

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

*“The good life is a process, not a state of being.” – Carl Rogers*

**Humanities Department**

Amelia Wolfe Wright, Ed.D

**Curriculum Committee**

Melissa Hull  
Kristen Joseph

**Curriculum Developed:**

June 25, 2020

**Date of Board Approval:**

August 18, 2020

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Table of Contents**

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS .....	4
Introduction.....	5
Curriculum Pacing Chart .....	6
Unit I: Foundations of Positive Psychology .....	7
Unit II: Misconceptions about Happiness and Why We Have Them.....	12
Unit III: Cognitive Distortions and Biases and How to Overcome Them.....	16
Unit IV: What Actually Makes Us Happy? .....	20
Unit V: Strategies for Better Habits.....	28
Unit VI: End-of-Course Project.....	32

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**EDUCATIONAL GOALS**  
**VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Introduction**

This one-semester, academic elective course aims to provide students with science and research-based strategies for living a happier, more fulfilling life. Students will analyze modern research in the field of positive psychology and then put the findings into practice in order to learn how to be happier, less stressed, and focus on their personal strengths. This course will explore the foundations of positive psychology. It will address misconceptions that many people have about what truly makes us satisfied, the biases of our minds that cause us to have these misconceptions, and what psychological research says individuals should strive for in order to live the most satisfying life.

**Randolph Township Schools  
 Randolph High School  
 Human Happiness and Well-Being Curriculum  
 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>4 weeks</b>	<b>I</b>	<b>Foundations of Positive Psychology</b>
<b>3 weeks</b>	<b>II</b>	<b>Misconceptions about Happiness and Why We Have Them</b>
<b>3 weeks</b>	<b>III</b>	<b>Cognitive Distortions and Biases and How to Overcome Them</b>
<b>3 weeks</b>	<b>IV</b>	<b>What Actually Makes Us Happy?</b>
<b>2 weeks</b>	<b>V</b>	<b>Strategies for Better Habits</b>
<b>2 weeks</b>	<b>VI</b>	<b>End-of-Course Project</b>

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit I: Foundations of Positive Psychology**

<b>TRANSFER:</b> Students will be able to apply their understandings of the foundations of the positive psychological field to further comprehend why and how positive psychology is relevant and important to their lives.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>APA National Standards for High School Curricula</b>  <b>Standard Area: Perspectives in Psychological Science</b>            1.1 Define psychology as a discipline and identify its goals as a science.            1.2 Describe the emergence of psychology as a scientific discipline.            2.3 Identify the important role psychology plays in benefiting society and improving people’s lives.</p> <p><b>Standard Area: Emotion</b>            1.1 Explain the biological and cognitive components of emotion.            1.2 Discuss psychological research on basic human emotions.            1.3 Differentiate among theories of emotional experience.            2.3 Explain how other environmental factors influence emotional interpretation and expression.</p> <p><b>New Jersey Student Learning Standards</b>  <b>Standard Area: Creativity and Innovation</b>            9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.            9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive.	<ul style="list-style-type: none"> <li>What is positive psychology?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Positive emotions function differently than negative emotions.	Compare and contrast the function of positive and negative emotions.
	Positive emotions have the potential to undo the physiological effects of negative emotions.	
	Flow, a term coined by Mihaly Csikszentmihalyi, describes the psychological state that accompanies highly engaging activities. During flow, time passes quickly, attention is focused on the activity itself, the sense of self is lost, and the aftermath is invigorating.	Analyze how and why various aspects of specific activities contribute to flow experiences.

**Randolph Township Schools  
 Randolph High School  
 Human Happiness and Well-Being Curriculum**

**Unit I: Foundations of Positive Psychology**

<p><b>Standard Area: Comprehensive Health and Physical Education</b></p> <p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p><b>CASEL State Standards to Advance Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>There are different meanings of the term “happiness,” including hedonism, eudaimonia, engagement, and the pursuit of victory.</p> <p>Psychologists measure and explain happiness in a variety of ways. For example, psychologists look at the experience-sampling method, desire theory, objective list theory, quality of life, and subjective well-being inventories.</p> <p>Optimism is an attitude associated with an expectation about the future that the evaluator regards as desirable. It is often approached in terms of one’s characteristic explanatory style.</p> <p>Character strengths and virtues refer to positive traits like curiosity, humor, kindness, leadership, etc. The criteria for a signature character strength include: a sense of ownership and authenticity, a feeling of excitement when displaying it, continuous learning of new ways to enact the strength, a feeling of inevitability in using the strength, invigoration when using it, and intrinsic motivation to use the strength.</p>	<p>Identify the different aspects of happiness that psychologists study.</p> <p>Evaluate the validity of self-report measures of happiness.</p> <p>Explain the characteristics of optimism and brainstorm how optimism can be cultivated.</p> <p>Identify their own signature character strengths and use at least one in a new way.</p>
---	--	--



