



Happiness



Lesson PDF Book

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Lesson Plan: Happiness

Lessons: Introduction, definitions, reading, writing, listening, speaking (seminar).

Time: 6+ hours.

Level: **** [B1/B2/C1].

Lesson Aim:

To focus on one key topic in great depth and develop a range of key academic skills based on this topic.

Introduction [30 - 60 minutes]

1. Distribute the **Happiness Worksheet**.
2. **Task 1:** students discuss the 6 questions.
3. **Task 2:** students write 10 ideas that can help improve their happiness (students can research on the internet or the teacher can provide ideas from **Answer Sheet** [pg.7])
4. Feedback: task 2 **Answer Sheet** [pg.7].
5. **Task 3:** students write a basic definition for happiness (allow 10 minutes).
6. **Task 4:** students read through the 10 happiness definitions and choose which ones they agree with / like the most.

Extra: The Oxford Happiness Questionnaire.

Reading: Test-Type Questions [1:30 minutes + feedback]

- Refer to reading test teacher's notes in this PDF Book [pg.8].

Writing: Summary [30 minutes + tutor feedback]

- Refer to reading & writing summary teacher's notes in this PDF Book [pg.20].
[*Important: this is the same text as the reading test]
- Tutor to error correct & return - <https://www.academic-englishuk.com/error-correction>

Listening: Lecture & Test Questions [1:30 minutes + feedback]

- Refer to lecture listening teacher's notes in this PDF Book [pg.30].

Speaking: Seminar [30 minutes] [pg.42].

- Students revise notes from the reading & lecture texts.
- Students use their notes to hold a seminar discussion using the question prompts.
How to run a seminar: <https://www.academic-englishuk.com/seminars>

Happiness Worksheet

Task 1: Discuss these questions

1. What comes to your mind when you hear the word happiness? What is happiness for you?
2. _____? Why? / Why not?
3. Do you think happiness comes from inside or does it depend on other people and things?
4. _____ happy? What _____ happy?
5. What are the three most important things for you to be happy?
6. If _____, what _____?

Task 2: What is the secret to happiness?

Work in groups and create a list of 10 things that are important for success in happiness.

0	E.g: show gratitude
1	
2	
3	
4	
5	
6	
7	
8	
9.	
10	

Task 3: Write a basic definition for happiness.

Defining happiness

Task 4: Defining happiness scientifically is incredibly complicated and there is a lot of disagreement about what, exactly, happiness is. Look at these 10 definitions and decide which one(s) you agree with.

1. *An official dictionary definition of happiness is:
"A state of well-being and contentment". "A pleasurable or satisfying experience "
(Merriam-Webster Online Dictionary, 2020).*
2. *"Happiness is a sense of [redacted] When people [redacted],
or [redacted], they feel happiness" (Vocabulary.com, 2020).*
3. *"Happiness comes when you feel satisfied and fulfilled. Happiness is a feeling of
contentment, that [redacted]. Perfect happiness, [redacted]
when you have all of your needs satisfied" (Happiness International.org, 2020).*
4. *"The experience of joy, contentment, or positive [redacted] with a sense
that one's life is good, [redacted]" (Greater Good Science Centre, 2020).*
5. *"Happiness is the meaning and the purpose of life, the whole aim and end of human
existence" (Aristotle – A Greek philosopher, 384–322 BC).*
6. *"Philosophers and religious [redacted] in terms of living a good life, or
[redacted] than simply as an emotion" (Princeton University, 2001).*
7. *"Happiness comes from choosing to be happy with whatever you [redacted] your
closest relationships and [redacted], financially and
emotionally" (Harvard University, 1980).*
8. *"Happiness is an aggregation of multiple [redacted]" (Kim-Prieto, Diener,
Tamir, Scollon, & Diener, 2005).*
9. *Subjective happiness can be defined as three key dimensions which are cognitive or life
evaluation, [redacted] particular moment and [redacted]
the purposefulness or meaning in life (OECD, 2013).*
10. *What is happiness? This question has no straightforward answer, because the
meaning of the question itself is unclear. What exactly is being asked? Philosophers who
write about "happiness" typically take their subject matter to be either of two terms: A
state of mind; A life that goes well for the person leading it (Stanford University, 2019).*

