Sustainable Happiness and Health Education Teacher's Guide

for Yukon

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Further articles and resources related to sustainable happiness are available at: www.sustainablehappiness.ca.

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Sustainable Happiness is…

> *Happiness that contributes to individual, community, and/or global well-being and does not exploit other people, the environment, or future generations. (O'Brien, 2008)*

Sustainable happiness links happiness and sustainability together. It reinforces the fact that we are interdependent with one another and the natural environment – that our mutual well-being is interconnected. It can also be used as a roadmap to explore what truly makes our heart sing, helping students to recognize the bias of the media messages that suggest a particular brand of toy, body image, or energy drink is the answer.

Why sustainable happiness and health education?

To answer the question above, let's look at what we are learning from happiness research.

Happiness and health

Over the past decade, a new field within psychology has emerged. It is referred to as positive psychology. Positive psychology looks at the character traits that help people to flourish and the characteristics of successful organizations. Researchers in this field are exploring questions such as: what can we learn from happy people? Can we increase happiness? What are the benefits of happiness? What factors contribute to enduring happiness and life satisfaction?

We know from research in positive psychology and related happiness studies that happiness is associated with physical and emotional well-being. Happiness is defined by Veenhoven (2006) as "*the overall appreciation of one's life-as-a-whole*, in short, how much one likes the life one lives" (p. 2). While definitions of happiness may vary, researchers have demonstrated that one's subjective experience of happiness corresponds with numerous positive health outcomes (Davidson, Mostofsky & Whang, 2010; Seligman, 2002; Steptoe, Wardle, & Marmot, 2005), including lower blood pressure, the inclination to seek out and act on health information, and a more robust immune system.

Veenhoven (2006) completed an extensive survey of studies regarding the relationship between happiness and physical and mental well-being. The evidence "implies that we can make people healthier by making them happier" (Veenhoven, 2006, p. 6). Also, numerous studies have found that happy people tend to have healthy relationships (Diener & Seligman, 2004).

Positive psychologists who study children and youth have found that character strengths such as love, gratitude, and hope are predictors of life satisfaction (Park, Peterson, &

Seligman, 2004). Prosocial behaviours such as empathy and sympathy have been associated with positive social functioning (Eisenberg, Fabes & Spinrad, 2006) and some studies have also found a positive correlation between prosocial behaviour and student academic achievement. (see Spinrad & Eisenberg, 2009 for a detailed discussion).

This growing body of evidence suggests that applications of positive psychology to schools and classrooms will contribute to curriculum and practices that foster student well-being and build skills that assist students (and teachers) to flourish.

Happiness and Well-Being

- Happy people tend to seek out and act on health information
- Happiness and well-being have been associated with reduced risk of cardiovascular disease
- Positive states of well-being tend to correlate with better physical health
- Happy people tend to live longer
- Positive moods can lower blood pressure
- Hope has been associated with increased chances of survival for cancer patients
- Recovery from diverse health problems is affected by levels of well-being
- Immune systems are positively affected by high levels of positive emotions
- There is some evidence that happy people are less susceptible to cold and flu viruses
- Social relationships are essential to well-being
- Happy people tend to have healthy social relationships
- Interpersonal skills have a strong association to life satisfaction
- People who report high life satisfaction and happiness may have a greater tendency to volunteer in the community
- Social and community service has a strong association with life satisfaction
- The happiest people score low on psychopathology

(A detailed discussion of the research related to this list can be found in Diener and Seligman, 2004).

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Happiness and Sustainability

There is a natural connection between sustainability and positive psychology. Happiness is at the heart of who we are and what we do but in a consumer society, where consumption and happiness tend to be inextricably linked, individuals confuse the "path to the 'good life' as the 'goods life'" (Kasser, 2006, p. 200). And in industrialized countries, our pursuit of happiness is often at the expense of other people and the natural environment.

Here's the intriguing and optimistic news. Happiness research suggests that "authentic happiness" (Seligman, 2002) is associated with positive health and well-being. Authentic happiness is derived through relationships with family, friends, meaningful work, and engagement in our community rather than through a relentless striving for material possessions. There is also evidence that once basic needs are met, substantial increases in income do not translate into substantial increases in happiness (Diener & Seligman, 2004; Stutz, 2006). We're discovering that the over consumption of consumer societies is neither the ultimate path to authentic happiness nor the path to sustainability.

This brings us to the concept of sustainable happiness that can assist individuals and institutions to embrace "one-planet living" that is healthy for people and the natural environment. It demonstrates that we can be happy and still have a sustainable quality of life. For more information about one-planet living see: http://www.oneplanetliving.org/index.html.

Sustainable Happiness

The concept of sustainable happiness was developed by O'Brien (2005) in order to draw attention to the consequences, both positive and adverse, of how individuals, communities and nations pursue happiness. In a globalized world, everyone's actions have repercussions on distant lands and people. Some impacts are immediate and short term while some have enduring effects.

Sustainable happiness is a concept that can be used by individuals to guide their actions and decisions on a daily basis; at the community level, it reinforces the need to genuinely consider social, environmental and economic indicators of well-being so that community happiness and well-being are sustainable; at the national and international level it highlights the significance of individual and community actions for the well-being of all – now and into the future.

As a demonstration, consider the momentary pleasure of drinking a cup of coffee. Benefits of attending to and being mindful of our sensory experience have been discussed by Brown and Kasser (2005) and Kabat-Zinn (2005). Viewed through the lens of sustainable happiness, this momentary pleasure can be placed in a wider context. Individuals can also attend to whether that cup of coffee is fair trade coffee, which means that workers in the coffee plantation have been paid fairly and the coffee was grown with regard for the environment. It is important to

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reflect on whether the positive emotion derived from the coffee, (or anything else for that matter), has come at the expense of other people or the natural environment. The conditions under which clothes are manufactured, how far our food is transported, the pesticides that are sprayed on the local golf course, all have some impact on, and connection to, how individuals pursue happiness. On a daily basis, there are countless choices that individuals, organizations, and governments make which could contribute to sustainable happiness, whether we look at an individual's commute to work, an organization's procurement policies, or a nation's foreign trade policies.

Sustainable happiness reinforces the fact that we are interconnected and interdependent with all life on the planet, even life that is yet to be born. It can also be used to foster sustainable behaviour. Our natural desire for happiness can become the entry point for discovering that our well-being is inextricably linked to the well-being of others and the natural environment. It can also dispute a common misconception that living sustainably will lower our quality of life. Sustainable happiness offers a fresh approach that invites reflection on sustainability issues coupled with opportunities to enhance our quality of life *and contribute to individual, community, and global well-being.* It also may be used to motivate behaviour change through compassion for others and the environment that sustains us.

Individuals, communities, and organizations that investigate sustainable happiness begin a process of deconstructing happiness and sustainability. For example, there are many daily activities that bring an experience of pleasure, but are not contributing to our overall well-being, or are detrimental to the well-being of others or the environment – this would include the consumption of products that have been made in a sweat shop or that have severely degraded the environment. Additionally, there are socially acceptable behaviours for dealing with stress. One of these is "retail therapy" which involves shopping to making oneself feel better, regardless of the potential adverse impact this consumption may have beyond the shopper. Through an exploration of sustainable happiness we can "delink" happiness from consumption and discover ongoing opportunities to enhance well-being *and* sustainability.

Sustainable Happiness and Health

Sustainable happiness can be applied to health education to foster healthy attitudes and behaviours – healthy for students, the community and the natural environment. The accompanying lessons are focused on the health education curriculum but you'll likely notice that there are many cross-curricular opportunities.

Health curricula across the nation address many similar outcomes related to active, healthy living, nutrition, personal wellness, healthy relationships, and media awareness. We also share common concerns regarding physical activity levels of young people, rising levels of overweight and obesity, increasing incidences of depression, and risk-taking behaviour. The lessons that are outlined here for grades kindergarten to grade 6 are intended to motivate students to develop attitudes and intrinsic motivation to make healthful choices on a daily basis and throughout their life.

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Sustainable Happiness and Education

More than two decades have passed since the Brundtland Commission published the comprehensive document, *Our Common Future,* which linked economic development with environmental conservation and defined sustainable development (World Commission on Environment and Development [WCED], 1987). By 1992, world leaders gathered in Rio de Janeiro at the Earth Summit, the first United Nations (UN) conference that combined issues of environment and development. The 40-chapter Earth Summit document that emerged, *Agenda 21* (UN, 1993), presented challenges and plans for action around biodiversity, trade, debt, deforestation, poverty, education, agriculture, desertification, human settlements, consumption, and much more. Chapter 36 of *Agenda 21* is devoted to the role of education for sustainable development.

Progress in Education for Sustainable Development (ESD) has not kept pace with the need to mobilize the global community towards actions that will substantially shift our unsustainable trajectory. In a survey of current practice, a UN report questioned whether education is the problem or the solution. "At current levels of unsustainable practice and over consumption it could be concluded that education is part of the problem. If education is the solution then it requires a deeper critique and a broader vision for the future" (UNESCO, 2005a, p. 59). This is not meant to suggest that we have been idle in Canada and elsewhere. York University hosts the UNESCO Chair on Reorienting Teacher Education to Address Sustainability. Environmental education programs are offered at many universities, and topics related to sustainability have been incorporated, sometimes sporadically, into elementary and secondary curriculum (Canadian Council of Ministers of Education [CMEC], 2007; Working Group on Environmental Education [WGEE], 2007). Students are introduced to topics such as climate change, energy conservation, recycling, cultural diversity, and human rights. There is a rich array of non-formal education resources and web sites for teachers to access. Furthermore, even though many high school graduates have been introduced to environmental education, the information alone is not sufficient to foster sustainable lifestyles and livelihoods. The report of the Working Group on Environmental Education (2007) in Ontario has created intended outcomes that include learning opportunities for students to apply their knowledge to real-world situations. We would be deluding ourselves if we were to assume that current efforts to integrate sustainability into elementary and high school curricula is adequate in an era of climate change (Intergovernmental Panel on Climate Change [IPCC], 2007), massive environmental deterioration, and escalating loss of non-renewable resources.

2005 marked the beginning of the UN Decade of Education for Sustainable Development (2005-2014). The rationale for this is contained in the following words:

> *There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on. . . . Education for sustainable development is a life-wide*

> *and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to us all, or it will not belong to anyone. (UN Decade of Education for Sustainable Development, 2005-2014, 2005b, p. 8)*

The Decade "aims to integrate values, activities and principles that are inherently linked to sustainable development into all forms of education and learning" (UNESCO, 2007, p. 5).

The global challenges that threaten life on the planet and wreak untold human suffering can at face value seem unrelated to "happiness." However, despite decades of environmental education that have attempted to shift policy and behaviour, we have not sufficiently shifted our unsustainable trajectory. Sustainable happiness has the capacity to attract the attention of individuals who might never consider themselves to be environmentalists or who feel weary of being prodded toward environmentally friendly behaviour through guilt. It also has the capacity to forge a transformational shift for students who internalize the realization that we are interdependent.

Education in the 21st century can continue to evolve at a comfortable pace that is entirely out of step with the leadership that is needed to embrace sustainability education. Or we can engage in a "deeper critique and broader vision for the future." Sustainable happiness provides a concept and process for doing the latter. Introducing students to sustainable happiness can contribute to their health and well-being, and nurtures values for contributing to global well-being.

These lessons complement initiatives related to positive school health, comprehensive school health, health promoting schools and quality school health.

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Health Education Curriculum Outcomes

The lessons in this document are associated with the following health education outcomes for the Yukon (which follow the Health Education outcomes for British Columbia).

Yukon Health Education Outcomes	
Kindergarten	**Outcomes:**
	A1- Identify opportunities to make choices B1- Identify their personal skills and interests (e.g., things they are good at, things they like to do) B2- Identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules) C1- Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices C3- Demonstrate an understanding of appropriate ways to express feelings C4- Differentiate between positive and negative behaviours in relationships
Grade 1	**Outcomes:**
	B1- Describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned) B2- Describe a variety of jobs and responsibilities they have at home and at school C1- Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices C2- Identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items) C12- Demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)
Grade 2	**Outcomes:**
	A2- Identify opportunities to make decisions (e.g., healthy eating choices, recess activities) C1- Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy

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	eating, healthy relationships) C4- Describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings) C5- Identify positive ways to initiate and maintain healthy friendships C7- Describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community
Grade 3	**Outcomes:**
	C1- Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused) C2- Describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases) C3- Describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose) C4- Describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills) C5- Describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully C8- Describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences) C9- Demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)
Grade 4	**Outcomes:**
	A1- Identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results) B1- Create an inventory of their own attributes, including skills, interests, and accomplishments C1- Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy

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	interpersonal relationships, trying new activities and challenges) C5- Describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
Grade 5	**Outcomes:**
	A1- Describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making C1- Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media) C2- Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health C5- Assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends C6- Analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity) C8- Describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road
Grade 6	**Outcomes:**
	A2- Identify influences on goal setting and decision making, including family, peer, and media influences C1- Describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active, healthy eating practices, an emotionally healthy lifestyle C5- Assess the influence that peers have on individual's attitudes and behaviour

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General Approach

The lessons are outlined for each grade and grouped into grades K-3 and 4-6. Most lessons could readily be adapted to older or younger grades. Generally, the lessons involve large group, small group or partner work, with an emphasis on interpersonal communication, building healthy relationships, and reinforcing associations between happiness and health.

A further aim is to cultivate an intrinsic orientation with respect to learning and healthy, sustainable lifestyles. Intrinsic value orientation is found to be associated with happiness. (Brown & Kasser, 2005). Positive psychology research suggests that learner-centred practices (e.g. involving students in decision making) promote healthy classroom relationships as "students tend to have more close friends and a greater number of friends, and are less likely experience peer rejection (Wentzel, Baker & Russell, 2009, p. 236). Learner-centred lessons that incorporate assessment *of* and *for* learning support this aim as students make choices about their learning and are guided toward mastery of the material.

Key Concepts

Appreciation/Gratitude

There is at least one lesson for each grade that addresses the concept of gratitude or appreciation. The ability to experience and express gratitude and appreciation is associated with happiness and well-being. There may be many reasons for this. Happy people tend to be grateful, and grateful people are more prosocially oriented, possibly contributing to healthy relationships – which are associated with happiness and life satisfaction (McCullough et al., 2002; Watkins, 2004).

Foster and Hicks (1999) recorded stories of more than 300 happy people and found that appreciation was a common characteristic. It appears to be one practice that keeps people mindful of the present and also offsets socialization (generally from the media) that presents the view that we need more "stuff" in order to be happy.

Foster and Hicks Happiness Model

Throughout many of the lessons, the happiness model that was developed by Foster and Hicks (1999) has been applied. The Foster/Hicks Happiness Model has been used with health practitioners in Canada and the United States with positive impacts both personally and professionally. The model (and sustainable happiness) has been incorporated into a public health management course at the University of California at Berkeley. It is also the framework for the online sustainable happiness course.

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Connecting with the Natural Environment

Lessons that connect students with the natural environment have also been included for each chapter. The aim is to remind students that enjoying the outdoor environment and caring for nature contributes to individual, community and global well-being. For further information see the Children and Nature Network.

