



Happiness, Optimism, Positivity and Ethos in Schools

TEACHER'S GUIDE: Resources



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Presentation of Teacher's Guide - Resources

This guide contains the materials that support the classroom implementation of the activities proposed in the teacher's manual. The materials / worksheets are displayed following the presentation sequence of the teacher's manual, having in the header of each sheet the identification of the respective file labelled in the teacher's manual. As an example, the taxonomy (see below description) HOPEs_M1_L1_WS1 identifies the worksheet (WS1) that the teacher should use in Module 1 (M1), Lesson 1 (L1).

When implementing the designed activities, the teacher can choose to print and distribute the materials to the students, or alternatively export the files to PDF or image format and embed in a presentation software / application that allows the materials to be displayed through a digital screen.

Help in reading the taxonomy used in the classification of the materials / worksheets:

- M - Module
- L - Lesson
- WS - Worksheet





Module 1: Positive Emotions

Lesson 1: Identification and Expression of Emotions

HOPEs_M1_L1_TG_WS1 (images)


Lesson 1: Identification and Expression and Emotions Activity #1: Identification of Emotions

Activity #1: Identification and Expression of Emotions	
Identification of emotions	
(SADNESS)	


Activity #1: Identification and Expression of Emotions	
Identification of emotions	
(AMUSEMENT)	



Activity #1: Identification and Expression of Emotions

Identification of emotions	
(JOY)	

Activity #1: Identification and Expression of Emotions

Identification of emotions	
(ANGER)	

HOPES_M1_L1_TG_WS2 (cards)

Lesson 1: Emotion's Identification and Expression

Activity #2: **Expressing emotions**

Activity #2: Expressing emotions (cards)

JOY

Activity #2: Expressing emotions (cards)

ANGER



Activity #2: Expressing emotions (cards)

AMUSEMENT

Activity #2: Expressing emotions (cards)