**Randolph Township Schools  
 Randolph High School  
 Human Happiness and Well-Being Curriculum**

**Unit I: Foundations of Positive Psychology**

	<p>It is important to identify our individual interests and skills to seek out settings where we can shine. Interests are topics pursued with passion and abilities are skills underlying our performance of certain tasks for which there is an objective standard.</p> <p><b>KEY TERMS:</b>        Positive psychology, self-actualization, adaptation, comfort, emotion, flow, hedonic capacity, hedonic treadmill, intrinsic motivation, mere exposure effect, mood, pleasure, positive affectivity, savoring, desire theory, engagement, eudaimonia, experience sampling method, happiness, hedonism, life satisfaction, objective list theory, quality of life, subjective well-being, victory, optimism, explanatory style, hope, Pollyanna Principle, character strengths, signature strengths, ability, competence, interest, multiple intelligence theory</p>	<p>Reflect upon individual interests and abilities and use them in novel ways.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Taking a self-assessment to determine their signature strengths, using at least one signature strength in a new and creative way, and writing a reflection on the process.</li> <li>• Identifying interests and abilities, using them in new and novel ways at work or in school, and reflecting on the process.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p>		

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit I: Foundations of Positive Psychology**

	<ul style="list-style-type: none"> <li>• During the first class-period, students will engage in a serious introduction to set the tone for the class. They will describe a time that they were at their best. It is important to clarify that we are not interested in achievements, performances, or accolades, but rather in strengths of character.</li> <li>• Students will complete a happiness profile to determine their current level of happiness. They will retest throughout the course of the semester.</li> <li>• Students will engage in Barbara Fredrickson’s social experiment on the cognitive effects of positive emotions.</li> </ul>
<b>SUGGESTED TIME ALLOTMENT</b>	4 weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p> <p>Barbara Fredrickson. Positive Emotions Transform Us, <a href="https://www.youtube.com/watch?v=hKggZhYwoys">https://www.youtube.com/watch?v=hKggZhYwoys</a>.</p> <p>Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimal experience</i>.</p> <p>Fredrickson, B. L. (2003). The value of positive emotions. <i>American Scientist</i>, 91, 330-335.</p> <p>Martin Seligman. The New Era of Positive Psychology, <a href="https://www.ted.com/talks/martin_seligman_the_new_era_of_positive_psychology">https://www.ted.com/talks/martin_seligman_the_new_era_of_positive_psychology</a>.</p> <p>Peterson, C., Park, N., Seligman, M.E. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. <i>Journal of Happiness Studies</i>, 6, 25-41.</p> <p>Peterson, C., &amp; Seligman, M.E.P. (2004). <i>Character strengths and virtues: A handbook and classification</i>.</p>

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit I: Foundations of Positive Psychology**

	<p>Seligman, M. E. P., &amp; Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5–14.</p>
--	--

Tali Sharot. The Optimism Bias,

[https://www.youtube.com/watch?time\\_continue=1&v=B8rmi95pYL0&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=B8rmi95pYL0&feature=emb_logo).

The VIA Institute on Character, <https://www.viacharacter.org/character-strengths>.

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit II: Misconceptions about Happiness and Why We Have Them**

<b>TRANSFER:</b> Students will be able to apply their learned knowledge about misconceptions of happiness and revise and reconsider personal goals and aspirations that will not lead to improved well-being.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Sensation and Perception</b> 3.6 Explain how experiences and expectations influence perception. <b>Standard Area: Emotion</b> 1.1 Explain the biological and cognitive components of emotion. 1.2 Discuss the psychological research on basic human emotions. 1.2 Differentiate among theories of emotional experience. 2.3 Explain how other environmental factors influence emotional interpretation and expression. 3.2 Identify biological and environmental influences of the expression and experience of positive emotions, such as happiness. <b>Standard Area: Health</b> 2.2 Describe the characteristics of and factors that promote resilience and optimism.  <b>New Jersey Student Learning Standards</b> <b>Standard Area: Creativity and Innovation</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Often, the things that we think will make us happy are not as influential or as important as we expect them to be.	<ul style="list-style-type: none"> <li>• What makes us happy?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	<p>The GI Joe Fallacy suggests that “knowing isn’t really half the battle.” If we want to change our behavior, we have to change our habits.</p> <p>The correlation between income and life satisfaction does not have a significant impact. Once basic needs are met, more money does not make much of a difference regarding happiness level.</p>	<p>Apply the GI Joe fallacy to real-life scenarios.</p> <p>Discuss the connection between money and happiness and evaluate the existing psychological research.</p>