Internal Locus of Control

Student confidence and self-esteem are enhanced when they have a strong sense of their internal locus of control. They understand that they can and do make choices that lead to outcomes. Improving their capacity to make choices that enhance their well-being, the well-being of other people and the natural environment increases their capacity to choose sustainable happiness. Many lessons are designed to reinforce the students' awareness of themselves as choicemakers.

Maslow's Hierarchy of Needs

Abraham Maslow developed the concept of human needs as a hierarchy that starts at our most basic need for survival and moves up to ones that we may aspire to once our most basic needs are met. Tim Kasser (2006) has suggested that advertisements are aimed at convincing us that one or more of these needs will be met through the product that is promoted in the advertisement. Maslow's hierarchy is used in the lessons related to happiness literacy.

Wants and Needs

Looking at wants versus needs helps us to differentiate between things that we need to survive (basic needs such as water, food, housing, personal security, etc) and things that we desire.

University students enrolled in my sustainable happiness course participated in a wants versus needs activity. They noticed that when they were shopping in a store, or online, that it was helpful to ask themselves, "Is this a want or a need?" Pausing to ask this question assisted them to become mindful shoppers.

Affluenza

A number of authors have explored the concept of "affluenza." The term describes the illness-like symptoms of affluence and hyper materialism. Hamilton and Denniss suggest that in consumer societies we are being socialized to feel that "too much is not enough." Advertising in particular is said to reinforce the perspective that no matter how much we

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have, it is not enough. Affluenza is associated with overconsumption and subsequent harmful environmental impacts as non-renewable resources are depleted, extensive levels of energy are used to create and transport products, and landfills are dealing with the waste.
Further information about affluenza is available at http://www.affluenza.org/.

Flow

Flow is a term that refers to a state of optimal experience that occurs when we are performing at just the right level of challenge. "During flow, individuals are completely involved in what they are doing; our skill level matches the challenges of the task, we are compelled to persist at what we are doing until we get it right." (MacConville, 2009, p. 58). A person who is experiencing a state of flow often loses track of time. For example, we could become "lost" in a state of flow while playing a piece of music, painting, or running. Flow is associated with positive well-being and creativity.

Breaking up Sedentary behavior

Research on physical activity suggests that in addition to obtaining the sufficient amount of daily physical activity, it is also helpful to look at how much time we are engaged in sedentary activities (Healy et al, 2008). Some recommendations for doing so include, interrupting seat work with brief periods of physical activity, building movement into lessons, and incorporating opportunities for students to stand while they are doing school work.

An interesting fact to share with students is that the brain requires 20% of the body's total oxygen consumption. Getting more oxygen to our body can help our brain to work better. "Regular aerobic activity can increase the capacity of the body to deliver oxygen to the brain and all tissues of the body. A well-oxygenated brain contributes to alertness, cognitive endurance/performance, and enhanced mood." (Petosa & Hortz, 2009, p. 409).

The Ontario Ministry of Education has created useful resources that outline suggestions for incorporating Daily Physical Activity into the curriculum.

One-planet living

One-planet living refers to the kind of lifestyle that is needed to share the earth's resources equitably. Individuals in industrialized countries tend to take more than our share of global resources. We also create an extensive amount of waste. It has been estimated that if everyone in the world consumed as much as we do and created as much waste, that we would need FOUR planets. Three planets would be needed for the resources and the fourth one would be for the waste. Since we have only one planet, it is critical that we learn how to live within its resources. Sustainable happiness suggests that we can do this *and* be happy.

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For further information about living both happily and sustainably, see the Happy Planet Index (http://www.happyplanetindex.org/). Researchers concluded that happiness doesn't have to cost the earth.

Active Transportation

Active transportation refers to any kind of human-powered mode of transportation. This can include walking, cycling, in-line skating, skateboarding, skiing, snowshoeing and non-motorized wheelchairing. There are numerous benefits to human and environmental health and well-being when we use active transportation rather than motorized transportation. I was recently involved in an extensive pan-Canadian study called Children's Mobility, Health and Happiness: A Canadian School Travel Planning Model. In addition to fostering School Travel Planning (which enables safe, and active travel to school) we also investigated the emotional experience of children and their parents during the school trip. We found that both parents and children reported more positive emotions when they traveled using active modes.

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School Travel Planning

Active commuting to school fosters sustainable happiness. School Travel Planning facilitates active commuting.

Bringing communities together

School Travel Planning (STP) brings community stakeholders together to devise detailed plans for making active travel a safe and realistic choice for children at individual schools. School Travel Plans are based on travel demand management (TDM) principles and they benefit not only the schools they are designed for, but also the municipalities that surround them.

Overcoming active travel barriers with a comprehensive, flexible process

School Travel Planning gets the whole community working together to remove physical and attitudinal barriers to active school travel and establishes strategies that encourage the use of active transportation. With STP, active school travel becomes a realistic choice for a greater number of families, while educating citizens and pooling community resources efficiently.

Happiness, Health and School Travel Planning

Studies show that youth who are physically active rate their quality of life higher than those who are not physically active. The physical activity associated with the active school commute can have a positive effect on children's well-being.

Active and Safe Routes to School Manitoba Clean Air Day Poster Design Competition 2009.

School Travel Planning in Canada

Spearheaded by Green Communities Canada, STP was pilot tested in Nova Scotia, Ontario, Alberta and British Columbia. The pilot test resulted in the creation of a model framework and a comprehensive STP toolkit. STP is now being expanded to every province and territory across Canada.

For details about STP, visit http://www.saferoutestoschool.ca/school-travel-planning.

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Genuine Wealth

Mark Anielski is an economist and author who writes about genuine wealth. He says that the word 'wealth' is derived from two Old English words: *weal* (well-being) and *th* (condition). This means that the word wealth literally means 'the condition of well-being.' Genuine wealth then is the genuine or authentic conditions that contribute to well-being. We can explore what values and conditions contribute to an individual's genuine wealth, a school's genuine wealth, or a community's genuine wealth. Some examples for an individual might include such things as: family, friends, education, a beautiful environment, the ability to love, access to nature, and good health.

What does it mean to be genuine and have Genuine Wealth?

The word genuine means to be authentic, real, natural, true, or pure. To be genuine means to live in accordance with one's values, the shared values of a family or household or the shared values of a community of households.

By combining the words genuine and wealth we create Genuine Wealth, the conditions of well-being that are true to our core values of life. To develop Genuine Wealth means to improve the conditions of well-being in accordance with one's values or the shared values of the community. A genuinely wealthy community is one which has articulated its values and lives life accordingly. Such communities work in a spirit of collective and shared responsibility or stewardship to ensure that the various conditions of well-being that add to quality of life are flourishing, vibrant, life-giving and sustainable for current and future generations.

(excerpt from Anielski, 2007, p. 22)

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Assessment Practices for Sustainability

Educating students for the values of sustainability is more than acquiring the knowledge related to environment, economy and society. It also addresses the skills, perspectives, and attitudes that motivate people to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner. To foster the values of sustainability, pedagogical practices must reflect systems thinking, inquiry, discovery and active learning in a supportive environment. It is important that students are engaged in decisions about their learning and their school community.

Assessment practices are powerful means to shape students' school and learning experiences. Assessment practices that reflect the values of sustainability will be student –centered and designed to help students improve their learning. Children come to school with various funds of knowledge or 'resources' on which teachers seek to build. These resources can be cultural, physical, and intellectual; recognizing these funds of knowledge ensures teachers see students not in terms of deficits but as capable learners.

Educators use the terms *assessment for learning* and *assessment of learning* to differentiate the purposes for assessing student learning.

Assessment for Learning	**Assessment of Learning**
. occurs during the instructional process	. Provides information to parents, school boards and students on the level of student learning
. intended to help students improve their learning	. summarizes information with symbols, letters or numbers
. used in student – teacher conferencing	. compares student learning with known criteria and standards
. uses detailed feedback communicated in words not grades	. occurs after a significant period of practice and feedback
. focuses on improvement	. presented as information in periodic reports

Assessment for learning includes powerful practices to reinforce the principles of sustainability by encouraging students to be active partners in their own learning. Students share responsibility for assessment in an environment of mutual respect and cooperation.

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Assessment strategies suggested in this teaching and learning resource emphasize *assessment for learning* principles designed to foster the values of sustainability.

Enabling *Assessment for Learning* in the Classroom
. Share learning outcomes and curriculum goals with students so they are a part of the learning process . Convey to students the standard for quality they are attempting to achieve before they begin work on a learning task . Invite students to self- and peer assess by providing constructive ways to improve learning . Ensure the inclusion of all students in discussions and tasks designed to increase understanding . Provide individual, detailed feedback telling students how to improve . Allow students to use feedback to improve their work . Build on student funds of knowledge celebrating the cultural, linguistic, gendered, physical and intellectual diversity that exists in the classroom

Assessment practices designed to optimize the learning of the whole child in environments that foster positive growth and development will support the principles of sustainability. Modeling these principles in our dealings with children and ensuring schools are places where these values are reinforced through the practice of everyday living and working together will help equip individuals and communities with the skills, knowledge, and attitudes to live in a happy and sustainable manner.

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Sustainable Happiness and Health Education
K-3 Lessons

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Kindergarten

Understanding the Range of Emotions

Objectives:
1) Students will understand that there is a range of emotions
2) Students will understand that emotions are often expressed through their body
3) Students will develop awareness that their body experiences emotions and this may feel "positive" or "negative"
4) Students will identify and portray a "favourite" feeling
5) Students will understand that sharing happy feelings makes other people happy
6) Fostering empathy.

Lead a class discussion along the following lines:

- Let's see how many feelings we can name
  - happy, sad, angry, frustrated, excited, nervous, afraid, worried, disappointed, curious, calm, etc.
- Show me how you look when you feel…. (name the emotions that children just identified; may need to prompt for some that weren't named)
- Can you tell us a time when you felt …(fill in emotion)? With each story, ask student to describe how his/her body felt when that emotion was experienced. Did they like the feeling (emotionally or physically)? Prompt other students to share if they had a different experience related to that feeling i.e. someone may have felt nervous but it was really anticipation and a kind of excitement.
- What feeling do you like best?

Individual Work

Draw a picture of something you are doing when you have your favourite feeling.

Conference with each student to place a title or phrase to the picture.

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Students share their pictures. Most or all of the pictures will portray "positive" emotions. This will likely prompt smiles and enjoyment from classmates. Ask students:

- What happens when we share happy moments like this? (it makes us happy).

Assessment Suggestions:

Objective 1- Divide a piece of paper into 3 sections - have students draw 3 different emotions they named together as a class
Objective 2- Have groups of 3-5 come up to the front of the class, have the teacher give them an emotion to express and have them mime it out (charades)
Objective 3-4- Teacher-student conference
Objective 5- Ask students during conference how they think sharing happy feelings makes other people feel.

Identifying Emotions

(Adapted from a lesson plan developed by Eileen Morford-Martin, a grade 2 teacher in Cape Breton, NS).

Objectives:
1) Students will understand that emotions change daily
2) Students will understand that the class contributes to the kind of day that they experience (by cooperating, not bullying, sharing, playing, etc)
3) Students will create feedback for the teacher on what activities resonate with students and contribute to well-being
4) Students will begin the process of understanding that they make choices that contribute to having a good day or less happy day
5) Students will be encouraged to articulate what contributes to their well-being
6) Fostering empathy.

Individual Work (for teacher!)

Creating a Happy Stick

Locate a stick that is about 3 feet long (one metre) with a diameter of about 1 inch (2.54 cm). Ideally, this will be a dead tree branch rather than a piece of lumber. Alternately, you may want to re-use something of a similar size and shape (e.g. a strong cardboard tube, a baton).

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Prior to creating the stick, you may want to ask your students what colours *they* associate with being VERY happy, kind of happy, not-so-happy (not a great day – possibly bored, ill, tired, etc). Being mindful that some students in the class may have brown or black skin, you want to ensure that these colours aren't automatically associated with the less happy emotions. If these colours are suggested, you may want to encourage another dark colour such as purple.

Paint the stick with 3 colours that will represent 3 emotions: very happy, happy, not very happy. E.g. The top of the stick may be yellow if students associate this with happiness and possibly purple at the bottom for the not-so-happy day. The happiest part should be at the top of the stick with the least happy being at the bottom.

Create some kind of marker that will attach to the stick and can be placed anywhere on the stick. This could be an elastic band that is decorated, or a large paper clip that has been decorated with feathers. The teacher who created this lesson plan created a clip that can be attached using seasonal characters – polar bear, heart, witch, etc.

Introduce the class to their new Happy Stick. Explain that the class will be using it to identify the kind of day they are having. Students can be prompted to tell you what a VERY happy day might be like, a happy day, a not so happy day.

At the end of each day, ask students to determine as a group, where they think the marker should be placed, and why. There may not be consensus because some students may not have the same experience as the whole group. Use your discretion to determine whether you want to prompt students who had a different experience to share this. For example, perhaps she/he felt left out during a game, or was feeling ill, or tired. Perhaps most of the class had a good experience of the activities during the day but this student didn't because it was too challenging or outside his/her comfort zone.

These discussions can help the individual student to articulate their experience and assist other students to be more aware of the experiences of others. Depending on the experiences shared, this can be an opportunity for the class to learn how they can contribute to the well-being of others – e.g. include everyone in games, sharing, etc.

If differences between the whole class experience and individual experiences arise, this is also an opportunity to tell students that they will be making their own happy stick soon.

Ensure that all students participate. Assist students who need additional guidance to articulate their experience.

Assessment Suggestions:
Objective 1- Keep a journal (a page with two columns). For each day record how the student felt by drawing a ☺ ☹ or 😐

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Objective 2- Have students paint a picture of something they can do to contribute to their class's happiness
Objective 5- Students share a story with a partner. It could be a happy, sad, exciting, funny story, etc. After the story students draw how that story made them feel.

Student Happy Stick

(Adapted from a lesson plan developed by Eileen Morford-Martin, a grade 2 teacher in Cape Breton, NS).

Objectives:
1) Students will understand that emotions change daily
2) Students will reflect on their day and their feelings during the day
3) Students will begin the process of understanding that they make choices that contribute to having a good day or a less happy day
4) Students will be encouraged to articulate what contributes to their well-being
5) Fostering empathy for the self.

Individual work (for teacher!)

Paint a popsicle stick for each student that corresponds to the colours that were used on the class Happy Stick. If you feel the class is capable of doing this on their own of course, you may create a lesson around painting their own stick. The key here is that the same colours are painted and in the same order. Create extra sticks for student Happy Sticks that may eventually get lost, misplaced or broken.

Introduce the individual Happy Sticks and explain that these are going to be used to show their feelings. The class Happy Stick will still be used for the whole class but now that they have practiced with the class Happy Stick, they are experts and can use their own, personal Happy Stick. Review the kinds of feelings that might be associated with each colour and the kinds of activities (in school and at home) that might generate those kinds of feelings.

Have students attach an elastic to their popsicle stick.

On the first day, towards the end of the day, ask students to move their elastic marker to indicate the kind of day they had. They could hold these up as a group. Note for yourself which students indicate a VERY happy day and the remaining range of emotions. Draw upon students to explain why they placed their elastic where they did. Reinforce any CHOICES that the student may have made to contribute to the kind of day they had. Invite students to generate options (where appropriate) for making different choices if

they had a not-so-happy day. Of course, there will be times when students are having a rough day because they aren't feeling well or something that happened at home has upset them. Again, this presents an opportunity for you to assist students to be choicemakers around how they respond to life's challenges. It may also alert you to any situations that call for further intervention on your part.

