

Molloy College

Division of Education

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Course: EDU 351

Date: 10/31/18

Grade: 6, Topic: Happiness, Outlook, and Optimism

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s) (*Lesson Objective(s)**)

After reading *It's Okay to Make Mistakes* by Todd Parr, students will effectively engage in collaborative discussions and activities to explore the question “*Is happiness a choice?*”.

Students will be assessed by an individually completed exit ticket, in which they write at least 4 sentences responding to the essential question, including at least 2 pieces of evidence from class activities.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

Social Studies Standards: New York State Social Studies Standards

Key Idea:

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways.

Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)

Key Concepts:

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

Indicator: This will be evident when students discover the role location and geography have on happiness and outlook when they answer the question, “Can Ugandans be happy even though most of them are living in poverty?”.

National Social Studies Standards and Themes

I. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

Indicator: This will be evident when students participate in a discussion and describe the similarities and differences in the ways groups, societies, and cultures address outlook and happiness.

NCSS C3 Inquiry Arc

Dimension 2: Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: This will be evident when students collect and analyze evidence and evaluate its' usefulness in developing an explanation to the question "Is happiness a choice?" and "Can Ugandans be happy even though most of them are living in poverty?".

Social Studies Practices: Habits of Mind

Gathering, Interpreting, and Using Evidence

Indicator: This will be evident when students gather and interpret information from various books, articles, and class activities and use it to answer the question, "Is happiness a choice?" and "Can Ugandans be happy even though most of them are living in poverty?".

ELA Standard: New York State Next Generation English Language Arts Learning

Standard Reading Standards (Literary and Informational Text)

Speaking and Listening:

6SL1

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

Indicator: This will be evident when students engage in a range of collaborative discussions about outlook and optimism and express their ideas with others clearly and persuasively.

INSTRUCTIONAL RESOURCES

- *It's Okay to Make Mistakes* by Todd Parr
- T-chart outline chart paper
- Venn Diagram outline on chart paper
- Three columned outline on chart paper
- Bulleted list outline on chart paper
- Excerpts from “A Recipe for Happiness” (www.sciencenewsforstudents.org)
- Scenario sort worksheet
- Compare and Contrast worksheet
- Markers
- Tape
- PowerPoint presentation
- Exit ticket with writing prompt
- How to be Happy- The Science of Happiness and Feeling Positive in Life Video (<https://youtu.be/hsPpaHbvQs>)
- Leveled articles
 - o <https://newsela.com/read/wizards-felix-overcoming-bullying/id/36510/>
 - o <https://newsela.com/read/bio-entrepreneurs-oprah-winfrey/id/19986/>
 - o <https://newsela.com/read/bio-women-leaders-helen-keller/id/19493/>
 - o <https://newsela.com/read/foster-kid-horse-race/id/19904/>
 - o <https://newsela.com/read/USC-youngest-student-overcomes-autism/id/43444/>
 - o <https://newsela.com/read/rosie-tball-disability/id/22520/>

- o <https://newsela.com/read/deaf-bizowners/id/12990/>
- o <https://newsela.com/read/bio-civil-rights-dolores-huerta/id/19931/>
- o <https://newsela.com/read/teen-runner-michelle-cross/id/21878/>
- o <https://newsela.com/read/usc-blindfan/id/9018/>
- o <https://newsela.com/read/blind-swimmer/id/7842/>
- o <https://newsela.com/read/teen-soap-charity/id/21620/>
- o <https://newsela.com/read/elem-kid-violinist/id/30021/>
- o <https://newsela.com/read/family-baking-business/id/21146/>
- o <https://newsela.com/read/danceboy-adhd/id/16261/>
- o <https://newsela.com/read/blind-speller/id/7491/>
- Optimism Hero homework worksheet

MOTIVATION (*Engaging the learner(s))**

To begin the lesson and get students interested in the topic of optimism, the teachers will read *It's Okay to Make Mistakes* by Todd Parr.