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit II: Misconceptions about Happiness and Why We Have Them**

<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <p><b>CASEL State Standards to Advance Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>Research shows that there are more diagnosed disorders in people with materialistic attitudes.</p> <p>Research shows that the things we expect to make us happy, like money, marriage, good grades, and perfect looks have much less of an impact on our happiness than we think they will.</p> <p>We tend to judge relative to “reference points”, irrelevant standards against which all subsequent information is compared.</p> <p>Because our minds are designed to get used to things, we become accustomed to positive stimuli over time. This is known as hedonic adaptation.</p> <p>Individuals often engage in something called impact bias, where we tend to overestimate the emotional impact of a future event.</p>	<p>Evaluate the impact, both positive and negative, that materialism has on our happiness.</p> <p>Theorize why certain things don’t make people happy.</p> <p>Consider real-life examples (for example social media) of judging happiness relative to other people or things.</p> <p>Articulate real-life examples of hedonic adaptation.</p> <p>Apply research to personal life and examine why we are bad at predicting how we feel.</p>
--	--	--

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit II: Misconceptions about Happiness and Why We Have Them**

	<p><b>KEY TERMS:</b> GI Joe Fallacy, hedonic adaptation, impact bias, life satisfaction, happiness, Ebbinghaus illusion, miswanting, reference points, social comparison, immune neglect</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Participating in a short “commercial media fast” by avoiding media that includes materialistic advertisements and reflecting in writing or discussion on the experience.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students will read, annotate, and discuss various peer-reviewed academic research articles that illustrate key learning and knowledge statements for this unit.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>3 weeks</p>	
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p> <p>Dan Gilbert. The Surprising Science of Happiness, <a href="https://www.youtube.com/watch?time_continue=154&amp;v=4q1dgn_COAU&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=154&amp;v=4q1dgn_COAU&amp;feature=emb_logo</a>.</p> <p>Diener, E., &amp; Suh, E.M. (Eds.). (2000). <i>Culture and subjective well-being</i>. The MIT Press.</p> <p>Gilbert, D.T., Pinel, E.C., Wilson, T.D., Blumberg, S.J., &amp; Wheatley T.P. (1998). Immune Neglect: A source of durability bias in affective forecasting. <i>Journal of Personality and Social Psychology</i>, 75(3), 617-638.</p>	

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit II: Misconceptions about Happiness and Why We Have Them**

Gilbert, D.T., & Wilson, Timothy D. "Miswanting: Some problems in the forecasting of future affective states." In *Thinking and feeling: The role of affect in social cognition*, edited by Joseph P. Forgas, 178-197. Cambridge: Cambridge University Press, 2000.

Kahneman, D. and A Deaton. (2010). High Income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*.

Kenrick, D.T., Montello, D.R., Gutierrez, S.E., & Trost, M.R. (1993). Effects of physical attractiveness on affect and perceptual judgements: When social comparison overrides social reinforcement. *Personality and Social Psychology Bulletin*, 19(2), 195-199.

Laurie Santos and Tamar Gendler. GI Joe Fallacy, <https://www.edge.org/response-detail/25436>.

Medvec, V.H., Madey, S.F., & Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *Journal of Personality and Social Psychology*, 69(4), 603-610.

Vogel, E.A., Rose, J.P., Roberts, L.R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 3(4), 206-222.

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit III: Cognitive Distortions and Biases and How to Overcome Them**

<b>TRANSFER:</b> Students will be able to apply their knowledge about overcoming cognitive biases to their own lives in order to promote happiness and well-being.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Thinking</b> 1.1 Describe cognitive processes involved in understanding information. 1.2 Define processes involved in problem solving and decision making. 2.1 Describe obstacles to problem solving. 2.2 Describe obstacles to decision making. 2.3 Describe obstacles to making good judgments. <b>Standard Area: Emotion</b> 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.  <b>New Jersey Student Learning Standards</b> <b>Standard Area: Creativity and Innovation</b> 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.  <b>CASEL State Standards to Advance Social and Emotional Learning:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Intentional and effortful actions have an impact on how happy we are.	<ul style="list-style-type: none"> <li>How can we make ourselves happier?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	There are several strategies based in research that may help us stop hedonic adaptation. One is investing in experiences rather than materialistic items.  Savoring, or stepping outside of your experience to review and appreciate it, is an important way to further reduce the effects of hedonic adaptation.  Engaging in negative visualization (thinking about the reverse of what could have happened) can also help us avoid hedonic adaptation.	Compare and contrast the effects of both experiences and material items on happiness.  Measure happiness levels after engaging in a savoring activity.  Apply negative visualization techniques to both fictional and real-life examples.



