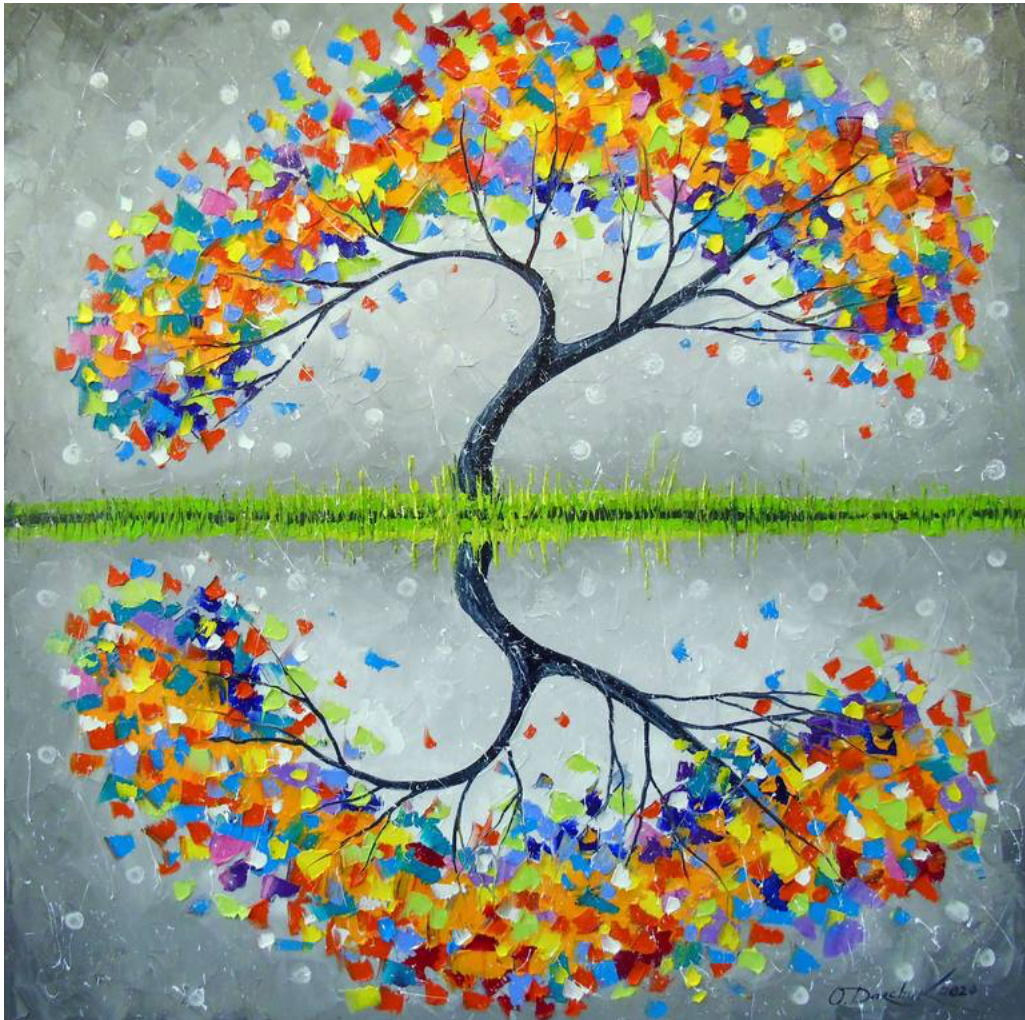


# *Thrive: The How of Happiness*

(THE 3830H/ Section 0202)

**Professor Sybil St. Claire**

Fall, 2021



Theatre UCF  
<http://theatre.cah.ucf.edu/>

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## **Thrive: The How of Happiness**

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Professor Sybil St. Claire, MFA

Fall, 2021

*"Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it."*

~ Augusto Boal, Founder, Theatre for Social Change

Instructor: Sybil St. Claire, MFA  
Cell: 407/267-6815  
Email: Sybil.StClaire@ucf.edu  
Office: T205

Time: T/TH, 12:00-1:15 PM  
Location: BHC 128  
Office Hours: T 3:00-4:30 PM, TH 1:30 – 3:30 PM  
& by appointment

### **COURSE OVERVIEW:**

*Thrive: The How of Happiness* takes empirical scientific research and synthesizes it through an arts-based lens to create an experiential exploration of happiness/well-being. Together, we aspire to transform our lives and our worlds for the better through exploration, cultivation, self-study, and the application of strategies proven to promote well-being. Utilizing research, discussion, guest experts, personal sharing, self-reflection, community building, and the active application of arts-based techniques, we gather to invest in our ability to invest in ourselves and in others.

We will utilize Theatre for Social Change and applied art techniques as one of our primary vehicles for exploration. Rooted in the motto "*have the courage to be happy*," Theatre for Social Change focuses on questioning, exploring, discussing, and addressing issues. Participants come together to use various techniques such as role-playing, improvisation, tableaux work, and other interactive methods to inspire dialogue, foster growth, and enact change. Sample topics include creativity, community, self-care, gratitude, optimism, forgiveness, resilience, and more...

**Supplemental Reading:** See Appendix A

**Over-Arching Goal:** To explore, cultivate, and apply techniques for personal well-being/happiness.

### **Learning Objectives:**

- 1) Explore, through an experiential, multi-disciplinary lens, happiness promoting strategies. (*Self-Reflection and Participation Narratives, Strategies, Interviews, TED Talks, Portfolio.*)
- 2) Utilize Theatre for Social Change/applied art as a vehicle for exploration and discovery. (*Self-Reflection Papers, Participation Narratives*),.
- 3) Explore and reflect on personal and interpersonal experience with, and connections to, happiness and thriving. (*Strategies, Interviews, Portfolio.*)
- 4) Cultivate and apply personal habits that positively impact well-being and ability to thrive. (*Self-Reflection Papers, Strategies, Portfolio.*)

**Attendance Policy**

I understand you have other obligations. If you need to be gone from class for any reason, please let me know ahead of time if possible. Because class participation is essential to the educational goals of this course, a maximum of two (2) unexcused absences will be permitted. After the second unexcused absence, your final grade will be lowered five points for each additional absence. Illness or emergencies (including late arrivals) should be handled in the same manner one handles such concerns with an employer, i.e., communicate your situation professionally and immediately.

**Perfect attendance** adds 5 additional points to your total grade.

**Late Policy:** It is crucial that everyone arrive on time to our class. To this end, two late arrivals equal one absence.

**Participation**

I believe students co-create their educational experiences with their professors and classmates. To this end, it is imperative that you participate fully in and out of class. In class, we can clarify and synthesize the information and add real life examples and situations to help you understand. If you are eager to open your mind, share your thoughts, respect the thoughts of others, and participate with enthusiasm – welcome home.

***Please wear comfortable clothing to class.  
We will be moving and working on the floor in this class.***

**Zoom Policies:**

*Please:*

*Mute your microphone upon entering the room.*

*Post your name in the chat section to prove attendance upon entering the room.*

*Make sure you are adequately lit so that others may see you.*

*Test your mic to make sure you can be heard.*

*Refrain from distracting gestures.*

*Look into the camera.*

*Pay attention, listen, put away distractions (such as your phone).*

*Be supportive and helpful.*

*Thank you!*

**ADA:** If you have a disability and need classroom accommodations, please notify me as soon as possible. You must also contact Student Disability Services on 407/823-2371.

**Submissions:**

All assignments will be submitted online via Canvas/webcourses. Late work will not be accepted.

**Notes on quality of work:**

This class requires **high quality** work and professional standards of communication in all areas. All written assignments are to be typed in 10-12 point font, double-spaced, Times New Roman, and, where appropriate, formatted according to the latest MLA handbook. Assignments should be proofread and professional in appearance. As always, you are required to give credit where credit is due (this includes Internet sources). Substandard work that does not meet these expectations will earn a zero.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at: <<http://osc.sdes.ucf.edu/process/roc>>.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

You will fail this course if you engage in academic dishonesty of any kind.

