



## Happiness Lesson 1: Let's Make Happiness Matter

### Lesson Guidance

This lesson is designed to last approximately one hour. Children could sit in mixed ability pairs for the activities, though you may wish to support with the paired activity.

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### Teaching Strategies

Please make use of your preferred classroom strategies to facilitate and record discussion, e.g. talk partners, mini whiteboards or generating group ideas. You could choose to have children discussing in smaller groups or pairs and then feed back to the whole class.

Approximate timings are suggested but you may wish or need to adapt the lesson plan to suit the pace of your class.

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### Resources

Lesson 1: *Let's Make Happiness Matter*  
Worksheet 1

Lesson 1: *Let's Make Happiness Matter*  
Worksheet 2

Lesson 1: Self-Compassion guided practice

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### Success Criteria

- I can discuss the difference between feeling happy and being happy, referring to examples.
- I can discuss what meaningful activities might be.

### Key Learning Points

**Learning objective:** We are learning to explore what happiness is

- Children debate whether there is a difference between being in a good mood (feeling happy) and being happy
- Children discuss whether meaningful pursuits might make people happy.
- Children debate what *meaningful* might mean.



## Happiness Lesson 1: Let's Make Happiness Matter

### Let's Discuss! Introduction to happiness (35 minutes) – Slides 2–5

**Introduce the learning objective:** we are learning to explore what happiness is.

[Slide 2] **Ask:** Read the quote together and ask 'what is happiness?'

[Slide 3] Explore the children's different ideas. Use the prompts on the slide for support.

[Slide 4] **Ask:** Read the quote and ask if it matches any ideas the children had about happiness.

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[Slide 5] Hand out **Worksheet 1**. In pairs or groups, children discuss the questions on the sheet for Example 1.

**Say:** Being happy is not the same thing as being in a good mood. Do you agree? Why/Why not?

**Ask:** How could things that sometimes stop us from being in a good mood make us happier overall?

**Example answers:**

*Even though he feels sorry for a patient, Mohamed thinks he has a happy life.*

*Mohamed compares his life and realises he is lucky and therefore happy.*

*Mohamed realises that negative feelings are not permanent.*

**Further prompts if needed:** How could noticing someone in a worse position than him make him think his life is happy? How could getting through the negative feelings make him happier afterwards when he looks back on them?



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**Ask:** Sometimes, Mohamed feels tired and grumpy after a long day working. Why might feeling like that sometimes make Mohammed have a happier life overall?

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**Example answers:**

*Mohamed is happy most of the time.*

*Mohamed feels like he has a purpose.*

- **Further prompts if needed:** How could feeling grumpy on one day make him think his life is happy? How does working hard give him a happy life even though it sometimes gives him negative feelings? Why does he describe his life as happy?

**Ask:** Does all of this show that feeling happy is different from having a happy life? How might they be different?

**Example answers:**

*Feeling happy is an internal thing and having a happy life is based on external things.*

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### Let's Think! Paired and independent activities (15 minutes)

Look at Example 2 on Worksheet 1.

In pairs or groups, children discuss the questions on the sheet.

After children have considered the questions on the sheet, explore the following:

**Say:** Maybe the difference between Mohamed and Harry is that what Mohamed wanted was something meaningful to begin with, whereas what Harry wanted was not meaningful.



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**Ask:** What did Mohamed want that was meaningful? What did Harry want that was not meaningful?

**Ask:** How have you decided what is meaningful and what isn't? What do you think *meaningful* means?

**Explain:** Lots of philosophers have thought about what makes something meaningful but have not reached any agreement. Maybe it is something everyone needs to work out for themselves.

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### Let's Think! Independent activity (15 minutes) – Slide 6

Hand out Worksheet 2.

In pairs, children evaluate a given list of activities.

**Ask:** Compare your answers with a partner. What have you noticed?

**Example answers:**

*Not all activities which make someone feel happy contribute to a happy life.*

*Most meaningful activities contribute to making someone feel happy.*

- **Further prompts if needed:** Do all activities which make someone feel happy also contribute to a happy life? (And vice versa.) Do all meaningful activities make someone feel happy?

Complete the **Let's Check** section at the bottom of the worksheet together as a class.

### Let's Practise! Self Compassion (10 minutes) – Slide 7

# COMPASSION MATTERS

## Happiness Lesson 1: Let's Make Happiness Matter

**Explain:** Sometimes our happiness can be influenced by how kind we are to ourselves. Often we have an inner voice that can judge us harshly if we get something or do something wrong. This can lead to negative feelings, leaving us feeling upset.

However, we can train our inner voice to be a bit kinder to ourselves through different exercises including self-compassion practice. Listen to the short audio and follow the instructions.



Click the icon in the presentation or play the audio file which is included in the file you downloaded.

### Let's Check! Plenary (10 minutes) – Slide 8

Pick one child's idea of a meaningful activity.

**Say:** I don't think this is a meaningful activity. \_\_\_\_\_ isn't meaningful.  
\_\_\_\_\_ is much more meaningful.

**Ask:** Do you agree or disagree? Why?

Who decides if something is meaningful?

Is it the same for everyone or does it depend on the person who is doing it?