What makes a good life? Lessons from the longest study on happiness.

Author: Robert Waldinger
Date: Nov 2015
Time: (12:46)
Level: *** [B2/C1]

TED TALKS Link:
https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Check these words before listening:

Key vocabulary
2. Hindsight
3. Sophomores (2nd year at university)
4. Disadvantaged families
5. Tracked
6. Distracted
7. Persistence
8. Nobody moves the ball further down the field
9. Alcoholism
10. Schizophrenia
11. To be toxic
12. Conflict
13. Octogenarian
14. Grudge
15. A family Feud
16. Magnified
17. Screen time
Student

TED Talks Test Questions

**Time:** *Approximately 1-1:30 hours*

1. **Read the title**
   - Try to predict the content of lecture
   - Write down key terms / ideas
   - Check key vocabulary using a dictionary

Try to listen ONLY two times

**Three types of lesson**

**Lesson #1: [hard]**
1. Listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
5. Check answers
6. Listen again to check answers

**Lesson #2: [medium]**
1. Listen once – take notes.
2. Answer questions: 10-15 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

**Lesson #3: [easier]**
1. Read questions – highlight key terms
2. listen once and answer questions
3. 5 minutes to tidy notes
4. Listen again answer missed question
5. 5-10 minutes to tidy answers. Then check answers
6. Listen again to check answers
Teacher

TED Talks comprehension questions

Lesson Plan

Aim: to develop the students’ ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test type questions.

Lesson Time: Approximately 1:30-2:00 hours

Lesson Plan

1. Lead in
   - Ask Students to discuss the ‘title’ and predict the content of lecture
   - Ask students to write down key terms / language from discussion
   - Feed in / check key vocabulary

Three types of lesson

Lesson #1: [hard]
1. Students listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]
1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]
1. Give out questions - students have 10 minutes to look at questions
2. Students listen and answer questions
3. Give 5 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)
**What makes a good life? Lessons from the longest study on happiness.**
TED TALK: Robert Waldinger [Nov 2015. 12:46]

### Millennial’s Survey

<table>
<thead>
<tr>
<th>1. What are Millennials two main goals?</th>
<th>Percentage</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>i.</td>
<td>ii.</td>
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<tr>
<td></td>
<td>iii.</td>
<td>iv.</td>
</tr>
</tbody>
</table>

2. What are we often told we need to do to have a good life? To push h__________ and a__________ more

### The Study

<table>
<thead>
<tr>
<th>3. Name of study:</th>
<th></th>
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<tbody>
<tr>
<td>4. Length of time:</td>
<td></td>
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<tr>
<td>5. When did it begin?</td>
<td></td>
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<tr>
<td>6. How many participants:</td>
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<tr>
<td>7. How many are still alive today?</td>
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</table>

8. What were the two groups?

<table>
<thead>
<tr>
<th>Group 1:</th>
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<tbody>
<tr>
<td>i.</td>
<td></td>
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<tr>
<th>Group 2:</th>
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<tbody>
<tr>
<td>ii.</td>
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9. Three main research areas i. work

<p>| | |</p>
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<td>ii.</td>
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<tbody>
<tr>
<td>iii.</td>
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</table>
**True / False / Not Given (T/F/NG):**

Detailed research: The participants are...

<table>
<thead>
<tr>
<th></th>
<th>T / F / NG</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. contacted and asked questions every year</td>
<td></td>
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<tr>
<td>11. asked to answer online questionnaires</td>
<td></td>
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<tr>
<td>12. interviewed only at Harvard</td>
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<tr>
<td>13. given psychological examinations</td>
<td></td>
</tr>
<tr>
<td>14. asked to give blood samples</td>
<td></td>
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<tr>
<td>15. are all men</td>
<td></td>
</tr>
<tr>
<td>16. checked for schizophrenia</td>
<td></td>
</tr>
<tr>
<td>17. The participant’s wives and children are interviewed too</td>
<td></td>
</tr>
<tr>
<td>18. The participant’s employers are questioned</td>
<td></td>
</tr>
<tr>
<td>19. Everything is filmed</td>
<td></td>
</tr>
</tbody>
</table>

___ / 10

**Long studies / long research projects**

Studies like these are exceedingly rare. Why?

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<table>
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<tbody>
<tr>
<td>21. reason 1</td>
<td></td>
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<tr>
<td>22. reason 2</td>
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Why has this particular survey survived?

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<tbody>
<tr>
<td>23. Reason</td>
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___ / 1
The Three Big Lessons

24. Lesson 1

Social connections are good for us but \( L \)__________ kills. People who have strong family and friend communities are happier, healthier and live longer. People who are \( i \)__________ are less happy, health declines earlier in \( m \)__________ life, \( b \)__________ functions declines sooner and they love shorter lives. In fact, one in \( f \)__________ Americans are lonely.