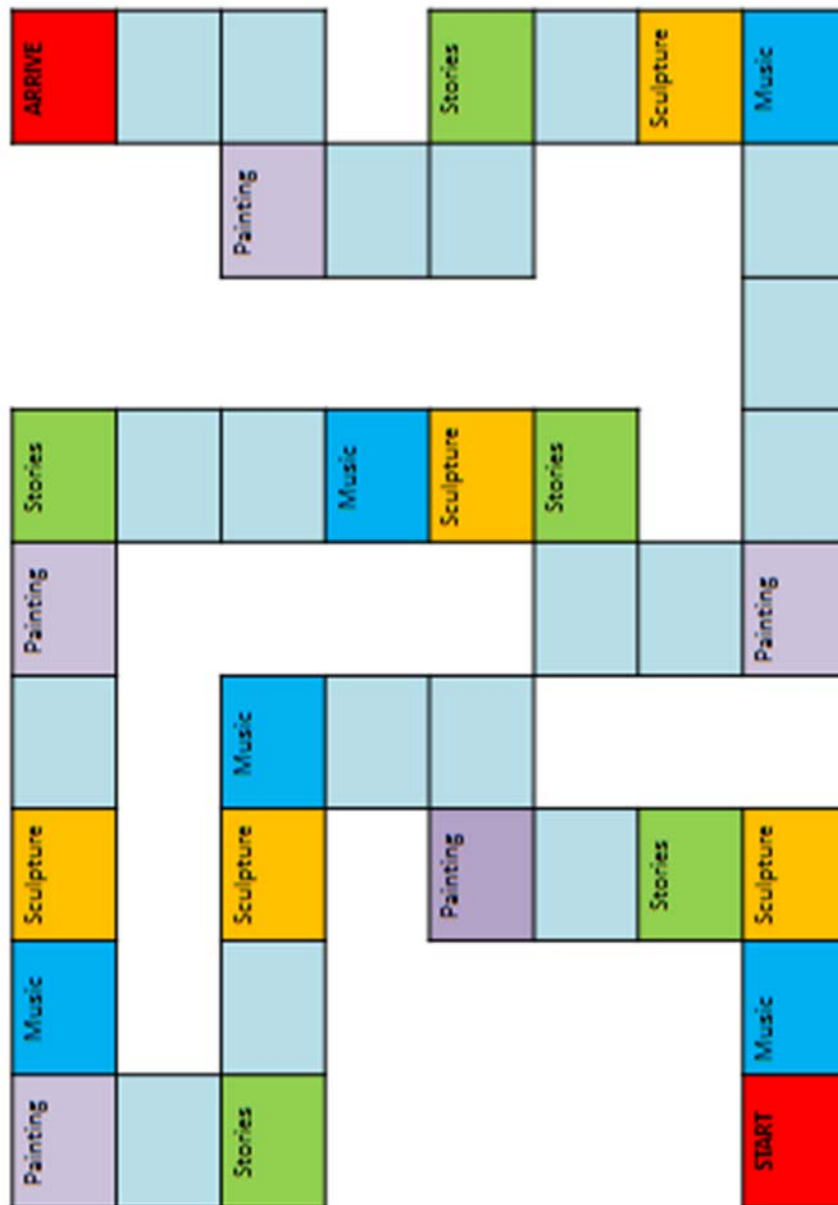
SADNESS



Lesson 2: Emotional expression and mediators

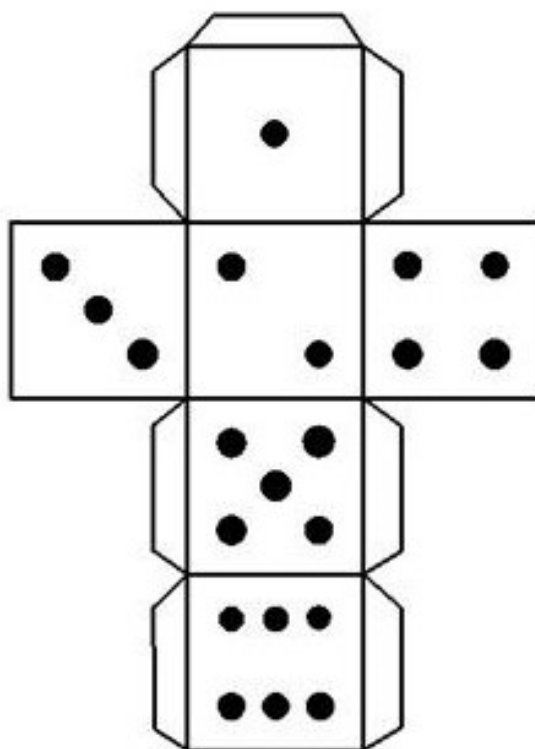
HOPEs_M1_L2_TG_WS1 (game track)

Lesson 2: Emotional expression and mediators
Activity: Game Arts and Emotions



HOPEs_M1_L2_TG_WS2 (dice model)

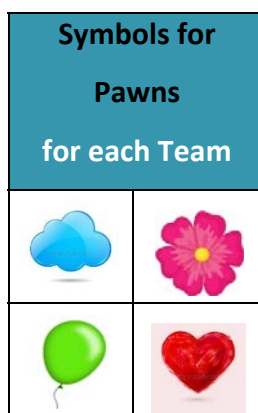
Lesson 2: Emotional expression and mediators
Activity: Game Arts and Emotions



HOPEs_M1_L2_TG_WS3 (pawns and team identification cards)

Lesson 2: Emotional expression and mediators

Activity: Game Arts and Emotions



The symbols for the pawns of each team can be cut and fixed in small objects, such as: garland covers, corks or buttons. If you have pawns of another game they can be used.

TEAM IDENTIFICATION CARDS

Game "Arts and Emotions"



Name:

Game "Arts and Emotions"



Name:

Game "Arts and Emotions"



Name:

Game "Arts and Emotions"



Name:



HOPEs_M1_L2_TG_WS4 (artistic languages cards)

Lesson 2: Emotional expression and mediators

Activity: **Game Arts and emotions**

<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=X8rczg1wPIY</p> <p>Emotion is Fun/Amusement but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>	<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=CeDaFGmAWIA</p> <p>Emotion is Joy but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>
<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=aWIEOPX1uXk</p> <p>Emotion is Sadness but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>	<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=-ZgRWf-bAiY</p> <p>Emotion is Love but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>



<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=WYeFCFF1hYg</p> <p>Emotion is Joy but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>	<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=d6pGa7oLOBY</p> <p>Emotion is Happy but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>
<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=XE1u7crjIG4</p> <p>The team must discuss and identify the emotions induced by the music. Emotion is Hope but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>	<p>MUSIC</p> <p>Link to the music https://www.youtube.com/watch?v=mF3DCa4TbD0</p> <p>The team must discuss and identify the emotions induced by the music. Emotion is Sadness but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>

<div data-bbox="342 294 579 396" data-label="Section-Header"> <h2>MUSIC</h2> </div> <p>Link to the music https://www.youtube.com/watch?v=fW8cNHnLXeA</p> <p>The team must discuss and identify the emotions induced by the music. Emotion is Fear but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>	<div data-bbox="997 294 1234 396" data-label="Section-Header"> <h2>MUSIC</h2> </div> <p>Link to the music https://www.youtube.com/watch?v=lv_fBXhWdGw</p> <p>The team must discuss and identify the emotions induced by the music. Emotion is Angry but students can identify others</p> <p>Note: It is not necessary to listen to the music until the end</p>
<div data-bbox="253 819 669 921" data-label="Section-Header"> <h2>SCULPTURE</h2> </div> <div data-bbox="386 1003 537 1050" data-label="Section-Header"> <h3>ANGRY</h3> </div> <p>The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.</p>	<div data-bbox="909 819 1325 921" data-label="Section-Header"> <h2>SCULPTURE</h2> </div> <div data-bbox="992 1003 1243 1050" data-label="Section-Header"> <h3>HAPPYNESS</h3> </div> <p>The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.</p>

SCULPTURE**SADNESS**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.

SCULPTURE**RANGE**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.

SCULPTURE**LOVE**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.

SCULPTURE**AMUSEMENT**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.



SCULPTURE**FEAR**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.

SCULPTURE**GRATITUDE**

The sculptor (one student) shapes the 'clay' (putting his team colleagues in the positions and expressions they understand) representing the target emotion.

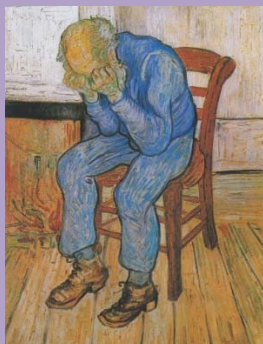
PAINTING

The team must discuss and identify the emotions induced by the painting to share with their colleagues.

PAINTING

The team must discuss and identify the emotions induced by the painting to share with their colleagues.

PAINTING



The team must discuss and identify the emotions induced by the painting to share with their colleagues.

PAINTING



The team must discuss and identify the emotions induced by the painting to share with their colleagues.

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The team must discuss and identify the emotions induced by the painting to share with their colleagues.

PAINTING



The team must discuss and identify the emotions induced by the painting to share with their colleagues.

PAINTING



The team must discuss and identify the emotions induced by the painting to share with their colleagues.

STORIES

FEAR

The team chooses one member to share a situation/event that happened to him where this emotion was experienced.

STORIES

LOVE

The team chooses one member to share a situation/event that happened to him where this emotion was experienced.