The Oxford Happiness Questionnaire

Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree	4 = slightly agree
2 = moderately disagree	5 = moderately agree
3 = slightly disagree	6 = strongly agree

1	I feel particularly pleased with the way I am.	
2	I am intensely interested in other people.	
3	I feel that life is very rewarding.	
4	I [] .	
5	I always wake up feeling rested.	
6	I am very optimistic about the future.	
7	I [] .	
8	I am always committed and involved.	
9	Life is good.	
10	I [] place.	
11	I laugh a lot.	
12	I am well [] life.	
13	I think I look attractive.	
14	There [] like to do and what I have done.	
15	I am very happy.	
16	I find beauty in some things.	
17	I always have a cheerful effect on others.	
18	I can [] I want to.	
19	I feel that I am in control of my life.	
20	I feel able to take anything on.	
21	I feel fully mentally alert.	
22	I [] elation.	
23	I find it easy to make decisions.	
24	I have a sense of meaning and purpose in my life.	
25	I feel [] energy	
26	I usually have a good influence on events.	
27	I always have fun with other people.	
28	I [] .	
29	I have happy memories of the past.	
Add up your score =		
Divide it by 29 =		

Adapted from: Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, 33, 1073–1082.

The Oxford Happiness Questionnaire

Interpreting the score

1-2: Not happy.

If you answered honestly and got a very low score, you're probably seeing yourself and your situation as worse than it really is. We [redacted] Symptoms test (CES-D Questionnaire) at the University of Pennsylvania's "Authentic Happiness" Testing Center. <https://www.authentichappiness.sas.upenn.edu> You'll have to register, but this is beneficial because there are a lot of good tests there and you [redacted] and compare your scores.

2-3: Somewhat unhappy.

Try some of the [redacted] like the Gratitude Journal & Gratitude Lists, or the Gratitude Visit; <http://www.new.meaningandhappiness.com/eight-ways-gratitude-boosts-happiness/246/> or take [redacted] site mentioned immediately above.

3-4: Not particularly happy or unhappy.

A score of 3.5 would be an exact numerical [redacted] responses. Some of the exercises [redacted] have been tested in scientific studies and have been shown to make people lastingly happier.

4: Somewhat happy or moderately happy.

Satisfied. This is [redacted] person scores.

4-5: Rather happy; pretty happy.

Check other [redacted] of more suggestions.

5-6: Very happy.

Being happy has more benefits than just [redacted] with benefits like health, better [redacted] your goals.

6: Too happy.

Yes, you read that right. Recent research seems to show that there's an optimal level of happiness for things like doing [redacted], or for being healthy, and [redacted] may be associated with lower levels of such things.

Interpreting your score was created by Stephen Wright is a visiting scientist at Georgetown University's Brain and Language Lab, and founder of meaningandhappiness.com

Task 2: What is the secret to happiness?

Teacher's answers / possible ideas

- Practice gratitude.
- Do meaningful work.
- [redacted]
- Foster good relationships.
- Do what you love.
- Help [redacted]
- Find joy in the small things.
- Create a [redacted] balance.
- Avoid regrets.
- Take [redacted].
- Stop comparing yourself with others.
- Accept [redacted].
- Stay in the moment.
- [redacted] food.
- Keep learning.
- Have [redacted] to.
- Take a positive approach / practice positive thinking.
- Be comfortable with who you are.
- Be [redacted] bigger.
- Get enough sleep.
- Spend [redacted].
- Spend more time with family.
- [redacted] more.
- Laugh more.
- Learn to show respect and kindness.
- Be [redacted].
- View problems as challenges.
- Focus on experience rather than material things.
- Reflect / [redacted]
- Accept failure.
- Commit [redacted]
- Celebrate the little victories.
- [redacted] sometimes.
- Spend money wisely.
- Be [redacted].

These were never discussed in the research for this lesson:

- Become financially wealthy.
- Achieve fame.
- Gain power and control.



Understanding Happiness

Reading Test

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Predict the content of the text & write down key terms & ideas.
2. Read the text. Check words & meanings with a dictionary.
3. Answer the questions.
4. Check your answers (pass mark is 70%).