It is important to demonstrate that being happy is not the only acceptable or desirable emotion. We don't want students to pretend to be happy if they are upset, or teach them to suppress their awareness of 'negative' emotions. The Happy Stick is intended to help students to recognize emotions and how to deal with them; also to be aware of what actions they may take to have more positive emotions.

Assessment Suggestions:
Objectives 1 &2-Teacher-student conferences provide additional information for students who have indicated that they did not have a good day. This is an opportunity to assist students to articulate how they could make different choices towards the kind of day that they would like to have (or assists the teacher to understand if certain activities were too challenging for the student or upset the student for other reasons).
Objective 4- Each day select different students to stand up at their desk and talk about why their happy stick marker was put where they put it.
Objective 5- Share a story with a partner. It could be a happy, sad, exciting, funny story, etc. After the story draw how that story makes you feel.

Happy Dance

Objectives:
1) Students will associate positive emotions with movement
2) Students will understand that music can influence feelings
3) Students will experience the delight of celebrating joy and happiness
4) Reinforce benefits of days that students identify as "VERY Happy" days – perhaps they listened well, had fun, cooperated, etc.

Using your own repertoire of music, you may want to designate one or more pieces of music as the class "happy dance." When you play this music, students are encouraged to do their happy dance. One suggestion is the old stand-by of "When You're Happy and You Know It." Rhythmic scarves would be a nice addition to this lesson.

This music could be used to celebrate days when the whole class indicates on the class Happy Stick that they had a VERY happy day. You may also want to ask students what kinds of songs make them feel happy.

Assessment Suggestions:

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Objective 1- Have groups of three or four make up a little dance to the music you've chosen. They take turns showing the class their moves.
Objective 2- Have students draw a big happy face on one side of the paper, a big sad face on the other side of the paper. Play a few different songs that you think will elicit different emotions and have students pick what face they associate with that song and hold it up.

Health and Happiness

Objectives:
1) Students will begin to differentiate between healthful and unhealthful activities
2) Students will understand that people make choices that affect their health
3) Students will begin to understand that some activities may be enjoyable but not healthful (eating junk food).

Individual seat work or individual work at a learning centre.

Using images of healthful and unhealthful activities, students draw a happy or sad face that indicates whether the activity is good for the body. Class discussion could be used to note that some activities might be enjoyable (eating chips and pop) but that does not mean these foods are good for the body.

Use several individual student pages to lead a discussion about healthful choices. You may also want to include a question that asks them to consider why people choose to do things that are not good for their body.

Assessment Suggestion: Review individual student charts for accuracy.

Physical Activity and Happiness

Objectives:
1) Students will associate positive emotions with physical activity
2) Students will reinforce the benefits of being active
3) Students will celebrate the joy of physical activity
4) Students will understand that people make choices that affect their health.

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Introduce a game about what kinds of things they like to do physically and how that makes them feel. Students demonstrate the activities they enjoy most through role-playing and the class guesses what activity they are doing. Once students have guessed the activity, ask the role-playing student what feelings they have when they are doing their activity. If students portray quiet activities such as reading, drawing, or other forms of art, reinforce the value of balancing quiet activities with more vigorous activities. Also note that these quiet activities can generate many positive emotions.

Lead a class discussion around who decides when they do the activities that they enjoy.

Assessment Suggestions:

Objective 1-2- Observe individual student ability to represent their favourite activity and how they describe how it makes them feel
Objective 3- Celebrate by going on a class walk around the school
Objective 4- After discussion hand out a piece of paper with a lot of random people on it: teacher, mother, police officer, brother, bus driver, physical education teacher, themselves (have them draw this one) etc. Some of these people decide the activities they do, some do not. Have students circle the people who make choices that affect their health.

Appreciating Our Community

Objectives:
1) Students will appreciate the environment at school and around the school
2) Reinforce the enjoyment of being outside
3) Students will make observations about their walking experience
4) Students will experience and express appreciation.

Whole Class (may require parent volunteers or older students). Ensure that required permissions are obtained if students are leaving the school site.

Take a 20-30 minute walk around the school grounds and surrounding area. You will need to do this yourself prior to the walk in order to identify the safest route if you are leaving the school grounds. This pre-lesson walk is also a good time to identify areas where you could build in a lesson on crosswalk safety.

Prior to leaving the classroom instruct students to notice things that they like (appreciate) about the area. Help them to generate some ideas about what they might see, smell, hear, or touch. Encourage them to use all of these senses to experience their journey.

During the walk, you may want to bring some things to the attention of the students regarding other ideas for things they appreciate. For example, being able to walk (or

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wheel for those in a wheelchair), trees, birds singing, the crunching sound of snow, being able to hear, see, smell and touch, the difference between walking/wheeling on grass compared to a sidewalk.

Back in the classroom, use four separate pieces of chart paper to record student comments. Each paper will have one heading such as, "On our walk I saw… On our walk I smelled, On our walk I heard…On our walk I touched…"

Each student should have an opportunity to express at least one thing that they saw, felt, heard or smelled. Lead a discussion about the feelings associated with the journey. Reinforce the positive emotions related to appreciation.

Did they see/hear/smell/touch anything that they didn't like? (e.g. garbage, pollution). Invite suggestions for things that students can do about the things they didn't like (e.g. not littering, picking up litter, with supervision if necessary, walking or cycling so they don't contribute to pollution from cars).

Repeat this lesson in various seasons.

A great resource on air quality facts is the anti-idling cookbook at:
www.hastebc.org/tools/anti-idling-cookbook

Assessment Suggestions:
Objective 2- Observe individual student ability to express what they saw
Objective 3- Students draw out some things they observed on their walk
Objective 4- Have pre-made thank you cards made up for the class (a folded piece of paper with "Thank You" written on the front. Inside the card have students draw everything that they are thankful to Mother Earth for). You could write key words on the board with pictures next to them to be included in their cards.

Friendship and Happiness

Objectives: 1) Students will identify and express the benefits of friendship
2) Reinforcing the positive emotions related to healthy relationships.

Lead a discussion about why friends are important to us – someone to play with, have fun, share, hug, etc.

Individual work

Students draw a picture of something they like to do with friends.

Conference with student to place a title or phrase to the picture.

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Back in a group, students share their pictures.

Assessment Suggestion:
Objective 1- Observe individual student ability to articulate the benefits of friendship, to cooperate as a group, and to listen to other students; teacher-student conference provides more information about individual student levels.

Happy Earth

Students have explored their emotions, the choices they make, and appreciating their community and friendship. This lesson applies this learning to the natural environment.

Objectives: 1) Students will begin to make connections between their behaviour and environmental health and well-being
2) Students will understand that they can contribute to a happier planet.

Read your favourite book about the environment to the class. Some suggestions are:

- *Zebo and the Dirty Planet* by Kim Fernandes
- *Not Your Typical Book About the Environment* by Elin Kelsey
- *The People Who Hugged the Trees* by Deborah L. Rose
- *Great Kapok Tree* by Lynne Cherry
- *If the World Were a Village* by David J. Smith
- *We All Went on Safari* by Laurie Krebs and Julia Cairns
- *One Well, The Story of Water on Earth* by Rochelle Strauss
- *Wangari's Trees of Peace* by Jeanette Winter
- *You are Stardust,* by Elin Kelsey

Lead a discussion about what makes nature, animals, and the earth "happy." For example, clean air and water are good for people, animals and plants. What makes nature, animals, and the earth unhappy? (e.g. Plastic bags in the ocean are harmful to marine life.) What kinds of things can they do to contribute to the earth's happiness? Walking for short trips (with supervision if needed) can reduce air pollution. What kinds of things shouldn't they do?

Working with a partner, each pair creates a short skit that demonstrates a lesson about something that kids should do to make the earth happy or something that they shouldn't do because it makes the earth unhappy.

Assessment Suggestions:

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Objective 1-2- Skit. Students demonstrate one thing that makes the earth happy, and one thing that makes the earth unhappy.

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Grade 1

Natural Happiness

Objectives:
1) Students will identify the positive emotions related to simple, natural experiences
2) Students will recognize that they can choose to experience natural happiness every day
3) Reinforcing the empathetic experience of enjoying the natural happiness of other students.

Introduce the concept of "natural happiness:" these happy/positive experiences that we have quite naturally (i.e. not generally things that come from material possessions, playing computer games, watching television). Offer some examples of natural happiness such as:

- Feeling the sun on your face
- Snuggling under warm covers
- Hugs
- Smelling flowers
- Sun sparkling on snow (or water)
- Jumping

Have students pair up and tell each other as many of their natural happiness points as they can. You may want them to choose to role-play for the class to guess or simply ask each pair to give you a couple of their favourites. These can be collected by you and displayed on a large chart paper.

Use the discussion to draw out the feelings that are associated with natural happiness and the positive experience of hearing about the natural happiness of other people. Guide students toward the awareness that they can choose to experience and create natural happiness.

Alternately, ask students to draw one of their natural happiness points and use these to create a display in your classroom.

You may want to reinforce the concept of natural happiness by asking students each day to share a natural happiness they experienced that day.

Assessment Suggestions:
Observe individual student ability to identify and express their natural happiness, and their ability to work in pairs.

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Objective 1- role play (described in lesson), drawing of one of their natural happiness points.
Objective 2&3- Students keep a Natural Happiness (or Happiness) journal (entries can be once a day or once a week). At the end of a month or the end of the project have students share their favourite natural happiness. At the end of sharing have students write down a journal entry about how it felt to listen to other students' natural happiness.

Making Healthy Choices

Objectives:
1) Students will differentiate between activities that they control and those over which they have less control (See Key Concepts Section regarding Locus of control)
2) Students will identify opportunities to make choices that are healthy (or encourage parents to make healthy choices with them e.g. actively commuting to school or other destinations)
3) Students will celebrate the joy of physical activity

While students are working at learning stations or other independent work, facilitate the following lesson with a small group of students. Repeat the lesson with other small groups until all students have participated.

Introduce the concept that sometimes students have the opportunity to choose the things they do and sometimes adults make those choices. Use the following list to generate a chart with the group regarding "Who Decides."

Some activities may involve the student and the adult together so both could be checked off. Lead a discussion about how they can be more of a choice maker and what kinds of choices are good for them. Students may have ideas for more activities to add to the chart. See the Worksheets section for a full-sized version of this chart.

Making Healthy Choices

Activity	Me	Adults
How I travel to school		
The clothes I wear		
The meals I eat		
The snacks I eat		
The time I watch TV		
The channels that I watch		
How much time I spend on a computer/video game		
How much physical activity I have each day		
My safety		
When I go to bed		
When I wake up		
My behavior in school		
The books that I read		
The games that I play		
How often I smile		

Assessment Suggestion:
Objective 1-Observe individual student ability to differentiate between activities they have the ability to choose and those which adults choose for them.

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Communication and My Body

Objectives: 1) Students will recognize that their body is a source of information about their physical and emotional well-being
2) Students will appreciate the information that they receive from their body
3) Reinforcing listening – and listening to their body.

Have the class spread out in the room. Students lie down on the floor/mats with eyes closed. Lead the following listening exercise. Ask them to pay attention to any sounds in the room; then outside the room; outside of the school. Next, they will turn their attention to listening to their body. Direct them to focus on what they are feeling in their toes, their knees, their stomach, their hands, their face, overall feelings. You may want to use some questions such as, are your toes hot, cold, comfortable? What expression do you have on your face? Gently guide them to open their eyes when the exercise is done and quietly stand.

Ask students to show you how their body lets them know that it is:

- Hungry
- Cold
- Tired
- Thirsty
- Hot
- Wants to move
- Angry
- Happy

Lead a discussion about the benefits of having these signals from your body. What would happen if your body didn't tell you it was hungry? Cold? Thirsty?

Assessment Suggestions:
Objective 1-Observe individual student ability to represent how their body communicates with them. Create two lists with feelings on one side and indicators on the other in a scrambled order. Have students draw lines matching the feeling to indicator. E.g. Hot-sweating, hungry- grumbling stomach, cold-shivering.

Communication with Nature

Objectives: 1) Foster an awareness of the sounds of nature (and the surrounding environment)
2) Encourage students to mimic the sounds around them
3) Students will cooperate as a group to create a natural symphony.

This activity is best done outside in an area where students can hear sounds of nature. This may be challenging for some schools so surrounding sounds are included.

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Ask students to find a spot of their own but close enough together so that there is a group feeling. Students close their eyes and listen to the sounds around them – birds, wind, leaves, insects, traffic, construction, etc. Instruct them to open their eyes and share what they heard. Then they each select one sound that they heard and figure out how to mimic the sound using their body (clapping, chirping, stamping feet, etc). Create your own symphony by grouping students. You may find that it is possible to group similar kinds of sounds or simply divide them into sections. You may prefer to conduct the symphony at first and then allow students to have a turn creating their own symphony.

Assessment Suggestion:
Objective 1-3-Observe individual student ability to listen quietly, to mimic the sound they hear.

Health and Happiness Literacy

Objective: 1) Students will identify media messages that promote health or encourage behaviour that is unhealthful for individuals, communities or the earth.

Cut out magazine images from adult and children's magazines that portray or encourage behaviour that is healthful for individuals/communities/the natural environment and images that portray or encourage behaviour that is not healthful for individuals/communities/the natural environment.

Give one or more images/slogans to each student. Ask them to stick their image under the appropriate heading. The headings may be "Good for our health or the earth" and "Harmful for our health or the earth."

Lead a class discussion about the differences between the two columns. Ask them to identify why things have been placed in each column.

Working with a partner, students either create a skit or a poster that conveys an important health message. They should imagine that they are trying to convince someone to engage in that healthy behaviour. This involves understanding their target audience. Is it younger children, older students, their parents, or grandparents? You may need to guide them to consider how their message changes depending on the audience.

Assessment Suggestion:
Observe individual student ability to place the image in the appropriate column.

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How I Travel to School

(Adapted from the Kindergarten/First Grade "Streets Education" lesson called Getting to School Everyday."

Objectives: 1) Students will identify active and non-active travel modes
2) Students will understand who makes the decision about their travel mode and why that choice is made.

If students are unable to actively travel to school (distance, or safety for example), point out that they can be active other times during the day.

Working with the whole class, lead a discussion about how the students generally travel to school (some may usually walk but are occasionally driven so they should select the most common mode). Some questions to ask include:

- Who decides how they will travel?
- How far do they live from school?
- Would it be safe for them to walk? Why or why not?

Creating a Pictograph

The pictograph is made in two phases:

First, each student fills out a square showing how they get to school each day.

Cut out each square (making sure student names are on the square).

Next, take the drawings and use the squares to build a pictograph about how kids get to school.

Set the following headings out on the floor: Walking, Bus, Cycling, Car, (streetcar, subway or metro if these exist in your community). Northern communities may want to include snowmobile, snowshoes, skis, etc.

Ask students to place their picture under the correct heading.

Transfer the pictures to a large piece of mural paper. You could create an "x" and "y" axis to tabulate the number of students who use each mode.