**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit III: Cognitive Distortions and Biases and How to Overcome Them**

<ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>Gratitude has powerful psychological effects because it makes us aware of the good things that happen.</p> <p>There are several strategies that we can use to stop social comparisons: the stop technique, gratitude, awareness, interrupting consumption, and increasing variety.</p> <p><b>KEY TERMS:</b> Hedonic adaptation, gratitude, savoring, negative visualization, reference points</p>	<p>Evaluate the positive effects of experiencing gratitude regularly.</p> <p>Employ proven strategies to reduce social comparisons and reflect on the experience.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing a daily gratitude journal and reflecting on the process.</li> <li>• Engaging in an exercise to cultivate savoring by documenting their experiences with savoring, reflecting on their experiences, and engaging in a written assessment.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read, annotate, and discuss various peer-reviewed academic research articles that illustrate key learning and knowledge statements for this unit.</li> <li>• Students will write and deliver gratitude letters to a significant person(s) in their lives.</li> <li>• Students will engage in group discussions about their savoring experiences.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>3 weeks</p>	

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit III: Cognitive Distortions and Biases and How to Overcome Them**

<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p> <p>David Steindl-Rast. Want to be happy? Be grateful, <a href="https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful.html#discussion">https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful.html#discussion</a>.</p> <p>Emmons, R. A., &amp; McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of Personality and Social Psychology</i>, 84, 377-389.</p> <p>Grant, A. M., &amp; Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. <i>Journal of Personality and Social Psychology</i>, 98(6), 946–955.</p> <p>Howell, R. and Hill, G., (2009). The mediators of experiential purchases: Determining the impact of psychological needs satisfaction and social comparison. <i>The Journal of Positive Psychology</i>, 4(6), pp.511-522.</p> <p>Koo, M., Algoe, S. B., Wilson, T. D., &amp; Gilbert, D. T. (2008). It's a wonderful life: Mentally subtracting positive events improves people's affective states, contrary to their affective forecasts. <i>Journal of Personality and Social Psychology</i>, 95(5), 1217–1224.</p> <p>Lyubomirsky, S., Sousa, L., &amp; Dickerhoof, R. (2006). The costs and benefits of writing, talking, and thinking about life's triumphs and defeats. <i>Journal of Personality and Social Psychology</i>, 90(4), 692–708.</p>
------------------------------------	--

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit III: Cognitive Distortions and Biases and How to Overcome Them**

	<p>Matt Killingsworth. Want to be happier? Stay in the moment, <a href="https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment">https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment</a>.</p> <p>Morewedge, C.K., Gilbert, D.T., Myrseth, K.O., Kassam, K.S., &amp; Wilson, T.D. (2010). Consuming experience: Why affective forecasters overestimate comparative value. <i>Journal of Experimental Social Psychology</i>, 46, 986-992.</p> <p>Nelson, L.D., Meyvis, T., &amp; Galak, J. (2009). Enhancing the television-viewing experience through commercial interruptions. <i>Journal of Consumer Research</i>, 36.</p> <p>Paul E. Jose, Bee T. Lim &amp; Fred B. Bryant (2012): Does savoring increase happiness? A daily diary study. <i>The Journal of Positive Psychology</i>, 7(3), 176-187.</p> <p>Pchelin, P., &amp; Howell, R. T. (2014). The hidden cost of value-seeking: People do not accurately forecast the economic benefits of experiential purchases. <i>The Journal of Positive Psychology</i>, 9(4), 322–334.</p> <p>Van Boven, L., Campbell, M. C., &amp; Gilovich, T. (2010). Stigmatizing Materialism: On Stereotypes and Impressions of Materialistic and Experiential Pursuits. <i>Personality and Social Psychology Bulletin</i>, 36(4), 551–563.</p> <p>Van Boven, L., &amp; Gilovich, T. (2003). To Do or to Have? That Is the Question. <i>Journal of Personality and Social Psychology</i>, 85(6), 1193–1202.</p>
--	--