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary.
2. Answer the questions.
3. Check your answers (pass mark is 70%).

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary & meanings.
2. Test day – distribute **text 2 (with reference words underlined)** & the **questions** (no dictionary or notes).
3. Set 1 hour to read the text & answer the questions.
4. Take in & correct or go through answers in class (pass mark is 70%).
5. Extra activity – students write the summary (add 30 minutes to the test).

Lesson #2: [hard] ***** [C1]

1. Test day – distribute **text 2 (with reference words underlined)** & **questions**.
2. Set 1 hour to read text & answer the questions.
3. Take in & correct or go through answers in class (pass mark is 70%).
4. Extra activity – students write the summary (add 30 minutes to the test).

Understanding Happiness: Reading Test

by J. Mills (2020)

Understanding happiness seems simple. Indeed, it is included in most elementary children's books and songs, and [redacted] research happiness and how to cultivate it require a less subjective and more nuanced definition. The Greater Good Science Centre at UC Berkeley endorses [redacted] experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and [redacted]. This is a useful definition as it includes many levels of happiness. Certainly, not all experiences of happiness are, or should be, the same and should depend both on [redacted] as work or home.

In order to meaningfully research happiness, The Organisation for Economic Co-operation and Development (OECD) has [redacted]: cognitive or "life evaluation," affective and eudaimonic (OECD, 2013). The cognitive dimension is holistic and involves [redacted] of what a good life looks like. According to Kahneman and Kruger (2006), this measure is closely related to how we make and evaluate decisions. The affective dimension is [redacted] they define happiness; it is the positive feeling one experiences at any given moment. This can be difficult to measure, [redacted] remembered correctly. Lastly, the eudaimonic dimension can be defined as purposefulness or meaning. For example, doing really challenging volunteer work may not make you feel [redacted] may [redacted] highly, but it will probably increase your eudaimonic dimension of happiness significantly.

Work plays an important part in all three happiness measures. The Happiness Research Institute ([redacted] at one company, Valcon, and found that 40% of the differences in happiness between employees could be explained by four factors: stress, social relations, work satisfaction [redacted] demographics at the company. Men were happier than women and younger employees were happier than older employees. [redacted] social relations, not the quantity, that positively affected happiness ratings. Using this information, the company could implement strategies to reduce stress and [redacted] in their employees (Happiness Research Institute, 2018). However it is notable that the report did not include [redacted] the happiness gender gap at Valcon was caused by cultural factors at the company, or whether actions were [redacted].

The Happiness Research Institute also implemented a more international, multicultural happiness study focusing on the home. They found a [redacted] was the most important factor in home happiness (Happiness Research Institute, 2019). They further found [redacted] doing home improvement projects, greatly improved that feeling of pride. It should be noted, however, that the study was partially funded by B&Q, a major [redacted]. Other important factors included age, as people over fifty were much happier with their homes, and how long one had stayed [redacted] not as important as feeling secure in their homes.

The most remarkable study of happiness included work, home, and indeed entire lifetimes of happiness [redacted]. Development followed men from different backgrounds from their teens in 1938, measuring and recording their health and happiness over the next eighty years, and are now [redacted] current director Robert Waldinger (2015) said in his popular TED talk, the most important indicator of lifelong [redacted] important than money, education or other factors we expect from a “successful” life, what actually makes people consistently happy is to be well connected [redacted], 2017).

In conclusion, both the Harvard study and the Valcon study emphasise the need for strong relationships, although pride in [redacted]. These correspond to the three dimensions of happiness (OECD, 2013). Strong relationships fulfill the eudaimonic [redacted] to the cognitive dimension of life evaluation. This research suggests that perhaps the affective dimension, the simple, fleeting feeling of happiness, is the [redacted].

References

Greater Good Science Center. (2020). [redacted]
[redacted]

Happiness Research Institute. (2018). *The Valcon Happiness Lab Working Paper 1: Initial Results*. Retrieved from: https://6e3636b7-ad2f-4292-b910-faa23b9c20aa.filesusr.com/ugd/928487_70445cf40c2349a693d9081edaaa9f9e.pdf

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Kahneman, D. & Kruger, A. B. (2006). [redacted] Well- Being. *Journal of Economic Perspectives*, 20(1) pp. 3-24.

