of personal happiness. What made that experience one of the happiest moments for you? Who was impacted by your feelings of happiness in that situation? What brought about this experience?
2. Do you believe happiness is something that you are born with or that you can develop for yourself and others? What underlies your beliefs and assumptions? Can you identify individuals who you believe are born with a happy disposition?
3. Do you know of people who are happy with who they are and what they have

in life? Describe this person's characteristics and attributes and their personal philosophy of how they view life. How does this person live their life.

4. Ask students to reflect on the past two weeks of their lives and identify a time or moment when they were curious. What sparked your curiosity? (Kashdan, 2009). What was that moment of curiosity like?
5. What could you explore that you have not already done in your life? What piques your interest about this?
6. What does "being in the zone" mean to you? When have you experienced flow in your life? What experience, activity, or event has made you realize that life is worth living?

IN-CLASS ACTIVITIES

1. Part 1: Reflect on your own happiness by writing a paragraph or two on how you would describe your life satisfaction and your happiness.

Part 2: Using this reflective paragraph on life satisfaction, draw a pie chart showing 50% of happiness as your set point, 40% as intentional activity, and 10% as life circumstances. Write inside each of those three spaces how you would explain your happiness. Then, determine your own percentages in each of the three dimensions.

2. Pick two examples that recently increased your happiness. Now, identify two additional activities and commit to implementing those within three days from now.
3. Personal best story: think of a time in your life when you were at your best - using all of your strengths. Describe that situation. What made it your personal best example? What did it feel like? What behaviors did you exhibit? (Lyubomirsky, 2007, p. 108-109). How did others respond to your experience if someone witnessed it?
4. Reflect on the past two weeks about a moment that you can identify when you were curious. What sparked that curiosity? Was it a person, a situation, a good book, a movie, or something else? How did that challenge you or add to your knowledge and growth? What did you discover? What insights did you gain?
5. What is something familiar that you could learn more about? What could you explore that you have not already done but is on your list of interesting things to do or experience? How will you go about doing it?

ASSIGNMENTS

1. Complete the Subjective Happiness Scale assessment. This is a free online assessment that takes about one minute to complete. To access the assessment, go to Dr. Sonya Lyubomirsky's website at: http://chass.ucr.edu/faculty_book/lyubomirsky

Click on Discover Your Happiness on the navigation bar. Click on the first question: Do you want to learn how happy you are? Follow the instructions. You can also find the Subjective Happiness Scale in Dr. Lyubomirsky's book entitled, *The How of Happiness*, on page 33. After receiving your score, think about what this means to you and is it an accurate portrayal of you feel? Why or why not? What things can you do to increase and/or sustain your levels of happiness?

2. Complete the Person-Activity Fit Diagnostic. Which set of happiness-boosting activities is best suited for you? To access the assessment, go to Dr. Sonya Lyubomirsky's website at http://chass.ucr.edu/faculty_book/lyubomirsky/Quiz/fit_diagnostic.html You can also find the Person-Activity Fit Diagnostic in Dr. Lyubomirsky's book entitled, *The How of Happiness*, on page 74.
3. Download the *Live Happy* App from iTunes and complete 5 activities (Lyubomirsky website). A handout is included at the end of this chapter.
4. Identify eight ways that gratitude boosts happiness (Lyubomirsky, 2007, p.89).
5. Take VIA® Inventory of Strengths Survey. This is a free, online assessment that measures character strengths. There are a total 24 character strengths that are organized by six broad character classifications. This assessment will take about 25 minutes to complete. The following are instructions to get started: Go to <http://www.VIAcharacter.org> to complete the free VIA assessment. The first step is to complete the registration to take the survey. Follow the instructions after you submit your registration. After you complete the survey, print the results and record your login information for future use. You can assess your profile on this site by using your login and password information.
6. Watch the movie, "The Bucket List" (2007), which can be rented or purchased online through amazon.com at <http://www.imdb.com/title/tt0825232/> Write a reflection paper on the lives of the two main characters (Edward Cole and Carter Chambers) as they travel around the world in pursuit of their "bucket list" of activities. How would they compare and contrast the two main characters around themes of happiness, gratitude, joy, grief, sorrow, and loss? What are the lessons about living life to the fullest and what it means to live a "good" life?

WORKS CITED

- Ben-Shahar, T. (2007). *Happier: Learn the secrets to daily joy and lasting fulfillment*. New York: McGraw-Hill Companies.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: HarperCollins Publishers.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
- Hanson, R. (2009). *Buddha's brain: The practical neuroscience of happiness, love, and wisdom*. Oakland, CA: New Harbinger Publications, Inc.
- Kashdan, T. (2009). *Curious?: Discover the missing ingredient to a fulfilling life*. New York: HarperCollins Publishers.
- Lyubomirsky, S. (2007). *The how of happiness: A new approach to getting the life you want*. New York: The Penguin Group.
- Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In Synder, C. R. & Lopez, S. J. (Eds.), *Handbook of Positive Psychology*. New York: Oxford University Press.

RESOURCES

Books

- Ben-Shahar, T. (2010). *Even happier: A gratitude journal for daily joy and lasting fulfillment*. New York: McGraw-Hill.

This guided journal includes exercises and tools to increase happiness in daily activities that are grounded in scientific findings. These thought-provoking activities are designed to explore the habits of mind when striving to live a purposeful life.

- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.

This book highlights evidence from studies of people who were happiest when in a state of flow. The author describes how to find flow in various dimensions of life.

- Hanson, R. (2009). *Buddha's brain: The practical neuroscience of happiness, love, and wisdom*. Oakland, CA: New Harbinger Publications, Inc.

Hanson reveals how research from neuroscience and an understanding of the brain can help individuals achieve greater happiness in their lives. The book is complete with practices that can impact the brain's functioning.

- Kashdan, T. (2009). *Curious?: Discover the missing ingredient to a fulfilling life*. New York: HarperCollins Publishers.

Kashdan highlights research on creating meaning in life when we are aligned with our purpose,

values, and natural curiosities. It includes unique perspective-shifting exercises, strategies, and questions for self-inquiry, as well as empowering stories.

Lyubomirsky, S. (2007). *The how of happiness: A new approach to getting the life you want*. New York: The Penguin Group.

This book outlines a number of exercises that are in this guide and the research on happiness that documents the efficacy of those exercises.

Seligman: M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: The Free Press.

The father of the positive psychology movement, Seligman highlights research on strengths-based living to buffer against depression and sustain levels of authentic happiness.

Videos and Websites

The Greater Good Science Center. Retrieved from <http://greatergood.berkeley.edu>.

Dedicated to the science and practices of what it means to live a good life and a life of compassion in areas related to psychology, sociology, and the neuroscience of well-being.

The Happiness Project. Retrieved from <http://www.happiness-project.com>.

Books, videos, and resources designed to deepen your awareness and understanding about happiness and how to boost and sustain it.

The Happiness Project. Retrieved from <http://www.happiness.co.uk>.

Based in the U.K., this website offers online courses daily inspirations, educational resources, and training programs.

The How of Happiness. Retrieved from http://chass.ucr.edu/faculty_book/lyubomirsky.

Resources to assess your happiness and strategies for increasing it based on Dr. Sonya Lyubomirsky.



CHAPTER 1

HANDOUTS

VIA® Reflection Questions

Live Happy App Activity

VIA® REFLECTION QUESTIONS

Write down your top VIA character strengths.

After reviewing your VIA character strengths report, what stands out or surprises you?

Choose one character strength. How do you use this strength in your daily life?

Choose one character strength. How might this character strength help you manage your stress better?

Of the 24 VIA strengths, which strengths are you currently using most here at Enlightened? Describe ways that you currently use them?

LIVE HAPPY APP ACTIVITIES

INSTRUCTIONS: Go to the App Store in iTunes and download the Sonja Lyubomirsky's *Live Happy* app. The activities and notes below accompany the app.

OPTIMISM ASSIGNMENT

Activity

Work on the Optimism domain of the app. This will take about 15-20 minutes to complete.

Set aside 15 minutes of reflection time and to think about what you imagine or expect your life to look like in the next few years if everything went as well as possible.

Write about what you imagined or visualized in the following domains: education, community involvement, family life, romantic life, social life, career, health and fitness, leisure and hobbies).

Record your thoughts in the Optimism section – best possible self.

SAVOR ASSIGNMENT

Notes to Instructor

- Savoring allows you to capture moments of beauty.
- It encourages you to slow down and appreciate in the moment experiences.
- Savoring contributes to happiness.

Activity

- Work on a Savoring Album. This will be an on-going work in progress.
- Over the course of a week, capture as many moments of beauty or happiness as possible by taking a picture utilizing the savor button.
- Along with the pictures, enter brief text that describes the moment they captured in the photo.
- Pair up and select one or two “moments” that you captured with your classmate.

Discussion Questions

- What is meaningful about the moments you chose to capture?
- What do you appreciate the most about this moment?
- How did you feel about what you captured.

SOCIAL - ACTS OF KINDNESS AND NURTURE RELATIONSHIPS ASSIGNMENT

- Work on the Social domain of the app. This will be an on-going work in progress.
- Nurture relationships. Choose someone to make contact with - someone with whom you want to strengthen your relationship. This should be someone that can benefit from your listening skills, time, support, or friendship.
- Express your appreciation and gratitude to the person you chose to connect with.
- Acts of Kindness. Think of a person that could benefit from your help. The person can be someone you know or someone you don't know. Have a "Pay It Forward" mindset when doing this activity.
- Write acts of kindness in the kindness journal.

STRIVE - SETTING GOALS ASSIGNMENT

Activity

1. For this activity, write down a goal that you want to attain and how long you think it will take you to achieve the goal.
2. To help you choose the right goals, first rate the goals using the following:
 - Intrinsic (as opposed to extrinsic)
 - Authentic (as opposed to inauthentic)
 - Approach-oriented (as opposed to avoidance oriented)
 - Harmonious (as opposed to conflicting)
 - Activity-based (as opposed to circumstance-based)
 - Flexible and appropriate (as opposed to rigid and inappropriate)
3. Once you've completed rating your goal, brainstorm baby steps you could take. What is one simple action you can take toward achieving the goal you have identified?
4. Pair up, share the goal they identified with their partner, and describe the baby step that they can take to move toward achieving the goal.
5. Check-in with each other weekly to discuss progress and strategies to overcome any barriers.
6. Keep a record of their goals in the Live Happy app.