Review the final pictograph with students.

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Also see the Online Route Planner mapping resource for school in British Columbia. Schools put in the first three letters of their school name and a map of the area around the school is displayed as streets or photo. The resource is available at: www.HASTEBC.org

Assessment Suggestions:
Observe individual student ability to represent their usual travel mode, and their ability to participate cooperatively in a group.
Objective 1&2- On the back of their square they could identify if their mode is active or non active and who makes the decision regarding how they travel.

My After School Activities

Objectives:
1) Students will differentiate between active and less active after-school activities
2) Students will identify who determines how they will spend their time and opportunities for them to make choices that balance physical activity with quieter activities.

Lead a discussion about what students generally do after school and after supper. Use student responses to create categories such as:

- Play with friends
- Watch TV
- Music lessons
- Play on the computer/video games
- Sports
- Read
- Draw/Paint
- Chores

Use these categories to tally the whole class's response for each one. Ask students to raise their hand if they usually play with friends after school; usually play with friends after supper, and so on. You'll generate two lists: After School and After Supper.

Ask students to tell you which activities most of the students usually do after school and which activities are done most after supper. Note which activities involve physical activity and reinforce the benefit of balancing quiet activities with physical activities.

Assessment Suggestions:
Observe individual student ability to represent their activities, and their ability to participate cooperatively in a group.
Objective 1- Have each student create a bar graph for each of the different activities that classmates mentioned. Have students colour all of the active activities one colour and the sedentary activities another colour.

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Objective 2- Have students create a bar graph of the time spent on active and sedentary activities that they participate in daily. Have them verbally describe or write a short paragraph about the balance (or lack there of) of the two in their lives and what they can do to improve that balance.

Walk with me

Objective: 1) Students will initiate an activity that promotes walking.

Naturally, you will adapt this lesson to be "walk or wheel" with me if you have students who are using a wheelchair.

Walking with parents and friends is an activity that is healthful for people, the community and the environment. The positive emotions that people experience while walking is an example of sustainable happiness. Students can encourage adults to engage in this activity with them. Perhaps they would like their parent/guardian/grandparent or an older sibling to walk with them to school, the playground or a friend's house.

Lead a discussion about the places that students enjoy walking, who they like to walk with and why they enjoy the trip. Assist students to create an invitation to someone with whom they would like to walk. Their picture may show where they want to walk or the person they would like to walk with. Some key words that they may need to create their invitation could be generated through class discussion. E.g. "Walk with me," "Let's go for a walk."

Students can give the invitation to the person they want to walk with and report back to the class once they have gone for the walk.

Assessment Suggestions:
Observe individual student ability to articulate the benefits of walking.
Objective 1- The invitation, participation and response to their walk. The response could be oral, written, or both.

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Grade 2

Thinking, Feeling, Doing

Objectives:
1) Students will understand that thoughts influence feelings and behaviour; and that behaviour can influence thoughts and feelings
2) Students will understand that they determine their thoughts and this can help them regulate their feelings and actions
3) Students will understand that we develop skills and habits when we practice, so "practicing" thoughts that make us feel happy and/or feel good about ourselves will contribute to our well-being.

Group discussion with whole class. Lead discussion around thoughts and feelings. You may want to say something like…"We're going to look at how our thoughts affect our feelings, the things we do and that what we do can affect our feelings too."

Question to group: Are all thoughts true? Why or why not?

Some students may believe that just because we think something that this makes it true, invite them to think of a time when that might not be the case. E.g. if I am 7 years old and I think, "I'm a grandmother?" Is that true or false? Ask students to generate other examples of thoughts that aren't true.

Move the discussion towards thoughts that you might think are true but aren't completely accurate. E.g. If you don't do well on a math test and you tell yourself "I'm no good at math." Is that true? Why or why not? What would be a more accurate thing to say? E.g. "I need more practice," or, "I need someone to help me to understand this better."

This leads into the topic that our thoughts can influence how we feel. If you think about things you like to do (ask them to take a moment to imagine this) how do you feel? If you have mean thoughts about someone else, how do you feel? Begin to make the connection that those thoughts affect how we feel and also affect our body, so happy thoughts are good for our body but if we have lots of angry thoughts, that is not so good for our body and doesn't make us feel happy. (Try not to imply that being angry is bad).

Ask students if anyone has ever taught them a trick to do if they feel angry? E.g. counting to 10. If we can pause and count to 10, then once that first burst of feeling passes, we can control our behaviour better and we aren't controlled by that feeling. We can find positive ways to express our feelings. This could be a great opportunity to talk about how to deal with conflicts.

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Help students to draw the following conclusion. If I practice skating then I get better at ….(skating). If I practice baseball or hockey then I get better at … baseball or hockey. If I practice being angry then what happens? I'm likely to be an angry person. If I tell myself many times that I'm not good at something then what happens? I might convince myself that it's true because I've thought it so many times. However, if I practice being kind, what happens?

Partner activity. Instructions: tell your partner something that you think about yourself that is one of your strengths. "I'm good at…." Then, tell your partner something that you think that isn't so positive about yourself. Brainstorm with your partner about a kinder way to say that. E.g. I'm not very good at math might become, I didn't do very well on the last math test so I need to practice more. Circulate amongst the pairs and listen to the sentences they come up with.

Back in a group, ask students to help review the key points of the lesson.

Assessment Suggestions:
Observe individual student ability to contribute to the discussion and their ability to participate cooperatively with a partner.
Objective 1-3- Have students complete the sentences in the lesson: "if I practice skating…, if I practice basketball…., if I practice being angry…" Have them complete the sentence "if I tell myself many times that I'm not good at something then…."Finally have students complete the sentence "if I practice happy thoughts about myself…"

Magic Carpet

(Adapted from a lesson plan developed by Eileen Morford-Martin, a grade 2 teacher in Cape Breton, NS).

Objectives:
1) Students will use their imagination to "fly" to locations where diverse kinds of physical activity are possible
2) Engage students in physical activity that is perceived as "fun."

Materials needed: a remnant of sturdy cloth (preferably colourful) that will serve as the magic carpet.

With students sitting on the floor describe the "powers" of the magic carpet. Whoever is sitting on the magic carpet can lead the class to travel wherever they want, using their imagination. Demonstrate by sitting on the magic carpet and instructing students to close their eyes so that their imagination can work best. Paint a picture with words that describe how you are all lifting up now as the magic carpet hovers over the floor and magically

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takes you to the destination you've selected. (You may want to invent a magic word that activates the magic carpet).

Use the carpet to take the class to locations where they can experiment with physical activities that would be somewhat familiar to them. For example, you could take them to a park and once they "land" everyone can pretend, with a partner that they are on a teeter totter or skipping. The next trip may be to some place that is familiar to students or, if you feel they are ready, travel to a location that is novel for them – e.g. A place to go horseback riding, swimming at a beach, climbing a mountain. Aim to vividly paint a picture with words of the location and the trip. For example, you may want to describe the area you fly over to arrive at the new destination.

Students could then take turns being the leader who takes the class to a new location and the class then mimes the activity that happens at the selected site.

(This lesson was originally used to encourage grade 2 students to travel to locations that they found interesting. Students were motivated to research the location ahead of time so that they could describe it in detail for their classmates.)

Follow up the lesson with a discussion about the kinds of physical activities that students enjoy and why these are good for the body and feel good too. Students could draw or paint a picture of their favorite physical activity.

Assessment Suggestions:
Objective 1&2- Observe individual student ability to use their imagination and body to imagine and represent the physical activity of their choice. Note the student's understanding of what constitutes physical activity.

Story Making and Nature

Objectives:
1) Students will use their imagination to construct a story about a natural object
2) Foster an experience of empathy with the natural environment
3) Students will communicate their story to the class.

If your school is located in an area where students can readily find a variety of natural objects, then begin this lesson with an outdoor trip to gather a variety of objects (twigs, moss, rocks, shells, leaves, etc). Otherwise, prior to the class, gather a variety of objects yourself. If students are finding their own natural objects, check to be sure they have found something that is safe for them to handle.

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If students have collected their own natural object(s) they should select one to work with for the lesson. If you have gathered the objects, place them in a bag or box for students to randomly select one.

Guide students in an exploration of their object by inviting them to observe it closely. What is its texture, colour, shape, size? Is there a smell to it? Does it make any sounds? Did it used to make any sounds? How does it feel? Smooth, rough, hard, damp, etc.

Invite them to imagine that they are the object they found and that this object has a very interesting story. Give them some time to imagine what that little story may be. You may want to prompt them by asking them to consider whether it has a name. Does it have any friends? How old is it? Etc.

Each student takes turns telling their brief story about their object. Students write their story in a notebook or on a separate sheet of paper that can be collated into a class storybook.

Other variations on this lesson include introducing students to naturalist artists and having students paint outside.

Assessment Suggestion:
Objective 1-3- Completed story and presentation as described in lesson.

I Appreciate….

Objectives:
1) Reinforce the broad range of people, things, experiences that students appreciate
2) Foster an attitude of appreciation and gratitude
3) Students will express appreciation (fostering empathy).

Lead a discussion that invites students to consider the people, things and experiences in their life that they appreciate and why. You may want to lead off with some examples such as:

I appreciate the custodian because s/he does such a great job of keeping our school clean.
I appreciate the sun because it keeps me warm and feels nice on my face.
I appreciate having clean water to drink because it's good for my body.

Encourage each student to express several appreciation statements. This will likely draw some smiles and create a positive mood. You may want to ask them to notice how appreciation makes them feel.

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Ask students to share how they let people know that they are appreciated. E.g. saying thank you or saying "I really appreciate that you did…."

Follow this with some partner work where partners discuss what makes them feel appreciated. E.g. when their mother/father makes their favorite meal, when a friend helps them to do something.

Working on their own, students develop an appreciation card, thanking someone who has done something for them. Later they can share with the class what it felt like to give the appreciation card to the recipient. Note once again what it feels like to express appreciation and to experience how others enjoy being appreciated.

This lesson can be used to encourage students to express appreciation to one another and to model this yourself, acknowledging your appreciation when students listen, when students share their work with the class. When students work with partners or small groups they can develop the habit of thanking their partners.

Assessment Suggestions:
Observe individual student ability to express appreciation and their ability to participate cooperatively with a partner
Objective 3- The appreciation card students develop.

Happy Places

Objectives:
1) Students will identify places that make them feel happy
2) Students will understand the qualities of that place and why these qualities make them feel happy
3) Students will appreciate the people who may have created that place and/or appreciate the natural environment
4) Students will understand the value of respecting and protecting these happy places.

Invite students to think of a place in their home, neighbourhood or nearby that they would call a happy place. This is a place that makes them feel happy. Ask students to share with the class what that happy place is, what it looks like and why it makes them feel happy.

Use this discussion to guide students to understand that these kinds of places contribute to their health and well-being because positive emotions are very healthy for us. The nature of the discussion will determine for you how to draw out some of the following points:

- places that are beautiful are often happy places – we can help to keep these kinds of places beautiful by not littering or breaking things

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- happy places may be fun places to play – let's appreciate the people who created those places and respect the places because it might be someone else's happy place
- perhaps the happy place is in their backyard or inside their home – appreciate the people who have helped to make it a happy place
- the happy place may be a natural area such as a beach, forest, or lake – reinforce the value of protecting these areas because it is a happy place for others, animals, trees and plants
- perhaps they have helped to create a happy place – by planting a garden, creating an art piece that is on display at home, etc.

Conclude the lesson by having students paint a picture of their happy place. The picture could include a caption about the place.

Assessment Suggestions:
Teacher-student conference to provide a caption and feedback on student understanding.
Objective 1&2- The place shared with the class & painting created by student
Objective 3&4- On the back the students write a note of thanks "thank you: creator, Mother Earth, mom, dad, etc". "I promise to _____ to help protect the happy place you've provided me."

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Grade 3

The Sustainable Happiness Chart

Objectives:
1) Students will understand that daily activities have an impact on them personally, on their community, people in distant communities and the natural environment
2) Fostering an experience of empathy with other people and the natural environment
3) Students will understand that some things may make them feel good but may not be healthy for other people or the natural environment.

Introduce the concept that every day, each one of us has an impact (both positive and negative) on ourselves, other people, other communities, and the natural environment. An example of this is the food that we eat. Discuss breakfast, for example. Where did the food come from? How were they transported? Who made them? How much energy would be needed to make the product and get it to your home? And then… it goes in your body. Is it something that is good for you body? Perhaps it is something you like to eat but it isn't so good for you (sugar coated cereal).

Instruct students to chart their activities for a whole day. The timeframes they choose can be up to them. Remind them to think about things that they ate, drank, how they got to school, what they usually do after school. Below is a sample chart. Students may need several days to research the impact of some of the products they have used.

Students use the chart to identify areas where they could improve their own well-being, or the well-being of others and/or the natural environment. They could share their chart with a partner who might also assist them with finding other ways to improve. Individual conferences with their teacher would provide further feedback.

Another option is to have students share their chart with a student from an older grade who could provide further insight (and this would educate the older student as well).

Assessment: Review charts with each student.

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The Sustainable Happiness Chart (sample)

The SUSTAINABLE HAPPINESS Chart

Time	Activity	Feeling	How it Affects Me	How it Affects other people	Affects on the environment
7:30	Breakfast, juice, toast, cereal	excited about today (or tired, bored, rushed)	healthy meal, gives me energy for the day	orange juice came from Florida - jobs; farmers grew wheat for bread	oranges transport-ed a long way making pollution; energy used to make cereal and transport it
8:30	walked to school	Enjoyed talking with friends	good exercise	cleaner air to breathe	no pollution

Things I Love to Do Outside

(Also see the "I Appreciate…." And "Magic Carpet" Lessons for Grade 2)

Objectives:
1) Reinforcing the range of outdoor activities that students appreciate
2) Fostering an attitude of appreciation and gratitude
3) Reinforcing the benefits and enjoyment of outdoor physical activity
4) Providing information for the teacher to create opportunities for outdoor activities that students enjoy.

Initiate a class discussion on the topic of things they love to do outside. Ask students to mime their favorite activity and students guess the activity. Once the activity is identified, the role-playing student describes why they like to do that activity. Then everyone copies the activity. Encourage students to identify other reasons why it is fun and enjoyable to be active outside (beautiful scenery, enjoy the sun, rain or wind, the smell of the ocean,

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sounds of birds and other animals, fresh air, more space, can make more noise, etc). Ask students how often they do these outdoor activities. Is there anything that prevents them from doing this? Safety? Access (too far away or need an adult to drive)? Too expensive to do often?

This discussion may lead to further activities that involve removing barriers for being active outdoors. For example, students may be choosing to watch TV when they could be outside. Students may need to ask parents to walk with them to the park. Students may realize that they can do some of their favorite activities during recess and before school while on the playground.

The discussion provides information for you to design a range of outdoor opportunities for students in the schoolyard. Where feasible, students may each be given a turn to choose an outdoor activity for the whole class.

Assessment Suggestions:
Observe individual student ability to represent their favourite outdoor activity, and their ability to participate cooperatively in a group.

Activity Diary

Objectives:
1) Students will identify their activities for a week
2) Students will recognize which activities they have chosen compared to ones that have been chosen for them
3) Students will understand that their choices affect them physically and emotionally
4) Students will identify which activities they may want to do more often.

