

# Teaching Happiness in our Classrooms

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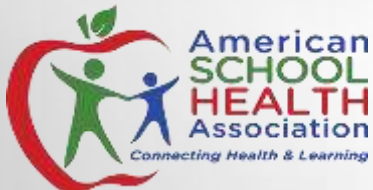
@ASHAnews



American School  
Health Association

# About ASHA

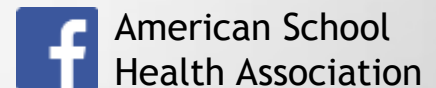
- The only national organization dedicated to a coordinated, multidisciplinary approach to school health
- ASHA membership
  - Administrators in health and education agencies at the local, state and federal levels
  - Health and education professionals in the PreK-12 school setting
    - Counselors, dietitians, nutritionists, health educators, physical educators, psychologists, school health coordinators, school nurses, school physicians, and social workers
  - Academics who conduct research that informs school health professionals
- *Journal of School Health (JOSH)*



# Membership Benefits- Professional Level

- 12 print and online issues of the *Journal of School Health* per year
- Access to the School Health Listserv (CHEN)
- Access to the weekly *School Health Action* e-newsletter
- Discounts on the School Health Conference
- **Free** Continuing Education contact hours
- Leadership opportunities to serve on the national board or as committee chairperson
- Engagement opportunities to serve on various national committees

[www.ashaweb.org](http://www.ashaweb.org)



# Save the Date!

## 2016 Annual School Health Conference

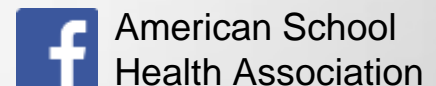
October 6-8, 2016  
Baltimore, Maryland

The Renaissance Baltimore  
Harborplace Hotel



# Continuing Education

- ASHA members = Free CE
- Non-members = CE for \$30
- Following this webinar you will receive an email survey where you can submit for 1.0 Category I CECH (MCHES/CHES), 1.0 Continuing Nursing Education Contact Hour or a certificate of attendance based on 70% or higher active participation in this webinar
- Your registration email address will be used for verification of participation.





# Use the WSCC Framework

The Whole School, Whole Community, Whole Child (WSCC) model requires us to take a systems-based approach to health promotion.

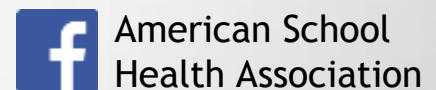
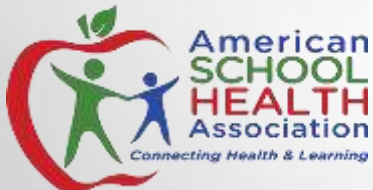
Only when all members of the school and community work together can we address problems.



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# EMPLOYING HAPPINESS CONCEPTS TO THE CLASSROOM

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# WHY TEACH ABOUT HAPPINESS?

- **Happy people are:**
    - **More Sociable**
    - **More Flexible**
    - **More Creative**
    - **More Loving**
    - **More Forgiving**
    - **Less Easily Frustrated**
    - **Physically and Mentally Healthier**
-

## HAPPY PEOPLE ARE (CONT.)

- **Have higher quality of life**
- **Are less likely to become ill**
- **Live longer more productive lives**
- **Teens who are happy are less likely to get involved with drugs and crime**

# WHAT IS HAPPINESS?

- Is it developed more internally or externally?
  - Is it what happens to us or how we react to events?
  - Nature or Nurture? (50/40/10)
-

# CAUSES OF UNHAPPINESS

- Stress
  - Self-esteem
  - Being a perfectionist
  - Change
  - Comparing
  - Personal relationships (lack of or conflict in)
  - Pessimism
  - Holding a grudge/onto the past
  - Worrying about the future
-

# NHES ADDRESSED

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

# PERSPECTIVE

- <http://www.lincolnhsbrooklyn.com/34219.php>
- **Carol's wedding**
- <http://www.asianentrepreneur.org/3-stories-that-will-change-your-perspective-forever/>
  - **The Farmer's Fortune?**



# COMPARING

- Do you usually get in the fastest line at the grocery store or department store?
  - How do you respond to people you see who have what you want to have?
  - Impact of social media
-

# FORGIVENESS

- <http://www.youtube.com/watch?v=o2BITY-3Mp4>
  - <http://www.youtube.com/watch?v=mBDeFi-04VM>
  - <http://www.youtube.com/watch?v=1VUCK2MZty4&feature=fvwrel>
  - [http://www.youtube.com/watch?v=66Yxs1C\\_iQo](http://www.youtube.com/watch?v=66Yxs1C_iQo)
-

## IMPORTANCE OF FORGIVENESS

- **Takes the power away from the person**
  - **Allows you to move on**
  - **Demonstrates a position of strength**
-