Mineo, Liz. (2017). Good genes are nice, but joy is better. *The Harvard Gazette*. Retrieved from: <https://news.harvard.edu/gazette/story/2017/04/over-nearly-80-years-harvard-study-has-been-showing-how-to-live-a-healthy-and-happy-life/>

OECD (2013). [redacted]
[redacted]

Waldinger, R. (2015, November). [redacted] *longest study on happiness*. [Video file]. Retrieved from: https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Comprehension Questions

1. Headings – choose a subheading for each paragraph – one title is not needed.

1	C (Example)	A	Happiness at work
2		B	
3		C	Introduction and definition
4		D	Conclusion
5		E	
6		F	Student satisfaction
		G	

___ / 5

2. Open answer questions.

Paragraph 1		
i.	What are the three dimensions of happiness?	a. <i>Cognitive or 'life evaluation'</i> (example).
		b.
		c.
Paragraph 2		
ii.	What four factors affect _____?	a.
		b.
		c.
		d.
Paragraph 4		
iii.	What is the most important factor _____?	a.
Paragraph 5		
iv.	What single factor affects _____ the most?	a.

___ / 8

3. True / False / Not Given – one question per paragraph.

		T / F / NG
Paragraph 1		
i.	All experiences of happiness are essentially the same.	
Paragraph 2		
ii.	The feeling of being _____ dimension.	
Paragraph 3		
iii.	People who _____ long time were happier.	
Paragraph 4		
iv.	Moving often makes people less happy with their homes.	
Paragraph 5		
v.	Men from _____ other men.	
Paragraph 6		
vi.	The eudaimonic dimension is the least important overall.	

___ / 6

4. Multiple choice – circle one answer

i. Who were the happiest people at the Valcon company?

- a. Younger women.
- b. [REDACTED].
- c. Older women.
- d. [REDACTED].

ii. Who is happier with their home?

- a. A 30-year-old renter who has lived in the house for 5 years.
- b. [REDACTED].
- c. A 50-year-old renter who has lived in the house for 10 years.
- d. [REDACTED].

iii. Which two studies found that relationships are the key to happiness?

- a. The Harvard study and The Happiness Institute's Good Home Report.
- b. [REDACTED].
- c. The Harvard study and The Happiness Institute's Valcon Report.

___ / 3

5. Reference words – explain what these reference words connect to: (underlined in the text).

Paragraph	Word	Connection
1 (line 3)	<u>It</u>	<i>Happiness (Example).</i>
1 (line 7)	<u>It</u>	
2	<u>This</u>	
2	<u>It</u>	
3	<u>They</u>	
3	<u>This information</u>	
4	<u>They</u>	
5	<u>Their</u>	
5	<u>Their</u>	

___ / 8

6. What is the author's stance in the following two questions?

i.	What difference in happiness between [REDACTED] believe may not be fully addressed in the Valcon Report?
ii.	Why is the author suspicious of the claim that home improvement projects make people happier in paragraph 4?

___ / 2

Vocabulary

7. Key language – search for the word in the paragraph that means:

Paragraph	Word	Definition
1	<i>Cultivate (Example)</i>	To develop or improve a quality.
1		Important or serious.
2		Overall, _____ as a whole.
2		Ideas & opinions formed before you have enough knowledge or experience.
3		Put _____ happen.
3		Information about a group such as the people who live in a particular area.
4		Free from _____ for the worse.
4		A feeling of pleasure from doing something good.
5		Something that can be regarded as a sign of something else.
5		_____
6		The parts of one relate to the parts of another.
6		Disappearing quickly.

___ / 11

Critical thinking

8. Find two points in the text that you question.

i.	
ii.	

___ / 2

Overall Total: ___ / 45

Comprehension Questions **ANSWERS**

1. Headings – choose a subheading for each paragraph – one title is not needed.

1	<i>C (Example)</i>	A	Happiness at work
2	<i>E</i>	B	Long-term happiness
3	<i>A</i>	C	Introduction and definition
4	<i>G</i>	D	Conclusion
5	<i>B</i>	E	Elements of happiness
6	<i>D</i>	F	Student satisfaction
		G	Happiness in the home

___ / 5

2. Open answer questions.

Paragraph 1		
i.	What are the three dimensions of happiness?	a. <i>Cognitive or 'life evaluation'</i> (example).
		b. <i>Affective.</i>
		c. <i>Eudaimonic.</i>
Paragraph 2		

ALL ANSWERS ARE INCLUDED IN PAID VERSION...