<div>STORIES</div> <div>GRATITUDE</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>	<div>STORIES</div> <div>CONTENTEMENT</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>
<div>STORIES</div> <div>AMUSEMENT</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>	<div>STORIES</div> <div>SADNESS</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>



<div>STORIES</div> <div>JOY</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>	<div>STORIES</div> <div>ANGER</div> <p>The team chooses one member to share a situation/event that happened to him where this emotion was experienced.</p>
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HOPEs M1 L5 TG WS1 (checkpoint tasks)

Lesson 5: Positive emotions in interpersonal contexts

Activity #2: Identify positive emotions in interpersonal contexts

Activity #2: Use positive emotions in interpersonal contexts

Checkpoint: GRATITUDE

[illegible]












“Once upon a time there was a boy/girl your same age named Peter/Mary, who wanted to write a list of reasons for which s/he was grateful. So s/he grabbed a paper and a pencil and started writing those things for which s/ he felt grateful. But suddenly, the pencil broke and s/he couldn't finish the task. Would you like to help Peter/Mary finish the list with your own reasons to be grateful? What are you grateful for? You can write your answers in the following space.”

Activity #2: Use positive emotions in interpersonal contexts

Checkpoint: JOY

Use the joyful learning material (domino) with a partner.

Emotion Domino

								shy	
angry								joy	
offended								furious	
unhappy								afraid	
sad								happy	

Math Domino

	$\frac{3}{4}$							$\frac{1}{2}$
	$\frac{2}{3}$							$\frac{1}{8}$
	$\frac{3}{5}$							$\frac{2}{4}$
	$\frac{1}{3}$							$\frac{4}{5}$
	$\frac{2}{2}$							

Activity #2: Use positive emotions in interpersonal contexts

Checkpoint: AMUSEMENT

Amuse yourself with your partner. You may use the material on the table.



Module 2: Values and Character Strengths

Lesson 2: Love

HOPEs_M2_L2_TG_WS1

UN Convention on the Rights of the Child



This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to support children's rights.

Article 1
Everyone under 18 has all these rights.

Article 2
You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3
All adults should always do what is best for you.

Article 4
You have the right to have your rights made a reality by the government.

Article 5
You have the right to be given guidance by your parents and family.

Article 6
You have the right to life.

Article 7
You have the right to have a name and a nationality.

Article 8
You have the right to an identity.

Article 9
You have the right to live with your parents, unless it is bad for you.

Article 10
If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11
You should not be kidnapped.

Article 12
You have the right to an opinion and for it to be listened to and taken seriously.

Article 13
You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14
You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15
You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16
You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17
You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18
You have the right to be brought up by your parents, if possible.

Article 19
You have the right to be protected from being hurt or badly treated.

Article 20
You have the right to special protection and help if you can't live with your parents.

Article 21
You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22
You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23
If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24
You have the right to the best health possible and to medical care and to information that will help you to stay well.

Article 25
You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28
You have the right to education.

Article 29
You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30
If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.

Article 31
You have the right to play and relax by doing things like sports, music and drama.

Article 32
You have the right to protection from work that is bad for your health or education.

Article 33
You have the right to be protected from dangerous drugs.

Article 34
You have the right to be protected from sexual abuse.

Article 35
No one is allowed to kidnap you or sell you.

Article 36
You have the right to protection from any other kind of exploitation.

Article 37
You have the right not to be punished in a cruel or hurtful way.

Article 38
You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39
You have the right to help if you have been hurt, neglected, or badly treated.

Article 40
You have the right to help in defending yourself if you are accused of breaking the law.

Article 41
You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42
All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

everychild.ca



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UN Convention on the Rights of the Child

These are the 4 Guiding Principles of the UN Convention on the Rights of the Child. Each of the articles in the Convention is informed by these principles.

1

Non-discrimination

treat everyone fairly and with respect

2

Right to life, survival, & development

children & youth have a right to the basic things to live, survive, & develop

3

Best interests of children & youth

always ask yourself:

“is the decision I’m making good for kids?”

4

Respect the views of children & youth

children & youth need to participate and have their views considered when decisions are being made that affect them

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Lesson 3: Respect

HOPEs_M2_L3_TG_WS1

My parents say I cannot visit my friend today. I get angry, so I tell them that I do not agree with them and would like to spend some time alone.

Respectful: I realise that someone's feelings will get hurt, so I think before I speak.

I'm in the school library and I am reading a funny book / comic. I laugh out loud because of what I've just read! I shout to my friend that is on the other side of the library to come and read what I'm reading.

Disrespectful: respecting myself is as important as respecting others. This means that I don't do things that I know would hurt me.

A new student has arrived at my school. He dresses different than me and I don't like what he is wearing. I decide to keep my opinion to myself.

Disrespectful: when I call someone names, I am not bearing in mind their feelings. I can share my feelings with them that I am upset, without being cruel.

There is a group of students that I want to hang out and feel that I fit in with. They dare me to jump out of a really high tree.

Respectful: even in situations that I disagree with others, I can still treat them with respect, by talking to them in a calm manner about the disagreement, instead of calling them names or trying to hurt their feelings.



I had a fight with my sister because she wants to watch something different on the TV. She gets me so angry that I throw the remote control on the floor & storm out the living room.

I saw my classmate walking to class holding a bag that looked heavy. As he was walking he dropped the bag and all the contents were scattered on the floor. I run to help him pick everything up and help him to class.

The teacher wants to speak to my friend during recess. So, I decide to get food for her too from the canteen, so when she finished we have breakfast together.

I'm playing handball with my classmates. One of my team players misses a chance to score and win the game. I shout that she is an idiot for losing the goal and the chance to win the game.