# FORGIVENESS

- **Do we forgive others readily? Why? Why not?**
  - **Do we expect our friends/family to forgive us readily?**
    - **Why?**
    - **How do we react if they don't?**
  - **What is the difference?**
-

# FORGIVENESS

- **Assume the person had good intentions**
- **Do unto others as you would have done unto you – so if you would expect forgiveness you must be willing to give it**

# FORGIVENESS

- **All of us have done things we regret**
- **We must be willing and able to forgive ourselves**
- **Learn from our mistakes and do our best not to make the same one again**



# ACTIVITY - FORGIVENESS

- **Will address Standards 2, 4, 5, 7**
- **Write 3 letters:**
  - **1) Write a letter to someone who you treated unfairly and apologize for your actions. You may also follow up with a phone call or face to face conversation. You may not get into an argument if they come back at you. You must simply say you understand, you apologize, and you hope they will be able to forgive you.**

## ACTIVITY - FORGIVENESS

- **2) Write a letter of apology to yourself for something you regret doing in the past.**

## ACTIVITY - FORGIVENESS

- **3) Write a letter of forgiveness to someone has hurt you. This is someone who you have not been able to forgive and they still cause you to hurt every time you think of them. Start by telling them how they hurt you and why. Conclude with a sincere statement of forgiveness by recognizing they were either sick or doing the best they could do at that time. Do not send this letter.**

# SELF-ESTEEM

- **How one evaluates self**
- **One's reputation with self**

# SELF-ESTEEM

- **Some new research indicates young people who are praised constantly develop a lack of confidence and drive**
  - **They quit very easily and do not want to do anything in which they are not immediately successful**
-

# HOW IT IS DEVELOPED

- **Through one's actions**
  - **True accomplishment/success**
  - **Acceptance of who one is**
-



# HOW IT IS DEVELOPED

- **Acceptance of responsibility for what one does**
  - **Being true to one's values**
-

# IMPORTANCE OF CHALLENGING ONESELF

- **He developed his 6-Pillars of self-esteem**
  - **<http://nathanielbranden.wordpress.com/2008/03/30/nurturing-self-esteem-in-young-people/>**
- **In order to grow and gain self-esteem one must accept challenges, learn from their mistakes, act in accordance with their values, and pursue something meaningful.**

## ACTIVITY – ACCEPTING CHALLENGE

- The student must attempt something that is safe, appropriate, legal, and will not harm anyone else that is challenging and outside their comfort zone.
- Reflect on how you felt as you were preparing to do it, how you felt while you were doing it, and how this has impacted you after you did it.
  - Standards 5, 6, 7

## SELF-ESTEEM LINKS

<https://nathanielbranden.wordpress.com/2008/03/30/nurturing-self-esteem-in-young-people/>

<https://www.psychologytoday.com/blog/hide-and-seek/201205/building-confidence-and-self-esteem>

<https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Helping-Your-Child-Develop-A-Healthy-Sense-of-Self-Esteem.aspx>

# CAUSES OF STRESS

- **There is no universal stressor**
  - **Based on our perception**
  - **Based on the importance we place on something**
-

# CAUSES OF STRESS

- **Segal's 5 causes**
    - **Demandedness**
    - **Judgmentalness**
    - **Awfulizing**
    - **Vulnerability**
    - **Fears**
-



# STRESS ASSIGNMENT

- **Assignment:** Identify three times during the week that you are feeling stressed. Which of Segal's 5 causes is creating the stress? Now, restructure your thinking to reduce this stressor. What is the underlying cause? Is it really as stressful as you are making it out to be? How were you able to change your thinking on this and reduce the stress? How does this impact on your happiness?
  - Standards 2, 4, 5, 6, 7

# IN CLASS INTRODUCTORY OR BOOSTER ACTIVITY

- Pencil Activity
  - Place a pencil, pen, or coffee stirrer in the back of your mouth – basically so you are biting on it with your molars.
  - This uses the same muscles you use to smile
  - Some students said they felt ridiculous, but it made them laugh and gave them a boost

# KINDNESS ACTIVITY

- **Every day this week you must do three unselfish acts of kindness for three different people. Throughout the week you must do something for a family member, a friend, an acquaintance, and a stranger. You must not do it to get anything in return – the act itself is the return.**
- **How did this make you feel? How do you think this impacted others? Was there a difference based on your relationship with this person? What did you learn from this? Did this impact on how you see yourself? How others see you?**
  - **Standards 4, 5, 7**

# APPRECIATION ACTIVITY

- **Write a letter to someone who has really been important to you – a parent or sibling. Tell them specific things they did or said and how those things helped shape who you are today. Do not just tell them you love them – tell them why you love them.**
- **Reflect on how this made you feel as you were writing it, after you sent it, and how you think it made them feel. How was this experience for you?**
  - **Standards 2, 4, 5, 7**

# RESOURCES

- The Art of Happiness by Howard Cutler and the Dalai Lama
- <http://my.happify.com/hd/optimism-infographic/>