THANK - GRATITUDE ASSIGNMENT

Activity

1. Work in the Thank domain of the app.
2. Think of a specific person whom you would like to express appreciation to and who has been influential or kind to you. Do so in concrete terms. (i.e., phone call, email, text, etc.,) Do this via the Express Gratitude button in the app.
3. Create a gratitude journal by writing 3-5 things for which you are grateful. Do this once a week in the app so that all of the things you are grateful for are noted in the same place.
4. Pair up with a gratitude buddy who you can check-in with about how the exercises are going.

CHAPTER 2

WHAT REALLY MAKES US HAPPY?

“The great surprise of the resilience research is the ordinariness of the phenomena. Resilience appears to be a common phenomenon that results in most cases from the operation of basic human adaptational systems. If those systems are protected and in good working order, development is robust even in the face of severe adversity.”

- Ann Masten

HIGHLIGHTS IN THIS SECTION

- What is resilience?
- Post Traumatic Stress Disorder vs. Post Traumatic Growth
- Expectations of happiness and experienced happiness
- What is the hedonic treadmill?
- Expounding on research of well-being and social support
- Extrinsic and intrinsic goals and which lead to higher levels of well-being

LEARNING OUTCOMES

1. Defining resilience and the myths of resilience
2. Explaining the difference between Post Traumatic Stress Disorder and Post Traumatic Growth
3. Explaining the difference between expectations of happiness and experienced happiness
4. Defining the hedonic treadmill
5. Expounding on research of well-being and social support
6. Defining the difference between extrinsic and intrinsic goals

People overestimate the impact of both good and bad events on their future happiness (Gilbert, 2007). 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 (Reivich & Shatté, 2002).

Many people have heard of the concept of Post Traumatic Stress Disorder (PTSD), as it is frequently profiled in the news and in discussions of soldiers returning from war. What gets less attention is a phenomenon known as Post Traumatic Growth (PTG). Research shows that, just like Melissa Moody, nearly two thirds of people who experience a traumatic event are more resilient after they experience the event than they were before (Peterson,

Park, Pole, D'Andrea & Seligman, 2008).

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 – and want more. This phenomenon is known as the hedonic treadmill or hedonic adaptation (Gilbert, 2007).

According to a study cited in the film (Diener and Biswas-Diener, 2008), one thing that the happiest people have in common is a close network of family and friends. Happy people do not necessarily love or get along with everyone, but they have a strong base of support—as depicted by the Blanchard family in the film. (It is important to note that family means different things to different people, and family members may not necessarily be biologically related). Researcher Chris Peterson is often quoted as saying, “Other people matter.” And in fact, research shows that even introverts are happier when they are with other people (Fleeson, 2002).

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) (Yukl, 2010). Research shows that intrinsically oriented people are happier than extrinsically oriented people (Lyubomirsky, Sheldon, & Schkade, 2005).

NOTES FOR INSTRUCTORS

- For more information on PTSD, go to: <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001923/>
- For a broad overview of PTG (Post Traumatic Growth), see: http://en.wikipedia.org/wiki/Posttraumatic_growth
- The hedonic treadmill (or hedonic adaptation) is defined as: The tendency of a person to remain at a relatively stable level of happiness despite a change in fortune or the achievement of major goals. According to the hedonic treadmill, as a person makes more money, expectations and desires rise in tandem, which results in no permanent gain in happiness.

- Reaching out to others in good times (and bad) builds positive relationships (Tedeshi & Calhoun, 2004).
 - Greater problem-solving abilities
 - Higher level of meaning in life
 - Higher levels of happiness
- Another resource to discuss resilience is the B. Joseph White case study created by the University of Michigan. The teaching note is available for free to educators. It is a three-part case that describes the reaction and attitudes demonstrated by B. Joseph White upon hearing that he was not chosen to be president of the University of Michigan in May of 2002. Joe White responded to this news resiliently by helping the University make a smooth transition to a new president. This case study can be used to:
 - Enable understanding of resilience
 - Explore the benefits of being resilient in the face of adversity and disappointment
 - Elaborate on the conditions and beliefs that foster resilience in individuals
 - The B. Joseph White Case Study can be purchased for \$2 per section (\$6 total) at:
 - Part 1: <http://www.globalens.com/casedetail.aspx?cid=1428852>
 - Part 2: <http://www.globalens.com/casedetail.aspx?cid=1428858>
 - Part 3: <http://www.globalens.com/casedetail.aspx?cid=1428859>

DISCUSSION QUESTIONS

1. Before showing the film chapter, ask students to consider the following: 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?
2. 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?
3. Before showing the film chapter, ask students how they would define resilience.
4. After seeing the film, ask students if they would adjust their definition of resilience. Then share with them the following definition: “Resilience is the ability to overcome obstacles, to bounce back from a failure or a setback. It’s the ability to steer through the everyday stressors that we... always face, so that no matter

what life puts in your path, you're still able to persist and go after your goals.”
-Dr. Karen Reivich, taken from a video series found at <http://www.fishfulthinking.com>. The particular video in which Dr. Reivich defines resilience can be found at <http://www.goldfishsmiles.com/Home/ActivityDetail/717>.

5. What do you think the benefits of resilience are? Then reveal the answers from the research located in the workbook.
6. What are the things you do that make you the happiest? How often do you do them? What does the research say about whether they actually make you happy or whether you will adapt to them?
7. Have you ever gotten something you wanted only to find that it didn't make you as happy as you thought it would? What was it? Has that affected how you approach that thing in the future?
8. What do you think enabled Melissa Moody to overcome her devastating accident? What skills or resources did she need to draw on?
9. 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?
10. Who can you rely on when you need help with a challenge? A roommate? Professor? Parents? Family member? Friends?
11. Think about your current top five goals. Are they intrinsic goals or extrinsic goals?

IN-CLASS ACTIVITIES

1. Before showing the film chapter, ask students to complete the **Resiliency Assessment** located at the end of the chapter. Wait to reveal the answers.
2. After seeing the film chapter, ask students if they would adjust any of their answers to the quiz on the myths of resilience. Then reveal the answers.
3. Exercise: ABCDE
4. Research from Cognitive Behavioral Therapy (http://www.nami.org/Template.cfm?Section=About_Treatments_and_Supports&template=/ContentManagement/ContentDisplay.cfm&ContentID=7952) shows that how we think about a problem dictates how we react to that problem and that our thoughts are where we have leverage to change our behaviors or reactions. Complete the **ABCDE** exercise and discuss their results. How can you change

how you think in a given situation?

5. Complete the **What Door Opened?** exercise at the end of the chapter and discuss your answers.
6. Make a list of people in your life who can help you when you need it, what areas of your life each person offers assistance, and the last time you asked that person for help. Do you still believe that resilient people go it alone?
7. Write out your top 5 goals for the semester. Then label which ones are extrinsic goals and which are intrinsic goals. Would you change any of those goals based on what you have learned from the film?

ASSIGNMENTS

1. Take the PANAS (Positive and Negative Affect) scale located under the Questionnaires tab at: <http://www.authentic happiness.com>. Take the survey at the beginning of the class and at the end of the class (if course duration is longer than a month) and compare results. What is the difference between what the two tests measure?
2. Take the Satisfaction with Life Scale located under the Questionnaires tab at: <http://www.authentic happiness.com>. Take the survey at the beginning of the class and at the end of the class (if course duration is longer than a month) and compare their results. What is the difference between what the two tests measure?
3. Write your thoughts about the following: 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)?
4. Take the Resilience Assessment located at the end of this chapter and analyze their results.
5. Take the PTGI (Post Traumatic Growth Inventory) located at: <http://cust-cf.apa.org/ptgi/> and discuss your results. (Almost all students will be able to relate to transitioning to college as a major life change.)

WORKS CITED

- Demos, E. V. (1989). Resiliency in infancy. In T. F. Dugan & R. Cole (Eds.), *The child of our times: Studies in the development of resiliency* (pp. 3-22). Philadelphia: Brunner/Mazel.
- Diener, E. & Biswas-Diener, R. (2008). *Happiness: Unlocking the Mysteries of Psychological Wealth*. Oxford: Blackwell.
- Diener, E., Lucas, R. E., & Scollon, C. (2009). Beyond the Hedonic Treadmill: Revising the Adaption Theory of Well-being. *The Science of Well-being. Social Indicators Research Series*, 37, 103-118.
- Fleeson, W. (2002). An Intraindividual Process Approach to the Relationship Between Extraversion and Positive Affect: Is Acting Extraverted as 'Good' as Being Extraverted? *Journal of Personality and Social Psychology*, 83(6), 1409-1422.
- Gilbert, D. (2007). *Stumbling on Happiness*. New York: Vintage.
- Kumpfer, K. L. (1999). Factors and processes contributing to resilience: The resilience framework. In M. D. Glantz & J. L. Johnson (Eds.), *Resilience and development: Positive life adaptations* (pp. 179-222). New York: Kluwer Academic/Plenum Publishers.
- Masten, A. (2001). Ordinary Magic: Resilient processes in development. *American Psychologist*, 56(3), 227-238.
- Peterson, C., Park, N., Pole, N., D'Andrea, W., & Seligman, M. E. P. (2008). Strengths of character and posttraumatic growth. *Journal of Traumatic Stress*, 21, 214-217.
- Reich, J. W., & Zautra, A. (1981). Life events and personal causation: Some relationships with satisfaction and distress. *Journal of Personality and Social Psychology*, 41, 1002-1012.
- Reivich, K. & Shatté, A. (2002). *The Resilience Factor: 7 Keys o Finding Your Inner Strength and Overcoming Life's Hurdles*. New York: Broadway Books.
- Seligman, M.E.P. (1990). *Learned Optimism*. New York: Knopf.
- Siebert, A. (2005). *The Resiliency Advantage*. New York: Berrett-Koehler.
- Tedeschi, R.G., & Calhoun, L.G. (2004). *Posttraumatic Growth: Conceptual Foundation and Empirical Evidence*. Philadelphia, PA: Lawrence Erlbaum Associates.
- Tugade, M. M., Fredrickson, B. L., & Barrett, L. F. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. *Journal of Personality*, 72, 1161-1190.
- Yukl, G. (2010). *Leadership in Organizations* (7th ed.). Upper Saddle River: New Jersey. Pearson Education, Inc.

RESOURCES

Books

Lyubomirsky, S. (2007). *The How of Happiness*. New York: Penguin Group.

This book outlines a number of exercises that are in this guide and the research that delineates the efficacy of those exercises.

Rachman, S (1997). The evolution of cognitive behaviour therapy. In Clark, D, Fairburn, CG & Gelder, MG. (Eds.), *Science and practice of cognitive behaviour therapy*. Oxford: Oxford University Press. pp. 1-26.

This chapter gives a good background on CBT, the underpinnings beneath the ABCDE exercise.

Seligman, M.E.P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-Being*. New York: Free Press.