### Plagiarism:

Plagiarism is the unacknowledged use of ideas (Whether paraphrased, summarized or quoted) by a writer who seeks to pass off those ideas as his or her original thought. If you fail to document or attribute a source of the idea, even if you restate another writer's ideas, you have plagiarized. A serious university offense, plagiarism may be punished by failure or expulsion. Students who plagiarize on research paper swill receive an F on the paper. To avoid plagiarism, you must document your papers using the MLA citation format. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see: <<http://goldenrule.sdes.ucf.edu/zgrade>>.

### Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible.

Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

#### **Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

#### **University Events or Co-curricular Activities:**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance. For more information, see the UCF policy at<<http://policies.ucf.edu/documents/4401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

#### **Religious Observances:**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

#### **Deployed Active Duty Military Students:**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.



**Disclaimer**

This class incorporates theatrical and artistic exercises that may challenge you in physical and emotional ways. Remember you always have the option to pass when we are doing exercises and that it is your responsibility to practice self-care. This class may include material that expresses adult or controversial themes as well as strong language that some might find offensive. As theatre requires the use of mind, voice, and body, there will also be situations that will require a certain amount of physical contact between you and the instructor and you and other students.

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.

It is the policy of the University to reasonably accommodate absences due to observed religious holidays. However, the student will be held responsible for any material covered during the absence and must inform the instructor two weeks prior to the holiday.

I am here to help you. See me if you have any problems or questions, or if you just need some advice. This class may deal with personal material and you may want to discuss your experiences. Please do not hesitate to seek me out. Though I have offered suggestion the decisions are ultimately yours. Collaboration and integrity are key components of this class.

**In Class-Recording**

*Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject.* Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**Theatre UCF Standards**

It is the intent of the Theatre department administration and faculty to provide a clear and simple set of policies that guide rehearsals and classrooms to ensure a safe and comfortable space for learning. These guidelines are based on the Chicago Theatre Standards and have been adapted for the University of Central Florida. These standards will be in effect for all learning environments under the auspices of the UCF Theatre program, to include classes and rehearsals. Providing a safe and welcoming environment is intrinsic to learning. "Arts environments require risk, courage, vulnerability, and investment of our physical, emotional and intellectual selves. We seek to nurture spaces with strong safety nets that support that ethos without compromising a visceral and authentic experience for artists and audiences in our learning environment.

[http://theatre.cah.ucf.edu/files/Theatre\\_UCF\\_Standards.pdf](http://theatre.cah.ucf.edu/files/Theatre_UCF_Standards.pdf)

## ASSIGNMENTS

### 1) INTRODUCTION VLOG (5 POINTS/C/I)

**DUE August 27**

Doubles as Student Engagement for Financial Aid assignment. Create and submit a 1 – 2 minute vlog responding to the following prompts:

- a) From your perspective, define happiness/well-being.
- b) Why did you choose this class?
- c) What do you wish I knew about you?

### 2) PRE-SURVEY (C/I)

**DUE September 4**

This survey will be administered pre- and post- completion of the Thrive course to 1) allow the course creators to assess the efficacy of the curriculum in enhancing well-being and positive subjective affect, and 2) to allow the students to document their personal growth and change during the course.

The questionnaire is based upon the Dr. Martin Seligman model of PERMA, which evaluates Positive and Negative Emotions, Engagement, Relationships, Meaning, Accomplishment, and Health. The survey/Qualtrics link is in the webcourse assignment. Your responses will be anonymous. Once completed please type "completed" in the assignment text box.

### 3) SELF-REFLECTION PAPERS/VLOGS: (15 POINTS/ 7.5 POINTS EACH)

Twice during the semester you will submit self-reflection papers/vlogs. Two – three pages.

Include and **embolden** writing prompts.

- 1) Begin by exploring your experiences, actions, and results with the four happiness strategies you selected (from the Person-Activity Fit Diagnostic).
- 2) Reference specific class activities (workshops, in-class shares, guests, class discussion, etc.).
- 3) THEN answer the writing prompts below, which are different for each paper.
- 4) After your paper is complete, please create a companion vlog that reflects your paper. Five minutes or less. Submit both paper and vlog.

Self-Reflection Paper /Vlog#1:

**DUE October 14**

- A) I'm beginning to understand that\_\_\_\_\_.
- B) My perspective on happiness/well-being has changed/grown in the following ways\_\_\_\_\_. (If no change/growth please discuss as well).
- C) Connect. Extend. Challenge. What are you connecting with? What is extending your thinking? What is challenging you/your thinking?
- D) I used to think\_\_\_\_\_ but now I think\_\_\_\_\_.



Self-Reflection Paper/Vlog #2:

**DUE, December 2**

- A) Experience - what are some of the key actions or activities that have moved your thinking and/or learning ahead?
- B) Struggle – what are some of the things you've struggled with and/or found challenging that you overcame?
- C) Puzzle – what new questions came up for you along the way?
- D) Insights – What new insights do you have on the topic or process?
- E) I used to think \_\_\_\_\_ but now I think \_\_\_\_\_.
- E) Final Thoughts

**4) PARTICIPATION NARRATIVE & RUBRIC (10 points/5 points each) DUE October 14 & December 2**

You will earn participation points twice during the semester, once at mid semester and once at semester's conclusion. YOU will grade yourself in this arena. For grading criteria please see the participation rubric at the end of this syllabus. If disagreements arise final grades will be determined by the Instructor.

**5) BOOK/ARTICLE/TED TALK SHARE (20 points)**

**DUE: September 28 – October 5**

15 minutes - 10 minutes to present/5 minutes for feedback

Creative in-class presentation. You will be placed in small groups to select an article, book, or TED Talk to explore and share with the class that pertains to the subject of thriving/well-being/happiness. You will also submit peer evaluations for every member of your group at project's conclusion. Please make sure to thoughtfully comment in the comments section or your eval will be returned to you. See Appendix A for sample articles but you are encouraged to find your own. Topics: Happiness, Well-Being, Thriving.

Shares consist of:

- a) A written overview/critique of the article, book, or TED Talk that explores an essential question. 3 - 4 paragraphs. (Essential Questions listed below).
- b) An oral presentation in class that includes a reflection on the impact of the reading and incorporates an essential question.
- c) Leadership of an activity related to your article/book/TED Talk.
- d) Leadership of class discussion.

**Essential Questions:**

What leads to a fulfilling life?  
How do we empower ourselves?  
What brings people genuine happiness?  
Where does happiness reside?  
What is the relationship between thriving, happiness, and well-being?  
How does attitude (or gratitude) shape us?  
In what ways can attitude be a burden?  
How can we use the quest for happiness to understand ourselves, others, the world?  
How are we the stories we tell ourselves?  
How can I help myself and/or the world?  
How are people transformed through relationships?  
Do we need a healthy body to have a healthy life?

Can we use creativity to better our lives?  
What conditions, attitudes, and behaviors support well-being?  
What truly matters?  
What detracts from or adds to well-being?  
Is it possible to sustain happiness?  
Do you have to be wise in order to be happy and live a "good life?"  
Who is truly free, and what is the role of freedom in well-being?  
How should someone seeking happiness deal with trauma or tragedy?  
Is there a connection between living a happy life and living a meaningful life?

Have an idea for an essential question of your own? Just let me know!

#### **6) HAPPINESS PROMOTING SHARES (10 points)**

**DUE: October 21 - 28**

15 minutes/10 minute share & 5 minute feedback

In small groups, you will share with the class one activity designed to deepen our exploration, and/or cultivation of happiness. Possible areas of focus: expressing gratitude, cultivating optimism, developing healthy relationships with social media, mindfulness, the power of play, avoiding over thinking and social comparison, practicing acts of kindness, nurturing social relationships, developing strategies for coping/managing stress, learning to forgive, increasing flow experiences, creativity, savoring life's joys, committing to your goals, taking care of your body and soul, etc. If you have other ideas, please let me know. You will submit peer evaluations for this assignment. Please make sure to thoughtfully comment in the comments section.