Disrespectful: I am not considering the needs of others that are trying to work and need quiet.

Respect: I demonstrated that I care about my classmate by offering my help without being asked.

Respect: I acted in a way that I showed that I care about her.

Disrespectful: when I throw things it is dangerous & could have injured her. It showed that I didn't care about her well-being.

HOPEs_M2_L3_TG_WS2



[Background image created by D3images - Freepik.com](http://www.freepik.com/free-photos-vectors/background)
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Cooperative Group Role Cards

<p>LEADER</p> <p>Makes sure that every voice is heard</p> <p>Focuses work around the learning task</p> <p>Sound bites:</p> <ul style="list-style-type: none"> • Let's hear from.....next." • "That's interesting, but let's get back to our task." 	<p>RECORDER</p> <p>Compiles group members' ideas on collaborative graphic organizer</p> <p>Writes on the board for the whole class to see during the presentation</p> <p>Sound bites:</p> <ul style="list-style-type: none"> • "I think I heard you say_____; is that right?" • "How would you like me to write this?"
<p>TIME KEEPER</p> <p>Encourages the group to stay on task</p> <p>Announces when time is halfway through and when time is nearly up</p> <p>Sound bite:</p> <ul style="list-style-type: none"> • "We only have five minutes left. Let's see if we can wrap up by then." 	<p>PRESENTER</p> <p>Presents the group's finished work to the class</p> <p>Sound bite:</p> <ul style="list-style-type: none"> • "How would you like this to sound?"

<p style="text-align: center;">ERRAND MONITOR</p> <p>Briefly leaves the group to get supplies or to request help from others (e.g. manager) when group members agree that they do not have the resources to solve the problem.</p> <p>Sound bites:</p> <ul style="list-style-type: none"> • “Do you think it’s time to ask the teacher for help? • “I’ll get an extra graphic organizer from the shelf.” 	<p>Copyright 2004 IRA/NCTE. All rights reserved.</p> <p>ReadWriteThink materials may be reproduced for educational purposes</p>
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HOPEs_M2_L3_TG_WS4

Jigsaw – Cooperative Learning - Steps to implement jigsaw in the classroom

1. Divide students into 5- or 6-person **jigsaw** groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Assign one student from each group as the leader.
3. Divide the problem you want to present into 5-6 segments. If you are using the example from above “identify a school problem that is caused by a lack of respect,” you might want to divide the problem in segments such as: a) The extent and the impact of the problem? b) Does this problem cost the school money each year? How much? How many people are affected by this? c) Why should people care about the problem? d) Who can solve this problem? e) What can students do to help?
4. Each student should deal with one question, and students should have direct access only to their own question/problem.
5. Give students time to brainstorm on their own and become familiar with it.
6. Form temporary "Expert Groups" by having one student from each jigsaw group join other students assigned to the same question/problem. Give students time in "Expert Groups" to discuss the main points of their question/problem and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his question/problem to the group. Encourage members in the group to ask questions for clarification.
9. Go from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

<https://www.jigsaw.org/#steps>



Lesson 5: Character Strengths

HOPEs_M2_L5_TG_WS1

<p>Creativity (originality)</p> <p>Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it</p>	<p>Curiosity (interest, novelty-seeking, openness to experience):</p> <p>Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering</p>
<p>Love of Learning</p> <p>Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows</p>	<p>Bravery [valor]:</p> <p>Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it</p>
<p>Honesty (authenticity, integrity)</p> <p>Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretence; taking responsibility for one's feelings and actions</p>	<p>Love</p> <p>Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people</p>



<p>Kindness [generosity, nurturance, care, compassion, altruistic love, "niceness"]</p> <p>Doing favours and good deeds for others; helping them; taking care of them</p>	<p>Teamwork [citizenship, social responsibility, loyalty]</p> <p>Working well as a member of a group or team; being loyal to the group; doing one's share</p>
<p>Fairness</p> <p>Treating all people, the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.</p>	<p>Forgiveness</p> <p>Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful</p>
<p>Gratitude</p> <p>Being aware of and thankful for the good things that happen; taking time to express thanks</p>	<p>Hope [optimism, future-mindedness, future orientation]</p> <p>Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about</p>

Humour[playfulness]

Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes



Lesson 6: How to promote Character Strengths

HOPEs_M2_L6_TG_WS2

340 Ways to Use VIA Character Strengths by Tayyab Rashid & Afroze Anjum

University of Pennsylvania © 2005, Tayyab Rashid

From <http://www.viastrengths.org/Applications/Exercises/tabid/132/Default.aspx> July 16, 2008

CORE VIRTUE----WISDOM & KNOWLEDGE

acquisition and use of knowledge

I. Curiosity [interest, novelty-seeking, openness to experience]: *Curiosity is taking an interest in all of ongoing experience. It involves actively recognizing and pursuing challenging opportunities and seeking out new knowledge. Curiosity can be broken down into three categories: interest, novelty seeking, and openness to new experience. It is this strength that drives individuals to make discoveries and to explore the boundaries of human knowledge.*

Movies: *October Sky* (1999) *Amélie* (2001-French)

1. Look for jobs in which you are charged with acquiring new information daily, such as journalism, research, teaching, etc.
2. Expand your knowledge in an area of interest through books, journals, magazines, TV, radio or internet, for half an hour, three times a week.
3. Attend a function/lecture/colloquium of a culture that differs from yours.
4. Find a person who shares your area of your interest and learn how he/she increases his/her expertise in that area.
5. Eat food of a different culture, explore its cultural context and become aware of your thoughts.
6. Connect with a person of a different culture and spend at least an hour, twice a month to learn about his/her culture.
7. Make a list of unknowns about your favourite topic.
8. Try things that challenge your existing knowledge and skills.
9. Visit at least one new town, state or country yearly.
10. Identify factors which might have diminished your curiosity in an area and search three new ways to rejuvenate it.
11. Get engaged in more open-ended learning experiences (i.e., making ice cream to understand physics and chemistry or taking a yoga class to understand different muscle groups).
12. Explore processes of nature, for at least one hour weekly, by being in the woods, park, stream, yard, etc.