The father of positive psychology's newest book outlining his new theory of well-being. It also discusses the Army's resilience training program.

Articles

Butler, G., Fennell, G., Robson, P. and Gelder, M. Comparison of Behavior Therapy and Cognitive Behavior Therapy in the Treatment of Generalized Anxiety Disorder, *Journal of Consulting and Clinical Psychology* 59 (1991): 167-75.

This article discusses how cognitive behavioral therapy (CBT) can help reduce anxiety.

Sheldon, K.M, Lyubomirsky, S. (2006). Achieving Sustainable Gains in Happiness: Change your Actions not your Circumstances. *Journal of Happiness Studies* 7, 55-86.

This article discusses that in order to change our levels of well-being we need to make well-being practices and actions a daily habit.

Videos and Websites

Articles on positive psychology. Retrieved from <http://www.positivepsychologynews.com>.

Authentic Happiness and The Happiness Hypothesis. Retrieved from <http://www.youtube.com/watch?v=b5Hrox3hoo>.

The clips explain that effects of the hedonic treadmill and the economics of happiness.

Assessment in experienced ratio of positive to negative emotions. Retrieved from <http://www.positivityratio.com>.

Blogs and articles in psychology. Retrieved from <http://www.psychologytoday.com>.

Dan Gilbert. Retrieved from http://www.ted.com/talks/lang/en/dan_gilbert_asks_why_are_we_happy.html

This is a great video that describes the discrepancy between what we think will make us happy and what actually does.

Dr. Reivich's ideas for building resilience in children. Retrieved from <http://www.fishfulthinking.com>.

Dr. Seligman's free assessments. Retrieved from <http://www.authentichappiness.com>.

Dr. Siebert's resources on building resilience. Retrieved from <http://www.resiliencycenter.com>.

U.S. Army's Comprehensive Soldier Fitness Program. Retrieved from <http://csf.army.mil>.

Website detailing the program designed to train soldiers to teach resilience to others. Currently being implemented across 1.1 million soldiers in the army.



CHAPTER 2

HANDOUTS

Resiliency Assessment

ABCDE

What Door Opened?

RESILIENCY ASSESSMENT

Rate yourself on the following items: (1 = very little; 5 = very strong)

- __ In a crisis or chaotic situation, I calm myself and focus on taking useful actions.
- __ I'm usually optimistic. I see difficulties as temporary, expect to overcome them, and believe things will turn out well.
- __ I can tolerate high levels of uncertainty and ambiguity.
- __ I adapt quickly to new developments. I'm good at bouncing back from difficulties.
- __ I'm playful. I find the humor in rough situations, laugh at myself, and am easily amused.
- __ I'm able to recover emotionally from losses and set-backs. I have friends I can talk with. I can express my feelings to others and ask for help.
- __ I feel self-confident, appreciate myself, and have a healthy concept of who I am.
- __ I'm curious. I ask questions. I want to know how things work. I like to try new ways of doing things.
- __ I learn valuable lessons from my experiences and from the experiences of others.
- __ I'm good at solving problems. I can think in analytical, creative or practical ways.
- __ I'm good at making things work well. I'm often asked to lead groups and projects.
- __ I'm very flexible. I feel comfortable with my paradoxical complexity. I'm optimistic and pessimistic, trusting and cautious, unselfish and selfish, and so forth.
- __ I'm always myself, but I've noticed that I'm different with different people and in different situations.
- __ I prefer to work without a written job description. I'm more effective when I'm free to do what I think is best in each situation.
- __ I "read" people well and trust my intuition.
- __ I'm a good listener, and I have good empathy skills.
- __ I'm nonjudgmental about others and am comfortable with many kinds of people.
- __ I'm very durable. I hold up well during tough times. I have an independent spirit underneath my cooperative way of working with others.
- __ I've been made stronger and better by difficult experiences.
- __ I've converted misfortune into good luck and found benefits in bad experiences.

Total points:

Reprinted with permission. © Copyright 2005 Practical Psychology Press, adapted from Chapter 2 in *The Resiliency Advantage* (Berrett-Koehler) by Al Siebert, Ph.D. All rights reserved.

RESILIENCY ASSESSMENT SCORING

Low score: A self-rating score under 50 indicates that life is probably a struggle for you and you know it. You may not handle pressure well. You don't learn anything useful from bad experiences. You feel hurt when people criticize you. You may sometimes feel helpless and without hope.

If these statements fit you or your client, ask yourself, "Would I like to learn how to handle my difficulties better?" If so, use the exercises in this workbook and in the webinar series to build resilience.

High score: If you rated yourself high on most of these statements, you have a score over 90. This means you know you are already very good at bouncing back from life's setbacks. The exercises in this workbook will validate many things you already do right. Perhaps you can share your story with others and be a role model. As we are learning in this webinar, role models are a key factor in resilience.

Middle scores: If you agreed with many of the statements and scored in the 70-89 range, then that is very good! It means you can gain a lot from the workbook and become even more resilient.

If you scored in the 50-69 range, you appear to be fairly adequate, but you may be underrating yourself. A much larger percentage of people underrate themselves than overrate themselves on the assessment. Some people have a habit of being modest and automatically give themselves a 3 on every item for a total of 60.

One validity check is to ask two people who know you well to rate you on the items and see what scores they come up with. Have a discussion with them about each of the items where there is a discrepancy and listen to what they say.

A second way of checking the validity of your self-rating is to answer these bonus point questions:

- Has your sense of humor ever gotten you into trouble?
- Has asking questions ever gotten you into trouble?
- Has being unpredictable or too complex ever puzzled or bothered others?
- Has your effort to anticipate problems ever had someone accuse you of having a negative attitude?
- Are you such a good listener your ability to understand both sides of a conflict has confused others?

Give yourself a point for every yes to the bonus point questions above, plus an additional bonus point for the item in the quiz regarding self-confidence and self-esteem. These extra questions show that you may not see the connection between some of your strengths and resilience.



ABCDE

ADVERSITY – List the facts (just the facts) of what went wrong.

BELIEFS – Listen to the comments you made about why this happened &/or what will happen next.

CONSEQUENCES – Write about the emotions you experienced and what you might have done as a result.

DISPUTE – Search for contrary evidence. What are the alternative explanations? Argue with yourself.

ENERGIZE – What did you learn? How do you feel now? What might you do differently next time?

DISPUTATION TECHNIQUES

Disputation – Notice negative thoughts and talk back to them.

Evidence? *What is the evidence for and against the belief?*

Alternatives? *Is there any other way to look at the adversity?*

Implications? *What if your dark explanation is right? Is it the end of the world?*

Usefulness? *Will thinking about the problem now do any good?*

EXAMPLE

ADVERSITY: I got a bad grade on a paper in an important class.

BELIEFS: Oh no! I'm going to fail the class. I'll never get into grad school or get a job. My parents are going to kill me. I'm so stupid. This is a waste of time. I should just give up.

CONSEQUENCES:

- *Emotions:* Anxiety, Sadness
- *Behaviors:* Cut myself off from my roommates. Played lots of video games. Stopped studying for the next assignment.

DISPUTE: Wait a second...it's just one paper. Maybe I could talk to my teacher and see what I could do to improve the next paper. And I'll see how much it will affect my grade. Maybe I can do some extra work to make up the grade for the semester. It doesn't mean I'm stupid. I've had a lot going on and didn't make as much time as I needed to work on the paper.

ENERGIZE: Wow...I feel better and more confident. I realized that my own pessimism is getting in the way of my success. I jumped to a conclusion without enough evidence.

ABCDE EXERCISE

ADVERSITY – List the facts (just the facts) of what went wrong.

BELIEFS – Listen to the comments you made about why this happened &/or what will happen next.

CONSEQUENCES – Write about the emotions you experienced and what you might have done as a result.

DISPUTE – Search for contrary evidence. What are the alternative explanations? Argue with yourself.

ENERGIZE – What did you learn? How do you feel now? What might you do differently next time?

Now go through the ABCDE for an example of your own using the space below.

ADVERSITY

BELIEFS

CONSEQUENCES

DISPUTE

ENERGIZE

Adapted from The Resilience Factor by Reivich and Shatté



WHAT DOOR OPENED?

Think of at least one time when something very important to you did not turn out as you had expected.

WRITE ABOUT THIS EXPERIENCE.

WHAT LESSONS DID YOU LEARN?

WHAT "DOORS" OPENED FOR YOU BECAUSE OF THE ADVERSITY?

WHAT DID YOU LEARN FROM THIS EXERCISE?

QUESTIONS TO PONDER:

- Did the new door open immediately, or did it take a while?
- Did your disappointment, sadness, or bitterness (or other negative feelings) resulting from the closed door influence your ability to find the open door?
- Are there things you can do in the future to find the open door more readily?
- What have you learned from this exercise? How might you apply that the next time you are faced with a setback?

Share your story and lessons learned with the person next to you...
See if the two of you can find any more lessons from the adversity.
Switch roles after 5 minutes.

© Martin E. P. Seligman



CHAPTER 3

VALUES AND HAPPINESS

FINDING BALANCE IN LIFE

HIGHLIGHTS IN THIS SECTION

- Connectedness, community
- Longevity and a life well-lived
- Different cultures/contexts – different values
- Japan, Bhutan, and Denmark: different cultures with unique relationships to happiness
- Societal values conditioning individuals for either high or low levels of well-being

LEARNING OUTCOMES FOR THIS SECTION

1. Understanding the impact on the environment for well-being.
2. Understanding how societal values influence individual happiness.
3. Becoming more aware of the costs (direct and indirect) of cultural values that emphasize efficiency.
4. Critically analyzing the values underlying work and life choices and decisions, including our own.

As we learned in the last chapter, people overestimate the impact of both good and bad events on their future happiness. Likewise, Tim Kesser's research on values profiled in the film shows that people also underestimate the impact of both intrinsic and extrinsic values on their happiness. Intrinsic values (like personal growth, close relationships, and a strong sense of community) have a high impact on our well-being. The narratives in the film highlight the tension around the impact of competing values and the necessity for finding balance across the multiple domains of our lives.

Social scientist Shalom Schwartz identified 10 types of cross-cultural values that influence the way people behave (Schwartz, 1994). He suggests that these universal values relate to three different types of human needs: biological needs, social needs, and needs related to the welfare and survival of groups. Schwartz's intrinsic values are inherently satisfying within themselves, explains Kesser, because they have to do with intrinsic psychological needs.

Post-war Japanese culture is known for valuing economic growth and material prosperity above all else and as a result their achievements were the envy of the Western world. Yet, the long-term consequences can be seen in Japan's current epidemic of stress related deaths stemming from overwork known as *karoshi*. What we see, then, is that our value systems strongly impact our individual and collective well-being.