Understanding Happiness

Summary Writing

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Student

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Predict the content of the text. Write down key terms & ideas.
2. Read the text & check words & meanings with a dictionary.
3. Identify the key points & support & complete the **outline**.
4. Write the summary – only one paragraph (200-250 words).
5. Check key points with the **completed outline** & **model answer** (try to achieve 4 key points and 4 support points).
6. Answer critical thinking questions & check answers.

Lesson #2: [Hard] ***** [C1]

1. Read the text – no dictionary.
2. Identify the key points and support.
3. Write the summary – only one paragraph (200-250 words).
4. Check key points with the **completed outline** & **model answer** (try to achieve 4 key points and 4 supporting points).
5. Answer critical thinking questions & check answers.

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Distribute text a week /day before the test. Students read, check vocabulary & meanings.
2. Test day – distribute a **new copy of text** and **summary question**.
3. Set 1 hour to read the text, take notes and write a one-paragraph summary of 200-250 words.
4. Feedback¹: take in and mark [use correction code*].
5. Feedback²: distribute **completed outline** & **model answer**.
6. Summary marking: Should contain at least 4 main ideas with support – see Summary Key Points pg.21.
7. Extra: Critical thinking questions / group discussion (30 minutes).

Lesson #2: [hard] ***** [C1]

1. Set 1 hour to read the **text** and write a one-paragraph summary of 200-250 words.
3. Feedback¹: take in and mark [use correction code*].
4. Feedback²: distribute **completed outline** & **model answer**.
5. Summary Marking: Should contain at least 4 main ideas with support – see Summary Key Points p.21.
6. Extra: Answer critical thinking questions / group discussion (30 minutes).

Correction code*: www.academic-englishuk/error-correction

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In conclusion, both the Harvard study and the Valcon study emphasise the need for strong relationships, although pride in [redacted]. These correspond to the three dimensions of happiness (OECD, 2013). Strong relationships fulfill the eudaimonic [redacted] to the cognitive dimension of life evaluation. This research suggests that perhaps the affective dimension, the simple, fleeting feeling of happiness, is the [redacted].

References

Greater Good Science Center. (2020). [redacted]
[redacted]

Happiness Research Institute. (2018). *The Valcon Happiness Lab Working Paper 1: Initial Results*. Retrieved from: https://6e3636b7-ad2f-4292-b910-faa23b9c20aa.filesusr.com/ugd/928487_70445cf40c2349a693d9081edaaa9f9e.pdf

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Outline: summary note-taking – take notes on the key points of the article

1. Main idea:
Support:
2. Main idea:
Support:
3. Main idea:
Support:
4. Main idea:
Support:
5. Main idea:
Support:

Summary Key Points **ANSWERS**

A good summary should have the 5 main ideas and 2 points of support for each main idea.

1. Main idea: What happiness is.
<p>Support:</p> <ul style="list-style-type: none"> Science definition: the experience of joy, contentment, or positive well-being, combined [redacted], meaningful, and worthwhile. But not all experiences of happiness are the same. Depends [redacted] context (Mills, 2020).
2. Main idea: Three dimensions of happiness (OECD, 2013).
<p>Support:</p> <ul style="list-style-type: none"> Cognitive: comparing your life to [redacted] looks like. (OECD, 2013). Related to decision making (Kahneman & Kruger, 2006). Affective: the [redacted] happiness. It's the positive feelings experienced. Difficult to measure & it quickly changes. Eudaimonic: [redacted].
3. Main idea: Happiness and work (The Happiness Research Institute, 2018)
<p>Support:</p> <ul style="list-style-type: none"> Research found four factors connected to [redacted], work satisfaction and self-esteem. Results [redacted] happiest.
4. Main idea: Happiness and home (The Happiness Research Institute, 2019)
<p>Support:</p> <ul style="list-style-type: none"> Research found [redacted] happy. People over the age of 50 are happier in their homes. Interesting [redacted] was not a factor in feeling happy.
5. Main idea: Research into lifetime happiness (Harvard study).
<p>Support:</p> <ul style="list-style-type: none"> Studied men for [redacted] & happiness. Results showed that healthy relationships (Waldinger, 2015) & a strong sense of community(Mineo, 2017) [redacted] for happiness.