#### **7) HAPPINESS INTERVIEWS (20 points)**

**DUE: November 4 - 18**

13 minutes - 10 present/ 3 feedback

You will conduct Happiness/Well-Being Interviews throughout the semester to be shared in a variety of ways; for example, photo essay, drawing, painting, video, tik tok, poetry, watercolor, an article, a song, a child's picture book, a five-minute play, a TED Talk, a "story about a story," etc. You may choose one modality or combine two or more modalities. Present your findings in a dynamic and educational power point presentation. Tell the story. May be pre-recorded.

Happiness Interviews include:

- 1) Five in-person interviews (face-to-face, zoom, email, phone) with people from a variety of ages, cultures, and locations.
- 2) Three comparisons to outside sources/teachings on happiness (Desmond Tutu, MLK, The Dalai Lama, Nelson Mandela, Ghandi, Martin Seligman, Mihaly Csikszentmihalyi, Lauri Santos, etc.).
- 3) Two in person interviews with people from our class

Include in your power point presentation:

1) Your interview questions and the highlights of their responses (quotable quotes). Include interview questions and **embolden** them.

- a) How do you define happiness?
- b) What makes you happy?
- c) Do you have any advice on how to cultivate happiness?
- d) Select one essential question to ask your interviewee
- e) Select one question of your own choosing to ask your interviewee

2) Your reflection on similarities and differences between how YOU define/experience happiness and how others do.

3) Your responses to the following questions:

- a) **What?** Describe what you did and what happened.
- b) **So what?** Make meaning of what happened, your actions and observations
- c) **Now what?** Plan forward and identify actions and implications as they pertain to you

## 8) HAPPINESS PORTFOLIO (15)

**DUE: December 9**

5 minutes to present/3 minutes for feedback

Our capstone project synthesizes your journey into a five-minute showcase that answers the following questions:

- \*How do you define happiness/well-being? Compare to your original answer from our first assignment (Introduction).
- \*What boosts your happiness?
- \*Reflect on most beneficial happiness strategies you implemented this semester
- \*Reflect back on happiness interviews impact
- \*Surprises and Challenges
- \*Biggest take-aways
- \*I used to think\_\_\_\_\_ but now I think\_\_\_\_\_.
- \*Sustainability Plan (See below for guidance):

### **Sustainability Plans generally include:**

**Positive Emotion** - One of the primary ways to create happiness is by creating happy moments.

**Optimal Timing and Variety** - Consider strategies, frequency, duration, and strive to time them in ways that deliver the greatest satisfaction, serenity, or joy.

**Social Support** - Having a buddy with whom to carry out the program and/or the validation of people close to you is of a enormous benefit

**Motivation, Effort & Commitment** - When it comes to achieving greater happiness, the steps you need to take are not altogether different from those required to learn French or change careers or any other goal you may pursue.

Resolve to do it  
Learn what you need to do

Put in the weekly and daily effort  
Commit to the goal possibly for the rest of your life

**Habit** - The effort is greatest at the beginning and diminishes with time as your new behaviors and practices become habitual through repetition.

Integrate at least three of the following modalities (video, animation, photography, artwork, dance, sculpture, theatre, graphic novel, music, painting, drawing, art and crafts, voice over, text). NOTE: Ideas from disciplines outside the arts are also welcome (i.e., share your journey as a flow chart, a financial model, an architectural rendering, a medical experiment, a business plan, etc. but aim for dynamic, informative, and authentic choices). You are limited only by your imagination.

#### **9) POST-SURVEY (C/I)**

**DUE: December 2**

This survey will be administered pre- and post- completion of the Thrive course to 1) allow the course creators to assess the efficacy of the curriculum in enhancing well-being and positive subjective affect, and 2) to allow the students to document their personal growth and change during the course.

The questionnaire is based upon the Martin Seligman model of PERMA, which evaluates Positive and Negative Emotions, Engagement, Relationships, Meaning, Accomplishment, and Health. **The survey/Qualtrics will be emailed to your knights account. Your responses will be anonymous.**

## GRADING

### Grade Breakdown:

Introduction	5
Self-Reflection Papers (7.5 x 2)	15
Participation Narrative/Rubric (5 x 2)	10
Article/Book/TED Talk Share	20
Happiness Interviews	20
Happiness Strategy Shares	15
Thrive Portfolio (Final)	<u>15</u>
Total	100

### Grading Scale:

A.	100 – 94
A-	93 - 90
B+	89 - 87
B	86 - 84
B-	83 - 80
C+	79 - 77
C	76 - 74
C-	73 - 70
D+	69 - 67
D	66 - 64
D-	63 - 60
F	59 – and below

No work submitted = 0

Late assignments will not be accepted

All work must be submitted online via Canvas in the requested file type.

It is expected that you will earn at least a C in this class but it possible to earn a lower score.

Please Note, you will lose points for:

- Spelling/grammatical issues (.25 each)
- Not following directions
- Going over or under time/word limits
- Not sharing work equally
- Poor peer evaluations

## Class Schedule

*Subject to change at Instructor's discretion*

### **August 24 & 26 Week 1**

T: Introduction

TH: Introduction/Sentimental Objects

#### **HOMEWORK:**

- 1) Bring sentimental object to class to share on Thursday, August 26
- 2) Complete Student Engagement for Financial Aid assignment (*Introduction*) by Friday, August 27 at 11:59 PM.

**NOTE:** There will often be personal sharing in this class. Remember to only share that which you wish to share.

### **August 31 & September 2 Week 2**

T: Sentimental Objects (devising)

TH: Positive Psychology and Sustainable Happiness

**Guest: Dr. Larry Marks** – Clinical Staff UCF's CAPS. Co-Author *Positive Psychology on the College Campus*  
Form TED Talk groups.

#### **HOMEWORK:**

- 1) Complete *Person-Activity Fit Diagnostic* (in syllabus and Canvas) and select your four (initial) strategies. **DUE:** 9/2/21
- 2) Complete Pre-Survey **DUE** 9/2/21 by 11:59 PM
- 3) Bring a story to class on 9/7/21 to share about one of your "happiest" days. Be prepared to describe what you did (and/or were motivated to do) as a result.
- 4) Work with TED Talk groups. Topic Selection **DUE:** 9/9/21.

### **September 7 & 9 Week 3**

T: Discuss Person-Activity Fit Diagnostic/Committing to your Goals/TED Talk Topic Selection (**Playback UCF**)

TH: **Workshop:** *Gratitude & Positive Thinking*

**DUE:** *Ted Talk Topic Selection*

#### **HOMEWORK:**

- 1) Begin practicing happiness promoting strategies weekly. Keep notes for yourself and for your self-reflection papers.
- 2) Prep for TED Talks

#### **September 14 & 16    Week 4**

T: In-Class Prep - TED Talk groups and Happiness Promoting Strategy groups. Discuss Interview assignment.

TH: **Workshop:** *Investing in Social Connections (practicing kindness & nurturing social relationships)*

HOMEWORK:

- 1) Begin Happiness Interviews Assignment
- 2) Work with Happiness Promoting Strategy groups to select topic. **DUE** 9/21/21.

#### **September 21 & 23    Week 5**

T: **Workshop:** Managing Stress, Hardship and Trauma (strategies for coping) ([The Seven Cs](#)).

**DUE:** Happiness Promoting Strategies Topic Selection

TH: **Workshop:** *Forgiveness/Guest, Dr. Claudia Schippert (Philosophy)*

HOMEWORK:

- 1) Prep for TED Talks
- 2) Continue Interviews
- 3) Continue practicing four happiness promoting strategies

#### **September 28 & 30    Week 6**

T: Article/Book/TED Talk Shares (3 groups of 3 per day 15 minutes – 10/5)

TH: Article/Book/TED Talk Shares

HOMEWORK:

- 1) Prep for TED Talks
- 2) Continue Interviews
- 3) Continue practicing four happiness promoting strategies weekly. Keep notes.