On the opposite end of this health and happiness spectrum sits Denmark, a country that ranks one of the happiest countries in the world. Denmark is known for its social equality and high standard of living, free education through college, and free health care for life. But what is most telling about Denmark's values system is that about 50,000 Danish people, or one percent of the Danish population, choose to live in co-housing communities (Lietaert, 2011). In these multiple family, cross-generational co-housing communities, high reports of happiness may stem from the priority the residents place on the intrinsic values of community, close relationships, and more time for relaxation.

Is health and happiness, though, something governments should take up in terms of public policy? The Bhutanese people have taken to measure gross national happiness instead of gross national product. While the belief of the Bhutanese is that happiness lies within, the government works to create conditions that support happiness for all. The idea of governments attending to the well-being of its people is a rather contested phenomenon, although not necessarily a new one. Jeremy Bentham, an English philosopher and social reformer in the 18th and 19th centuries wrote extensively on utilitarianism, a philosophy that took for its fundamental axiom that it is the greatest happiness of the greatest number that is the measure of right and wrong.

Researchers Neil Christakis and James Fowler (2008) have evidence to suggest the social contagion factor of happiness of those in community with one another. So perhaps it is a wise investment in public policy to consider, especially given the many correlations to physical, emotional, and even financial success that happiness brings. Ultimately, we really do need each other, as high quality, strengths-based connections are at the heart of positive psychology research and a major pillar in Seligman's (2011) well-being theory. We need each other's help to question the competing value systems of modern societies as well as support one another as we seek a dynamic harmony across the multiple domains of our lives.

NOTES FOR INSTRUCTORS

- The Danish co-housing segment is inspiring, yet potentially a one-sided treatment of the matter. It would be good for the instructor to be informed about the ongoing debate regarding pros and cons of co-housing. Here is one thoughtful article: <http://ala-apa.org/newsletter/2006/10/17/the-good-and-the-bad-of-cohousing/>. The website <http://www.cohousing.org> also has some thoughtful articles on the matter.
- National measures of happiness are another controversial issue with an ongoing discussion. The instructor may want to look at recent reports and get students thinking about how they would create criteria for trying to measure happiness at a national level. See Resources section below.

DISCUSSION QUESTIONS

1. What feelings and sensations (or emotions) came up for you in each part of this chapter: Japan? Bhutan? Denmark? (For a list of emotions, go to <http://www.psychpage.com/learning/library/assess/feelings.html>.)
2. Do you think that happiness is context/environment dependent and if so, how?
3. There has been a very high cost to pay (sometimes relatively hidden) to a culture that over-values efficiency and material progress. Where in your life do you feel the tension between “being efficient and productive” and “being happy”? How do you reconcile this tension?
4. What images or assumptions come to mind when you hear the words self-care? What are some reasons self-care is important for your long-term well-being? As a child, were you taught to practice self-care? If so, what were you taught and by whom? As an emerging adult, do you make time for regular self-care? In what ways and to what degree does your self-care, or lack of, impact your happiness, relationships, school, and other responsibilities and commitments?
5. Do we get exhausted because of all we are doing ... or because of something we are NOT doing in life? {The point here is that maybe the inclusion of certain life-resuscitating activities in one’s daily routine can go a long way towards fostering resilience and the capacity to deal with a long list of daily demands}. Discuss the many ways to recharge batteries. Some may include: dancing, singing, Frisbee throwing, knitting, yoga, tai chi, running, biking, hiking in nature, skateboarding, cooking, reading, watching movies, dinner with friends or family, buying a gift for someone, playing chess, learning a new skill, talking with a good friend, painting, and meditating.

6. How do we value young people and old people in our society? In what ways do teens and elders play a role in social systems that promote collective happiness? What's the value of an intergenerational approach?
7. At a LOCAL level - e.g., a city or a university (rather than an entire nation) - what kinds of public policy decisions could be made in support of peoples' happiness?

IN-CLASS ACTIVITIES

1. While our culture influences us, our values are specific to each individual. What are your values? You may find the **Values Exercise** at the end of this chapter helpful. Prioritize your top five values. (Remember values change throughout our lifetimes.)
2. In pairs, share your top 5 values. Discuss with your partner how your current activities (job, relationships, courses, extra curricular activities, etc.) reflect your top values. Then, individually create a map or visual representation connecting your top values with your personal, academic, and social commitments.
3. What are your family's values? Your university's values? Your country's?
4. In small groups, discuss assumptions about different living structures (i.e., individual, dyads, families, co-housing groups, suburbs and urban cities, etc.). Come up with a list of some benefits/costs of each structure.
5. Review *The Washington Post* article about Zappos. What do you learn about this business' organizational values? Find the article at: http://www.washingtonpost.com/blogs/on-small-business/post/small-business-branding-lessons-from-zappos/2012/07/11/gJQAL2RPeW_blog.html

ASSIGNMENTS

1. Research Dr. Martin Seligman's theory of well-being: PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Achievement). Rate yourself in each of the five areas 1-10 to see where you might fall. Be curious about your PERMA balance based on how you rate yourself.
2. Visit <http://www.authentic happiness.com> to explore the measurements of individual happiness. Take 3 of the measures that intrigue you, including the VIA® Signature Strengths Assessment. (You can also find the VIA instrument at <http://www.viacharacter.org>.) What do you learn from this? (See Chapter 1 for a list of

questions to reflect on related to the VIA.)

3. Complete the **Balance in Life Wheel** balance exercise located at the end of this chapter.
4. Complete the **Best Possible Future Self** exercise located at the end of this chapter. Don't forget to include items of self-care.
5. Comb the local or city newspaper for anything that sounds like it is promoting collective well-being and happiness. Cut out articles. What insights did you gain?
6. Use your campus library to find a peer-reviewed journal article on some aspect of mind-body health and write a synopsis of that research for submission to your campus newspaper.
7. Go to the website, <http://www.100cameras.org>, and learn about their mission for promoting positive change within communities. Choose a community you are part of and, for one week take photos that raise awareness about the community/ cultural values and happiness. Consider donating your images to a local non-profit organization within the community for them to use on their website or in any way that could be beneficial.

WORKS CITED

- Dutton, J.E. Fostering high quality connections through respectful engagement. *Stanford Social Innovation Review*, Winter, 54-57, 2003. Retrieved from <http://webuser.bus.umich.edu/janedut/High%20Quality%20Connections/Jane%20-%20toolkit.pdf>.
- Fowler, J. H., & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: Longitudinal analysis over 20 years in the Framingham heart study. *BMJ: British Medical Journal*, 337(a2338), 1-9.
- Kimsey-House, K., Kimsey-House, H., Sandal, P., & Whitworth, L. (2011). *Co-Active Coaching: Changing Business, Transforming Lives*. Boston: Nicholas Brealey Publishing.
- Lietaert, M. (2011). "The Growth of Cohousing in Europe." The Cohousing Association of the United States. Retrieved from <http://www.cohousing.org/cm/article/europe>.
- Schwartz, SH (1994). Are there universal aspects in the content and structure of values? *Journal of Social Issues*, 50, 19-46.
- Seligman, M. E. P. (2011) *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- Wells, G. (2012). *Superbodies: How the science behind world-class athletes can transform your body and health*. New York: HarperCollins Publishers.

Wrzesniewski, A. (2003). Finding positive meaning in work. In Dutton, J.E., Quinn, R.E., Cameron, K. (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 296-308). San Francisco: Berrett-Koehler. Retrieved from: http://faculty.som.yale.edu/amywrzesniewski/documents/FindingPositiveMeaninginWork_wrzchapterfromPOS.pdf

RESOURCES

Books

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative inquiry: a positive revolution in change*. San Francisco: Berrett-Koehler Publishers, Inc.

This book encourages organizations to investigate and build on what works well and to prioritize values and visions for the future.

Haidt, J. (2012). *The Righteous Mind: Why good people are separated by religion and politics*. New York: Basic Books.

Haidt identifies 6 moral values in his research: care, fairness, liberty, authority, loyalty, and sanctity.

Huppert, F. A. (2004). A population approach to positive psychology: The potential for population interventions to promote well-being and prevent disorder. In Linley, P. A. & Joseph, S. (Eds.), *Positive Psychology in Practice* (pp. 693-709). Hoboken, NJ: Wiley.

This chapter focuses on population-based health research and proposes that by adopting theoretical concepts developed in the field of epidemiology, combined with theoretical and empirical developments in positive psychology, psychologists can both promote positive well-being in the general population and, as a direct consequence, reduce the prevalence of many common physical and mental disorders.

Kashdan, T. (2009). *Curious? Discover the missing ingredient to a fulfilling life*. New York, NY: Harper Collins.

Kashdan highlights research on creating meaning in life when we are aligned with our purpose, values, and natural curiosities. It includes unique perspective-shifting exercises, strategies, and questions for self-inquiry, as well as empowering stories.

Articles

Global Well-Being Surveys Find Nations Worlds Apart. (2010, March). *Gallup*. Retrieved from <http://www.gallup.com/poll/126977/Global-WellBeing-Surveys-Find-Nations-Worlds-Apart.aspx>.

This article presents Gallup's global snapshot of well-being and reveals a vast divide that underscores the diversity of economic development challenges around the world. Using data collected in 155 countries or areas since 2005, Gallup classifies respondents as "thriving," "struggling," or "suffering" according to how they rate their current and future lives on a ladder scale based on the Cantril Self-Anchoring Striving Scale (<http://www.gallup.com/poll/122453/Understanding-Gallup-Uses-Cantril-Scale.aspx>).

Gross national happiness. (2010, July). In *Wikipedia*. Retrieved from http://en.wikipedia.org/wiki/Gross_national_happiness.

This article on gross national happiness, although limited in many ways, provides a useful overview of key thinkers in the area and a summary of some of the international meetings that have addressed these questions.

Hill, A. L., Rand, D. G., Nowak, M. A., & Christakis, N. A. (2010). Emotions as infectious diseases in a large social network: the SISa model. *Proceedings of the Royal Society B*, rspb.2010.1217v1-rspb20101217. Retrieved from <http://rspb.royalsocietypublishing.org/content/early/2010/07/03/rspb.2010.1217>.

This article looks at how human populations are arranged in social networks that determine interactions and influence the spread of diseases, behaviors, and ideas.

Rath, T., & Harter, J. Giving and Your Community Well-Being. *Gallup Business Journal*. Retrieved from <http://businessjournal.gallup.com/content/127217/Giving-Community-Wellbeing.aspx>.