25. Lesson 2:

It's not the number of friends but whether or not you are in a \( c \)__________ relationship. Living in \( c \)__________ is really bad for us but living in good warm relationships is \( p \)__________. Evidence at fifty years old showed how healthy they would be at \( e \)__________ years old.

26. Lesson 3:

Relationships don't just protect our bodies they protect our \( b \)__________ . People in positive relationships feel they can rely on that other person in times of \( n \)__________, as a result their \( m \)__________ stay sharper.

Multiple choice questions - [choose only one answer]

27. The main message is...
   a) Close relationships are good for our health and wellbeing
   b) Close relationships are good for our health and wisdom
   c) Close relationships are good for our health and longevity
28. The message for relationships is...
   a) Relationships quickly fixed never last  
   b) Building relationships is a lifelong challenge  
   c) Relationships can be sexy and glamorous

___ / 1

Solutions

29. What can be done to improve relationships with friends and family? Three things

<table>
<thead>
<tr>
<th></th>
<th>Replace screen time with people time</th>
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<tr>
<td>1</td>
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<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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Final point a quote: [put a suitable word in the gap – first letter of word is provided]

30. Mark Twain:
"There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for I_____________, and but an i_____________ so to speak, for that."

___ / 2

Overall Mark = ___ / 46
What makes a good life? **ANSWERS**

**Millennial’s Survey**

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<tbody>
<tr>
<td>i. 80%</td>
<td></td>
<td>i. Rich</td>
</tr>
<tr>
<td>iii. 50%</td>
<td></td>
<td>iv. Famous</td>
</tr>
</tbody>
</table>

2. What are things we are given the impression to have a good life?

To push **harder** and **achieve** more

**The Study**

3. Name of study: The Harvard Study of Adult Development

4. Length of time: 75 years

5. When did it begin? 1935

6. How many participants: 724 men

7. How many are still alive today? 60

8. What were the two groups?

   Group 1: i. **sophomores** at Harvard College

   Group 2: ii. **Boston’s poorest neighborhoods, disadvantaged families / tenements**

9. Three main research areas

   i. work

   ii. home

   iii. health
Detailed research included (T/F/NG)

The participants are...

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Answer</th>
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<tbody>
<tr>
<td>10.</td>
<td>contacted and asked questions every year (2 years)</td>
<td>F</td>
</tr>
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<td>11.</td>
<td>asked to answer online questionnaires.</td>
<td>NG</td>
</tr>
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<td>12.</td>
<td>interviewed at Harvard (at home)</td>
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<td>asked to give blood samples</td>
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<td>15.</td>
<td>are all men (women have been included in last decade)</td>
<td>F</td>
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Long studies / projects

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<td>People drop out, funding dries up,</td>
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<td>22.</td>
<td>researchers get distracted, people die, nobody moves the ball further down</td>
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<tr>
<td></td>
<td>the field. (Any point, any order)</td>
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Why has this survey survived?

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<td>Luck and persistence of several generations of researchers. (Either of these</td>
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<td>main points is fine)</td>
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___ / 10

___ / 3
Summaries - [put a suitable word in the gap – first letter of word is provided]

The Three Big Lessons

24. Lesson 1

Social connections are good for us. **Loneliness** kills. People who have strong family and friend communities are happier, healthier and live longer. People who are **isolated** are less happy, health declines earlier in **middle** life, **brain** functions declines sooner and they love shorter lives. One in **five** Americans are lonely.

25. Lesson 2:

It’s not the number of friends but whether or not you are in a **committed** relationship. Living in **conflict** is really bad for us but living in good warm relationships is **protective**. Evidence at fifty years old showed how healthy they would be at **eighty** years old.

26. Lesson 3:

Relationships don't just protect our bodies they protect our **brains**. People in positive relationships feel they can rely on other person in times of **need**, their **memories** stay sharper.

Multiple choice

27. The main message is...

   a) Close relationships are good for our health and wellbeing
   b) Close relationships are good for our health and wisdom
   c) Close relationships are good for our health and longevity

   ___ / 1
28. The message for relationships is...
   a) Relationships quickly fixed never last  
   b) **Building relationships is a lifelong challenge**  
   c) Relationships are sexy and glamorous  
   ____ / 1

**Solutions**

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| 2 | Liven up stale relationships  
   Do something new together  
   long walks  
   date nights |
| 3 | a family member you haven't spoken to in years  
   (Any point, any order) |

   ____ / 2

**Final point a quote:**

30. Mark Twain "There isn't time, so brief is life, for bickering, apologies, heart burnings, callings to account. There is only time for **loving**, and but an **instant**, so to speak, for that."  
   ____ / 2

**Overall Mark = ____ / 46**