II. Creativity [Originality, ingenuity]: *Creativity is the process of using one's originality to devise novel ways to positively contribute to one's own life or the lives of others. Such originality can range from everyday ingenuity to ground-breaking work that becomes highly recognized. Creative people are able to apply their imaginations in new and surprising ways in order to solve the problems that they encounter. Traditional notions of creativity focus on artistic expression and scientific discovery, but this strength can be applied to any area of life in which obstacles can be addressed imaginatively.*

Movies: *Shine* (1996), *Amadeus* (1984)

1. Create and refine at least one original idea weekly in an area of your interest.
2. Do at least one assignment weekly in a different and creative manner.
3. Write an article, essay, short story, poem, draw, or paint in relation to your passion once a week.
4. Offer at least one creative solution to challenges of a sibling or a friend.
5. Compile an original and practical list of solutions or tips that will address common challenges faced by you and your peers.

Look for different and creative ways to spend more time at tasks you do best.

6. Brain-storm ideas on a challenging task with your friends.
7. Audition for community theatre or choir.
8. Redesign your room or home.
9. Take a pottery, photography, stained glass, sculpture or painting class.
10. Learn about an exotic and creative art such as *Feng-shui* or *Ikebana*.
11. Read about famous creative people and identify what made them unique.
12. Use leftovers (food, stationary and such) to make new products.
13. Design a personalized card instead of buying.

IV. Love of learning: *Love of learning involves enthusiastically studying new skills, topics, and bodies of knowledge. People with this strength enjoy the cognitive engagement of acquiring new skills or satisfying their curiosity, even when the material benefits of learning may not be immediately available. Love of learning allows people to persist in the face of frustrations and obstacles that arise during the course of education, both formal and informal.*

Movies: *Billy Elliot* (2000), *A Beautiful Mind* (2001)
Songs: *On the Road to Find Out* (Cat Stevens)

1. Deliberately learn five new words, including their meaning and usage, at least twice a week.
2. Visit a new museum every month and write about new things learned.
3. Read a non-fiction book monthly on a topic you find absorbing and engaging.
4. Read and research about a topic by visiting the library at least once a week. Write one page



- of pragmatic ideas which can advance that field and discuss them with someone.
5. Converse with someone on a topic of mutual interest.
 6. Follow an ongoing global event through newspapers, TV or internet.
 7. Join a local book club.
 8. Attend new gallery/exhibition openings in your area.
 9. Read aloud with your loved ones.
 10. Arrange a teach-learn date with a friend, learn a skill, and teach what you are best at.
 11. Identify topics on which you can share your knowledge with your peers.
 12. Attend seminars, workshops, and conferences in your area of interest.
 13. Travel to new places and blend education with leisure.
 14. Visit (with children) local factories and laboratories to understand process of production

CORE VIRTUE----COURAGE

exercising will to accomplish goals in the face of opposition, external or internal

I. Bravery [valour]: *Bravery is the capacity to take action to aid others in spite of significant risks or dangers. This strength allows people to avoid shrinking from the threats, challenges, or pain associated with attempting to do good works. Brave acts are undertaken voluntarily with full knowledge of the potential adversity involved. Brave individuals place the highest importance on higher purpose and morality, no matter what the consequences might be.*

Movies: *Schindler's List* (1993), *Life as a House* (2001)

1. Resist social or peer pressure for noble values and causes in meaningful ways (write, speak out, participate in a protest, join an activist organization).
2. Speak up for or write about an unpopular idea in a group.
3. Take small, practical steps for a constructive social change.
4. Report an injustice, abuse, blatant unethical practice, or abuse of power or resources to appropriate authorities, even if the perpetrator is someone close to you.
5. Protect or stand up for someone (such as a younger sibling or a battered woman) who will not otherwise stand up for themselves.
6. Ask difficult questions that help you and others face reality.
7. Clarify your values by thinking about how best they have served you in challenging situations.
8. Cultivate a reputation for recognizing and appreciating brave acts which are accomplished despite challenges.
9. Identify an area in which you generally shy away from confrontations. Practice the phrases, the tones, and the mannerisms that will enable you to effectively confront the situation next time.
10. Collect contemporary stories of bravery in everyday life situations.
11. Don't be afraid to be different but positive.
12. Don't be afraid to befriend someone who is different but positive.



III. Integrity [authenticity, honesty]: *The strength of integrity is manifested speaking the truth and presenting oneself in a genuine way. A person of integrity is open and honest about his or her own thoughts, feelings, and responsibilities, being careful not to mislead through either action or omission. This strength allows one to feel a sense of ownership over one's own internal states, regardless of whether those states are popular or socially comfortable, and to experience a sense of authentic wholeness.*

Movies: *A Few Good Men* (1992), *Erin Brockovich* (2000)

Songs: *My Way* (Frank Sinatra), *Strength, Courage, Wisdom*, *The Miseducation of Lauryn Hill* (Lauryn Hill), *The Rose* (Bette Midler), *On the Road to Find Out* (Cat Stevens)

1. Refrain from telling small, white lies to friends and family (including insincere compliments). If you do tell one, admit it and apologize right away.
2. Think of creative yet honest ways of relating to others.
3. Monitor every time you tell a lie, even if it is a small one. Try to make your list shorter every day.
4. Monitor to catch lies of omission (such as not volunteering important information when selling a used item) and think how would you feel if someone did the same to you.
5. Rate your satisfaction with authentic, honest, and genuine deeds vs. inauthentic and less than honest actions.
6. Monitor whether your next five significant actions match your words and vice-versa.
7. Write on issues about which you feel moral obligation. It helps to crystallize and integrate thinking.
8. Think and act fairly when you face the next challenge, regardless of its impact on your position or popularity.
9. Identify your area of strongest moral convictions. Set your priorities according to your convictions.
10. Seek roles with clear structure that allow you to be authentic and honest.
11. Learn and practice the ethical standards of your profession.