This article argues that when we do things for others, we see how we can make a difference, and this gives us confidence in our own ability to create change. Several studies referenced here have shown a link between altruistic behavior and increases in overall longevity, and researchers have speculated that this might be due in part to how well-doing inoculates us against stress and negative emotions.

Sachs, J. The World Happiness Report. Columbia University. Retrieved from <http://issuu.com/earthinstitute/docs/world-happiness-report>.

This report by Jeffrey Sachs, Director of the Earth Institute, reflects a new worldwide demand for more attention to happiness and absence of misery as criteria for government policy. As case studies, the report describes in detail how happiness is measured in Bhutan and the United Kingdom, and it lays out how the Organization for Economic Co-operation and Development plans to promote standard methods of data collection in different countries.

Waldman, S. (2012, July). Small Business Branding Lessons from Zappos. *The Washington Post Business*. Retrieved from http://www.washingtonpost.com/blogs/on-small-business/post/small-business-branding-lessons-from-zappos/2012/07/11/gJQAL2RPeW_blog.html

This article looks at Zappos' focus on corporate culture as a cutting-edge example of how an organization's values can be leveraged into positive financial results.

Videos and Websites

Happiness. Retrieved from <http://vimeo.com/45643899>.

In this video, Robert Biswas-Diener, a prominent positive psychologist, talks about the relationship between money and happiness.

Happy Planet Index. TED Talks online. Retrieved from <http://www.youtube.com/watch?v=M1o3FS0awtk>.

In this video, recognized expert in the field of well-being research, Nic Marks, undertakes innovative research in the use of well-being indicators in public policy environments.

The High Price of Materialism. Retrieved from <http://youtu.be/oGab38pKscw>.

In this video, psychologist Tim Kasser, discusses how America's culture of consumerism undermines our well-being. His research illustrates that when people buy into marketing messages that "the good life" is "the goods life," they not only use up Earth's limited resources, but they are less happy and less inclined toward helping others.

Visualizing a Plentitude Economy. Retrieved from http://www.youtube.com/watch?v=HR-YrD_KB0M.

In this fun animation, economist and best-selling author, Juliet Schor, narrates the Center for a New American Dream's vision of what a post-consumer society could look like, with people working fewer hours and pursuing re-skilling, homesteading, and small-scale enterprises that can help reduce the overall size and impact of the consumer economy.



CHAPTER 3

HANDOUTS

Values Exercise

Balance in Life Wheel

Best Possible Future Self

VALUES EXERCISE

Circle the top ten values that resonate with you from the list of values below. You may add any that you feel are missing or add notes to define what you mean by each value. Tap into your instincts to choose the top ten values. From those, choose the top five. Consider the questions below as guidance for deciding which values hold the most meaning for you, but do not answer them literally.

- What's rewarding for you? When do you feel most alive? What values are you expressing?
- Who inspires you? What are their qualities?
- What do you want to be your legacy? What values relate?
- What makes you crazy - feel stomped down? What values are you expressing in those moments?
- Think of a time when everything was working/feeling good. What value(s) were you honoring?

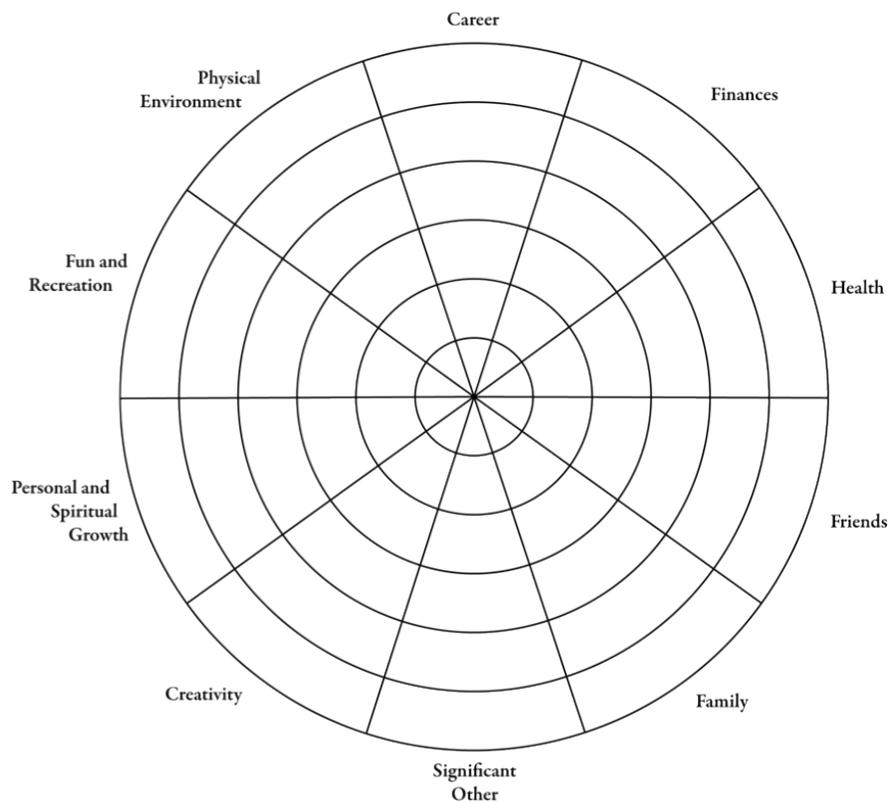
Acceptance	Growth/Learning
Accountability/ Responsibility	Harmony
Accomplishment/Achievement	Health
Acknowledgement/appreciation	Honesty/Truthfulness
Authenticity	Humility
Balance	Humor
Clarity	Integrity
Competition/challenge	Kindness
Concern for others/altruism/connectedness	Knowledge
Cooperation	Loyalty
Courage/bravery	Openness
Creativity/ Self expression	Peace/harmony
Decisiveness	Perseverance
Democracy/equality	Positivity
Discipline	Relationships
Ease/harmony	Risk
Empathy	Security
Excellence	Serenity
Fairness/Justice	Service
Faith	Spirituality/religion
Family	Stability
Forgiveness	Status
Freedom	Success
Friendship	Teamwork
Generosity/Giving	Trust

© 2008 Eleanor Chin, Clarity Partners Coaching & Consulting

BALANCE IN LIFE WHEEL

First, CLEAR SPACE: make a list of what's looming for you (what you've been meaning to do - things occupying your mental real estate, perhaps in some of the life domains pictured below) and create a plan for attending to some of them. For example, you've been meaning to call your friend across the country to check in. You're intuition has been reminding you to do that. Attend to it.

Then, GET CLEAR: use this chart to list what you want more of in your life in any of these areas. Keep your list positive and affirmative. Flip what you don't want to the positive opposite: what do you want? *What do you want more of in your life?* Use this sheet as a pallet and make notes in/near each of the pegs. If it's easier for you to type a list on the computer, go for it.



The ten sections of the wheel represent major categories of your life. Seeing the center of the wheel as zero and the outer edges as six, rank your level of satisfaction with each area of your life by drawing a point or star. Connect all ten points or stars with a straight or curved line. The new perimeter represents your current life balance.

Adapted from Kimsey-House, K., Kimsey-House, H., Sandal, P., & Whitworth, L. (2011). *Co-Active Coaching: Changing Business, Transforming Lives*. Boston: Nicholas Brealey Publishing.



BEST POSSIBLE FUTURE SELF

Optimism is a powerful tool for increasing happiness and life satisfaction because it boosts positive feelings about the future, increases self-efficacy, and leads to self-fulfilling prophecies. The goal of this exercise is for you to experience the power of optimistic thinking.

INSTRUCTIONS

Previous research has persuasively shown that writing expressively about oneself and one's feelings has numerous benefits for health, emotional adjustment, and well-being (Smyth, 1998). In this exercise, you will visualize and write about your "best possible future selves." Possible selves have been defined as personalized representations of goals (Markus & Nurius, 1986) and comprise all of the futures that a person can envision for herself - that is, her "most cherished self-wishes" (Allport, 1961). Writing about one's possible selves thus can enhance self-regulation because it provides an opportunity to learn about oneself, to gain insight into and restructure one's priorities, and to understand better one's motives and emotional reactions. Writing about one's life goals may also be beneficial because it can reduce goal conflict (Pennebaker, 1998), as well as bring greater awareness and clarity to one's priorities, motivations, and values (Emmons, 1986, Little, 1989; Omodei & Wearing, 1990). Thus, this exercise may serve to integrate life experiences into a meaningful framework and allow you to gain a feeling of control. Finally, imagining success at one's life goals can boost psychological well-being (King, 2001), improve performance (Pham & Taylor, 1999), boost psychological adjustment (Rivkin & Taylor, 1999), and bring to bear a variety of benefits associated with positive thinking (Fordyce, 1983; Taylor & Brown, 1988). Ultimately, all of these benefits are hypothesized to increase and sustain your happiness level.

Adapting the writing procedure developed by King (2001), you will write for 20 minutes at a time about different experiences and topics. Here are your specific instructions:

"Think about your life in the future. Imagine that everything has gone as well as it possibly could. You have worked hard and succeeded at accomplishing all of your life goals. Think of this as the realization of all of your life dreams. Now, write about what you imagined."

Do this for 20 minutes per day for **three days in a row.**

Adapted and used by permission from Laura King.



THE SOCIAL SIDE OF HAPPINESS

HIGHLIGHTS IN THIS SECTION

- What is innate in us?
- Respect, compassion, collaboration
- Connection between people who share space (communities, schools, tribes)—important for happiness and well-being
- Cultivation of spiritual qualities outside religious context; meaning and purpose through values, religion, and spirituality

LEARNING OUTCOMES FOR THIS SECTION

1. Understanding humans as social creatures.
2. Understanding how the human body and mind are designed for compassionate and cooperative ways of living.
3. Strengthening abilities to identify and embody spiritual qualities, like being pulled by something larger than yourself.
4. Developing deeper understanding of the values, mindsets, and behaviors that lead to positive aging and harmonious communities.

One crucial factor in happiness is switching consciousness from a focus on *what I don't have* (that others may have) to an awareness of *what I do have* (that others may not have) (Wills, 1981). Research shows recognizing and acknowledging what we are grateful for (our wins, blessings) impacts our happiness significantly and spiritually (Emmons, 2004). Spirituality is not religion – it is a way of seeing and connecting with something larger than ourselves. It can bring passion, purpose, and flow – qualities essential for optimal life experience (and topics that researchers study to help people develop these capacities).

Relationships are another very crucial ingredient to our well-being. Love and belonging are central to Maslow's (1968) hierarchy of human needs as well as Bowlby's (1991) attachment theory, which describes the importance of emotionally secure bonds from

birth. Further, Self-Determination Theory is a meta-concept in positive psychology. Researchers Deci and Ryan (2002) show that humans are motivated by three things: mastery, autonomy, and relatedness.