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

<b>TRANSFER:</b> Students will be able to use their knowledge about behaviors scientifically linked to well-being in order to evaluate aspects of their own lives where they strive for happiness.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Emotion</b> 3.1 Identify biological and environmental influences on the expression and experiences of positive emotions, such as happiness. <b>Standard Area: Personality</b> 3.3 Discuss connections to health and work. 3.4 Discuss self-concept. <b>Standard Area: Health</b> 1.1 Define stress to a psychological reaction. 1.2 Identify and explain potential sources of stress. 1.3 Explain physiological and psychological consequences for health. 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. 2.1 Identify ways to promote mental health and physical fitness. 2.2 Describe the characteristics of and factors that promote resilience and optimism. 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	By wanting specific aspects of the things we already want, focusing on kindness and social connections, having time to do the things we want, and engaging in healthy practices, we can significantly improve our happiness and overall well-being.	<ul style="list-style-type: none"> <li>What actually makes us happy?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	By focusing on signature strengths and achieving flow in our jobs and work, people can achieve higher levels of job and life satisfaction.	Apply their signature strengths to potential areas of study, vocation, or interest.

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

<p><b>New Jersey Student Learning Standards</b>  <b>Standard Area: Creativity and Innovation</b>            9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.            9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.  <b>Standard Area: Comprehensive Health and Physical Education</b>            2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.            2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p><b>CASEL State Standards to Advance Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>Flow describes the psychological state that accompanies highly engaging activities. During flow, time passes quickly, attention is focused on the activity itself, the sense of self is lost, and the aftermath is invigorating.</p> <p>Focusing on getting good grades causes people to be less happy because it lessens the motivation to learn for the sake of learning.</p> <p>A growth mindset is the belief that intelligence can be trained and that most abilities can be developed through dedication and hard work.</p> <p>Research shows that engaging in acts of kindness toward one another may bring us happiness. Simple acts of kindness have been proven effective and self-report measures of happiness increase as acts of kindness performed increase.</p>	<p>Create a list of activities that might induce flow and answer a series of questions about flow in regard to an activity of their choice.</p> <p>Compare and contrast the motivational impact of intrinsic and extrinsic rewards.</p> <p>Compare and contrast the elements of a growth mindset and a fixed mindset.</p> <p>Differentiate between the effect that pleasurable activities versus philanthropic activities have on their overall well-being.</p>
--	---	---

**Randolph Township Schools  
 Randolph High School  
 Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

	<p>Research shows that people with more close social relationships such as friendships, familial relationships, and romantic relationships are happier. Social connections also make experiences better and more meaningful than if one were to have these experiences on one’s own.</p> <p>Time affluence is the feeling that one has sufficient time to pursue activities that are personally meaningful, to reflect, and to engage in leisure. Time poverty is the feeling that one is constantly stressed, rushed, overworked, and behind.</p> <p>One of the leading explanations of mind-wandering is that it is the result of the brain's Default Mode Network. When the mind wanders, an individual is less focused on the moment; this can lead to lower levels of happiness. Meditation is one way to bring attention away from distracting thoughts.</p>	<p>Construct an individualized, personal plan to encourage prosocial behavior and social connections.</p> <p>Explore why extra time, or having time affluence, is correlated to higher levels of happiness.</p> <p>Evaluate the benefits of meditation on mind wandering and the default mode network of the brain.</p>
--	--	---

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

	<p>Exercise and sleep are healthy practices that are empirically proven to have psychological benefits, as well as physical benefits.</p> <p><b>KEY TERMS:</b> Intrinsic motivation, extrinsic motivation, growth mindset, fixed mindset, character strengths, flow, social connections, prosocial behavior, empathy, time affluence, meditation, default mode network, mind wandering</p>	<p>Identify the physiological and psychological impacts of practicing a healthy lifestyle.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Prioritizing healthy habits like exercise and sleep, keeping a log of both, and completing a writing assessment reflecting on the process.</li> <li>• Reflecting upon character strengths and flow states in their own personal experiences.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read, annotate, and discuss various peer-reviewed academic research articles that illustrate key learning and knowledge statements for this unit.</li> <li>• Students will engage in a Random Acts of Kindness challenge.</li> <li>• Students will participate in a guided meditation experience.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>3 weeks</p>	