CORE VIRTUE----HUMANITY
tending and befriending others

I. Love: *Loving individuals value close relationships with others, in particular those in which sharing and caring are reciprocated. Love can be expressed toward those we depend on, toward those who depend on us, and toward those we feel romantic, sexual, and emotional attraction to. This strength allows people to put their trust in others and make them a priority in making decisions. They experience a sense of deep contentment from their devotion.*

Movies: *Doctor Zhivago* (1965), *The English Patient* (1996), *Sophie's Choice* (1982), *The Bridges of the Madison County* (1995), *Iris* (2001), *My Fair Lady* (1964)



Songs: The Rose (Bette Midler), Isn't She Lovely (Stevie Wonder)

1. Express (verbally and/or non-verbally) to your loved ones that no matter what happens, your love for them will remain unconditional.
2. Express your love through physical gestures (hugs, kisses, cuddling, giving a gentle massage).
3. Focus on the implicit motives of your loved ones, rather their behaviours.
4. Explore and appreciate the strengths of your loved ones.
5. Arrange a date with your mate that celebrates both of your signature strengths.
6. Express your love through gifts. When possible, create gifts yourself.
7. Always celebrate days or occasions that are mutually important.
8. Express your love creatively (e.g., through a poem, notes, sketches, photographs of an important place, event or situation which reminds you of mutual love).
9. Help your loved ones with a self-improvement plan (e.g., a new class, weight loss, exercise, a new career).
10. Plan and host a dinner party with your significant other
11. Reunite at the end of the day and discuss how it went.
12. Attend a concert, theatre, movies, or go dancing with your loved one.
13. Engage in a favourite activity (e.g., hiking, going to an amusement park, biking, walking in the park, swimming, camping, jogging) together.
14. Attend your child's sporting events or performances (recital, play, etc) together.
15. Go out (without kids) for brunch or dinner.
16. Help your loved ones plan their future by helping them identify their signature strengths. Then, collaborate to design a future based on their signature strengths.
17. If you want to help your loved ones, first consider their strengths. Design your help around their strengths.
18. Tape record your parent's earliest recollections and share them with your children.
19. Make a family blessing journal in which everyone writes good things that happen to them daily.

II. Kindness [generosity, nurturance, care, compassion, altruistic love, "nice-ness"]: *Kindness consists of doing favours and good deeds for others without the expectation of personal gain. This strength requires respect for others but also includes emotional affection. Kind people find joy in the act of giving and helping other people, regardless of their degree of relatedness or similarity.*

Movies: *As Good as it Gets* (1997), *The Cider House Rules* (1999), *Promise* (1986)

Songs: Lean on Me (Al Green), You've Got a Friend (James Taylor or Mariah Carey), Time After Time (Cyndi Lauper or Tuck and Patti), Bridge Over Troubled Water (Simon and Garfunkel or Johnny Cash), I'll Be there for You (The Rembrants)

1. Do three random acts of kindness per week for those whom you know (e.g., small favours for friends and neighbours, calling sick or sad friends, getting groceries for a friend busy in exams, or baby-sitting, etc).
2. Do one random act of kindness weekly for someone you don't know.



3. Donate blood periodically.
4. Visit someone who is sick and in the hospital.
5. Visit someone in a nursing home or hospice.
6. Give gifts to others which involve experiential activities.
7. Take out a friend(s) on a surprise dinner and pay for it.
8. Say kinder and softer words to people when interacting through email, writing letters, talking on phone.
9. Cook a nice meal for your loved ones.
10. Share your belongings with others (e.g., lawn mower, snow blower, jump cables).
11. Make an inventory of your possessions, keep only what you absolutely need, and donate the rest.
12. Donate your time to others through helpful actions.
13. Greet others with smile.
14. While driving, give way to others or hold the door.
15. Help fix someone's flat tire.
16. Fix a community apparatus (such as playground equipment) even if you did not break it.
17. Stop and help someone who needs help on a highway.

CORE VIRTUE-----JUSTICE
healthy community life

I. Citizenship [social responsibility, loyalty, teamwork]: *Citizenship involves working as a member of a group for the common good. People with this strength are loyal to the organizations of which they are members, ready to make personal sacrifices for their neighbours. The strength of citizenship is manifested through a sense of social belonging and civic responsibility. Good citizens are not blindly obedient, and when necessary they strive to change their groups for the better.*

Movies: *LA Confidential* (1997), *Finding Forester* (2001), *Awakenings* (1990)

Songs: *Lean on Me* (Al Green), *You've Got a Friend* (James Taylor or Mariah Carey), *Time After Time* (Cyndi Lauper or Tuck and Patti), *Bridge Over Troubled Water* (Simon and Garfunkel or Johnny Cash), *I'll Be there for You* (The Rembrants)

1. Pick up litter on curb sides and put it in trashcans.
2. Volunteer weekly for a community service project in your town, one that deals with what you are best at.
3. Facilitate a group discussion and achieve consensus on a conflicting issue.
4. Help at least one person yearly to set goals and periodically check on their progress.
5. Arrange or attend at least one social gathering monthly.
6. Spend at least half an hour weekly cleaning a communal place.
7. Decorate a communal place.
8. Play sports for your town or school.
9. Start a book club.
10. Car pool or give someone ride to work regularly.
11. Start a community garden.
12. Donate blood or become an organ donor.