#### **October 5 & 7    Week 7**

T: Article/Book/TED Talk Shares

TH: TBA

HOMEWORK:

- 1) Prep for Participation Narrative/Rubric #1. Due next week.
- 2) Prep Self-Reflection Paper #1. Due next week.
- 3) Prep for Strategy Shares (well-being, happiness, thriving)
- 4) Continue implementing four happiness promoting strategies weekly. Keep notes.



- 5) Continue working on Happiness Interviews
- 6) Don't forget to complete and submit your peer evaluations for TED Talk group.

### **October 12 & 14    Week 8**

T: **Workshop:** *Increasing Flow Experiences (Creativity workshop)*

TH: **Workshop:** *Increasing Flow Experiences (Creativity workshop)*

**DUE:** Participation Narrative & Rubric #1 (10/14/21)

Self-Reflection Paper #1 (10/14/21)

HOMEWORK:

- 1) Prep for Happiness Strategy Shares
- 2) Continue implementing four personal happiness strategies weekly. Keep notes.
- 3) Continue working on Happiness Interviews

### **October 19 & 21    Week 9**

T: TBA

TH: Happiness Shares (3 per group/7 groups - 10/5 each)

HOMEWORK:

- 1) Prep for Happiness Strategy Shares
- 2) Continue implementing personal happiness strategies weekly. Keep notes.
- 3) Continue working on Happiness Interviews

### **October 26 & 28    Week 10**

T: Happiness Shares

TH: Happiness Shares

HOMEWORK:

- 1) Prep for Interview Shares
- 2) Continue implementing four personal happiness strategies weekly. Keep notes.

### **November 2 & 4    Week 11**

T: **Workshop:** *Savoring Life's Joys*

TH: Interview Shares (13 min/10 & 3 – 5 per day)

HOMEWORK:

- 1) Continue implementing four personal happiness strategies weekly. Keep notes.

**November 9 & 11    Week 12**

T: Interview Shares

TH: VETERAN'S DAY – NO CLASS

HOMEWORK:

- 1) Continue implementing four personal happiness strategies weekly. Keep notes.
- 2) Prep for Interview Shares

**November 16 & 18    Week 13**

T: Interview Shares

TH: Interview Shares

HOMEWORK:

- 1) Prep for Final (Thrive Portfolio)
- 2) Continue implementing four personal happiness strategies weekly. Keep notes.

**November 23 & 25    Week 14**

T: **Workshop:** *Taking Care of your Body & Soul* (religion/spirituality, mindfulness, physical activity)

**Guest:** Dr. Leslee D'Amato-Kubiet, MSN (Nursing)

*Discuss Sustainable Happiness*

TH: THANKSGIVING – NO CLASS

HOMEWORK

- 1) Prep Participation Narrative & Rubric. DUE Thursday, December 2
- 2) Prep Final Self-Reflection Paper/Vlog
- 3) Prep for Portfolio and Sustainability Plan

**November 30 & December 2    Week 15**

T: Encouragement Feast

TH: Encouragement Feast

**DUE:** Participation Narrative & Rubric #2

**DUE:** Self-Reflection Paper/Vlog #2

**DUE:** Post Survey

**December 7 & 9    Week 16**

FINALS WEEK – NO CLASS (Monday, December 6<sup>th</sup> – Saturday, December 11)

**OUR FINAL:** Thursday, December 9 10:00 AM – 12:50 PM

Happiness Portfolio and Sustainability Plan

## RUBRICS

### Self-Reflection Papers Rubric (7.5 points)

<u>ORGANIZATION AND COHERENCE:</u>  Uses logical structure and discipline specific vocabulary. Guides the reader/viewer through chain of reasoning, and/or progression of ideas. Followed directions.	Met or Exceeded Expectations (2)	Often Met Expectations (1.7)	Strengthen (1.5)
<u>SUBSTANTIVE DISCUSSION:</u>  Makes connections, evidences higher-level thinking, Demonstrates <u>significant</u> self-reflection.	Met or Exceeded Expectations (3.5)	Often Met Expectations (2.97)	Strengthen (2.6)
<u>STYLE:</u>  Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style is clear, concise, and makes sense to the reader/viewer. Error free.	Met or Exceeded Expectations (2)	Often Met Expectations (1.7)	Strengthen (1.5)

NOTE: For All Assignments

Grammar, punctuation, spelling, and sentence structure issues - minus .25 per incident.

Work should be uploaded to Canvas by 11:59 PM on the day it is due.

The expectation is a grade of C or higher but is possible to earn a lower grade.

Late work will earn a zero.

### Participation Rubric

(5 points)

Focused, active, cooperative participation during warm-ups/class.	Always (1)	Often (.75)	Sometimes (.50)	Working On It (.25)
Took direction and instruction well, pushed through uncomfortable moments/activities, experimented and took risks.	Always (1)	Often (.75)	Sometimes (.50)	Working On It (.25)
Contributed to the growth of others. (feedback, etc.) Attempted to listen and share in a balanced way.	Always (1)	Often (.75)	Sometimes (.50)	Working On It (.25)
Communicated effectively with Instructor and classmates. Professional, positive, attentive, cooperative attitude.	Always (1)	Often (.75)	Sometimes (.50)	Working On It (.25)
Completed assignments on time. Submitted work according to directions.	Always (1)	Often (.75)	Sometimes (.50)	Working On It (.25)

TOTAL\_\_\_\_\_

Reflect on each category in a narrative participation paper and upload with this completed rubric as a word doc. Please do the math and calculate your total.

**Book Share, Article, TED Talk Share Rubric**  
(20 points)

	Met or Exceeded Expectations	Often Met Expectations	Strengthen
DISCUSSION in class includes overview and impact of book, essential question, and leadership of discussion.	5 pts	4.25 pts	3.75 pts
ACTIVITY Related to topic, conducted safely and effectively, able to answer questions. Deepened student learning.	5 pts	4.25 pts	3.75 pts
NARRATIVE: Explores topic; examines and states an essential question, provides an overview of book and its impact. Ideas articulated with clarity; no errors in language usage.	10 pts	8.5 pts	7.5 pts

### Happiness Promoting Share Rubric

(10 points)

Prepared. Shared facilitation equally	Met or Exceeded Expectations (1.5)	Often Met Expectations (1.28)	Strengthen (1.13)
Demonstrated effective leadership/classroom management skills	Met or Exceeded Expectations (2)	Often Met Expectations (1.7)	Strengthen (1.5)
Student Engagement	Met or Exceeded Expectations (1.5)	Often Met Expectations (1.28)	Strengthen (1.13)
Gave clear directions/easy to understand and follow	Met or Exceeded Expectations (2)	Often Met Expectations (1.7)	Strengthen (1.5)
Deepened student's knowledge of the subject matter	Met or Exceeded Expectations (3)	Often Met Expectations (2.55)	Strengthen (2.25)

NOTE: Grammar, punctuation, spelling, and sentence structure issues - minus .25 per incident.