DEVELOPMENTAL PROCEDURES

(including Key Questions)

1. After reading *It's Okay to Make Mistakes*, the teachers will present a PowerPoint on outlook and optimism, explaining its' definition and importance and exploring the question "*Is happiness a choice?*" (*What is optimism? What is the relationship between outlook and optimism? What determines happiness? Can you think of a time your outlook effected a situation you were in?*)
2. The teachers will divide students into four groups and distribute materials. Each group will complete a different activity based on outlook and optimism. Group one will complete a scenario sort, group two will compare and contrast the outlook of two

different characters, group three will brainstorm ways to be optimistic on a daily, monthly, and yearly basis, and group four will extract information from the article “A Recipe for Happiness” to create a list containing ways to be optimistic. (*How could (a specific character) handle the situation with optimism? How can you cultivate happiness in your daily life? What are some example of ways to be optimistic? How do you know that character was exhibiting an optimistic outlook?*)

3. After about 10 minutes, each group will present the poster they have created to the class. (*Why did you determine that (a specific character) handled the situation with pessimism? How can someone implement that tip to achieve happiness every day? Based on all of these activities, do you think happiness is a choice?*)
4. Students will complete an exit ticket answering a question which connects the ideas of happiness as a choice, outlook, and optimism to the people of Uganda. (*Even though most Ugandans are living in poverty, is it possible for them to be happy? Why? To what extent is happiness a choice?*)
5. To close the lesson, the teachers will connect the content to Uganda to preview where the next lesson will continue. (*What is the difference between your outlook and your reality? Why is happiness a choice?*)

INSTRUCTIONAL STRATEGIES (Learning Strategies*)

Cooperative Learning: (engaging groups of students in working together on a structured activity)

Indicator: This will be evident when students collaborate in groups to complete a variety of outlook and optimism activities.

Direct Instruction: (explicit presentation of information)

Indicator: This will be evident when the teachers directly inform students about outlook and optimism utilizing a PowerPoint presentation.

Discussion: (engaging in meaningful discussions about the content)

Indicator: This will be evident when students engage in meaningful discussions about outlook and optimism during the PowerPoint presentation and cooperative activities.

DIFFERENTIATION OF INSTRUCTION

- This lesson meets the needs of kinesthetic learners when it enables students to leave their seats to work in groups.
- This lesson meets the needs of linguistic learners when it enables students to present the information from their activities verbally to the rest of the class.
- This lesson meets the needs of visual learners when it enables students to create graphic organizers and posters during the outlook and optimism cooperative activities.
- This lesson meets the needs of interpersonal learners when it enables students to work collaboratively in groups to complete activities about outlook and optimism.

ASSESSMENT (*artifacts* and assessment [formal & informal])**

- **Informal:** Teachers will monitor students and take note of their levels of understanding as they complete activities in groups.
- **Formal:** Students will be assessed by completing an independently completed exit ticket, which involves responding to the question, “Do you think Ugandans can be happy even though most of them are living in poverty?”. Students will be required to write at least 4 sentences and use at least 2 pieces of evidence from class activities.

INDEPENDENT PRACTICE

For homework, students will read the teacher-selected news article about an individual who overcame unfortunate circumstances and chose happiness. Students will fill out a worksheet describing how the person’s optimistic outlook allowed them to choose happiness.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students will watch the video “How to be Happy- The Science of Happiness and Feeling Positive in Life” which explicitly teaches the effects of outlook on happiness. Following the video, the teacher will read the compare and contrast worksheet utilized in the previous lesson with the students. They will go through each detail of each character’s day and identify whether

they were acting in an optimistic or pessimistic manner based on what they learned from the video. Finally, as a group, the teacher and students will discuss the question “Can Ugandans be happy even though most of them are living in poverty?”. Students will then try to answer the question on their own using evidence from class discussion and the video.

Academic Enrichment

Students will look through a newspaper and find an example of optimism shown by a person with an unfortunate circumstance. Students will write a five sentence summary on the article that they found and how it was an example of choosing optimism.

REFERENCES

- Buchanan, K. [Memorize Academy]. (2017, April 13). *How to be happy: the science of happiness and feeling positive in life* [Video file]. Retrieved from https://www.youtube.com/watch?time_continue=32&v=hsPpaHbvQs
- Parr, T. (2014). *It's okay to make mistakes*. New York: Little, Brown and Company.
- Sohn, E. (n.d). A recipe for happiness. Retrieved from www.sciencenewsforstudents.org

Name _____

Date _____

SCENARIO SORT (Group 1)

Cut out each scenario for students to tape onto chart paper under the appropriate heading.