13. Seek a role in an organization or club that brings people of diverse cultures closer.
14. Volunteer for activities such as serving as a Big Brother or Big Sister or constructing a Habitat for Humanity house.
15. Organize a social gathering to bid farewell a parting neighbour or welcome a new neighbour.
16. Volunteer to deliver Meals on Wheels in a poor neighbourhood.
17. Ask your neighbours, especially elderly ones, if they need anything from super market.
18. Shovel snow or scrape ice for a neighbour.
19. Cook a favourite meal for your neighbour or a friend.

II. Fairness, Equity and Justice: *Fairness involves treating everyone according to universal ideals of equality and justice. Fair individuals do not let their personal feelings bias their moral or ethical decisions about others, but instead rely on a broad set of moral values. True fairness incorporates both a respect for moral guidelines and a compassionate approach to caring for others. This strength is applicable at all levels of society, from everyday interactions to international issues of social justice.*

Movies: *The Emperor's Club* (2002), *Philadelphia* (1993)

1. The next time you make a mistake, self-monitor to see whether you admit it.
2. The next time you present an argument, self-monitor to see whether you compromise fairness for social desirability.
3. Encourage equal participation of everyone, especially those who feel left out in a discussion/activity.
4. Self-monitor to see whether your judgments are affected by your personal likes and dislikes or are based on principles of justice and fairness.
5. Recall and write about instances where you were unfair or could have been fairer. Consider how you could improve your future behaviour.
6. Self-monitor to see whether you think about or treat people of other ethnicities and cultures stereotypically.
7. Serve on a club or organization that offers unprivileged people a levelling playing field.
8. Write a letter to an editor or speak up on an important issue concerning social justice.
9. Politely discuss fairness with a friend whom you notice shows gender or ethnic bias.
10. Volunteer or learn about an organization which educates and campaigns for equal human rights.
11. Explore an ongoing event anywhere in the world where human rights are being violated and write your reactions and suggestions to promote social justice on that issue.
12. Watch a film or a documentary which exemplifies fairness, social justice, and equity.
13. Read biographies of famous people who exemplify social justice such as Gandhi, Martin Luther King, and Nelson Mandela.
14. Speak up for your group.



CORE VIRTUE----TEMPERANCE***protecting against excess***

I. Forgiveness and Mercy: *This strength involves forgiving those who have wronged or offended us. Forgiveness entails accepting the shortcomings of others, giving people a second chance, and putting aside the temptation to hold a grudge or behave vengefully. Forgiveness allows one to put aside the self-destructive negativity associated with anger and to extend mercy toward a transgressor.*

Movies: *Pay it Forward* (2000), *Terms of Endearment* (1983), *Dead Man Walking* (1995), *Ordinary People* (1980)

1. Remember times when you offended someone and were forgiven, then extend this gift to others.
2. Evaluate your emotions before and after forgiving someone.
3. Understand from the offender's perspective why he/she offended you. Then assess whether your reaction is hurting you more than offender.
4. Make a list of individuals against whom you hold a grudge, then either meet them personally to discuss it or visualize whether bygones can be bygones.
5. Meet a person who offended you in the past, especially if he/she is a family member. Tell them that you have forgiven them, or just be kind in your interaction with them.
6. Ask for forgiveness from a Divine power according to your faith and assess how you feel afterwards.
7. Pray for the noble behaviour of your offender.
8. Identify how a grudge tortures you emotionally. Does it produce disruptive emotions (anger, hatred, fear, worry, sadness, anxiety, jealousy and such)? Write three ways these disruptive emotions affect your behaviour.
9. Plan out what your response should be the next time someone offends you. Remind yourself of your plan (rehearse if possible) and periodically affirm, "No matter how he/she offends me, I will respond as I have planned."
10. Imagine your offender and consider whether you have any payback fantasies. Imagine in detail what might happen if you forgive the offender. Journal your reactions. Start with a moderate offense and continue till you achieve forgiveness and resolution. During this exercise continuously remind yourself this is a forgiving exercise, not a grudge-holding one.

CORE VIRTUE----TRANSCENDANCE***forging connections to the larger universe and providing meaning***

II. Gratitude: *Gratitude is an awareness of and thankfulness for the good things in one's life. Grateful individuals take time to express thanks and contemplate all that they have been given in life. Gratitude can be directed at a specific person, at a Divinity, or simply expressed outwardly for the mere fact of existence. This strength is a mindset of appreciation and goodwill for the benefits derived from other people.*



Movies: *Sunshine* (2000), *Fried Green Tomatoes* (1991)

Songs: Strength, Courage, Wisdom, Isn't She Lovely (Stevie Wonder)

1. Consider how this statement describes your usual mental state: "A still mind sees what is good and present. An anxious mind sees what is negative and missing." Still your mind for five minutes in the morning and in the evening.
2. Count three your blessings (good things that happened to you) before going to bed every day.
3. Express your gratitude to someone whom haven't told before, preferably through a personal visit.
4. Every day, select one small yet important thing that you take for granted. Work on being mindful of this thing in the future.
5. Notice how many times you say thanks and whether you mean it every time.
6. Express gratitude by leaving a note for someone who has helped your intellectual growth (e.g., a high school teacher).
7. Express thanks to all who contributed to your success, no matter how small their contribution might have been.
8. Express thanks without just saying "thanks" -- be more descriptive and specific (e.g., "I appreciate your prudent advice").
9. Write three apprehensions that you feel when you wake every morning. Before you go to bed, write three good things that happened to you and why. Then evaluate your apprehensions in light of the good things.
10. Set aside at least ten minutes every day to savour a pleasant experience. Decide to withhold any conscious decisions during these ten minutes.
11. Write a letter to an editor about an event that brought your community closer.
12. Express gratitude to public officials such as police officers, fire fighters, and postal workers.
13. Before eating, think of all people who have contributed to what you are eating. Do this at least once a week.
14. Over dinner, talk with your loved ones about two good things that happened to them during the day.
15. Think of three past adversities and identify three serendipitous goods they led to.
16. Reminisce about your best moments of recognition, achievement, praise, and connection.