Summary

Task: Write a 200-250 word summary on the key elements of Understanding Happiness by J. Mills (2020).

Understanding Happiness - Model Summary

Task: Write a 200 - 250-word summary on the key features of the text

Happiness can be defined as “the experience of joy, contentment, or positive well-being, combined [redacted], and worthwhile” (Lyubomirsky cited in the Greater Good Science Centre, 2020). Although in agreement, Mills (2020) clarifies that [redacted] of happiness [redacted] as well as the context. According to OECD (2013), there are three dimensions of happiness: cognitive [redacted] compares their life to what they believe a good life is like, affective relates to the positive feelings [redacted] purpose and meaning. These three dimensions have been researched in different aspects of people’s lives. [redacted] by the Happiness [redacted]), discovered four factors connected to happiness: stress, social relations, work satisfaction and self-esteem, and the results showed that [redacted], the Happiness Research Institute (2019) undertook another study connected to happiness, but [redacted] results showed that people over the age of fifty were the happiest and homeownership was not a contributing factor. Finally, the [redacted] subjects were men, [redacted] lifetime happiness, and the results indicated that healthy relationships (Waldinger, 2015) and a [redacted] the most important factors.

[235 words]

Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

[2 points]

ii) Is this a credible article? Yes /no – why?

[2 points]

iii) Highlight four ideas in the text you would use for an essay on 'Is happiness subjective?'

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence

[2 points]

Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

The author believes that we should be cautious about some of the research into happiness: Happiness Research Institute (2019) home study – [redacted] improve people's happiness? This [redacted] a home improvement company [B&Q].

[2 points]

ii) Is this a credible article? Yes /no – why?

*Yes, good source choice [redacted] used.
But who is the author? Not published or supported by a journal publication. Probably a good idea to use the primary sources.*

[2 points]

iii) Highlight four ideas in the text you would use for an essay on 'Is happiness subjective?'

*P1: Definition (Lyubomirsky, 2020).
P2: Dimensions of happiness (OECD, 2013).
P3: [redacted] (Happiness Research Institute, 2018).
P3: Four factors: stress, social relations, work satisfaction and self-esteem.
P3: [redacted].
P3: Research offers key strategies to improve happiness.
P4: [redacted] Research Institute, 2019).
P4: Home plays a significant role in happiness and pride.
P5: Lifetime happiness data (Harvard Study).
P5: A sense of [redacted] element of a successful life.
P6: Correlation in the research with the examples in the text.
P6: Most important OECD's [redacted] and eudaimonic*

[4 points]

iv) Highlight two areas in the text that you question, disagree with or lack evidence

*P1: Can happiness be defined? [highly subjective? How we feel today could be different tomorrow]
P1: Why has the [redacted] on work and home? [social life? [redacted]? college?]
P2: Cognitive or life evaluation dimension [Can I evaluate my life accurately?]
P2: [redacted] [How many people understand their purpose or meaning in life?]
P3: Research done in only one company [limited research / data]
P3: What [redacted] researched? [Not all [redacted]! – bias study]
P3: Why are men happier at work?
P3: **Interesting point:** social reactions are important.
P4: Do I agree [redacted] is important? [Yes, as it's where we spend most of our time?]
P4: What about the problems of where you live? [disadvantaged [redacted], air pollution?]
P4: The [redacted] isn't as important as feeling secure in your home, but surely homeownership is linked to security and renting can make you feel more insecure.
P4: The research [redacted] store. [This is possibly a bias study]
P5: Why did the Harvard study only research males? [This is possibly a bias study]
P5: **Important point:** a [redacted] of community.
P6: Do I agree that affective dimension is the least important?*

[Any 2 of these – obviously subjective but accept any credible student answer too].