Students keep an activity log for one week, including the weekend. See Worksheet at the end of the Guide.

After one week, students share their Activity Diary in an individual conference with you (or possibly with an older student). Invite them to consider if there is some other activity that they would like to try. Who is making the choices about their activities? Is there an opportunity to make better choices?

In a class discussion, encourage students to express what they learned through the activity. Did anything surprise them? Was there ever a difference between how they felt emotionally and physically? Which activities do they like best? Ones that make them feel good emotionally, physically, or both? Do some activities feel hard to do at first but later, when you are better at it, you enjoy it?

Assessment: Review the activity log with each student.

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Activity Diary (sample)

Activity Diary

Name _____

Date _____

Activity	How long?	How did I feel?	How did my body feel?	Would I like to do this more often?
Played with my friends	One Hour	Happy :)	Relaxed	YES!
Read a book	Half hour	curious	Comfortable	Sometimes

Healthy Friendships

Objectives:
1) Students will understand that sometimes friendships encounter difficulties
2) Students will identify strategies for overcoming difficulties
3) Students will use role-playing to practice strategies.

Introduce the topic of friendships and invite students to share some of the benefits of having friends. Ask students to think about some of the difficulties they may have had with friends (without naming any names).

Working with a partner, each pair identifies one difficulty that sometimes happens with friends and one strategy that has worked for dealing with the difficulty. They create a short skit to demonstrate the problem and the solution. The skit is shared and discussed with the whole class.

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Ask students to identify which difficulties seem to be the toughest ones to deal with. If some difficulties haven't been named, you may want to be prepared to name them and ask students to suggest strategies. Some difficulties may include:

- your friend says something mean to you or about you
- your friend leaves you out of a group activity
- your friend doesn't want to play with you at recess but doesn't tell you why
- your friend wants to be alone but you want to play
- your friend won't share something with you
- your friend pushes you or hurts you physically
- your friend makes a mean face at you

The discussion can become the foundation for noting how to be a good friend. The activity above focused on what someone else has done to the student. Students may also be encouraged to realize that if this kind of behaviour doesn't feel good to them, then it helps them to understand that their friends don't want them to behave that way either.

Assessment Suggestions:
Observe individual student ability to present their strategy, and their ability to participate cooperatively with a partner.
Objective 1-3- Skit shared with class.

Health and Happiness Literacy

(This is an extension of the Grade 2 lesson with the same name).

Objectives:
1) Students will identify media messages that promote health or encourage behaviour that is unhealthful for individuals, communities or the earth
2) Students will demonstrate the ability to communicate messages related to health and well-being.

Cut out magazine images from adult and children's magazines as well as health promotion posters/slogans that portray or encourage behaviour that is healthful for individuals/communities/the natural environment and images that portray or encourage behaviour that is not healthful for individuals/communities/the natural environment.

Give one or more images/slogans to each student. Ask them to stick their image under the appropriate heading. The headings may be "Good for our health or the earth" or "Harmful for our health or the earth."

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Lead a class discussion about the differences between the two columns. Ask them to identify why things have been placed in each column.

Working with a partner, students either create a skit or a poster that conveys an important health message. They should imagine that they are trying to convince someone to engage in that healthy behaviour. This involves understanding their target audience. Is it younger children, older students, their parents, grandparents? You may need to guide them to consider how their message changes depending on the audience.

Assessment Suggestions:
Objective 1- Ad activity- did student place ad in appropriate place?
Objective 2- Evaluate effectiveness of the skit or poster.

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Happy Feet, Happy Earth

Objectives:
1) Students will identify links between happiness and walking
2) Students will identify benefits for the community and the earth when people choose to walk rather than use motorized vehicles
3) Students will convey these benefits through at least one art form.

Lead class on a walkabout around the schoolyard and/or neighbourhood (you may need parent volunteers or older students). *Ensure that required permissions are obtained if students are leaving the school site.*

Before returning to class, ask students to name all the reasons they can think of why walking makes them happy; then how it makes their community happy; and how it makes the earth happy. (You may want to visit the International Walk to School website to see some of the statements and songs that have been created by other students - http://www.iwalktoschool.org/).

Back in the classroom, students work with a partner to determine how they want to convey the benefits of walking. They can create a poster, make up a song, write a story, create a skit, make a puppet show. Each team shares their work with the whole class and you may want to share this with other classes.

Assessment Suggestion: Evaluate effectiveness of the presentation format chosen.

In the Yukon, School Travel Planning is Managed by Recreation and Parks Association of the Yukon: http://www.rpay.org/

Further resources about active commuting are available through Green Communities Canada at: http://www.saferoutestoschool.ca/school-travel-planning.

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Sustainable Happiness and Health Education
Lessons for Grades 4-6

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Grade 4

Values and Intentions

Objectives:
1) Students will identify core values and intentions
2) Students will link daily or weekly intentions with core values
3) Students will determine how current behaviour matches values and intentions.

Introduce the concepts of core values and intentions. Core values are the values that are the most important ones for us. They influence how we behave, the choices we make, the way we treat other people and how we spend our time. Our intentions also influence how we behave and how we respond to things that happen to us. They can also influence things that we choose *not* to do.

Tell students the following story and ask them to identify the character's values and intentions.

> Mary is in grade 4. She has a younger brother, Sam, and they live with their mother and father, though her father works in another part of the country for long periods of time. Mary usually wakes up with an alarm clock at 7:00 and helps her younger brother get ready for school while her mom gets ready for work. Mary has learned about healthy breakfasts and makes sure that both she and Sam start their day with a healthy meal of oatmeal, whole wheat toast and apple juice. Mary's mother usually reminds Mary to make her lunch the night before so she isn't too rushed in the morning but both Mary and her mom forgot about the lunch last night so Mary is busy making her lunch and Sam's when her mother arrives in the kitchen and helps with the lunches.
>
> After breakfast, Mary and Sam brush their teeth and get their school bags ready for school.
>
> Mary and her brother are in the Walking School Bus program at their school so at 8:15, she and Sam walk to the corner of the block to meet the parent volunteer who leads the bus and they join the other students on the bus. Mary likes walking and talking with her friends on the way to school. Sometimes, Sam shows her things that he has found. Today he has found a snail on the sidewalk.

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Some core values that could be identified from the story are:

- taking care of her body
- being kind to her brother
- being a contributing member of her family
- being thoughtful

Some intentions that could be identified are:

- reducing stress on her mom by being responsible
- enjoying her walk to school
- reducing stress on herself by being organized (usually)
- making healthy choices for breakfast

Here's a second story.

Aaron is in grade 4. He has two older sisters. They live with their parents and grandmother. Every day, Aaron's mother has to call him several times before he gets out of bed. Once he arrives in the kitchen, he turns on the small TV and watches television while he eats his favorite sugar-coated cereal. He usually nags his mother to buy it and she likes to please her son. As soon as he finishes breakfast, he goes outside to play basketball for about 10 minutes until his father is ready to drive him to school. He likes to be outside while his sisters are getting ready because the house feels so busy. His grandmother comes outside and watches him play. He likes it when she watches him. She claps when he scores a basket and encourages him when he misses.

Aaron's mother hands him his lunch just before they leave. He gives his mom and grandmother a hug. Once Aaron and his Dad are on the way to school, his father asks him if he remembered to brush his teeth. Sometimes Aaron remembers to do that on his own but today he forgot. He tells his father the truth and gets a mini lecture on the importance of brushing his teeth.

Some core values that could be identified from the story are:

- enjoying physical activity
- expressing affection to his family
- being honest
- eating food that he likes

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Some intentions that could be identified are:

- avoiding stress in the morning by going outside
- staying in bed as long as he can
- ignoring information that he has learned about healthy breakfasts

Working alone, students list some of the core values that are important to them. If they need some prompting, here are some possible ones they might list:

- taking care of my body
- being kind to my friends
- being a loving member of my family
- taking care of the environment
- taking care of my pet(s)
- being thoughtful
- being honest
- helping people in my neighbourhood/community
- taking care of my school (not littering, following school rules, helping other students)
- being creative
- helping people who need food, clothes, education, or medicine
- being kind to other students

To help them identify their intentions, instruct students to select 5 of their core values and complete the following sentences:

My core value is…. I choose to …… (They may have many examples of choices that they make for each value).

e.g. My core value is to be kind to my friends. I choose to say kind things to them, to spend time with them, to listen to them, and to share with them.

My core value is to take care of my body. I choose to exercise, eat healthy foods, to get enough sleep, to not smoke, and only eat junk food snacks occasionally.

Working with a partner, students share one of their core values, what they choose to do to support that value and some things that they may be doing that do *not* support that value. Students brainstorm with their partner to see if further ideas arise for supporting the core value or reducing/eliminating behaviour that does not support the core value. E.g. getting more exercise, eating less junk food, watching less television.

Assessment Suggestions:
Objective 1-3- Collect the list of their core values they've compiled and their sentences linking them to their intentions.

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Objective 1-3- Have students create their own story about their own morning routine. Have them list some of their values and some of their intentions. Either present to class, or teacher collects.

Physical Activity Chart

(This is similar to the Activity Chart lesson for Primary grades but is now focused on physical activity only. However, you may want to do both lessons, beginning with the Activity Chart lesson).

Objectives:
1) Students will identify their physical activities for a week
2) Students will understand that their choices affect them physically and emotionally
3) Students will identify how much time they generally spend each day in moderate or vigorous physical activity
4) Students will identify which activities they may want to do more often.

Even if students have not stated that physical activity is a core value, we know that it would be a healthy core value to develop. Experiencing the benefits of physical activity may nurture this value.

> **Moderate physical activity** causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activity include walking and recreational dancing.
>
> **Vigorous physical activity** is aerobic activity, which increases the breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may, depending on fitness level, cause puffing, so that talking is possible but the ability to carry on a conversation is limited. The amount of time required for a vigorous activity is dependent on age and stage of development. Examples of vigorous physical activity are jogging and aerobic dancing. (Ontario Ministry of Education, 2005, p. 28)

Students will complete a Physical Activity Chart for one week (see Worksheet at the back of the Guide) that assists them to identify or reinforce the activities that they enjoy most. Review with them what kinds of things constitute physical activity so that they don't miss things like walking to school, cycling to a friend's house, tobogganing, gardening (things that don't fit into organized games and sports).

Students should also tally the total amount of vigorous and moderate physical activity they had each day and determine if they are meeting the recommended physical activity guidelines. If they are, they should congratulate themselves. If not, begin to develop strategies for doing so.

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After one week, students share their Physical Activity Chart in an individual conference with you (or possibly an older student). Invite them to consider if there is some other activity that they would like to try. Ask them who is making the choices about their activities? Is there an opportunity to make better choices?

In a class discussion, encourage students to express what they learned through the activity. Ask questions such as: Did anything surprise them? Was there ever a difference between how they felt emotionally and physically? Which physical activities do they like best? Ones that make them feel good emotionally, physically, or both? Do some activities feel hard to do at first but later, when you are better at it, you enjoy it? Is there an activity that they didn't do that they would like to do in the future?

Assessment Suggestions:
Objective 1- Review student chart
Objective 2- Have students write and submit a paragraph about the activities they did and the way they felt
Objective 3-4- Assessed in their week's chart.

Myself in the Future

Objectives:
1) Students will identify the character strengths they currently possess or would like to possess
2) Students will communicate in writing the kind of person they would like to be in the future
3) Enhancing student emotional well-being.

Introduce this topic by asking students to name people they admire. Most likely, these will be people who have achieved some success or who portray qualities that are important to the student. Ask students to consider how that person became successful or developed into the kind of person that the student admires. (The person made conscious choices to work at something, to contribute to their community, to become educated, etc).

Invite students to picture themselves in the future, after high school. They may want to close their eyes as you guide them in the reflection. What are they doing? How are they treating other people? Do they have a family? Where do they live?

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The idea is for students to imagine the person that they would realistically like to be (not a fantasy character but someone they would admire).

Then they write about that future person. They can add to this story about themselves for several days. If they would like to share their story with the class, encourage them to do so (or with a partner). They may prefer to share it with you or keep it private. Stories that are shared can be used to prompt reflection on how it feels to see yourself in the best possible light. You may suggest that they notice the qualities that you have determined are important and possibly some of the decisions that would help you to become that best possible future person.

Assessment Suggestions:
If you have previously completed the Core Values and Intensions Lesson, you may want to ask students to see if any of those core values are reflected in the story they have created. Are there others reflected? If so, what are they?

Interdependence Map

Objectives:
1) Students will recognize their interdependence with other people and the natural environment (in the past, present, and future)
2) Students will identify opportunities to contribute to their own well-being, the well-being of others and the natural environment.

The concept of an interdependence map can easily be grasped by creating such a map for something as common as a piece of paper. Ask students to consider what was needed to exist or be invented for a piece of paper (hold one up for them) to exist. This video on my website explains the concept further: http://sustainablehappiness.ca/university/

Interdependence Map for Paper: Students will likely suggest trees, sun, soil, and water. You can draw the map as they contribute ideas. They may need to be prompted with questions about how trees are turned into paper (draw a line from the word "paper" to a new section called "factories" or "pulp and paper mill." Elicit further ideas around what is needed at the factory (machines, that needed to be invented, energy to run the machines, people, lots of water). Prior to this, someone had to cut down the tree, machines for cutting had to be invented, logs are hauled, trucks needed to be invented to haul the logs (you could go as far back as the invention of the wheel!). You might want to draw more connections that go back in time to the invention of printing presses which shifted our production of paper made from rags to paper made from trees and the demand for paper increased. Students may suggest the connections to the stores where paper is bought and trucks to transport the paper from the mill to the store.; people work in the store selling the paper. And finally, there is the school that purchased the paper. (It has its own extensive interdependence map!).