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Aknin, L. B., Barrington-Leigh, C. P., Dunn, E. W., Helliwell, J. F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., Ashton-James, C. E., &amp; Norton, M. I. (2013). Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. <i>Journal of Personality and Social Psychology, 104</i>(4), 635–652.</p> <p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p> <p>Boothby, E., Clark, M.S., &amp; Bargh, J.A. (2014). Shared experiences are amplified. <i>Psychological Science, 25</i>(12), 2209-2216.</p> <p>Diener, E. &amp; Seligman, M.E.P. (2002). Very happy people. <i>Psychological Science, 13</i>(1), 81-84.</p> <p>Babyak, M., Blumenthal, J. A., Herman, S., Khatri, P., Doraiswamy, M., Moore, K., Craighead, W. E., Baldewicz, T. T., &amp; Krishnan, K. R. (2000). Exercise treatment for major depression: maintenance of therapeutic benefit at 10 months. <i>Psychosomatic medicine, 62</i>(5), 633–638.</p> <p>Brewer, J. A., Worhunsky, P. D., Gray, J. R., Tang, Y. Y., Weber, J., &amp; Kober, H. (2011). Meditation experience is associated with differences in default mode network activity and connectivity. <i>Proceedings of the National Academy of Sciences of the United States of America, 108</i>(50), 20254–20259.</p> <p>Carol Dweck. The power of believing that you can improve, <a href="https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve">https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve</a>.</p>
------------------------------------	--



**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

Elizabeth Dunn. Helping others makes us happier, but it matters how we do it, [https://www.ted.com/talks/elizabeth\\_dunn\\_helping\\_others\\_makes\\_us\\_happier\\_but\\_it\\_matters\\_how\\_we\\_do\\_it](https://www.ted.com/talks/elizabeth_dunn_helping_others_makes_us_happier_but_it_matters_how_we_do_it).

Epley, N. & Schroeder, J. (2014). Mistakenly seeking solitude. *Journal of Experimental Psychology* 143(5), 1980-1999.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95(5), 1045–1062.

Grant, H. & Dweck, C.S. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology*, 85(1), 541-553.

Harzer, C. & Ruch, W. (2012). When the job is calling: The role of applying one’s signature strengths at work. *Journal of Positive Psychology*, 7, 362-371.

Hedy Kober. How can mindfulness help us, <https://www.youtube.com/watch?v=4hKfXyZGeJY>.

Hershfield, H.E., Mogilner, C., & Barnea, U. (2016). People who chose time over money are happier. *Social Psychological and Personality Science*, 1-10.

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

	<p>Hillman, C. H., Erickson, K. I., &amp; Kramer, A. F. (2008). Be smart, exercise your heart: exercise effects on brain and cognition. <i>Nature reviews. Neuroscience</i>, 9(1), 58–65.</p> <p>Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? <i>American Psychologist</i>, 54(10), 821–827.</p> <p>Killingsworth, M.A. &amp; Gilbert, D.T. (2010). A wandering mind is an unhappy mind. <i>Science</i>.</p> <p>Lavy, S. &amp; Littman-Ovadia, H. (2017). My better self: Using strengths at work and work productivity, organizational citizenship behavior, and satisfaction. <i>Journal of Career Development</i>, 44(2), 95-109.</p> <p>Lyubomirsky, S., Sheldon, K.M., &amp; Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. <i>Review of General Psychology</i>, 9(2), 111-131.</p> <p>Michael Norton. How to buy happiness, <a href="https://www.ted.com/talks/michael_norton_how_to_buy_happiness">https://www.ted.com/talks/michael_norton_how_to_buy_happiness</a>.</p> <p>Mangels, J.A., Butterfield, B., Lamb, J., Good, C., &amp; Dweck, C.S. (2006). Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model. <i>Social Cognitive and Affective Neuroscience</i>, 1, 75-86.</p> <p>Matt Walker. Sleep is your superpower, <a href="https://www.ted.com/talks/matt_walker_sleep_is_your_superpower">https://www.ted.com/talks/matt_walker_sleep_is_your_superpower</a>.</p>
--	--

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit IV: What Actually Makes Us Happy?**

Mogilner, C. (2010). The pursuit of happiness: Time, money, and social connection. *Psychological Science* 21(9), 1348-1354.

Myers, D. G. (2000). The funds, friends, and faith of happy people. *American Psychologist*.

Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). HAPPY PEOPLE BECOME HAPPIER THROUGH KINDNESS: A COUNTING KINDNESSES INTERVENTION. *Journal of happiness studies*, 7(3), 361–375.

Whillans, A.V., Weidman, A.C., & Dunn, E.W. (2016). Valuing time over money is associated with greater happiness. *Social Psychological and Personality Science*, 7(3), 213-222.