**Happiness Interviews Rubric**  
(20 points)

Professional power point presentation served as a teaching tool. Visually and educationally compelling. Told the story through the lens of at least one modality (video, photography, etc.).	Met or Exceeded Expectations (7.5)	Often Met Expectations (5.1)	Strengthen (4.5)
Followed directions. Error free, easy to understand and follow. Cites references and research.	Met or Exceeded Expectations (5)	Often Met Expectations (2.55)	Strengthen (2.25)
Substantive exploration of subject and assignment. Engages and informs. Able to answer questions. Cites references and research. Included and responded to all writing prompts.	Met or Exceeded Expectations (7.5)	Often Met Expectations (5.1)	Strengthen (4.5)

### Happiness Portfolio Rubric

(15 points)

Synthesizes journey. Visually & educationally compelling exploration. Integrated at least three modalities. Authentic representation of self. Presentation told a story.	Met or Exceeded Expectations (6)	Often Met Expectations (5.1)	Strengthen (4.5)
Followed directions, Answered all writing prompts. Error free, easy to understand and follow, followed directions. Able to answer questions. Cites references and research.	Met or Exceeded Expectations (3)	Often Met Expectations (2.55)	Strengthen (2.25)
Substantive exploration of journey and sustainability plan.	Met or Exceeded Expectations (6)	Often Met Expectations (5.1)	Strengthen (4.5)

## Peer Evaluation

Your Name: \_\_\_\_\_

Group Member: \_\_\_\_\_

Group Member Role: \_\_\_\_\_

### Rating Scale:

1= Unsatisfactory

3 = Average

5 = Outstanding

2 = Weak

4 = Above Average

Topic	Rating	Comments
Actively participated in group meetings		
Followed through on commitments (contributed to project)		
Knowledgeable and prepared for presentation		
Collegiality (professional, positive, reliable, helpful)		

**Total out of 20:** \_\_\_\_\_

### Tips on How to Earn an “A” in this Class...

- Communicate respectfully and effectively with the Instructor.
- Articulately speak up in class and take leadership in exercises.
- Listen to other opinions and allow others space to express themselves.
- Incorporate materials discussed in class and from the readings into assignments.
- Be Prepared. Be Bold. Be Creative.
- Remember that we are working toward *exploration not resolution*.
- Critique your own performance and that of your classmates while being respectful and sensitive to the topic and to your classmates and professor.
- Play the role of the “audience” attentively during class and take initiative to replace the “characters” in the scenes.
- Be supportive of your classmates and work as a “team.”
- Use “I” statements when discussing issues.
- Take responsibility for your own well-being. This includes grounding experiences, communicating often, effectively and appropriately with classmates and the Instructor.
- Remember to only share that which you desire to share.
- Remember that if you bring it to class it may be deeply explored.
- Be on time to class.
- Do not miss more than two classes.
- Follow directions and turn your work in on time.
- Communicate in advance with the class and the facilitator if you are going to miss class.
- Contribute fully and adhere to the standards agreed upon by the group.
- Bring a positive, eager, and adventuresome attitude to class.
- Demonstrate willingness to move through uncomfortable moments.

## Happiness Promoting Strategies/Person-Activity Fit Diagnostic (Directions & Resources)

**Happiness** is often defined as a sense of well-being, joy, or contentment.

**Thriving** is often defined as flourishing or growing vigorously.

A major myth surrounding happiness is that it is something we must find; that it's out there somewhere, a place just beyond our reach. We could get there if only... but happiness is not out there, **happiness is an inside job** requiring sustained action on our part.

People tend to achieve and maintain the top range of their sustainable happiness by:

Creating and maintaining a steady inflow of positive, experiences that interest, inspire, connect, and uplift them.

Cultivating lives full of deeply satisfying moments, which provide them with near-daily rewards.

Considerable investment of effort. High sustainable well-being (SWB) is like a fire that needs continued fuel to burn brightly. Joyful lives involve more than mere contentment or peacefulness. The sum total of having many positive experiences, small and large, exerts bottom-up effects on the person's chronic well-being level, as measured and sustained over time. ~Lyubomirsky

### DIRECTIONS:

- 1) Take the Person-Activity Fit Diagnostic below to determine which four strategies you would like to pursue this semester.
- 2) Once you have chosen your four strategies, begin practicing weekly. You may change as you go to add variety or to try to find a better fit.
- 3) Chronicle your experiences weekly in a private journal. You will use this information to chart your journey, share in your self-reflection papers, and to create your final project.

### TOPICS:

Practicing Gratitude and Positive Thinking - expressing gratitude, cultivating optimism, avoiding over-thinking and social comparisons.

Investing in Social Connections - practicing acts of kindness, nurturing social relationships.

Managing Stress, Hardship, and Trauma - developing strategies for coping, learning to forgive.

Living in the Present - increasing flow experiences, savoring life's joys.

Committing to your goals

Taking Care of Your Body and Soul - practicing religion and spirituality, taking care of your body (meditation), taking care of your body (physical activity).

**Person-Activity Fit Diagnostic**  
(excerpted from *The How of Happiness*)

Instructions: Consider each of the following 12 happiness activities. Reflect on what it would be like to do it every week for an extended period of time. Then rate each activity by writing the appropriate number 1 to 7 in the blank space next to the terms NATURAL, ENJOY, VALUE, GUILTY, AND SITUATION

People do things for different reasons. Rate why you might keep doing this activity in terms of each of the following reasons. Use this scale.

1	2	3	4	5	6	7
not at all			somewhat			very much

NATURAL: I'll keep doing the activity because it will feel "natural" to me and I'll be able to stick with it.

ENJOY: I'll keep doing this activity because I will enjoy doing it; I'll find it to be interesting and challenging.

VALUE: I'll keep doing this activity because I will value and identify with doing it; I'll do it freely even when it's not enjoyable.

GUILTY: I'll keep doing this activity because I would feel ashamed guilty or anxious if I didn't do it; I'll force myself.

SITUATION: I'll keep doing this activity because somebody else will want me to or because my situation will force me to.

**1. Expressing Gratitude:** Counting your blessings for what you have (either to a close other or privately, through contemplation or a journal) or conveying your gratitude and appreciation to one or more individuals whom you've never properly thanked.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
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**2. Cultivating Optimism:** Keeping a journal in which you imagine and write about the best possible future for yourself or practicing looking at the bright side of every situation.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
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**3. Avoiding Overthinking and Social Comparison:** Using strategies such as distraction to cut down on how often you dwell on your problems and compare yourself with others.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**4. Practicing Acts of Kindness:** Doing good things for others, whether friends or strangers, either directly or anonymously, either spontaneously or planned.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
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**5. Nurturing Relationships:** Picking a relationship in need of strengthening, and investing time and energy in healing, cultivating, affirming, and enjoying it.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**6. Developing Strategies for Coping:** practicing ways to endure or surmount of recent stress, hardship, or trauma.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**7. Learning to Forgive:** Keeping a journal or writing a letter in which you work on letting go of anger and resentment toward one or more individuals who have hurt or wronged you.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**8. Doing More Activities That Truly Engage You:** Increasing the number of experiences at home and work and which you “lose” yourself, which are challenging and absorbing (i.e., flow experiences).

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**9. Savoring Life’s Joys:** Paying close attention, taking delight, and replaying life’s momentary pleasure and wonders, through thinking, writing, drawing or sharing with another.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------

**10. Committing to Your Goals:** picking one, two, or three significant goals that are meaningful to you and devoting time and effort to pursuing them.

NATURAL	ENJOY	VALUE	GUILTY	SITUATION
---------	-------	-------	--------	-----------



**11. Practicing Religion and Spirituality:** becoming more involved in your church, temple, mosque, etc., or reading and pondering spiritually themed books.

NATURAL      ENJOY      VALUE      GUILTY      SITUATION

**12. Taking Care of Your Body:** engaging in physical activity, meditating, smiling and laughing.

NATURAL      ENJOY      VALUE      GUILTY      SITUATION

How to calculate your fit score and determine your set of best fitting activities:

Step one: For each of the 12 activities, subtract the average of the GUILTY and SITUATION rating from the average of the NATURAL, ENJOY, VALUE ratings. In other words, for each of the 12 activities:

$$\text{FIT SCORE} = (\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 - (\text{GUILTY} + \text{SITUATION})/2$$

STEP TWO: Write down the four activities with the HIGHEST FIT SCORES.

1 Savoring

2 Expressing Gratitude

3 Cultivating Optimism

4 Taking Care of the body/meditating

## Person-Activity Fit Suggestions

Below are some suggested activities for each strategy. Do practice at least one strategy weekly in each of the four categories you selected. You may also create your own.

