

Happiness can be a choice

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, there is not much to prepare beforehand except for making sure that the participants have their pen and paper ready before taking part in the activity.

Step 2 – activity phase

At the beginning of the activity, go through the steps of the activity. The young people will first work individually to reflect on their happiness journey. Then, they can discuss them in pairs. The final step is that the whole group gets together to share their key learning points.

The following is the example to follow:

“Create yourself a timeline from primary age to where you are now and using a scale of 0-10 (10 being happiest) put scores against your ages, as seen in the example below. Feel free to design your own.”



Type of activity:
Perspective-changing exercise

Value of the activity:
By reflecting on their level of happiness throughout the course of their life and answering prompted questions, the young persons can expect to gain a new positive perspective of what happened and be motivated to take innovative actions to change their circumstances.



Timing:

Preparation: 5 min.
Implementation: 20 min.
Checking learning progress: 10 min.



Activity follow-up:



Other value case box components:



Value quoted:

Step 3 – wrap up phase

At the end, get the young people to think about the following questions:
Look back at the happiness graph you created and ask yourself:

- V** Are there any similarities between the times you scored highly – when you were at your happiest?
- V** Can you now do more of the things that brought you that happiness? Can you find more of them in your life?
- V** Are there any similarities between the times you scored lower? Now, with fresh eyes, did you notice something you haven't seen before and can you now think differently about what happened?
- V** Can you ask someone else to help you with similar problems if they occur in the future?
- V** What do you think you can do differently now to move from, for example, a 5 to a 6?

Your notes:

- V** ...
- V** ...
- V** ...
- V** ...