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit V: Strategies for Better Habits**

<b>TRANSFER:</b> Students will be able to intentionally put happiness strategies into practice and build healthier habits for themselves.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Health</b> 1.3 Explain physiological and psychological consequences for health. 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. 2.1 Identify ways to promote mental health and physical fitness. 2.2 Describe the characteristics of and factors that promote resilience and optimism. 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues. <b>Standard Area: Emotion</b> 3.1 Identify biological and environmental influences on the expression and experiences of positive emotions, such as happiness.  <b>New Jersey Student Learning Standards</b> <b>Standard Area: Creativity and Innovation</b> 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	By engaging in several empirically proven strategies, people can learn to live in a way that promotes happiness, promotes well-being, and reduces negative emotions.	<ul style="list-style-type: none"> <li>How can happiness be put into practice?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	In order to promote well-being, it is important that the situation supports and encourages behaviors that are proven to increase happiness.  One of the most powerful features of well-being is one’s social environment; it is important to control one’s social context and surround one’s self with people who share similar values.	Identify factors of specific situations that make them supportive of healthy and positive behaviors.  Develop ideas about how to create supportive social environments.

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit V: Strategies for Better Habits**

<p><b>Standard Area: Comprehensive Health and Physical Education</b></p> <p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p><b>CASEL State Standards to Advance Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>Techniques for setting realistic goals include goal specificity and mental contrasting.</p> <p>WOOP is a practical, evidence-based motivational strategy that people can use to fulfill their wishes and goals and to change their habits.</p> <p><b>KEY TERMS:</b> Situation support, social environment, goal specificity, mental contrasting, WOOP, implementation intentions</p>	<p>Evaluate personal goals based on existing research about goal-setting techniques.</p> <p>Apply WOOP to find solutions to personal problems and larger community issues.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Self-monitoring and reflecting on the goal-setting process through writing, discussion, and/or other visual representation.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read, annotate, and discuss various peer-reviewed academic research articles that illustrate key learning and knowledge statements for this unit.</li> <li>• Students will track and monitor a goal or goals over a period of time, complete with an action plan and lists of obstacles and achievements.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>2 Weeks</p>	

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit V: Strategies for Better Habits**

<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p> <p>Alison Ledgerwood. A simple trick to improve positive thinking, <a href="https://www.ted.com/talks/alison_ledgerwood_a_simple_trick_to_improve_positive_thinking">https://www.ted.com/talks/alison_ledgerwood_a_simple_trick_to_improve_positive_thinking</a>.</p> <p>Angela Lee Duckworth. Grit: The power of passion and perseverance, <a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</a>.</p> <p>Duckworth, A.L., Kirby, T., Gollwitzer, A., &amp; Oettingen, G. (2013). From fantasy to action: Mental contrasting with implementation intentions (MCII) improves academic performance in children. <i>Social Psychological Personality Science</i>, 4(6), 745-753.</p> <p>Gollwitzer, P.M. &amp; Brandstatter, V. (1997). Implementation intentions and effective goal pursuit. <i>Journal of Personality and Social Psychology</i>, 73 (1), 186-199.</p> <p>Hidden Brain Podcast. WOOP, There It Is! 4 Steps to Achieve Your Goals, <a href="https://www.npr.org/2016/05/10/477379965/woop-there-it-is-four-steps-to-achieve-your-goals">https://www.npr.org/2016/05/10/477379965/woop-there-it-is-four-steps-to-achieve-your-goals</a>.</p> <p>Klein, H.J., Whitener, E.M., &amp; Ilgen, D.R. (1990). The role of goal specificity in the goal-setting process. <i>Motivation and Emotion</i>, 14(3), 179-193.</p>
------------------------------------	---

**Randolph Township Schools**  
**Randolph High School**  
**Human Happiness and Well-Being Curriculum**

**Unit V: Strategies for Better Habits**

Stadler, G., Oettingen, G., & Gollwitzer, P.M. (2009). Physical activity in women: Effects of a self-regulation intervention. *American Journal of Preventive Medicine*, 36(1), 29-24.

Stadler, G., Oettingen, G., & Gollwitzer, P.M. (2010). Intervention effects of information and self-regulation on eating fruits and vegetables over two years. *Health Psychology* 29(3), 274-283.

Wansink, B., Painter, J.E., & Lee, Y.K. (2006). The office candy dish: Proximity's influence on estimated and actual consumption. *International Journal of Obesity*, 30, 871-875.

Wansink, B., Hanks, A.S., & Kaipainen, K. (2015). Slim by design: Kitchen counter correlates of obesity. *Health Education & Behavior*.

What is WOOP?, <https://www.youtube.com/watch?v=DpbCMzQqZAU>.

Woopmylife, [www.woopmylife.org](http://www.woopmylife.org).