Brooke woke up late on Monday morning. She got dressed, brushed her teeth, and got in the car. Her mom drove her to school, but by the time she got there she missed her favorite class. This upset Brooke for a minute, but she was happy to see her friends and greeted her teacher with a smile. Brooke enjoyed the rest of her classes for the day.

Brooke woke up late on Monday morning. She got dressed, brushed her teeth, and got in the car. Her mom drove her to school, but by the time she got there she missed her favorite class. This upset Brooke and she was grumpy for the rest of the day. Brooke gave an attitude to her friends and thought about how she missed her favorite class all day.

Jeff got a 50 on his math test. He was unhappy with his grade, and realized he didn't study enough. He decided to attend extra help every morning for a week. On the next math test, he received a 95!

Jeff got a 50 on his math test. He was unhappy with his grade, so he yelled at the teacher for not showing enough examples. He was grumpy all day and complained to his parents when he got home.

Gina is on a soccer team. Every week she hopes to score a goal, but she misses every time she shoots. Even though she does not score, she is still happy to play the sport with all of her friends. She puts in extra effort at practice and hopes to one-day score a goal.

Gina is on a soccer team. Every week she hopes to score a goal, but she misses every time she shoots. After every game she feels like a failure. Playing soccer often frustrates Gina, and she is thinking about quitting since she never scores any goals.

Name _____

Date _____

COMPARE AND CONTRAST

(Group 2)

Liana's Day

It's Monday morning. Liana woke up and realized she missed her alarm! She rushed and grabbed her favorite sweater. She normally would have sat down for breakfast, but instead she grabbed a protein bar to go. She rushed to make the bus, but unfortunately missed it. Her mom offered to drive her, and together they listened to her favorite song on the way. Liana was happy to get to school and see her friends! She was so excited when she remembered that the cafeteria was serving pizza for lunch! She didn't feel too confident taking the test, but she tried her best. By the afternoon, Liana forgot that she even woke up late! She took her math test. It turned out to be a great day.

Sam's Day

It's Monday morning. Sam woke up late and realized he missed his alarm! This put him in a bad mood and he wondered if he should even bother trying to get out of bed. When his mom called him to get out of bed, he dragged himself up. He rushed to the bus and missed it. He was so mad that he spent the whole car ride to school sulking in silence. His friends noticed something was wrong at school and left him alone. Even at lunchtime, he was still in a bad mood from his morning. When it was time for the math test, he wished he didn't have to take it. He barely even tried. This day was doomed from the start. He spent the rest of the day in the same cranky mood. It was not a good day.

Name _____

Date _____

A Recipe for Happiness

Want to be happier? Recent studies show that science can help. By
Emily Sohn (Group 4)

It feels good to be happy. Laughing is fun. And most people like to have a good time. "If you ask people what they want for their children, most say, 'I want them to be happy,'" says psychologist and happiness researcher Sonja Lyubomirsky of the University of California, Riverside.

Not that long ago, however, joy wasn't considered serious enough for psychologists to study. These scientists traditionally helped people with depression or other mental illnesses.

"When I started doing research on this 18 years ago," Lyubomirsky says, happiness "was not considered a scientific topic."

But today, happiness is a hot subject of research. As part of a growing field called positive psychology, more and more researchers are looking for ways to help people become happier, even if they don't feel depressed to begin with. And there are plenty of reasons why happiness is a worthy goal.

Recent studies suggest that, among other benefits, happy people are healthier (see "[Smiles Turn Away Colds](#)"), have more friends, and make more money than their sadder peers, Lyubomirsky says. And here's the really good news: Research now suggests that there are easy things people can do to make themselves happier.

Name _____ Date _____

How Happy Are You? (Group 4)

The field of positive psychology has had to overcome significant obstacles. For one thing, it's difficult to scientifically measure happiness. It's also hard to compare one person's sense of well-being with another's.

For example, if your best friend says she feels great, but she's crying a lot and acting more depressed than usual, would you rate her as happy or sad for the purposes of a scientific study? Likewise, on a scale of 1 to 10, how can we be sure that my "8" is happier than your "6?"