### A) HAPPINESS PROMOTING STRATEGY: PRACTICING GRATITUDE AND POSITIVE THINKING

(Expressing Gratitude, Cultivating Optimism, Avoiding Overthinking and Social Comparison)

#### **Gratitude Activities:**

- \*Once a week write down five things for which you are thankful.
- \*Express gratitude directly to others (phone, letter, face-to-face, etc.)
- \*Compose a gratitude letter/note/card and deliver it.
- \*Express gratitude using art, photography, collage, watercolors

#### **Optimism Activities:**

- \*Best possible selves diary. Think about your ideal life one, five, or ten years from now. This exercise in a sense flexes your optimistic muscles.
- \*Goals and sub goals diary. Break long-range goals down into sub goals. For example, describe how five years from now you'll be the owner of your own business. For sub goals write about the step you'll take to reach that point. There are many steps on a path not just one.
- \*Recall times in the past when you've been successful at something to recognize the strengths and resources that you already have.
- \*Identify barrier thoughts. Another strategy to increase optimism and identifying automatic pessimistic thoughts. For example, put a penny in a jar every time you have a pessimistic thought. Then try to replace with more charitable or favorable thoughts and/or write down your barrier thoughts and consider ways to re-interpret the situation.

Ask yourself questions like:

What else could the situation/experience mean?

Can anything good come of it?

Does it present any opportunities for me?

What lessons can I learn and apply to the future?

Did I develop any strengths as a result?

#### **Avoiding Over-Thinking Activities:**

- \*Distract, distract, distract. Select an engrossing activity that hopefully makes you feel happy, curious, peaceful, or proud.
- \*Stop! Or no! Use your intellectual powers to think about something else.
- \*Set aside 30 minutes a day to do nothing but ruminate.
- \*Talk to a sympathetic and trusted person about your thoughts and troubles. Choose your confidant carefully do not abuse the opportunity.
- \*Write. Writing about your ruminations can help you organize, make sense of them, and observe patterns that you haven't perceived before. It's also a great way to unburden yourself of your negative thoughts.
- \*Make a list of places times people that appear to trigger your overthinking. If it all possible, avoid those situations or modify them. Just like smokers do when they're trying to quit smoking.
- \*Strengthen your identity. Begin with active steps like learning something new such as cooking, or dog training. Don't take on anything too grand.
- \*Meditate. People who meditate habitually claim that they find themselves feeling less burden, worry, and

distress for the rest of the day.

\*Don't sweat the small stuff. Ask yourself will this matter in a year? Will it matter on your deathbed?

## **B) HAPPINESS PROMOTING STRATEGY: INVESTING IN SOCIAL CONNECTIONS**

(Practicing Acts of Kindness & Nurturing Social Relationships)

### **Acts of Kindness Activities:**

\*If you're short on money give the gift time

\*Surprise someone

\*Work to develop compassion, that is, the willingness and ability to sympathize with others. Do someone else's dishes, be kind to telemarketers, surprise someone with a home cooked meal, a gift, a letter, a phone call, a kind word, etc.

\*At least once a week do a kind deed. Tell no one, expect nothing in return.

### **Nurturing Social Relationships Activities:**

\*Make time

\*Express admiration, appreciation, and affection

\*Write a list of attributes you like about your friend, partner, etc. and give it to them.

\*Delight in your friend's good fortune.

\*Defuse arguments with friendliness, humor, and affection

\*Communicate, self-disclose, share feelings

\*Be supportive and loyal

\*Hug

## **C) HAPPINESS PROMOTING STRATEGY: MANAGING STRESS, HARDSHIP, AND TRAUMA**

(Developing Strategies for Coping & Learning to Forgive)

### **Coping Activities:**

There are two types of coping

1) Problem-focused - Solve the problem.

2) Emotion-focused – We can't always solve the problem. Sometimes, the best we can do is manage our emotional reaction to the event.

\*Distraction

\*Physical exercise

\*Pleasant activities

\*Seeking emotional support from others

\*Taking a breather from sadness anxiety or distress

\*Positively re-interpreting the situation

\*Turning to religion/spirituality

\*Acceptance

\*Construing or finding the benefits/finding the silver lining

\*To challenge automatic negative thoughts, take on the role of a detective and hunt for evidence that might just confirm your initial hunches. Ask yourself:

What specific evidence do I have for this belief?

What alternative explanation might there be?

If I believe it's true, what are the implications?  
What is the best possible thing that could happen and what is the likelihood of that?  
What do I honestly think is the most likely outcome?  
Is this belief useful to me? What do I get out of having it?  
Finally, what do I plan to do to address the problem.

**Forgiveness Activities:** Forgiving is something to do for yourself

- \*Appreciate being forgiven. Recall and write down a time when you harmed another and were forgiven. Did the experience teach you anything?
- \*Seek forgiveness for yourself. Whether for a past or present wrong, write a letter of apology. Recognize and accept that sometimes you are the transgressor.
- \*Imagine forgiveness - Identify someone you blame for mistreating or offending you. Engage in an imagination exercise during which you imagine empathizing with the offender and granting them forgiveness. Empathy involves seeing the situation through the offender's POV, seeing them as a whole person as opposed to defining them solely by the offending behavior.
- \*Write a letter of forgiveness. You don't have to send it. Sometimes it is appropriate and healthy and happiness promoting to send the letter, sometimes it isn't.
- \*Simply be kind to the person you have privately forgiven.
- \*Learn about other people who have successfully forgiven. (Mahatma Gandhi, Nelson Mandela, Bishop Desmond Tutu, MLK, Mother Theresa).
- \*Ruminate Less. Dwelling on how bad you're feeling makes you unhappy, anxious, pessimistic, and insecure. It's also a considerable barrier to forgiveness.
- \*Make contact

**D) HAPPINESS PROMOTING STRATEGY: LIVING IN THE PRESENT**

(Increasing Flow Experiences & Savoring Life's Joys)

**Increasing Flow Experiences**

- \*Control attention. What you notice and what you pay attention to is your experience; it is your life. There's only so much attention to go around, what you invested it in is critical.
- \*Adopt new values. Happy people have the capacity to enjoy their lives even when their material conditions are lacking.
- \*Be open to new and different experiences, learn until the day you die. Try to imitate the rapt concentration of a small child learning wonderful, new things every day.
- \*Learn what flows - what works for you and doesn't
- \*Transform your routine tasks. Even seemingly boring and tedious activities like waiting for a bus or listening to a lecture can be transformed into something more meaningful and stimulating. Solve puzzles in your head, draw cartoon characters, tap melodies to favorite songs.
- \*Create micro-flow experiences.
- \*Flow in conversations – Focus your attention on the other person. Don't be quick to respond, give them space to expand on their thoughts, prompt with brief follow-up questions. Give yourself a goal of learning more about the speaker.
- \*Smart Leisure. Yes, we need to unwind but do we really need to spend the whole night on the couch in front of the TV or playing video games? At some point we're not vegging we're vegetating.
- \*Smart Work people tend to see their work in one of three ways, as a job, as a career, or as a calling. Jobs tend to be perceived as a necessary evil. Careers create rewards and bring a higher social status, power

and self-esteem. It's essentially a job with advancement opportunities. A calling tends to be fulfilling and socially useful. You work not for financial reward or advancement but because you want to and it's inseparable from the rest of your life.

\*Strive for Super Flow. You're not only completely absorbed and unselfconscious but absolutely transcendent. You feel happier and more creative more amiable you have more vigor and self-confidence.

\*Caveat can become addictive. If you're ignoring the needs of others or your responsibilities that might be a warning signal.

### **Savoring Activities:**

You can think of savoring as having a past, present, and future component.