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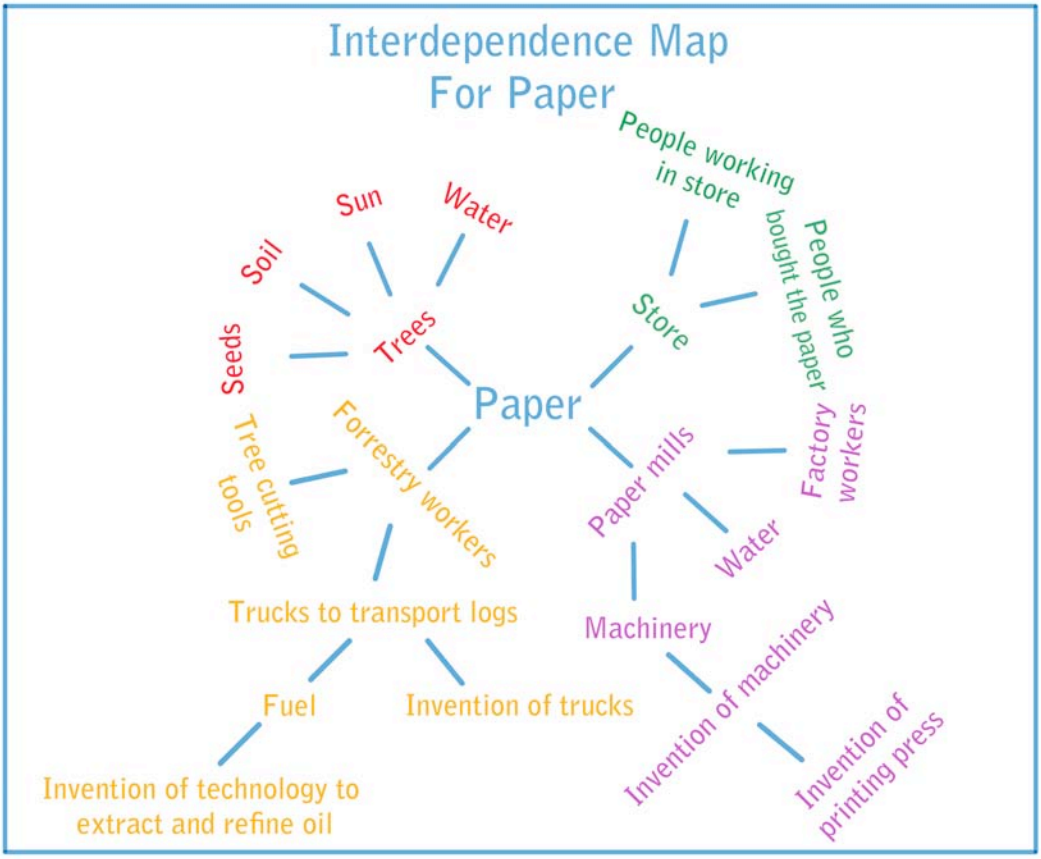

This map can help students to respect the value of a single piece of paper. Prompt them to express any sentiments that arise when they consider all of the things that are needed to create that paper. Hopefully, some will suggest that it means we should try not to use so much, should try not to waste it, should recycle, and should buy paper that has been made from recycled materials to reduce some of that loop.

The next step is for students to create their own interdependence map. They may use words and/or pictures to create their own web of interconnection. Prompt them to consider what supports their existence – food (and where it comes from), liquids (and where they come from), their house, their parents, their ancestors, their siblings and friends, clothes, the vehicles that transport them, stores they go to, recreation centres they go to, parks they play in, etc. Encourage students to complete as much detail as they can.

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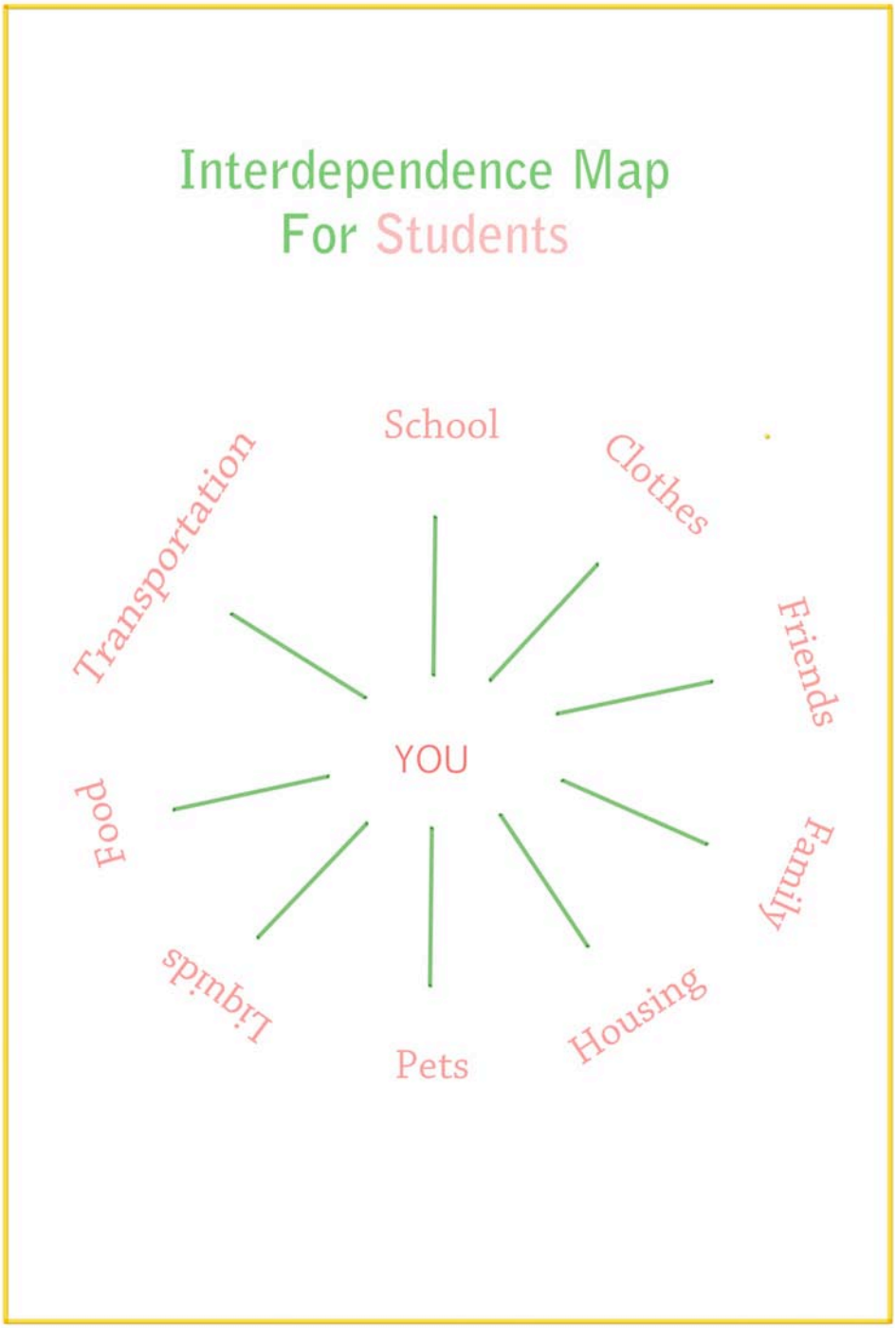

Once they are finished (this could take half an hour), they can share the highlights of their map with a partner.

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Then, working alone they should answer the following questions:

1) When you look at your map, notice two ways that your life "touches" or connects with other people in your community or the world. (e.g. people grow or prepare food that you eat);
2) Notice two ways that your life "touches" or connects to the natural environment (e.g. materials that were used to make your home).

Assessment Suggestions:
Objective 1- their interdependence map. Note responses to the two questions listed in the lesson
Objective 2- This could even be a class project. Perhaps as a class you brainstorm (first as a group, then as a class) different things the class could do together to contribute to their own well-being, the well-being of others and the natural environment. (Perhaps this will be to not buy bottled water for school (use re-usable water bottles), write a letter to their parents about fair trade coffee, etc.

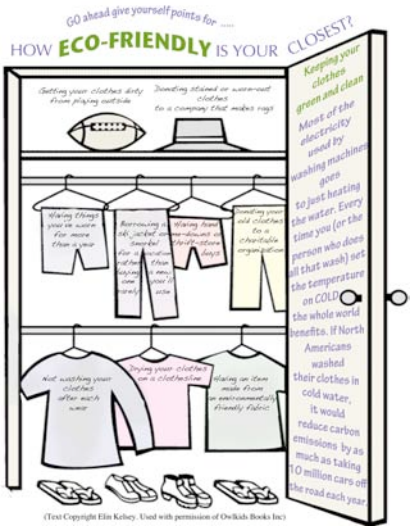
How Eco-friendly Is Your Closet?

(This is an excerpt from Elin Kelsey's book, "Not your typical book about the environment").

Objective: 1) Students will recognize that their habits with respect to clothes purchase and care have an impact on the natural environment.

This lesson provides more detailed exploration regarding one of the areas of the interdependence map. It assists students to recognize areas where they might shift toward more eco-friendly habits.

Use the worksheet provided at the back to have students assess their "eco-friendly" habits with respect to clothes. They may want to suggest other good habits that aren't included on the worksheet.



Happiness Interview

Objectives: 1) Students will explore the concept of happiness and what it means to different people
2) Students will discover that for most people happiness comes from relationships with family and friends, being involved in the community, meaningful work, feeling connected to other people or the natural environment, spiritual beliefs (and is associated less often with material possessions).

Explain to the class that this activity is about discovering what contributes to lasting happiness and well-being. Instruct them to interview someone from home, school or the community whom they know well (not a stranger). They should probably pick the happiest person they know and ask the following questions (they may add some of their own too if they wish):

1) What does happiness mean to you?
2) What contributes most to your experience of happiness?
3) What lessons have you learned about happiness through the tough times in your life?
4) What advice do you have for my generation about having a happy life?

When I do this activity with my students I don't define happiness for them. This leaves it open for them to determine what a "happy person" means to them. Is it, for example, someone who is outgoing, someone who is generous, or who appears content? Is it someone who is active in their community?

Once the interviews are complete, prepare four large pieces of paper. Each piece should include one of the above questions. The fourth page is for other questions that the students asked. Students can use point form to summarize the answers they received for each question. Each student is given time to fill in the group chart (this can be done while other activities are in progress).

Once the chart is complete, review the answers with the class. Ask the class to point out similarities and differences. What are some of the key lessons from this? Do they agree with the advice that has been given? How does the interview information compare with the information that the media gives us about happiness? Depending on the age range of the people interviewed and the age difference between those who were interviewed and the students, it could also be interesting to explore whether there are different views of happiness at different ages across generations.

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Follow this up with some of the key points about happiness and well-being that are included in the Key Concepts Section.

Assessment Suggestions:
Objective 1- Interview
Objective 2- Have students get together in a group of 4-5. Choose a leader to organize, a recorder to write, and 2-3 presenters. As a group use a piece of chart paper to make two columns. One column for what our interviewees say brings happiness, the other for what the media says bring us happiness. After the group comes up with a list have presenters present it to the class.

Wants and Needs

Objectives:
1) Students will recognize the difference between a want and a need
2) Students will understand that media messages generally refer to wants but strive to associate them with a need
3) Students will be introduced to the concept of affluenza and reflect on its relevance to their life.

Work with the class to create two lists that outline wants and needs (See the Key Concepts Section for a summary of Maslow's Hierarchy of Needs).

Ask the class if toys are a want or a need. How do toy companies convince us that toys are a need or that we want a toy so much that if feels like a need? You could repeat this question to include cell phones. This helps to demonstrate that something that is a "want" may still be useful, even life-saving.

You may also want to use this discussion as a foundation for discussing less tangible gifts that we receive daily from our family, our friends, our teachers, and our environment.

Introduce the concept of "affluenza" and ask students to suggest examples of it from their own experience. (See the Key Concepts Section).

Assessment Suggestions:
Objective 1- With a partner, have students create 2 collages; one of wants and one of needs. They write each item they've included on the back of a piece of construction paper.
Objective 2- In a group create a commercial (skit) that makes the class feel like they need the product. Students should think of how toy companies make us feel like we need the toy.
Objective 3- Students can write a reflection on affluenza and its relevance to their life.

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It's important to convey the notion that experiencing something as a 'need' isn't 'bad.' Rather, we can confuse wants and needs and then act impulsively or in ways that are not beneficial for our own well-being, the well-being of others or the natural environment.

Mystery friend

Objectives: 1) Students will develop ideas for random acts of kindness
2) Students will perform random acts of kindness
3) Students will associate positive experiences of well-being with being kind to others.

This game can be played over the course of an entire day. At the beginning of the day, students choose pieces of paper or cards from a "hat." Every piece of paper or card has the name of another person in the class on it. The person that a student selects will become the recipient for random acts of kindness.
The idea is for each student to guess who their "mystery friend" is. One strategy that students can use to avoid detection is to perform random acts of kindness for many students, including the person whose name they selected. At the end of the day, students can guess who their mystery friend was.

Assessment Suggestions:
Objective 1-3- Students could share with the class their favourite act of kindness they gave and how it made them feel.

Sustainable Happiness Project- Interdependence Map for the School

Objectives: 1) Students will create an interdependence map for their school
2) Students will understand that their school is interconnected with the community, people around the world and the natural environment
3) Students will develop and implement a sustainable happiness project.

Students will have experience with creating their own interdependence map before working on this project. (See previous lesson: Interdependence Map). As a class, lead students through the process of creating an interdependence map for the school. Guide them to consider the materials that were used to build the school, the source of energy for heat, lights, cooling; the water for washrooms and drinking fountains (and connect this further back to water treatment, rivers, rain, etc). Consider all of the materials that are used (paper, books, pencils, rulers, gym equipment, etc). Consider machines within the building, desks and other furniture. Invite them to think about where computers have come from and the materials that are needed for them. Consider the footprint of the

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school. How large is the schoolyard? The parking lot? Is the school located where some or all students can actively commute to school or are most bussed? Are there sidewalks? Are there bike racks?

There are many directions that this lesson could take. You may want students to research specific products or resources to better understand the chain of interdependence. E.g what energy source powers the lights? Where does that come from? Is it renewable or non-renewable? Are there other options for renewable energy?

Using the interdependence map, students can identify areas where the school could reduce its consumption of some resources or develop some strategies for enhancing well-being of the students, other people or the natural environment. Work with the class to develop a sustainable happiness project that aims to improve the well-being of students, other people and/or the natural environment.

You may glean further ideas from the Green Schools web site.

Some suggestions could be:

- engage in a school travel planning project
- take measures to conserve energy
- take steps to conserve water
- look at opportunities for the school to purchase more environmentally friendly products e.g. recycled paper, e-books, low-flow toilets (or a brick in the tank of the existing one)
- start a composting project
- start a campaign about healthy and/or waste-free lunches
- fundraise for bicycle racks (or work with the local high school technical education class to build a bike rack)
- plant a vegetable garden to share food with a local food bank

Assessment Suggestions:
Objective 1-2- Their interdependence map
Objective 3- The success of the project

In the Yukon, School Travel Planning is Managed by Recreation and Parks Association of the Yukon: http://www.rpay.org/

Further resources about active commuting are available through Green Communities Canada at: http://www.saferoutestoschool.ca/school-travel-planning.

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Grade 5

The Power of Listening

(This lesson was developed by Rick Foster and Greg Hicks of Foster /Hicks and Associates).

Objectives:
1) Students will understand the concept of active listening
2) Students will experience what happens to them when a partner doesn't listen
3) Students will develop awareness that listening is a powerful way to communicate attention and support others.

Have students work in pairs. Partner A will be "the speaker" and Partner B will be the "non-listener." Ask students to tell you what "not listening" looks like. This could include not making eye contact, drumming your fingers, looking around, turning your back, checking your watch (or your fingernails).

Instruct the speaker to tell their partner something that is really important to them. It may be something they did the previous day, a fun experience they had, a story they read, etc. For about one minute, the speaker recounts his/her story and the "non-listener" does everything s/he can to demonstrate that they are not listening. After one minute, ask students to describe their experience.

Generally, people report that even though they know it is a game that it feels rude not to listen. The speaker may have experienced frustration, irritation, some physical symptoms such as their stomach tightening. Some may also find that they lost interest in what they were saying or had trouble focusing on what they were saying.

The lesson demonstrates that when we listen actively we are supporting the speaker and are less likely to have a negative impact on them. Introduce students to the concept of active listening. You may also want to express appreciation when your students listen actively to you and one another.