The film depicts human relatedness with the Okinawans, as we see a community example of positive aging and intergenerational connectedness. Neighbors know and take care of one another compassionately, as if they are all part of one great family, even if not related by blood. Compassion and empathy are essential ingredients of happiness. They are learned skills we cultivate to help us build high quality connections (Gable et al, 2006).

Fear and shame often prevent people from connecting and often results in an all-too-common phenomenon at school and work called bullying. With bullying, the perpetrator often believes that to make another feel bad will make him feel good. Helping people learn to see what's right in themselves and others could help reduce the occurrences of bullying. Being curious and attuned to people and seeing the best in each other by spotting strengths and sharing visions for best possible futures are among some scientifically informed strategies for improving relationships (Peterson, 2006). At this inflection point in human history, it is important to teach people to play, what Robert Wright (2000) calls, a nonzero sum game: where you and I can *both* win in strengths-based, synergistic, aligned and integrated ways. This is portrayed in the film with the San Bushmen in Namibia who organize their social interactions in community rituals, ethic of care, and cross-generational play. Although this culture may seem odd, it is in fact aboriginal to our modern life. That is, we have roots in this type of kinship, connection, and shared responsibility for well-being (Haidt, 2012).

NOTES FOR INSTRUCTORS

- This segment of the movie includes a moving portrayal of middle school students and victims of bullying. It is a depiction of the courage to get up in front of others to discuss this problem and may be poignant for many college students. Bullying is a huge social ailment today, not just for middle school students, but also within the workplace or virtually (online). These themes could potentially be explored in classroom discussion, but the instructor should be aware of how this may be a very sensitive topic for some college students.

DISCUSSION QUESTIONS

1. What are some blessings (things you have that you are grateful for) in your life? Make lists and share what you are grateful for. Create a board of gratitude shared by the class.
2. As modern medicine continues to extend life expectancy, and as the baby boomers move into old age, what are the public policy issues at play in regard to “gross national happiness?”
3. What is the difference between religion and spirituality?
4. What are some spiritual traditions you experienced as a child? Which traditions do you continue to practice now? Why are they important to you?
5. Discuss Gallup’s list of signature strength themes. You can access this list at Gallup’s StrengthsQuest website: <http://www.strengthsquest.com/content/141365/resources.aspx>. Go to “All 34 Themes Full Description” and download the list. Consider what your unique strengths are and how you can use these strengths in service to others.

IN-CLASS ACTIVITY

1. Explore dimensions of connectedness through drawing. Depict the various elements of your life (e.g., people, groups, key places such as work or school, etc.) - either representational or abstract. Life elements can also include more abstract things such as one’s religious faith, financial savings, or ancestry. After these elements have been drawn onto a piece of paper (ideally on 11 by 14 inch paper, using oil crayons or colored pencils), you are then invited to draw lines to connect people, groups, places, and other life features. The idea here is that meaning comes from connections.

ASSIGNMENTS

1. Interview some senior citizens in your life (they don’t necessarily have to be centenarians!) and ask: *To you, what is the secret to a happy life?* Be curious and write an investigative report of your findings.
2. Keep a gratitude journal for the next week. Every night, before bed, list 3 WINS you experienced that day. A WIN is anything that made you feel good – having lunch with a good friend, completing a research paper, or even remembering to do the WINS exercise! To kick it up a notch, add what you did to contribute to the win. For example, a win might be that you went for a run this morning. What did

- you do? Got up when the alarm went off!
3. Exercise everyday for the next five days for at least 30 minutes. If this is normally your routine, find a way to “switch it up.” If you normally take spinning class, perhaps you’ll try yoga? If you normally weight train, perhaps you’ll try running? If you normally run, perhaps you’ll take a different route?
 4. Make it a point to meet your neighbors – i.e. everyone on the floor in your residence hall including the housekeeping staff, or in your apartment building, or on your street if you live in a house).
 5. Take the compassion scale assessment on Authentic Happiness website: <http://www.authentichappiness.sas.upenn.edu/Default.aspx>. What did you learn about yourself?

WORKS CITED

- Bowlby, J. (1999) [1969]. *Attachment*. Attachment and Loss (2nd ed., Vol. 1). New York: Basic Books.
- Deci, E., & Ryan, R. (Eds.), (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Emmons, R. A. (2004). The psychology of gratitude: An introduction. In R. A. Emmons & M. E. McCullough (Eds.), *The psychology of gratitude* (pp. 3 - 18). New York: Oxford University Press.
- Gable, S. L., Gonzaga, G., & Strachman, A. (2006). Will you be there for me when things go right? Social Support for Positive Events. *Journal of Personality and Social Psychology*, 91, 904-917.
- Haidt, J. (2012). *The Righteous Mind: Why good people are separated by religion and politics*. New York: Basic Books.
- Maslow, A. H. (1968). *Toward psychology of being*. (2nd Ed.) Princeton, NJ: Van Nostrand.
- Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.
- Wills, T. A. (1981). Downward comparison principles in social psychology. *Psychological Bulletin*, 90, 245-271. doi: 10.1037/0033-2909.90.2.245
- Wright, R. (2000). *Nonzero: History, Evolution, and Human Cooperation*. London: Abacus.

RESOURCES

Books

Boyatzis, R. & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion*. Boston: Harvard Business School.

This book highlights research on how leaders can create and sustain resonance on teams and in organizations.

Fowler & Christakis (2009). *Connected: The Surprising Power of our Social Networks and How they Shape our Lives*. Little, Brown, New York, NY.

This book harnesses social network research and shows how our friend's friends behavior affects us by three degrees of separation.

Seligman, Martin E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press.

The father of the positive psychology movement, Seligman highlights research on strengths-based living to buffer against depression and sustain levels of authentic happiness.

Articles

Cosley, B. J., McCoy, S. K., Saslow, L. R., & Epel, E. S. (2010). Is compassion for others stress buffering? Consequences of compassion and social support for physiological reactivity to stress. *Journal of Experimental Social Psychology*. 46, 816-823.

This study examines the role of compassion for others and social support in physiological stress reactivity. Results suggest that compassion for others may increase our ability to receive social support, which may lead to more adaptive profiles of stress reactivity.

DeSteno, David. (2012, July 14). Compassion made easy. *New York Times: Sunday Review*. Retrieved from <http://www.nytimes.com/2012/07/15/opinion/sunday/the-science-of-compassion.html>.

Written in a very conversational and accessible style, a social psychologist reports on his research studies to explore the question, "does the experience of compassion toward one person measurably affect our actions and attitudes toward other people?"

Haidt, J., Seder, J.P., & Kesebir, S. (2008). Hive psychology, happiness, and public policy. *The Journal of Legal Studies*, vol. 37(2).

This article considers three hypotheses about well-being including the hive hypothesis, which says people need to lose themselves occasionally by becoming part of an emergent social organism in order to reach the highest levels of human flourishing.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.

The vital capacity for initiative is essential for adults in our society, and yet adolescents have few opportunities to learn it. The author proposes that structured voluntary activities, such as sports or arts, can help us build capacity for initiative in the rare combination of intrinsic motivation and deep attention.

Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, 9, 139-170.

This article distinguishes the outcomes of happiness from the process of it, arguing for self-determination theory, the idea that we all strive for mastery, connection, and autonomy in the process of our lives.

Videos and Websites

Healy, M. (2012, March 29) Bully (The Film): Spoiler Alert. Retrieved from <http://www.psychologytoday.com/blog/creative-development/201203/bully-the-film-spoiler-alert>.

On a *Psychology Today* blog, a children's emotional health expert provides a critique of the 2012 documentary film that is a real-life account of how several kids (various ages) were bullied over the course of a year, and how many of the school systems ignored the problem.

Nurtured Heart Approach to working with difficult children. Retrieved from <http://www.childrensuccessfoundation.com/about-us/about-nurtured-heart-approach/>

This web site includes an introductory video about the use of positive psychology principles. Featured on the site is a 20-minute video in which Howard Glasser, creator of the Nurtured Heart Approach, and Lisa Bravo, Clinical Director of the Foundation, introduce the key principles of the approach and the success it's having in homes, schools, and child-advocacy agencies.

PRACTICING HAPPINESS

HIGHLIGHTS IN THIS SECTION

- Plasticity of the brain
- Compassion, acts of kindness
- Purpose, meaning, spirituality – caring about something bigger than ourselves
- Happiness as a skill to practice and learn

LEARNING OUTCOMES FOR THIS SECTION

1. Understanding brain plasticity through intentional activities such as meditation.
2. Understanding acts of kindness and spirituality by helping others.
3. Practicing happiness to make ourselves lastingly happier.

Matthieu Ricard is a dedicated and long-term meditation practitioner whose brain is used to study the effect of meditation on the human brain. Psychologist Richard Davidson describes a brain scan conducted on Ricard in which he is instructed to simply sit and think about whatever he would like, then during the scan, to begin a loving-kindness meditation. Although Ricard is “doing nothing” the entire time, it is obvious to the scientists observing his brain when Ricard’s meditation has begun. Immediately, Ricard’s left prefrontal cortex begins to light up, indicating a significant increase in activity (Davidson, 2012).

The left prefrontal cortex that lights up during Ricard’s loving-kindness meditation is the part of our brain responsible for establishing positive feelings (negative feelings are established in the right prefrontal cortex). And the most important piece of research? Anyone can reap the benefits of meditation, even novice meditation practitioners. As Davidson puts it in the film, “We, through intention, can change our brain” (Davidson, 2012).

One way we can use intention to train our brain is through “positive interventions.” Sonja Lyubomirsky, a foundational positive psychology researcher has dedicated her career to studying the effectiveness of “positive interventions.” Lyubomirsky introduces us to two

of the positive activities she has studied: keeping a gratitude journal and doing random acts of kindness. One surprising finding: those who write five things they feel grateful for once per week become lastingly happier; however, those who write five things they feel grateful for every day do not. Similarly, according to Lyubomirsky's research, doing random acts of kindness is the most effective intervention for boosting happiness. Note, however, that participants assigned to do five acts of kindness throughout the week, or about one per day, did not become happier. It was only the group that was told to do five acts of kindness all in one day of the week that became happier (Lyubomirsky, 2007). Each positive intervention is different for each individual, so before deferring to the research notice it is important to determine which activities work best for the individual.

Ed Diener, a founding father in the field of positive psychology, describes gratitude, compassion, caring, and love as the "spiritual emotions." Spiritual emotions, Diener explains in the film, make us care about something bigger than ourselves and worry about the well-being of the world. When we look out for the well-being of others, not only do we become selfless, we become happier and more fulfilled.