"No one can tell you how happy you are," Lyubomirsky says. "Who's to say who's right?"

In recent years, however, researchers have developed what they consider to be accurate measurements of happiness. One technique involves looking at how often people genuinely smile in their daily lives.

It's easy to tell real smiles from the fake smiles people plaster on for photographs. Genuine smiles engage the corners of the eyes and involve muscles around the mouth that fake smilers can't control.

You can tell if a person's smile is real or fake by looking at his or her eyes.

In their studies, scientists also tell people to describe how happy they feel. They ask subjects how satisfied they are with their lives. And they get people to describe everything they did over a course of a day and how they felt about each activity.

Scientists also sometimes look at images of the brain for clues: An area called the left frontal cortex tends to work harder in people who are happier. This area "lights up," showing more activity in brain scans.

Name _____ Date _____

Get Happy (Group 4)

Scientists now know that people are born with a general tendency toward a certain level of happiness, and they tend to maintain that mood in their day-to-day lives. For example, you probably know kids who are bubbly and cheerful most of the time as well as kids who are generally more quiet and serious.

About half of a person's "happiness quotient" comes from the personality he or she is born with. Extreme events, such as winning a lottery or being injured in an accident, can cause temporary bursts of happiness or sadness. But eventually, people return to about the same emotional state they're normally at.

So, what about the other half of the happiness quotient? About 10 percent of that quotient depends on external circumstances, such as how much money people make or how healthy they are. The remaining 40 percent, says Lyubomirsky, is entirely up to you. What's more, her work suggests a few strategies for making yourself happier, no matter how happy or sad you are to begin with.

Researchers have learned that how much money you have determines only a small percentage of your happiness quotient.

In one recent study, she and colleagues assigned more than 300 college students to complete one of three activities. For 15 minutes a week over 8 weeks, one group of these students wrote about what their lives would be like in the future if all their hopes and dreams came true.

A second group spent the same amount of time writing letters to people who had done things in the past that the letter writers were grateful for. A third group of students simply listed everything they had done over the past 7 days.

Get Happy Page 2

The objective of this experiment was to find out whether expressing optimism about the future or gratitude about the past could make a person happier. (The third group allowed the researchers to compare whether writing alone made a difference.)

Results backed previous research, which had shown that expressing optimism and gratitude lead to an improved sense of well-being. But the improvement came about, Lyubomirsky adds, only for the students that were most motivated to do the activity.

In other words, only people who really wanted to be happier were able to make that happen. The simple process of writing had no effect on wellbeing.

Writing thank you notes can help you feel happier.

Name _____

Date _____

A Happier You

Lyubomirsky found that motivated students maintained their improved sense of happiness for at least 9 months after the study ended. (After 9 months, she stopped checking.)

"That is actually amazing," she says. "It is possible they might have changed their attitudes toward life" just by writing thank-you notes and having optimistic thoughts.

It's not always easy to be a kid. Between 15 and 20 percent of middle schoolers in the United States experience moderate to severe symptoms of depression, says Bruce Cuthbert, a psychologist at the University of Minnesota, Twin Cities. And research shows that, without help, stress and anxiety tend to get worse over time.

It's normal to feel sad occasionally, but if you're depressed most of the time, it may help to talk to a psychologist.

If you don't feel happy today, that doesn't mean there's anything wrong with you, Cuthbert says. But if you want to feel better, there are lots of things you can do to improve your mood.

Studies have shown that the happiest people are those who frequently do kind things for both friends and strangers. Other research-backed happiness boosters include keeping a diary of your future dreams, setting and pursuing goals, making friends and family members a big part of your life, and exercising regularly.

"Those are things anyone can do," Lyubomirsky says, "no matter how young you are."

NAME _____

OPTIMISM HERO

READ THE ARTICLE ABOUT YOUR HERO, DRAW A PICTURE OF HIM OR HER IN THE BOX, AND ANSWER THE QUESTIONS BELOW.



HERO'S NAME: _____

SUMMARY OF HERO'S STORY:

WHAT CHALLENGE DID THIS HERO FACE?

HOW DID THIS HERO USE OPTIMISM AND A POSITIVE OUTLOOK TO OVERCOME HIS/HER OBSTACLES?