If students are interested in switching roles you could repeat the exercise.
Give students the opportunity to do this again in a scenario where the partner is listening. Discuss how this feels for both partners.

Assessment Suggestions:
Objective 3- Have students write a paragraph to their partner about how it felt when they were telling their story to a non-listener.

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Happiness and Well-Being

Objectives:
1) Students will recount one enjoyable experience with a partner
2) Students will observe their own physical and emotional experience and their partner's while recounting their story
3) Students will recognize that the positive emotions are associated with an experience of well-being and that they can choose to access these emotions quite simply.

Initiate this lesson with a brief discussion about the benefits of happiness for health and well-being (see the Key Concepts Section). Even simply talking about things we enjoy can bring a boost of positive emotions. Pair students up and invite each pair to tell a story to their partner about one of their most enjoyable experiences. Each partner is to listen closely to the person telling the story and also observe the body language of the person telling the story and how they feel physically and emotionally when they listen to their partner's story. The same observations apply for when they are telling their own story. You may want to set a time for this (about 3 minutes per story) and give them a signal when they should switch to the listener becoming the storyteller (so that one student doesn't take up the whole time with their story).

Once the storytelling time has elapsed, ask students to share what they observed. Generally, what they may notice is that people were smiling, possibly making some hand gestures, some head nodding, their eyes light up, they might be miming what they were doing. Students may also have noticed that hearing about someone else's enjoyment is uplifting for them too. They may feel relaxed or excited by the story they heard or told. Guide students to recognize how easily they were able to access these positive experiences.

Assessment Suggestions:
Objective 1- Circulate and ensure stories are being told.

Gratitude

Objectives:
1) Students will understand that expressing gratitude contributes to their well-being and the well-being of others
2) Students will express gratitude to someone or about something.

Invite students to suggest how people show that they are grateful or appreciative. Ask what it feels like to express gratitude and to experience it. Assist students to realize that this is a readily accessible source of positive well-being that they can choose to experience.

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Ask students to think of someone they appreciate or something they appreciate. This may be done best with their eyes closed. Guide them to think about all the reasons why they are grateful to that person or appreciate the thing (or animal) they have in mind. Ask them to consider how they would like to express their gratitude or appreciation. It may be a card, a song, a poem, a picture, a sculpture, etc. They may also want to do something for that person/pet or spend time with them. This could be encouraged as an addition to making something that expresses their gratitude or appreciation.

Assessment Suggestions:
Objective 1-After the gratitude day students write a reflection on how it felt to give that gift. Offer the option to share their reflection with the class.
Objective 2- Their final product (poem, card, letter, etc).

My Happiness List

Objectives:
1) Students will identify activities that they enjoy doing
2) Students will recognize that this enjoyment contributes to physical and emotional well-being
3) Students will understand they can make conscious choices to contribute to their physical and emotional well-being
4) Students will determine if any of the things that they enjoy doing have a harmful impact on themselves, other people or the natural environment; and if needed, may identify opportunities to reduce this harm.

This lesson builds on the previous one. Explain the concept of speedwriting. In this context it means that students write down as much as they can within a specified period of time (about 10 minutes) and they should write down whatever comes to mind, even if it seems unusual or silly.

Their task is to write down all of the things that they enjoy doing. Once they are done, they can share the list with a partner (or whatever portion of the list they are comfortable sharing). Together the students go over the list and ask one another if there is anything on the list that has a harmful impact on themselves, other people or the natural environment. If they find something, they could discuss whether there are other options for that activity. This is not meant to be a judgmental exercise but rather one in which students understand that some activities bring enjoyment for us individually but may be detrimental for other people or the natural environment. We can make other choices sometimes, including choosing *not* to engage in that activity or doing it less often.

Examples of things that could be enjoyable but have harmful impacts are:

- riding dirt bikes or All Terrain Vehicles (ATVs)(though riding ATVs is prohibited for children under the age of 16 in some regions)

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- shopping – if this involves purchasing products that were made in a sweatshop, transported over large distances, or made with products that have been harmful for the environment
- eating junk food

Assessment Suggestions:
Objective 1-3 The list they created (either collect or walk around and observe that it's being done during the lesson)
Objective 4- Have students circle those on the list that have a harmful impact on themselves, other people or the natural environment. For each item circled have students write on the back what changes could be made to have no/less of an impact.

Sustainable Happiness and Physical Activity

Objectives: 1) Students will recognize that experiencing positive emotions while walking is an example of sustainable happiness
2) Students will identify other examples of physical activity that represent sustainable happiness

Provide students with the definition of sustainable happiness.

> *"Sustainable happiness is happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations."*

If they have completed the My Happiness List lesson they have started to notice that some things that people enjoy doing can have harmful impacts on individuals, communities and the natural environment. You may want to assist them to understand how something could be harmful to future generations. For example, if essential resources are used up or polluted.

Brainstorm with the students to identify examples of physical activity that could be examples of sustainable happiness: walking, cycling, swimming, skateboarding, canoeing, cross-country skiing, running, skipping, badminton, snowshoeing, etc.

Select several of the most common ones for your community and their age and have students work in pairs to complete the Sustainable Happiness and Physical Activity chart (see the Worksheet at the back of the Guide). The chart below has been partially completed as a sample. Students may realize that few things are "purely" sustainable. Walking may involve being on sidewalks that use resources. Swimming in a lake may be more sustainable than swimming in a heated pool.

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Sustainable Happiness and Physical Activity (sample)

Physical Activity	My Wellbeing	Community Wellbeing	Global Wellbeing
Walking	Physical exercise, being with friends, getting to know the neighbourhood, get around on my own	Less air pollution, know neighbours, seeing more people outside, mom and dad don't need to drive me anywhere	Cleaner air, less greenhouse gases
Cycling	Physical exercise, being with friends, getting to know my neighbourhood, getting around on my own, enjoy the speed	Less pollution, getting to know neighbours, mom or dad won't need to drive me	Cleaner air, less pollution

You may want to conclude this lesson with a large Venn diagram or Master Chart that includes information gathered from all the partners.

Assessment Suggestion:
Objective 1-2- The chart completed in the lesson.

Travel Diary

Objectives:
1) Students will track their travel behaviour for a week
2) Students will identify opportunities for shifting from unsustainable modes of transportation to active transportation (See Key Concepts)
3) Students will gather data from all the diaries to chart the travel patterns for the class
4) The class will identify opportunities and barriers to active transportation

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in their neighbourhood and on the route to school.

5) Students will calculate the greenhouse gas emissions associated with various travel modes (if the Clean Air Achievers web site is used).

Students keep a travel diary for one week. Use the travel diary page from the Worksheet section to create booklets. Students should not change their usual travel patterns during the week.

After one week, students work with a partner to identify opportunities to shift from unsustainable modes of transportation to active modes that are safe for them to use. They may also note barriers for doing so such as distance, busy roads, lack of sidewalks, lack of bicycle racks, etc. You may want to check prior to the lesson if your school presents any barriers through school policy and practice. E.g. Are skateboards permitted? Can students choose to take the bus sometimes and travel actively on other days? Are there crossing guards? Does the school offer drop-off areas that create congestion and possibly creates unsafe areas for pedestrians and cyclists? (See Green Communities Canada's School Travel Planning manual for further information about this topic). *For details about STP, visit* http://www.saferoutestoschool.ca/school-travel-planning.

Using a large chart board, students enter their data and create a bar chart to reflect the results of their combined travel behaviour.

This lesson could be followed with the launch of a School Travel Planning program.

Assessment Suggestions:
Objective 1- Their Diary
Objective 2&4- List created with partner (as described in lesson).
Objective 3- Chart done after students provide their data on the board.

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Calculating Greenhouse Gas Emissions using the Clean Air Achievers web site

http://www.cleanairachievers.ca/index-adult.asp?lid=1

Clean Air Achievers

The goal of Clean Air Achievers (CAA) is to reduce greenhouse gas (GHGs) emissions via participants choosing more sustainable, and ideally more active modes of transportation.

What is involved?

CAA's online calculator tool, Trip Tracker, allows you to record the travel trips you make in your everyday life (to work, to a child's soccer practice, etc.). By choosing travel that is less polluting you will reduce the amount of GHGs being released into our atmosphere. And, if you replace GHG travel with active transportation (i.e. walking, running or rolling) you have the double benefit of enhancing your fitness and health.
The steps are simple:

1. Register with a username and password
2. Calculate your Pre-CAA trip distances (mapping tools available)
3. Enter in your current, cleaner and more active trip distances and the modes of travel

Trip Tracker will instantly give you your GHG and km results per trip and cumulatively for all trips entered!
Why should I do this?

Climate change, global warming, poor air quality and related health impacts (i.e. lung disease and obesity) are serious realities facing Canadians of all ages today.

Did you know that 50% of the total GHGs produced by the average Canadian are attributed to personal vehicle travel?

Every step does count!
By joining CAA we can all make a difference, one step at a time.

Happy, Healthy and Safe Travels!

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Nature Poem

(Derived from a lesson of Dr. Patrick Howard, Cape Breton University, Nova Scotia)

Objectives:
1) Students will explore natural objects using their sense of sight, touch, hearing, and smell
2) Students will construct a poem individually and collaboratively
3) Student poems will be celebrated through a display or booklet
4) Reinforcing a connection with nature.

If your school is located in an area where students can readily find a variety of natural objects, then begin this lesson with an outdoor trip to gather a variety of objects (twigs, moss, rocks, shells, leaves, etc). Otherwise, prior to the class, gather a variety of objects yourself. If students are finding their own natural objects, check to be sure they have found something that is safe for them to handle.

If students have collected their own natural object(s) they should select one to work with for the lesson. If you have gathered the objects, place them in a bag or box for students to randomly select one.

Guide students in an exploration of their object by inviting them to observe it closely. What is its texture, colour, shape, size? Is there a smell to it? Does it make any sounds? Did it used to make any sounds? How does it feel? Smooth, rough, hard, damp, etc.

Then fine-tune this process by asking students to focus on sight only and to write down all the words or phrases that describe what they see. Follow this by having them write words or phrases that reflect how it feels to touch and then how it smells. Each word or phrase should be on its on line.

Students review their list and circle 5-8 words or phrases that stand out for them.

Students then cut up each word or phrase they had circled and arrange these on another piece of paper in a sequence that creates a poem. Once this is done, they create a title for the poem. Then they share this arrangement with a partner. The partner has the option of rearranging the order and passes it back to the author of the poem. The poem's author can accept the new arrangement or return to their own version. In either case, the student glues the pieces of paper to finalize the order of words.

Students who wish to share their poem can do so. Collect all the poems and if you wish, recreate them (type them up) on an attractive piece of paper. You may want to return the new presentation to the students or collate the poems into a booklet.

When Dr. Howard led this lesson with my students we all noticed that it made the creation of poetry highly enjoyable!

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Assessment Suggestions:
Objective 1- Students used words from all 5 senses in their poem
Objective 2- The poem as described in the lesson

Sustainable Happiness Project- Global Well-being

If students weren't involved with a sustainable happiness project in a previous lesson creating an Interdependence Map for the school, they could complete the project outlined for that grade. Otherwise, this lesson provides a new opportunity to create a sustainable happiness project.

Objective: 1) Students will develop and implement a sustainable happiness project.

Remind students of the definition of sustainable happiness.

> *"Sustainable happiness is happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations."*

This project will focus on global well-being. Choose a non-profit organization that works internationally and introduce students to the goals of the organization. Some suggestions to consider are:

Canadian Feed the Children (http://www.canadianfeedthechildren.ca/)
SOS Children's Villages (http://www.soschildrensvillages.ca/Pages/default.aspx)
Free the Children (http://www.freethechildren.com/)
Me to We (http://www.metowe.com/)

Brainstorm with the class a list of suggestions for raising funds to donate to the project. As the funds are raised, students could indicate their fundraising progress to the rest of the school. For example, if you have selected Canadian Feed the Children, a drawing of a village in Africa could be "populated" with chickens, goats, fruit trees as the funds are raised.

Assessment Suggestion:
Objective 1- The final project.

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Grade 6

Lessons in Happiness

Objectives:
1) Students will understand the association between happiness, positive emotions and health
2) Students will identify who/what teaches us about happiness and what those various sources teach
3) Students will understand that material wealth and material possessions are *not* associated with enduring life satisfaction and happiness.

In a group discussion, ask students to identify what they think happiness research tells us about happiness. i.e. what do most people say makes them happy? The Key Concepts Section provides background information on this topic. Students will likely recognize that family, friends, pets, work, community, etc. are important for enduring feelings of happiness and contentment. This is a good opportunity to reinforce how clever they have been to confirm what researchers around the world have found to be true!

Ask students to work with a partner to answer the following questions:

a) Who, or what teaches us about happiness?
b) Do different sources teach us different things?
c) Are all of those sources accurate? Why, or why not?

Each pair can share the results of their discussion with the rest of the class. Money and consumer goods will likely enter the conversation. It may surprise some students to learn that happiness research tell us that money doesn't buy happiness – that once we have sufficient money to meet our basic needs, and perhaps a little more for financial security, that having more money and more material possessions doesn't bring the enduring happiness that people experience through healthy relationships, feeling connected to nature, their community, or their work.

One of the traps that we can be socialized to fall into though, is to continually feel that we need more things (you can explore the concept of Affluenza from the Key Concepts Section). We develop a habit called "social comparison." Being a habit, it tends to be less conscious and we may not always notice ourselves doing it – comparing ourselves with others – their clothes, hairstyle, their house, car, sports equipment – constantly measuring ourselves against others. Advertisements reinforce this so we may find ourselves comparing ourselves to people in the advertisement.

Social comparison can diminish and/or distract us from what really makes our heart sing.

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Genuine Wealth

Objectives:
1) Students will identify the genuine wealth that they have in their life
2) Students will understand that genuine wealth contributes to happiness and life satisfaction
3) Students will identify opportunities for enhancing genuine wealth.

See the Key Concepts Section for information on Genuine Wealth. Introduce the concept of genuine wealth and provide some examples (friends, education, food, natural environment, family, etc). Ask students to add further examples. Direct students to work on their own to list at least 10 ways that they are genuinely wealthy. They should also answer the following questions:

1) Can they identify any opportunities that would permit them to enhance their genuine wealth?
2) Is there anything that they could do to contribute to the genuine wealth of their school or community?

Students can share this list and answers with a partner. The pairs can share the highlights of their discussion with the class. Some ideas for future sustainable happiness projects may arise from this discussion.

Assessment Suggestions:
Objective 1- Their list of 10 ways they are genuinely wealthy
Objective 2&3- Have the students answer the two questions asked in the lesson on an exit slip to be handed in as they exit the class.

What Makes my Heart Sing?

(This lesson is adapted from a lesson created by Foster/Hicks and Associates).

Objectives:
1) Students will identify what makes them feel happy
2) Students will understand that they can make choices that foster positive emotions that contribute to their physical and emotional well-being.

This lesson focuses on the concept of Centrality. Centrality is one of the attributes that Foster and Hicks found was common with very happy people. Happy people know what makes their heart sing and they integrate this into their life, making it *central.*

Explain the concept of speedwriting. In this context it means that students write down as much as they can within a specified period of time (about 10 minutes) and they should

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write down whatever comes to mind, even if it seems unusual or silly. Their task is to write down all of the things that they enjoy doing.