So, given all of this, what do we do next?

If we spend just a few minutes every day cultivating the skill of happiness through activities like meditation, keeping a gratitude journal, volunteering, playing, and spending quality time with friends and family, then we will begin changing our brains for the better, and building happier lives.

NOTES FOR INSTRUCTORS

Loving-kindness is a form of meditation designed to help practitioners generate warmer, more compassionate and loving feelings towards self, family and friends, strangers, the difficult to love, and the world at large. The benefits of this practice are undeniable. Those who practice regularly have been found to experience more positive emotions, suffer from less depression, feel more satisfied with life, experience fewer illnesses, and even change the shape of their brain.

- Loving-kindness may be a new concept for most college students. Set aside class time to guide the group through a loving-kindness meditation practice.
- For an excellent transcript that will help you guide students through a loving-kindness meditation, please visit: <http://www.rickhanson.net/wp-content/files/Loving-kindnessWholeWorld.pdf>.
- Additional manuscripts can be found in *The Gift of Loving-Kindness: 100 Mindful Practices for Compassion, Generosity, and Forgiveness* by Brantley and Hanauer.

- Remind students of Davidson’s research on “casual” meditation practitioners, which proves that you don’t have to become a Buddhist monk or spend a year in silence to reap the benefits (Davidson, 2012).
- Remind students that there are many other forms of meditation beyond loving-kindness. (See Resources)

This section challenges our modern interpretation of happiness. Andy Wimmer sacrifices his career as a wealthy European banker for a simpler life serving the destitute and dying of Kolkata. He believes he is happier and more fulfilled as a result.

- What does this mean for students whose paths may be following closer to Wimmer’s previous career as a banker?
- You may rely largely on the discussion questions below for teaching this section.

The wrap up with Diener, Davidson, and Marks is meant to spark our interest in learning the skill of happiness.

1. During this section you may wish to review previous chapters.
2. Speak with students about next steps.
3. After discussion questions, use the Happiness Plan found at the end of this chapter to help students commit to a program for exercising their happiness muscles.

DISCUSSION QUESTIONS

1. Davidson (2012) makes a strong case for how meditation can change our brains. What is your experience with meditation? Have you tried it? If yes, what type? Why or why not? What are your beliefs about meditation?
2. Lyubomirsky (2007) tells us that keeping a gratitude journal and doing random acts of kindness is proven to boost happiness.
 - a. Have you (or would you) ever tried to keep a gratitude journal? Have you ever “counted your blessings”? Why might it be more effective to do this exercise once per week instead of every day?
 - b. When is the last time you did a “random act of kindness”? What did you do? How did it feel? Did you do it again? Has anyone ever done a random act of kindness for you?

3. Andy Wimmer believed that there must be more to life than having a good career, earning a good income, and raising a family. Having a successful career and raising a family sounds like the American dream. Is there more to life? Should there be more?
4. Feeding a young dying boy on his first visit to the Home was one of the most defining moments in Wimmer’s life. He describes it as a “small enlightenment.”
 - a. Why do you think this moment was so meaningful to Wimmer?
 - b. Have you experienced a similar moment? Something you would consider a “small enlightenment”?
5. Ed Diener describes emotions like gratitude, compassion, caring, and love as “spiritual emotions.” Do you think this is a good description? How would you describe emotions that make you care about someone other than yourself? When have you experienced these emotions? What is the effect? What is the difference between Spirituality and Religion?
6. Richard Davidson says that if we spend just a small amount of time each day cultivating happiness and other virtuous qualities, we will be happier and the world will be a better place. What are you willing to do for a small amount of time each day in order to cultivate happiness and other virtuous qualities? How will this time change you? How will it change the world?
7. Nic Marks suggests that we don’t have to denounce our lives to accept the science of happiness; instead, we need to be authentically ourselves.
 - a. When you are most authentically yourself, who are you?
 - b. Can you remember a time when you were fully and authentically yourself? What were you doing? Who were you with? How did you feel?

IN-CLASS ACTIVITIES

1. Lead your students through a loving-kindness meditation. See *Notes for Instructors* section above for resources.
2. Use the **Changing the World** handout found at the end of the chapter for an in-class activity.

ASSIGNMENTS

1. Commit random acts of kindness. See the **Exercise: Acts of Kindness** handout at

the end of the chapter.

2. Do a gratitude journal. See the **Gratitude Journal** handout at the end of the chapter.

WORKS CITED

Brantley, M. & Hanauer, T. (2008). *The Gift of Loving-Kindness: 100 Mindful Practices for Compassion, Generosity, and Forgiveness*. Oakland: New Harbinger Publications.

Davidson, R. & Begley, S. (2012). *The Emotional Life of Your Brain*. New York: Penguin Group.

Diener, E. & Biswas-Diener, R. (2008). *Happiness: Unlocking the Mysteries of Psychological Wealth*. Oxford: Blackwell.

Fredrickson, B. (2009). *Positivity*. New York: Random House.

Lyubomirsky, S. (2007). *The How of Happiness*. New York: Penguin Group.

RESOURCES

Books

Fredrickson, B. (2009). *Positivity*. New York: Random House.

Fredrickson's book is a quintessential positive emotion, happiness, and mindfulness resource. Her book contains research and recommendations on loving-kindness meditation, as well as a wide variety of easily applied ideas on boosting daily happiness.

Ricard, M. (2010). *Why Meditate? Working with Thoughts and Emotions*. Hay House Inc.

By Matthieu Ricard himself, the meditation phenomenon. Use excerpts to help make the case for meditation to your students. Meditation can be a tough sell, let the guru Ricard provide the argument for you.

Lindholm, J., Astin, A., Astin, H. (2011). *Cultivating the Spirit: How College Can Enhance the Students' Inner Lives*. San Francisco: Jossey-Bass.

This groundbreaking work by three UCLA scholars is based on a five-year study of how students change during college years and the role college plays in facilitating the development of their spiritual qualities.

Videos and Websites

Daniel Goleman on compassion. Retrieved from http://www.ted.com/talks/daniel_goleman_on_compassion.html.

In this 20-minute TED presentation, Daniel Goleman, renowned psychologist and author of Emotional Intelligence, explores the question of what keeps us from being compassionate more often.

Rick Hanson. Loving-kindness Meditation. Retrieved from <http://www.rickhanson.net/wp-content/files/Loving-kindnessWholeWorld.pdf>.

This specific link contains a wonderful loving-kindness meditation transcript that you may wish to use with students. Rick Hanson's general site contains many more resources relating to mindfulness and transformation of the brain.

The Center for Compassion and Altruism Research and Education at Stanford University. Retrieved from <http://ccare.stanford.edu>.

This web site from Stanford University's Center for Compassion and Altruism Research and Education (CCARE) has a wide variety of online resources for anyone interested in being part of a community of scholars and researchers, including neuroscientists, psychologists, educators and philosophical and contemplative thinkers around the study of compassion. The web site includes an especially useful collection of video programs in the "Resources" section.

This Emotional Life: Altruism and Happiness. PBS online. Retrieved from <http://www.pbs.org/thisemotionallife/topic/altruism/altruism-happiness>.

This critically-acclaimed and award-winning documentary explores why one in four American adults experiences a mental health issue that stands in the way of happiness. This particular segment on altruism and happiness reveals that as long as acts of kindness don't become obligatory or overwhelming, they can enrich the giver and the whole community.



CHAPTER 5

HANDOUTS

Changing the World Exercise

Exercise: Acts of Kindness

Gratitude Journal

CHANGING THE WORLD

INSTRUCTIONS: *HAPPY* teaches us that we can positively influence the happiness of others. How do you believe that you can help others become happier? What strategies and intentions would you use? Below, list 10 ways that you will commit to influencing the happiness of others.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



EXERCISE: ACTS OF KINDNESS

As Sonja Lyubomirsky (2007) explains, performing random acts of kindness is one of the most effective ways to increase our own happiness.

INSTRUCTIONS: Choose one day per week to do five random acts of kindness. For the next four weeks, conduct five random acts of kindness on this day of the week.

Your acts of kindness can be large or very small. Examples include helping a sibling with homework, visiting a nursing home, or buying a friend lunch.

1. What day will you conduct your acts of kindness?
2. Below, list the five acts of kindness you will begin with:

In addition:

For 24 days, try Noomi's Random Acts of Kindness Advent Calendar, which can be found here. This is a fun exercise that can be done any time of year

<http://www.noomii.com/advent-calendar-2011/>

The benefits include:

- It leads you to perceive others more positively and more charitably and fosters a heightened sense of interdependence and cooperation in your social community.
- Doing kindness often relieves guilt, distress, or discomfort over others' difficulties and suffering and encourages a sense of awareness and appreciation for your own good fortune.
- Helping others makes you feel advantaged (and thankful).



GRATITUDE JOURNAL

(ALSO KNOWN AS "THE THREE BLESSINGS" OR "THREE WINS")

INSTRUCTIONS: Use a separate notebook or journal and assign it as your gratitude journal.

Choose one night per week to record three things that you were thankful for that week. After each thing you list, you must also record an answer to the question: Why did this happen? Or what allowed this to happen?

For a detailed description of the assignment, visit this link:

<https://sites.google.com/site/psychospiritualtools/Home/psychological-practices/three-good-things>

AN INSTRUCTOR'S GUIDE FOR HAPPINESS AND SELF-RENEWAL

INTRODUCTION TO SELF-RENEWAL

This section is designed to support you as a facilitator of the HAPPY film curriculum in your personal self-care process. Scientific evidence highlighted in the HAPPY film shows that practices like random acts of kindness, building positive relationships, expressing gratitude, engaging in loving-kindness meditation, and exercising are proven to reduce stress and anxiety, improve moods, and lead to higher levels of happiness. Furthermore, when we prioritize our own self-care as an indispensable ingredient of happiness, we are more likely to be guided by our intrinsic values—the authentic sources of meaning, purpose, and contribution in our lives.

With the knowledge that daily and prolonged stress can cause or exacerbate all kinds of physical and mental ailments, being pro-active with a daily self-renewal process can help us avoid the pitfalls of overwork, burnout, cynicism, sleeplessness, and despair. Even more, a daily self-renewal practice can increase our resilience to daily stress and help us more easily connect with our inner and outer resources. As a result, the time and energy invested in daily self-renewal is a continuous way to reach our full potential and be of most benefit to people and to the organizations we are a part of.

