

Activity 2

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| Title: | Choosing Happiness |
| Focus: | <i>Managing Emotions</i> |
| Time: | 30 minutes |
| Guiding Question: | What choices are available to us when our emotions are involved? |
| Connections: | <p>Context: Development of positive self concept and self-esteem.</p> <p>Competencies: Student Development / Addressing Student Needs – Managing emotions</p> |
| Rationale/ Background: | The feeling of happiness is one which is chosen like all feelings. Often people believe that something outside of themselves can make them happy without realizing that it is their choice to be happy or sad. This lesson allows students to explore these realities. |
| The Learning Experience | |
| Setting The Stage | Divide the class into 2 groups and instruct both groups to form a “sculpture” with their bodies to depict happiness. Have both groups add sounds and movement that depict happiness. Finally have both groups combine and form one large “happiness” sculpture. |
| The Activity | <ol style="list-style-type: none"> 1. From this introduction, explain to the students that happiness is a choice that every person can choose to feel. Our attitudes and assumptions govern how much happiness we allow ourselves to feel. Most people would assume that sadness is opposite to happiness. Ask students to describe what situations can make a person feel sad. Then ask how this feeling can be removed or lessened. 2. Have students discuss in small groups “what causes them to choose to feel happy?”, and Do they always have to have certain “things” before they can choose to feel happy? 3. Have all groups contribute their ideas and summarize them by adding that happiness is a feeling they can choose to make. |
| Wrap Up | Encourage students to try to actively choose to feel happy over the next week when they are not. Report back on their success next week. |
| Extension Selections | <p>1.1.6</p> <ul style="list-style-type: none"> • Several Year levels commence the year with a self-discovery process, recognising what they personally can bring to the class eg Year 7 took on the group persona of “The Incredibles” for 2007 and drew themselves as superheroes surrounded by words representing their positive characteristics and behaviours that they expect |

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| | <p>of themselves as school leaders.</p> <ul style="list-style-type: none"> • Students make a list of all the good things about themselves. • Students write about something good that they did. <p>2.1.4</p> <ul style="list-style-type: none"> • Create a collage to demonstrate the range of activities people do as a family. Identify feelings associated with these activities. Develop a word bank and label the collage. • List jobs that students do at home and jobs that other family members do. Discuss: In what ways does my family help me? How do I help my family? What are my responsibilities? • Describe roles in own family including daily cycle and responsibilities. • Role-play being another member of the family. <p>3.1.2</p> <ul style="list-style-type: none"> • Discuss all the different ways our body behaves when experiencing a change in personal feelings e.g. butterflies in stomach, feeling hot and flushed, sweaty, heart beating faster. • Draw a picture or write a story about yourself feeling: nervous, scared, excited, disappointed. |
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Program Review – Reflective Question

How do students unconsciously show that they are feeling happy – are there particular signs that are different from adults out in the community?

Activity Materials

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| Resources / Materials: | <ol style="list-style-type: none"> 1. <i>Communication Skills</i> 2. <i>Communication is a Bridge</i> 3. <i>Communication Humps</i> 4. <i>Judging Others</i> 5. <i>Giving Orders</i> 6. <i>Making Threats</i> 7. <i>Too Many Questions without answers</i> | <ol style="list-style-type: none"> 8. <i>If I Were You!</i> 9. <i>Ignore me ... but I may not go away</i> 10. <i>Listen to Me Please.</i> 11. <i>What can you see?</i> 12. <i>Not Another Question</i> 13. <i>Rephrase That!</i> 14. <i>Expressing Feelings</i> |
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Blueprint Career Management Competencies & Indicators

- 1.1.1 Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses.
- 1.1.5 Identify your positive personal characteristics as seen by you and others
- 1.1.6 Demonstrate behaviours and attitudes reflective of a positive self concept
- 2.1.3 Identify positive social skills, such as empathy, co-operation, a willingness to help and show respect for others.
- 3.1.10 Acknowledge the positive effects of expressing your feelings appropriately.

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| Teacher's Notes: | |
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