III. Hope [optimism, future-mindedness, future orientation]: *Hope is the expectation that good things will happen in the future. Hopeful individuals are confident that their efforts toward future goals will lead to their fruition. This strength leads people to expect the best from themselves and others.*

Movies: *Gone with the Wind* (1939), *Life is beautiful* (1998-Italian), *Good Will Hunting* (1997)

Songs: Strength, Courage, Wisdom, The Rose (Bette Midler), Somewhere Over the Rainbow/What a Wonderful World (Israel Kamakawiwo'ole)

1. Recall a situation when you or someone close to you overcame a difficult obstacle and succeeded.



2. List all the bad things that happened to you, then find at least two positive for each.
3. Visualize where and what you want to be after one, five and ten years. Sketch a pathway that you can follow to get there.
4. Record your negative and positive thoughts and notice how they affect your future performance.
5. Read about someone who succeeded despite difficulties and setbacks.
6. Recall bad decisions you made, forgive yourself, and see how you can make better decisions in the future.
7. When facing adversity, focus how you overcame a similar adversity in the past.
8. Mentally rehearse your next anticipated challenge. Build perspective by managing obstacles rather than trying to eliminate all of them.
9. For the next three challenging tasks, identify what would work best for you, thinking your way into right action or acting your way into right thinking.
10. Document past three accomplishments in detail and let them inspire your future.
11. Surround yourself with optimistic and future-minded friends, particularly when you face a setback.
12. Schedule at least fifteen minutes twice a week to spend generating optimistic ideas. Write them down and list actions you can take to realize your ideas. Discuss your ideas with your friends and make them partners in your endeavours.

IV. Humour [playfulness]: *Humour involves an enjoyment of laughing, friendly teasing, and bringing happiness to others. Individuals with this strength see the light side of life in many situations, finding things to be cheerful about rather than letting adversity get them down. Humour does not necessarily refer just to telling jokes, but rather to a playful and imaginative approach to life.*

Movies: *Patch Adams* (1999)

1. Bring smile to someone's face every day through jokes, gestures, and playful activities.
2. Learn a new joke three times a week and tell them to friends.
3. Watch a sitcom, funny show/movie, or read a comic daily.
4. Cheer up a gloomy friend.
5. Find the fun and lighter side in most situations.
6. Be friends with someone who has great sense of humour.
7. Impersonate someone and share this with someone close to you.
8. Go out with your friends at least once a month for bowling, hiking, cross-country skiing, biking, and such.
9. Make a snowman when it snows or play volleyball at the beach.
10. Send funny emails to your friends.
11. Dress up for Halloween.
12. Play with your pet daily.
13. Go watch fireworks with your loved ones.
14. Go with your loved ones to a baseball, hockey, or basketball game.
15. Go with your loved ones to a holiday show.



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Module 4: Coping Positively

Lesson 6: Mindfulness

HOPEs_M4_L6_TG_WS1

Sample Script For the Tangerine Meditation

(To Be Accompanied By Music Suitable for Mindfulness Exercises at a Gentle Volume)

Find a comfortable seated position in your chair and place the tangerine on a table in front of you. Close your eyes and bring your attention to your breathing. Take a deep and steady breath in, and feel the sensation of the air filling your lungs. Hold the breath for a couple of seconds and then breathe out slowly. Become aware of the sensations you are currently feeling within your own body – in your feet, your knees thighs and hips, your stomach and torso, your arms neck and torso and, your shoulders neck and head.

Now, take some time to look at the fruit lying on the table opposite you. Look at the colour of the tangerine and take note of its shape. Become aware of any dimples, marks or differences in the consistency of the colour of the fruit. See the dimple at the centre of the tangerine. Is the fruit exactly round?

Next, allow yourself the opportunity to hold the tangerine in your hands. Feel the skin of the fruit. How does it feel to hold the fruit in your hands? Is it heavy or light? Is it cool or warm? Is the skin of the tangerine rough or smooth? How does the skin on the outside of the fruit smell? Take some time to truly connect with the experience of holding the fruit in your hands.

Now, take a moment to consider where the tangerine has come from and the journey it has been on before you took it up into your hands. Imagine the tangerine hanging on a tree in the warm, bright sunshine in the grove where it originally grew. Imagine the other trees in this grove and the many other tangerines which grew nearby.

You can now open your eyes and begin to peel the tangerine. Take note of the variety of sensations that you experience during the peeling process and the colours of the tangerine skin (both inside and outside) and segments. How does the inside of the peel feel when compared with the outside of the peel? Notice the texture and shape of the tangerine segments. See the white strings on each of the



tangerine segments. How many segments does the tangerine contain? Hold the tangerine close to your nose and become aware of its fragrance.

Remove a segment from the tangerine and take a bite. Pay attention to the texture of the tangerine and notice the taste of the fruit. Are there any seeds contained within the segment? Is the taste sweet or bitter? Is it juicy? Has any of the juice from the fruit gotten onto your fingers and hands? Continue to eat the tangerine focusing upon the numerous sensations associated with eating. Observe how you are feeling whilst eating the tangerine and how you feel after eating the tangerine.