SELF-RENEWAL THEMES

Mindful Awareness

Mindful awareness, also known as mindfulness, is “paying attention to present moment experiences with openness, curiosity, and a willingness to be with what is,” according to Diana Winston, Director of Mindfulness Education at the University of California, Los Angeles, in her recent TedX video talk on What is Mindfulness? (Winston, 2012). By increasing our capacity to intentionally bring our attention to present moment experiences with a sense of curiosity and openness, we can lessen the stress caused by the human tendency of the mind to be on auto-pilot in the past or future, and instead become more skillful in, awake to, and in the flow with the unfolding of our lives.

For two evidence-based mindfulness self-assessment scales, go to:

<http://www.mindfulnessandacceptance.vcu.edu/documents/Freiburg.pdf>

http://www.mindfulnessandacceptance.vcu.edu/documents/Five_Facet.pdf

For a list of resources on mindfulness research and education, visit Congressman Tim Ryan’s website for his compelling book, *A Mindful Nation* at <http://www.amindfulnation.org/resources.html>.

Self-Compassion

Leading self-compassion researcher and psychologist, Dr. Kristin Neff (2011), explains self-compassion as the practice of asking oneself: how can I comfort and care for myself in this moment?

According to Neff’s research, self-compassion involves three elements: self-kindness, common humanity, and mindfulness.

“Self-kindness entails being warm and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than ignoring our pain or flagellating ourselves with self-criticism. The element of common humanity involves recognizing that suffering and personal inadequacy is part of the shared human experience - something that we all go through rather than being something that happens to “me” alone. It also means recognizing that personal thoughts, feelings and actions are impacted by “external” factors such as parenting history, culture, genetic and environmental conditions, as well as the behavior and expectations of others. And the third element, mindfulness, requires taking a balanced approach to our negative emotions so that feelings are neither suppressed nor exaggerated.”

The above quote, taken from Neff’s website, distills the elements of self-compassion into a rich, yet digestible practice. To learn more about self-compassion research and practices, visit Neff’s website at www.self-compassion.org.

To test how self-compassionate you are, take Neff’s free assessment at <http://www.self-compassion.org/test-your-self-compassion-level.html>.

Positive Relationships

Scientific evidence shows that positive relationships can have an enormously beneficial impact on your levels of happiness, health, and well-being at home and at work. Instead of waiting for breakdowns and trying to fix them, be committed to adding positive energy, curiosity, and meaning to the time you share with other people.

To learn the anatomy of marriage and couples relationships and explore evidence-based tools and methods for stronger, happier couples relationships, navigate to The Gottman Relationship Institute at <http://www.gottman.com/57327/The-Gottman-Institute.html>.

For evidence-based assessments on work-life satisfaction and attachment styles in close relationships, visit Marty Seligman’s authentic happiness site for these assessments and



much more at <http://www.authentichappiness.sas.upenn.edu/questionnaires.aspx>.

One evidence-based practice for having more successful relationships involves capitalizing on the good events others share with you. This technique is called Active-Constructive Responding. For an introduction to this concept and practice, check out this article in Positive Psychology News Daily - <http://positivepsychologynews.com/news/doug-turner/20070515248>.

For an excellent video by leading researcher, Dr. Shelly Gable, on capitalization and active-constructive responding, go to http://youtu.be/OF9kfJmS_0k.

Play and Exercise

Just do it! A little every day. Whether jumping rope, walking, jogging, dancing, bouncing, skating, or swimming, research shows that 30 minutes of aerobic activity improves health, moods, and sleep. Enlist a buddy or simply set aside this time as self-care time just for you. Either way, make exercising a fun, daily priority. Mix it up and play—your nervous system (including, but not limited to your brain) will thank you.

For information on the gorilla run from the HAPPY film, go to <http://gorillachallenge.com/>.

To learn evidence-based health practices for stamina and optimal performance, navigate to <http://www.smartsandstamina.com/about/>.

QUESTIONS FOR SELF-REFLECTION

(adapted from Komives et al., 2007)

1. What does self-care mean to you?
2. Right now, how healthy and happy is your mind? Your body? Your heart and spirit? Do you feel renewed? Why or why not?
3. We all know we are supposed to eat right, get enough sleep, and exercise daily. We all know this, but few of us do it. Why is this?
4. Who are positive role models for practicing self-care in your life?
5. How do you renew yourself when you are exhausted? How do you renew yourself when you are on auto-pilot? How do you currently renew yourself every day? Every week?
6. How do you continue to be excited about your life and inspired by the world around you?
7. What might stand in the way of your self-care commitments, and what will you do to overcome these barriers?

8. What are your underlying intentions and motivations for self-renewal? Are you more intrinsically or extrinsically motivated to practice self-care? What rewards can you put in place that will empower you in your daily and weekly self-care commitments?

SELF-CARE EXERCISES

1. Since the experience of well-being is unique to every individual, make a list of things that create a sense of wholeness, happiness, and well-being for you. Then, for the next week, add at least one more positive experience to your list as you encounter new situations and things that enhance your well-being. Review this list and engage in one of these things whenever you need a boost of energy. This exercise is found on page 241 in Caroline Miller's positive practices book, *Creating Your Best Life: The Ultimate Life List Guide*. To learn about evidence-based, positive lists practices supporting well-being, visit <http://www.carolinemiller.com>.
2. For one week, write down 10 things you notice every day. The key here is to go for the details while tuning into all your senses. Notice after a few days if you always focus on one sense like sound or sight, for instance. Then the next day, see if you can notice details through a different sense like touch or smell. Do this mindfulness practice as often as needed to renew your sense of appreciation for life, to feel connected, and inspired. This journaling exercise offered by Jennifer Louden is from her August 3, 2012 newsletter, *Savor and Serve the World*. For a wealth of positive practices, visit Jennifer's website at <http://www.jenniferlouden.com>.
3. For one week, start your morning by intentionally centering your mind on a core value, personal strength, or cherished aspiration you have for 3-5 minutes. Then, give yourself 10 minutes of gentle stretching, exercising, or yoga to connect with your body and become aware of your breath in the present moment. If you are newer to yoga or are looking for inspiration, go to <http://www.yogajournal.com> and click on "videos." Then select a short 5-10minute free yoga video, or if you have more time you can select a longer yoga video, to guide you in your practice.
4. Since the way we eat is just as important as what we eat, the practice of mindful eating and savoring is one way we can consistently slow down and practice self-care by becoming present to ourselves and to our interrelatedness with others and the universe. Consider sharing the following mindful eating exercise, adapted from pages 37-38 of Christopher Willards' book, *Child's Mind*, with your students or with your significant other as one way to increase a sense of joy and appreciation for the blessings and abundance in life.

Choose a small piece of food like a raspberry, strawberry, grape, apple slice, or raisin, or even a small piece of dark chocolate. Ask the group or your partner to consider all the human elements that have contributed to this food object in front of you. Where does this food come from? Trace as far back as you can. Who and what was involved in growing it? In harvesting it? In transporting it to the market? Consider everyone who has played a role leading up to the food piece in front of you. Now, take a careful look at the food object. Pick it up with your fingers and explore the object as if it were something you had never seen before. Feel the texture. Smell it. Notice its color. Notice any sensations of hunger as you put the object near your mouth. Now slowly and with all your attention, focus on eating this food. When everyone has finished sit quietly for another couple of moments.

Now ask yourself and the students or your partner: What surprised you about this mindful eating and savoring exercise? What did you notice by bringing all your senses into the experience of eating? How does it feel to eat something slowly with all your attention and with awareness of all the conditions needed to bring you to this momentary experience? How is it different from your usual way of eating? In what ways are you likely to bring self-care into your eating practices and meal choices?

WORKS CITED

- Komives, S., Lucas, N., and McMahon, T. (2007). *Exploring Leadership: For College Students Who Want to Make a Difference*. (2nd Ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Loehr, J., and Swartz, T. (2004). *The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal*. New York: Free Press.
- Miller, C. (2009). *Creating Your Best Life: The Ultimate Life List Guide*. New York: Sterling.
- Neff, K. (2011). *Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*. New York: HarperCollins.
- Willard, C. (2010). *Child's Mind: Mindfulness Practices to Help Our Children Be More Focused, Calm, and Relaxed*. Berkeley, CA: Parallax Press.
- Winston, D. (July 2012). What is Mindfulness? TedXSunsetPark. <http://youtu.b0e/oMlaSCxZPN4>

RESOURCES

Hahn, T., and Cheung, L. (2010). *Savor: Mindful Eating, Mindful Life*. New York: HarperCollins, Publishers.

Based on hard science and Buddhist insights, this book explores the issues of healthy weight and weight loss through mindful attention about not just what we eat, but how we eat.

Kabat-Zinn, J. (2005). *Wherever you go, there you are: mindfulness meditation in everyday life*. New York: Hyperion.

This book outlines the Buddhist technique of “mindfulness”: a method of living fully in the moment without judgment.

CONCLUSION

Can happiness be sustained? It depends. It depends largely on one's desire to intentionally seek ways to sustain levels of happiness and to adopt a worldview that is more positively biased and less negatively biased. Being a critical thinker and understanding that negativity has a role in human emotions is an important component of human flourishing. The goal is to achieve a level of balance of positivity and negative emotion that results in higher levels of flourishing.

“Spiritual emotions make you think of things bigger than yourself.”

This opening quote in the film causes us to transcend our own happiness and focus on the happiness of others. Caution is given against solely seeking your own happiness. The film showed examples of how ordinary people transcended their own happiness and inspired others to experience greater levels of well-being in their lives.

The experience of happiness can be misleading – what brings immediate happiness might be short-lived. Studies of lottery winners showed temporary lifts in happiness levels compared to non-lottery winners eighteen months later. Daniel Kahneman refers to another reason why the experience of happiness can be temporary as the “hedonic treadmill” - changes in your lifestyle that increase your levels of happiness over time can become the new normal (Kahneman & Krueger, 2006).

Perhaps the greatest leverage of sustaining your happiness is to do it with others (Lyubomirsky, 2007). Research shows that when individuals use social support networks to achieve goals toward greater happiness, their chances of succeeding improve. New Year's resolutions and weight loss goals, when supported by and with others, are achieved at higher levels than when done alone (Lyubomirsky, 2007).

Living happily and sustaining happiness involve intention and include a focus on self and a focus on others. Transcending your own happiness to affect the happiness of others is a strategy of living happily. A common form of contributing to others' happiness is through acts of benevolence. Helping others can provide greater meaning and purpose (Ben-Shahar, 2007). Research indicates that when individuals experience their own happiness, they are more inclined to help others or to help improve their quality of life.

So, can happiness be sustained? We believe it can, but only authentically and with intention. Ralph Waldo Emerson said, “Some pursue happiness - others create it.” With this Guide, we hope you will help students to create happiness.