Next, they transfer their list to a chart that has two columns (See sample below. A full page worksheet is in the Worksheet section).

Name _____

Date _____

What makes My ❤ Sing?

Things that make my heart sing	*How often do I do this?*
Playing music	Once a week
Going to the park	On weekends
Visiting my grandparents	Twice a year

Once they are done, they can share the list with a partner (or whatever portion of the list they are comfortable sharing). Working with the partner, they identify opportunities to do the things they love to do more often. This may involve understanding barriers that are there for their own safety, distance barriers, cost barriers. However, some barriers can be overcome with ingenuity. E.g. Perhaps the student loves to visit a relative who lives far away but cannot travel there very often. The student may be able to stay connected with the relative in others ways – Skype, letters, phone calls, email, cards, sending photos or art work, etc.

Students should also be directed to contemplate whether there is anything on their list that makes them feel happy but isn't really contributing to their own well-being, or is harmful to other people or the natural environment. In that case it would be wise to do some things less often or not at all.

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Expressing Appreciation

Objectives:
1) Students will understand that expressing appreciation is associated with positive well-being
2) Students will develop the habit of expressing appreciation – internally and externally
3) Fostering an attitude of appreciation and gratitude.

Lead a discussion that invites students to consider the people, things and experiences in their life that they appreciate and why. You may want to lead off with some examples such as:

I appreciate the custodian because s/he does such a great job of keeping our school clean.
I appreciate the sun because it keeps me warm and feels nice on my face.
I appreciate having clean water to drink because it's good for me.

Encourage each student to express several appreciation statements. This will likely draw some smiles and create a positive mood. You may want to ask them to notice how appreciation makes them feel.

Part 1

Lead a class discussion that explores the positive experiences associated with feeling appreciated. Ask students to comment on what outward signs indicate that someone enjoys feeling appreciated. They should also provide examples of things that they can do to express appreciation.

Assign the following task for one day:

Students are to express appreciation to other people as many times as they can. This may include saying "thank you" more often, or telling someone how much they appreciate something that has been done for them.

The following day, lead a discussion about the students' experiences. What did they observe? How did this make them feel? Were there any parts of the assignment that they didn't enjoy?

Part 2

Ask students to stand up (or choose a different activity if some students are unable to stand). Ask students to notice what they just did. Was there something special about it?

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Yes, they thought about standing up and they were able to do it when they wanted to. For thousands of people around the world, this simple action would be very challenging or impossible. Ask students to suggest other things that happen throughout the day that they might take for granted but they would really miss if it was no longer part of their life – clean water, lights, sunshine, trees, a home, food, choices of food, etc.

This discussion can be used to lead into the creation of an appreciation journal. Students can begin by listing things that they appreciate. Every time they think of something, they can add to the journal. Try doing this for a week. You may want to build in some regular times for students to make entries into the journal. Encourage them to try to fill the entire journal by the end of the week.

You might extend this activity by taking moments throughout the day and suggesting that students close their eyes and simply think of 4-5 things that they want to appreciate in that moment.

Assessment Suggestions:
Objective 1-2- Students could be given a number of tokens each week to give to people who express appreciation for something they've done. On the back the recipient could write what appreciation was being expressed for. At the end of the week students could share some of the things they were appreciative of and how it made them feel to show their appreciation.
Objective 2- Gratitude journal as explained in the lesson.

My Ideal Physical Activity Plan

Objectives:
1) Students will design their ideal plan for physical activity
2) Students will implement their physical activity plan and track their activity for two weeks
3) Students will observe the impact of their physical activity plan on their physical and emotional well-being.

Students create a physical activity plan that involves the recommended amount of moderate and vigorous activity. This should be a plan that is feasible for them to accomplish.

At the end of one week, they share their results with a partner. If there were any days that they did not accomplish their plan, and the plan needs to be revised, this is the time to do so. During this reviewing stage, they may want to look at how motivated they are to accomplish the plan, or barriers that arose. If they found that they lacked motivation, they may want to identify other activities or incentives that would help them. For example, perhaps doing something with a friend or a group would keep them on track.

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At the end of two weeks, the above review is repeated. Students could also be directed to answer the following questions:

1) Did you prefer activities that you did alone or with a group?
2) What is the activity you enjoyed most?
3) When you are involved with vigorous physical activity does this affect what you are thinking or feeling?
4) Could you use physical activity to affect your mood? For example, if you were feeling angry and decided to go jogging, how might that affect your mood? If you were sad or frustrated and engaged in vigorous physical activity, what do you think would happen?

Assessment Suggestions:
Objective 1- Have students either share their plans aloud, or collect a hard copy of what their plan is.
Objective 2- Have students interview a partner. Questions to ask: Did you stay true to your plan for the entire two weeks? Did you find anything difficult about the physical activity plan? How did you feel after completing an activity in your plan? Do you think you'll continue these activities even though the class is over?
Objective 3- The questions provided in lesson.

Five Minutes of Fun

Objectives:
1) Students will create a 5-minute physical activity break
2) Students will observe the results of these 5-minute breaks on their body - emotions, concentration levels, and physical experiences
3) Students understand that they can create similar breaks for themselves at home.

Introduce this activity with a brief explanation about the benefits of breaking up sedentary activities throughout the day (see Key Concepts Section).

Each student is required to develop a 5-Minute physical activity program for the rest of the class. It can involve moderate or vigorous physical activity. The guidelines for the activity are that it must be safe and can be done in the classroom (unless you prefer to take occasional breaks outside).

Throughout the day, at various intervals students lead the class on the activity they have developed. This may take one or two weeks for everyone to have a turn depending on the size of the class. In addition to participating in the activity, students should also track the impact of the activities on their body- emotions, concentration levels and physical experience. They could be directed to notice how they feel, physically and emotionally prior to the activity, immediately following and even a half hour later.

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There are several extension activities that could be added to this.

1) Students could track the impact of each activity in a journal or chart.
2) All of the student records could be collated to see if there is any pattern – i.e. does activity in the morning have more of an impact, less or similar impact to those in the afternoon; were some activities more effective than others; was there any change in concentration levels after the activities; other observations?
3) Students could select the most effective (or most enjoyable) activities to continue throughout the year. If the activities start to feel repetitive or boring, students could develop new ones.

Students could share these five-minute physical activity breaks with other classes.
Assessment Suggestions:
Objective 1- Each student's activity break (could be as simple as checking their name off after they take their turn).
Objective 2- Students track the impact (as described in lesson)
Objective 3- With a partner create a list of situations at home that you'd also benefit from a Five-minute break.

Sustainable Happiness Project

Sustainable Happiness Project - Happy Life, Happy Planet

If students were not involved with a sustainable happiness project from the previous lessons, they could complete the project outlined earlier. Otherwise, this lesson provides a new opportunity to create a sustainable happiness project.

Objective: 1) Students will develop and implement a sustainable happiness project.

Remind students of the definition of sustainable happiness.

> *"Sustainable happiness is happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations."*

Introduce the concept of one-planet living (See Key Concepts Section).

Students begin this project by working in pairs. They interview one another with the following questions:

a) What's your vision for living a happy life on a happy planet?
b) What are you currently doing to contribute to that vision?

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c) What is one simple, practical thing that could you do this week to contribute to your vision?

Once each pair has completed their interviews, they discuss their answers and select one strategy that they would like to work on together. Some strategies could include:

- creating a play/skit to raise awareness
- creating a puppet show to raise awareness
- fundraising to support an organization that is working on solutions that the pair feel are important
- writing a song and performing it for the class, and possibly other classes
- creating an art exhibit around the theme that concerns them
- writing letters to key decision-makers

The article on Sustainability, Happiness and Education on my web site describes some of the projects that my students have created. http://sustainablehappiness.ca/publications/

Assessment Suggestion:
Objective 1- The final product.

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Worksheets

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NAME: DATE:

Health and Happiness

WALKING

SWIMMING

EATING POTATOE CHIPS

RUNNING

SKIPPING

DRINKING POP

READING

SMOKING

SMILING

WALKING with a FRIEND

JUMPING

SINGING

LITTERING

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Making Healthy Choices

Activity	Me	Adults
How I travel to school		
The clothes I wear		
The meals I eat		
The snacks I eat		
The time I watch TV		
The channels that I watch		
How much time I spend on a computer/video game		
How much physical activity I have each day		
My safety		
When I go to bed		
When I wake up		
My behavior in school		
The books that I read		
The games that I play		
How often I smile		

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Activity Diary

Name _____

Date _____

Activity	How long?	How did I feel?	How did my body feel?	Would I like to do this more often?

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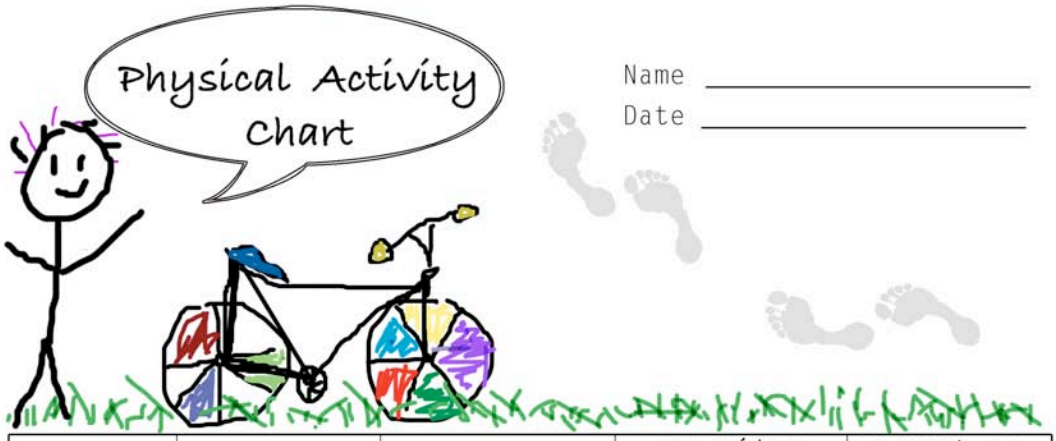

Name _____

Date _____

Activity	How Long?	How Did I Feel?	How Did My Body Feel?	Would I Like to Do this More Often?

	Vigorous Activity	Moderate Activity
How many minutes of vigorous physical activity did you have today?		
How many minutes of moderate physical activity did you have today?		

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Name _____

Date _____

The SUSTAINABLE HAPPINESS Chart

Time	Activity	Feeling	How it Affects Me	How it Affects other people	Affects on the environment

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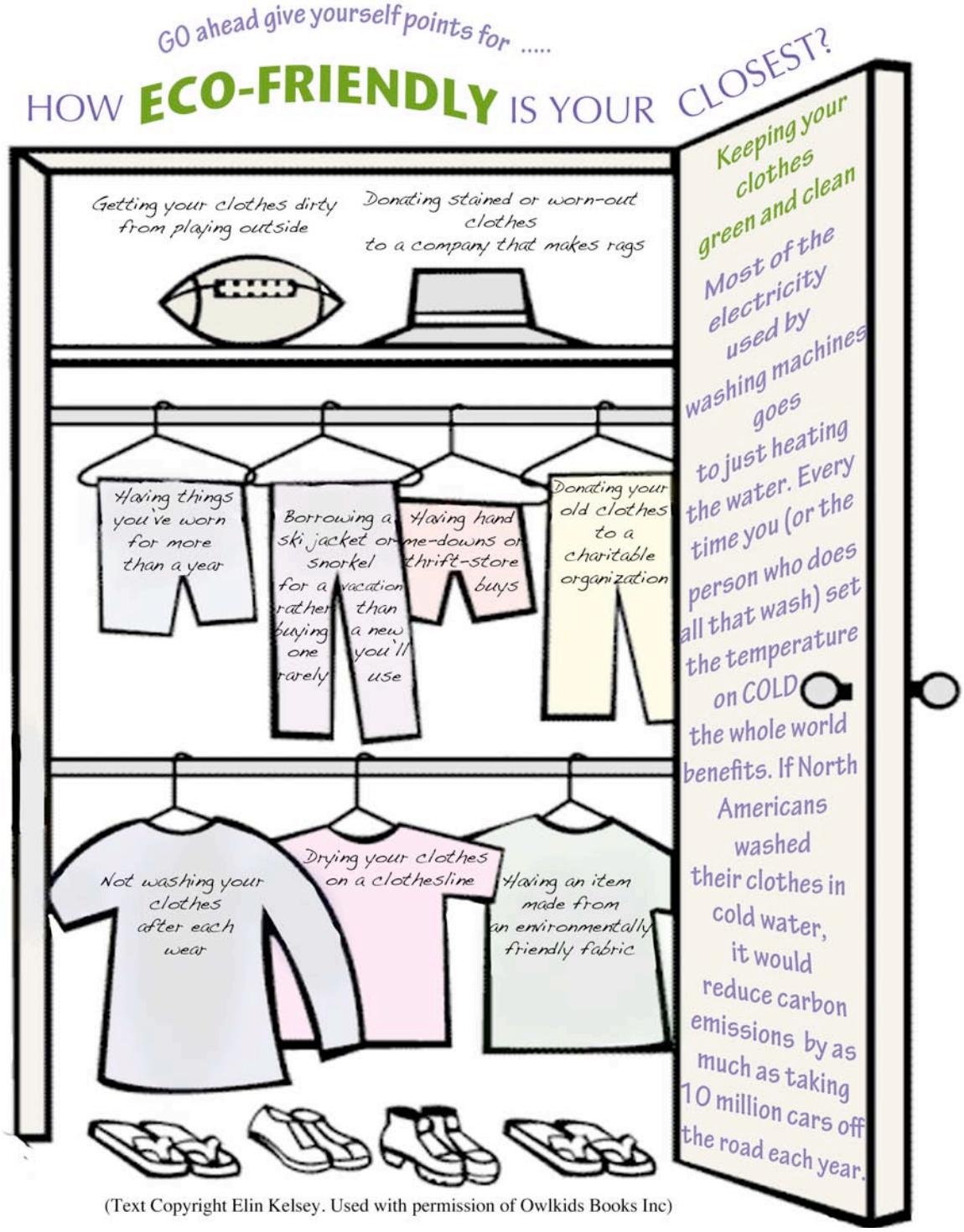

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Sustainable Happiness and Physical Activity

Physical Activity	My Well-Being	Community Well-Being	Global Well-Being

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Name _____

Date _____

What makes My ♥ Sing?

Things that make my heart sing	*How often do I do this?*

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Name _____

Date _____

Trip TRACKING Diary

Where from?	Where to?	How?	Distance?

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Recommended Resources

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Web Sites

Sustainable Happiness: www.sustainablehappiness.ca

Green Communities Canada: http://www.saferoutestoschool.ca/

Clean Air Achievers: http://www.cleanairachievers.ca/index-adult.asp?lid=1

Joint Consortium for School Health: http://www.jcsh-cces.ca/

Urban Thinkers: http://www.urbanthinkers.ca/

Green Teacher: http://www.greenteacher.com/

Happy Planet Index: http://www.happyplanetindex.org/

Streets Education: www.StreetsEducation.org

Earthducation: http://lt.umn.edu/earthducation/

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Children and Nature Network: http://www.childrenandnature.org/

Social and Emotional Learning: http://casel.org/

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