[2 points]



Happiness

Lecture Listening

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

[listening test questions]

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

PowerPoint Link: AVAILABLE IN PAID DOWNLOAD

Check these words before listening:

Key vocabulary

1. Millennials (adulthood in year 2000. Born 1981-1997)

3. Sophomores (2nd year at university)

4. Disadvantaged families

6. Distracted

8. Nobody moves the ball further down the field

9. Alcoholism

11. To be toxic

12. Conflict

14. Grudge

15. A family Feud

17. Screen time

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Student

TED Talks Test Questions

Time: *Approximately 1- 1:30 hours*

1. Read the title

- Try to predict the content of lecture
- 0. Write down key terms / ideas
- 1. 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).
4. Answer questions – set 20-25 minutes to answer.
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
- 2. Ask students to write down key terms / language from discussion
- 3. 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).
4. Give out questions – set 20-25 minutes to answer.
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

1. What are [redacted] main goals?	Percentage	Goal
	i.	ii .
	iii.	iv.
2. What are we often told we need to do to [redacted]?	To [redacted] and a [redacted] more	

___ / 6

The Study

3. Name of study:	
4. [redacted]	
5. When did it begin?	
6. How many [redacted]	
7. How many are still alive today?	
8. What were the [redacted]?	Group 1: i.
	Group 2: ii.
9. [redacted] research areas	i. work
	ii.
	iii.

___ / 9

True / False / Not Given (T/F/NG):

Detailed research: The participants are...

	T / F / NG
10. contacted and asked questions every year	
11. asked to answer [REDACTED].	
12. interviewed only at Harvard	
13. given [REDACTED]	
14. asked to give blood samples	
15. are [REDACTED]	
16. checked for [REDACTED]	
17. The participant's wives and children are interviewed too	
18. The participant's [REDACTED]	
19. Everything is [REDACTED]	

___ / 10

Long studies / long research projects

Studies like these [REDACTED] Why?

21. reason 1	
22. reason 2	

___ / 2

Why has this [REDACTED] survived?

23. Reason	
------------	--

___ / 1

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

The Three Big Lessons

24. Lesson 1

Social _____ us but **L**_____ kills. People who have strong family and friend communities _____ and live longer. People who are **i**_____ are less _____ earlier in **m**_____ life, **b**_____ functions declines sooner and they live shorter lives. In fact, one in **f**_____ _____.

25. Lesson 2:

It's not the number of _____ or not you are in a **c**_____ relationship. Living in **c**_____ is really bad for _____ relationships is **p**_____. Evidence _____ 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 _____ on that other _____ of **n**_____, as a result their **m**_____ _____.

___ / 12

Multiple choice questions - [choose only one answer]

27. The main message is...

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

___ / 1

28. The message for relationships is...

- a) Relationships quickly [REDACTED]
- b) Building relationships is a lifelong challenge
- c) Relationships can [REDACTED]

___ / 1

Solutions

29. What can be done to improve relationships with [REDACTED]? Three things

1	Replace [REDACTED] with people time
2	
3	

___ / 2

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, [REDACTED] callings to account. There [REDACTED] for I _____, and but an i _____ so to [REDACTED] that."

___ / 2

Overall Mark = ___ / 46

What makes a good life? **ANSWERS**

Millennial's Survey

1.What are Millennials two main goals?	Percentage	Goal
	i. 80%	li . Rich
	iii. 50%	iv. Famous
2. What are things we are given the impression to have a good life?	To push harder and achieve more	

___ / 6

The Study

3.Name of study:	The Harvard Study of Adult Development
4.Length of time:	75 years

ALL ANSWERS ARE INCLUDED IN PAID VERSION...



Happiness

Speaking: Seminar

How to run a seminar: <https://www.academic-englishuk.com/seminars>

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Seminar Questions

Key sources:

Reading: **Mills (2020)**:

Greater Good Science Center (2020); Happiness Research Institute (2018) & (2019); Kahneman & Kruger (2006); Mineo (2017); OECD (2013); Waldinger (2015).

Lecture: **Waldinger (2015)**

1. Define what happiness is.
2. Discuss how happiness is measured in both texts.
3. Discuss and evaluate the [redacted] Development.
4. Discuss what [redacted] how to be successful in happiness.
5. Discuss what both texts say [redacted] happiness.
6. Summarise your findings.