**Past** - Reminiscing about the good all days.

**Present** – Wholly living in, being mindful of, and relishing the present moment.

**Future** – Anticipating and fantasizing about upcoming positive events. This is an element of optimistic thinking.

Difference between savoring and flow. Flow involves total immersion; savoring involves stepping outside the experience somewhat to experience it more fully.

\*Relish ordinary experiences - linger, bask, luxuriate. Smells, sights, sounds, ordinary activities like eating, bathing, walking, visiting. Focus on fully enjoying what you are doing,

\*Use guided imagery to vividly re-create the details of a pleasant memory in your mind.

\*Make a list of happy memories and personal mementos such as photographs, gifts, and souvenirs and then engage in positive reminiscing twice daily for a week.

\*Replay happy days. Replay your happiest life events. Don't analyze, just revel in it.

\*Celebrate good news

\*Be open to beauty and excellence

\*Be mindful/present

\*Take Pleasure in the Senses

## **E) HAPPINESS PROMOTING STRATEGY: COMMITTING TO YOUR GOALS**

### **Pursue goals that are:**

\*Intrinsic vs Extrinsic (come from within rather than without). You find them meaningful and satisfying.

\*Authentic – you value, enjoy, and truly own them.

\*Approach vs Avoidant – approaching something – an adventure, improving your health, re-designing your room, vs. avoiding something – conflict, guilt, negative self-images.

\*Harmonious – goals should compliment, feed, and inform each other. Goals should work together harmoniously.

\*Flexible – the right tasks at the right time. Goals often change from 20 to 40 to 60.

\*Pick one or more significant goals that are meaningful to you and dedicate time, effort, and passion to pursuing it/them.

## **F) HAPPINESS PROMOTING STRATEGY: TAKING CARE OF YOUR BODY AND YOUR SOUL**

(Practicing religion and spirituality, taking care of your body/meditation, taking care of your body/physical activity)

### **Taking Care of the Body & Soul: Practicing Religion and Spirituality**

- \*Join or recommit to a temple, church, a mosque, a spiritual program, a Bible study group, etc. Set a goal of attending once a week or even daily.
- \*Spend 15 minutes every day reading a spiritually themed or religious book
- \*Flip through a volume of affirmations
- \*Listen to a spiritual radio program
- \*Watch a religious show
- \*Volunteer for a faith-based charity
- \*Learn about other religions by doing research or by talking to friends and acquaintances about their faith.
- \*Not only will you be enlightened and perhaps start something new but you may end up building and strengthening friendships.
- \*Dedicate time each day from five minutes to an hour to prayer.
- \*Choose to pray spontaneously throughout the day and/or in specific situations (for example when you feel depressed or tense or judgmental).
- \*Say a prayer of gratitude upon waking up, before bedtime, or prior to each meal.

### **Taking Care of Your Body & Soul (meditation)**

At the core of all religions is an explicit contemplative spirituality. In Buddhism this is achieved through meditation.

You can focus attention in many different ways for example:

Concentrative Meditation: Non-analytically and non-emotionally focusing all your attention on a specific thing (a flame, your breath, a sound, a single word, etc.).

Mindfulness Meditation: Focus non-judgmentally on all thoughts, sights, and sounds without rumination.

Contemplative Meditation: Opening yourself up to contemplate the big questions of life to receive insight.

Meditation is a very personal experience and may be performed in many different ways.

Experts have put together several crucial elements to aim for during his practice:

- \*Be Nonjudgmental: Observe the present moment impartially, without attachment, without evaluation.
- \*Be Non-Striving: This encourages you to not be too focused on achieving as opposed to progressing towards your goals.
- \*Be Patient: Don't rush or force things, allow them to unfold in their own good time.
- \*Be Trusting: Trust yourself and trust that things will work out.
- \*Be Open: Pay attention to every little thing: as though you were seeing it for the first time.
- \*Let Go: Set yourself free of ruminations. This is called non-attachment.

### **Taking Care of the Body & Soul (Physical Activity)**

- \*Start slow in the 60 to 65% range of your maximum heart rate.
- \*Decide ahead of time on specific dates, starting times, and duration of the exercise.
- \*Choose a time when you feel most energetic.
- \*Recommendation: 30 minutes of moderate physical activity most days of the week. But better to exercise for 10 minutes than not at all.
- \*If you already exercise up the ante.
- \*An exercise routine is like a diet it's OK to break it but don't let guilt and shame overwhelm you so that you give up.
- \*Pick something you enjoy.

## Sustainability

It's relatively easy to become happier for a short time, the challenge lies in sustaining the new level of happiness. You know this intimately if you tried to turn your life around before. Long-term increases in your level of happiness can be attained by implementing the five hows of sustainability.

- 1) Positive Emotion
- 2) Optimal Timing and Variety
- 3) Social Support
- 4) Motivation, Effort, and Commitment
- 5) Habit

### The First How: Positive Emotion

One of the primary ways to create happiness is by creating happy moments.

Happy people experience positive states more frequently than then they're less happy peers.

Each of the happiness activities has the ability to generate a cascade of positive experiences.

The source matters. When happiness comes from within (as opposed to guilty pleasure) it is more powerful because you earned it. When the source of positive emotions is yourself it is renewable.

### The Second How: Optimal Timing and Variety

Consider strategies, frequency, duration, and strive to time them in ways that deliver the greatest satisfaction, serenity, or joy. This helps keep the activity fresh, meaningful and positive.

Mix it up. One day live an extra-large tip for that weary waiter, another day visit a grieving friend, the following week do the dishes when it's not your turn, etc. **Through variety we ensure we don't experience hedonic adaptation.** Regard building happiness as an adventure full of enterprise, developments, and detours. Work on several happiness activities at once so if one is not going well you can enjoy another.

### The Third How: Social Support

Having a buddy and/or the validation of people close to you is an enormous benefit. Social support partners can offer informational support (advice/insights, tangible support (like a ride to the gym) and emotional support (words of solace and inspiration). Social support is invaluable and helping people cope with life's challenges and misfortunes.

### The Fourth How: Motivation, Effort & Commitment

When it comes to achieving greater happiness, the steps you need to take are not altogether different from those required to learn French, change careers, or any other goal you may pursue.

*Resolve to do it*

*Learn what you need to do*

*Put in the weekly and daily effort*

*Commit to the goal possibly for the rest of your life*

*Renew your commitment every day*

### The Fifth How: Habit

The effort is greatest at the beginning and diminishes with time as your new behaviors and practices become habitual through repetition.



## EXPLANATION OF RESEARCH

**Title of Project:** *Thrive: The How of Happiness* (STUDY00002686)

**Principal Investigator:** Sybil St. Claire

You are being invited to take part in a research study. Whether you take part is up to you.

The purpose of this research is to examine the efficacy of the curriculum and to extrapolate best practices, based on student experience, for future use.

You will be asked to complete a **pre and post survey** as well as class assignments. You will be asked to participate in the making of a video focused on the process and product. The process being the use of Theatre for Social Change techniques to explore and teach how we thrive. The product being the educational impact of this methodology. You will be asked to share your honest responses to the work, it's impact, and suggestions for improvement.

Participation will extend to time spent in class and on class assignments. You will be audio and video recorded during this study. If you do not want to be recorded, you are still able to be in the study. Discuss this with me (the Instructor/Researcher). If you are recorded, the recording will be kept in a locked, safe place on my password protected computer and on the videographer's locked and password protected computer. Recordings and assignments will be kept indefinitely in webcourses and may be used to create video exploring the course's methodologies and the impact of those methodologies. Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment, or your relationship with the individuals who may have an interest in this study.

Your name and major will be recorded as will other identifiable information such as your image and voice. I will have access to your identifying information as well as the videographer who will create and edit video recordings with your consent. Assignments, interviews, testimonials, and video footage will be kept in Canvas and on my locked and password protected computer. Video footage will also be stored on the locked and password protected computer of the videographer. The information will be retained indefinitely.

You must be 18 years of age or older to take part in this research study.