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit VI: End-of-Course Project**

<b>TRANSFER:</b> Students will put into practice various strategies for personal happiness from empirically-proven research.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Health</b> 1.3 Explain physiological and psychological consequences for health. 2.1 Identify ways to promote mental health and physical fitness. 2.2 Describe the characteristics of and factors that promote resilience and optimism. 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues. <b>Standard Area: Emotion</b> 3.1 Identify biological and environmental influences on the expression and experiences of positive emotions, such as happiness.  <b>New Jersey Student Learning Standards</b> <b>Standard Area: Creativity and Innovation</b> 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <b>Standard Area: Comprehensive Health and Physical Education</b> 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	As human beings, we are looking for happiness that is not vulnerable to changing conditions and that is sustainable. We find happiness by cultivating our inner resources and skills.	<ul style="list-style-type: none"> <li>• What is happiness?</li> </ul>
	Happiness is tied to an overall sense of one’s experiences and accumulative experiences that subjectively define happiness.	<ul style="list-style-type: none"> <li>• What is the relationship between happiness, subjective well-being, and progress?</li> </ul>
	<b>KNOWLEDGE</b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	Compassion, empathy, love, and belonging are essential ingredients of happiness.  The benefits of practice are correlated with positive emotions and a satisfied feeling with life.	Exercise a deeper understanding of the values, mindsets, and behaviors that lead to positive well-being.  Practice happiness as a skill to develop and implement in daily life.



**Randolph Township Schools  
 Randolph High School  
 Human Happiness and Well-Being Curriculum**

**Unit VI: End-of-Course Project**

<p>lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p><b>CASEL State Standards to Advance Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<p>Savoring contributes to happiness; the idea of savoring encourages one to slow down and appreciate “in-the-moment” experiences.</p> <p>Analyze values underlying their happiness both intrinsically and extrinsically.</p> <p>Self-care and healthy habits are important for long term well-being, relationships, responsibilities, and commitments.</p> <p>Writing about life goals can bring greater awareness and clarity to one’s priorities, motivations, and values.</p> <p>By focusing on signature strengths and achieving flow in our jobs and work, people can achieve higher levels of job and life satisfaction.</p>	<p>Practice savoring moments and experience gratitude for their experiences in the moment.</p> <p>Reflect, in both written and verbal formats, on personal happiness, happy moments, and how they were impacted by feelings of happiness in various situations.</p> <p>Practice regular acts of self-care and healthy living in their daily lives.</p> <p>Exercise self-regulation and the creation of goals for themselves to increase and sustain their happiness level.</p> <p>Apply their own signature strengths to potential areas of study, vocation, and/or interest.</p>
--	---	---

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit VI: End-of-Course Project**

	<p>Mindfulness is the psychological process of bringing one’s attention to experience: it is often developed through meditation.</p> <p><b>KEY TERMS:</b> Intrinsic motivation, extrinsic motivation, savoring, happiness, self-care, goal setting, gratitude, strengths, values, mindfulness</p>	<p>Engage and track meditation to increase mindfulness in everyday activities.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing a teacher-guided, student-created project in which they critically analyze the values of happiness, life choices, and decisions by engaging in activities that promote happiness, character strengths, savoring, gratitude, kindness, social connection, healthy habits, and/or meditation.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will complete self-reflection and self-monitoring activities throughout the duration of the project.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	2 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Mindfulness Research Association, <a href="http://www.goamra.org">www.goamra.org</a>.</p> <p><i>American Psychologist</i></p> <p>Authentic Happiness, <a href="http://www.authentichappiness.org">www.authentichappiness.org</a>.</p>	

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit VI: End-of-Course Project**

Harvard University Center for Health and Happiness, [www.hsph.harvard.edu/health-happiness/](http://www.hsph.harvard.edu/health-happiness/).

Institute for the Study of Human Flourishing, [www.ou.edu/flourish](http://www.ou.edu/flourish).

International Positive Psychology Association, [www.ippanetwork.org](http://www.ippanetwork.org).

*International Journal of Applied Positive Psychology*

*Journal of Happiness Studies*

*Journal of Positive Psychology and Well-being*

*Journal of Applied Positive Psychology*

*The Journal of Positive Psychology*

University of Cambridge: The Well-being Institute, [www.cambridgewellbeing.org](http://www.cambridgewellbeing.org).

UPenn Positive Psychology Center, [www.positivepsychology.org](http://www.positivepsychology.org).

VIA Institute on Character, [www.viacharacter.org](http://www.viacharacter.org).

**Randolph Township Schools  
Randolph High School  
Human Happiness and Well-Being Curriculum**

**Unit VI: End-of-Course Project**

	World Database on Happiness, <a href="http://www.worlddatabaseofhappiness.eur.nl">www.worlddatabaseofhappiness.eur.nl</a>
--	---