### **Study contact for questions about the study or to report a problem:**

If you have questions, concerns, or complaints contact Sybil St. Claire, MFA Associate Lecturer, School of Performing Arts, Department of Theatre at 407-823-2862 or 407-267-6815 or by email at [sybil.stclaire@ucf.edu](mailto:sybil.stclaire@ucf.edu).

**IRB contact about your rights in this study or to report a complaint:** If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email [irb@ucf.edu](mailto:irb@ucf.edu).

## Appendix A

Though you are encouraged to search for your own sources, below are some articles that may prove helpful for your Article Share/Book/TED Talk assignment (and beyond).

### Articles

Armenta, C. N., Fritz, M., & Lyubomirsky, S. (2017). *Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change*. *Emotion Review*, 9, 183-190.

Batson, C. D., Ahmad, N., & Lishner, D. A. (2009). *Empathy and altruism*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (2<sup>nd</sup> ed.; only pp. 417-419 are required). New York: Oxford University Press.

Chancellor, J., Margolis, S. M., Bao, K. J., & Lyubomirsky, S. (2018). *Everyday prosociality in the workplace: The benefits of giving, getting, and glimpsing*. *Emotion*, 18, 507-517.

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, 1045-1062.

Fritz, M. M., & Lyubomirsky, S. (2018). *Whither happiness? When, how, and why might positive activities undermine well-being*. In J. P. Forgas & R. F. Baumeister (Eds.), *The social psychology of living well* (pp. 101-115). New York: Psychology Press.

Fritz, M. M., Armenta, C. N., Walsh, L. C., & Lyubomirsky, S. (2019). *Gratitude facilitates healthy eating behavior in adolescents and young adults*. *Journal of Experimental Social Psychology*, 81, 4-14.

Layous, K., Sweeny, K., Armenta, C. N., Na, S., Choi, I., & Lyubomirsky, S. (2017). *The proximal experience of gratitude*. *PLOS ONE*, 12(7), e0179123.

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). *Pursuing happiness: The architecture of sustainable change*. *Review of General Psychology*, 9, 111-131.

Lyubomirsky, S. (2013). *The Myths of Happiness*. New York: Penguin Press. Chapter 2 ("I can't be happy when...My relationship has fallen apart"; pp. 67-71)

McMahon, D. M. (2008). *The pursuit of happiness in history*. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 80-93). New York: Guilford Press. Diener, E. (2013).

Nelson-Coffey, S. K., Fritz, M. M., Lyubomirsky, S., & Cole, S. W. (2017). *Kindness in the blood: The gene regulatory impact of prosocial behavior*. *Psychoneuroendocrinology*, 81, 8-13.

Taylor, C. T., Lyubomirsky, S., & Stein, M. B. (2017). *Upregulating the positive affect system in anxiety and depression: Outcomes of a positive activity intervention*. *Anxiety and Depression*, 34, 267-280.

Walsh, L. C., Boehm, J. K., & Lyubomirsky, S. (2018). *Does happiness promote career success? Revisiting the evidence*. *Journal of Career Assessment*, 26, 199-219.

### Books

Abrahams, Douglas, Lama, Dalai, Tutu, Desmond. *The Book of Joy: Lasting Happiness in a Changing World*. Avery, 2016.

Achor, Sean. *The Happiness Advantage: How a Positive Brain Fuels Success in Work and Life*. Currency, 2018.

Brown, Brene. *Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Avery, 2015.

Hanson, Rick. *Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence*. Harmony, 2017.

Huffington, Arianna. Thrive: The Third Metric to Redefining Success and Creating a Life of Well-Being, Wisdom, and Wonder. Harmony, 2015.

Lama, Dalai. The Art of Happiness. Riverhead Books, 2009.

Lerner, Dan and Schlechter, Alan. U Thrive: How to Succeed in College and in Life. Little Brown Spark, 2017.

Lyubomirsky, S. The How of Happiness. Penguin Books. December 30, 2008

Marks, Lawrence, Hetzel, Roderick, Wade, John. Positive Psychology on the College Campus. Oxford University Press, 2015

Nhat Hanh, Thich Happiness: Essential Mindfulness Practices. Parallax, 2005.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible. Jossey-Bass, 2011

Seligman, Martin. Flourish: A Visionary New Understanding of Happiness and Well-Being. Atria, 2012.

Seligman, Martin. The Hope Circuit: A Psychologist Journey from Helplessness to Optimism. Vintage, 2006.

Seligman, Martin, Learned Optimism: How to Change Your Mind and Your Life. Vintage, 2006.

## **TED Talks**

Brown, Brene. (2010) *The Power of Vulnerability*.

[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en)

Gilbert, Dan. (2004) *The Surprising Science of Happiness*.

[https://www.ted.com/talks/dan\\_gilbert\\_the\\_surprising\\_science\\_of\\_happiness](https://www.ted.com/talks/dan_gilbert_the_surprising_science_of_happiness)

Waldinger, Robert. (2015). *Lessons From the Longest Study on Happiness*

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness?language=en](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en)

Killingsworth, Matt. (2011). *Want to be Happier? Stay in the Moment*

[https://www.ted.com/talks/matt\\_killingsworth\\_want\\_to\\_be\\_happier\\_stay\\_in\\_the\\_moment?language=en](https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment?language=en)

Csikszentmihalyi, Mihaly. (2004). *Flow, The Secret to Happiness*.

[https://www.ted.com/talks/mihaly\\_csikszentmihalyi\\_flow\\_the\\_secret\\_to\\_happiness](https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness)

Seligman, Martin. (2004). *The New Era of Positive Psychology*.

[https://www.ted.com/talks/martin\\_seligman\\_the\\_new\\_era\\_of\\_positive\\_psychology#t-1627](https://www.ted.com/talks/martin_seligman_the_new_era_of_positive_psychology#t-1627)

Esfahani Smith, Emily. (2017). *There's More to Life Than Being Happy*.

[https://www.ted.com/talks/emily\\_esfahani\\_smith\\_there\\_s\\_more\\_to\\_life\\_than\\_being\\_happy](https://www.ted.com/talks/emily_esfahani_smith_there_s_more_to_life_than_being_happy)

Etcoff, Nancy. (2004). *Happiness and Its Surprises*.

[https://www.ted.com/talks/nancy\\_etcoff\\_happiness\\_and\\_its\\_surprises#t-4971](https://www.ted.com/talks/nancy_etcoff_happiness_and_its_surprises#t-4971)

Cabrera, Beth. (2017). *How to Build Your Well-Being to Thrive*. <https://www.youtube.com/watch?v=04yBH7q1Zc8>

## UCF Covid-19 Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that you will be held accountable, especially in terms of class attendance, participation, and contributions.

### **Masks and Vaccinations:**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

### **Exposure**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

## DUE DATES

All submissions due by 11:59 PM

Thursday, August 26	Bring sentimental object to class
Friday, August 27	Student Engagement for Financial Aid Assignment ( <i>Introduction Vlog</i> )
Thursday, September 2	Activity-Fit Diagnostic and begin weekly implementation of your four activities  <i>Pre-Survey</i>
Thursday, September 9	<i>Ted Talk Topic Selection</i>
Thursday, September 16	Begin Happiness Interviews Assignments
Tuesday, September 21	Happiness Promoting Strategies Topic Selection
Tuesday, September 28 – Tuesday, October 5	<i>Book, Article TED Talks</i> <i>Peer Evaluations</i>
Thursday, October 14	Participation Narrative & Rubric #1 Self-Reflection Paper/Vlog #1
Thursday, October 21 – Thursday, October 28	Happiness Strategy Shares Peer Evals
Thursday, November 4 – Thursday, November 18	Interview Shares
Thursday, December 2	Participation Narrative & Rubric #2 Self-Reflection Paper/Vlog #2 Post Survey
Thursday, December 9 (FINAL)	Happiness Portfolio and Sustainability Plan 10:00 AM – 12:50 PM