

Sustainable Happiness

EDUC 4104

Sustainable happiness is happiness that contributes to individual, community, or global well-being and does not exploit other people, the environment, or future generations. (O'Brien, 2010).

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Department Mission and Core Focus

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well.

Acknowledgement:

Even though this is an online course, it is being offered through Cape Breton University which we acknowledge is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list--territorial-acknowledgement-by-province.pdf?sfvrsn=12>).

Course Description

This course will consider happiness and well-being from the perspectives of psychology, interpersonal relationships, community, and the natural environment by familiarizing students with the research emerging in those areas. Students will also explore the impact that individual and national pursuits of happiness have on the well-being of people around the world and the natural environment. Opportunities for engaging in sustainable happiness will be addressed. The role of formal, non-formal, and informal education in shaping one's view of happiness will be discussed.

For those of you who have signed up for this course who are not currently in our Bachelor of Education program, please note that this course has an education focus, with readings and assignments that are pertinent to education.

Course Readings

These readings are available in the course module.

Boniwell, I., & Ryan, L. (2012). *Personal well-being lessons for secondary schools*. New York: McGraw Hill.

Carney, P. (2015). *Well aware: Developing resilient, active, and flourishing students*. Don Mills (Canada): Pearson.

Deer, F., & Falkenberg, T. (Editors). (2017). *Indigenous perspectives on education for well-being in Canada*. Winnipeg: Education for Sustainable Well-Being Press.

Government of Nova Scotia (2012). *Keeping pace: Physical activity and healthy eating among children and youth*.

Happiness Research Institute (2015). *Sustainable happiness*. Why waste prevention may lead to an increase in quality of life. <http://www.happinessresearchinstitute.com/>

Helliwell, J., Layard, R., & Sach, J. (Eds) (2012). *World happiness report*.

Krebs, D., & Zvi, G. (2016). Introducing genius our to your class. *The genius hour guidebook: Fostering passion, wonder, and inquiry in the classroom*. New York: Routledge.

Lyubomirsky, S. (2007). Practicing gratitude and positive thinking. In *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin Press.

MacConville, R. (2008). *Teaching happiness: A ten-step curriculum for creating positive classrooms*. London: Optimus Education.

Morrison, W., & Peterson, P. (2013). *Schools as a setting for promoting positive mental health: Better practices and perspectives, 2nd edition*. http://www.jcsh-cces.ca/upload/JCSH%20Best%20Practice_Eng_Jan21.pdf.

- O'Brien, C. (2010a). *Sustainable happiness and health – Teacher's Guide*. Available at: <http://sustainablehappiness.ca/teachers/>
- O'Brien, C. (2016). Sustainable happiness and education. *Education for Sustainable happiness and well-being*. New York: Taylor & Francis/Routledge.
- O'Brien, C. (2016). Well-being for all, sustainably, *Education for Sustainable happiness and wellbeing*. New York: Taylor & Francis/Routledge. (chapter one)
- O'Brien, C., & Howard, P. (2016). The Living school: The emergence of a transformative sustainability education paradigm, *Journal of Education for Sustainable Development*, 10(1) 115-130.
- O'Grady, P. (2013). *Positive psychology in the elementary school classroom*. New York: Norton and Company.
- ParticipACTION. (2016). Are Canadian kids too tired to move? Toronto: ParticipACTION; 2015.
- Public Health Agency of Canada. (2010). *The health of Canada's young people*. Ottawa: Canada/
- Seligman, M. (2002). Can you make yourself lastingly happier? *Authentic happiness*. Toronto: Free Press, pp. 45-61.
- Senge, P. (2012). Creating the schools of the future: Education for a sustainable society. *Solutions*, May-June, 3(3). <http://www.thesolutionsjournal.com/node/1116>
- Wettrick, D. (2014). There is no plan. In *Pure genius: Building a culture of innovation and taking 20% time to the next level*. San Diego: Dave Burgess Consulting

Supplementary Resources

Your Personal Inquiry project will draw upon resources in the supplementary reading (available in Moodle and the online articles listed below) **and** at least one of the web sites listed below. If you would prefer to search for an article and website that are not listed here, please discuss this with me.

Online Articles and Books

There are articles posted as Supplementary Reading on our course site. Additionally, the following articles are available online.

Green, S. Positive education: Creating flourishing staff and schools.
<http://www.psychology.org.au/publications/inpsych/2011/april/green/>

Henrickson, J., & Doering, A. (2013). Teaching sustainability through adventure. *Journal of Sustainability Education*. http://www.jsedimensions.org/wordpress/content/teaching-sustainability-through-adventure_2013_06/.

Medrick, R. (2013). A pedagogy for sustainability education. *Journal of Sustainability Education*. http://www.jsedimensions.org/wordpress/content/a-pedagogy-for-sustainability-education_2013_06/.

Education for Sustainable Well-Being. <http://www.eswb-press.org/>

Seligman, M. Positive education.
<http://www.authentichappiness.sas.upenn.edu/newsletter.aspx?id=1551>.

Web Sites

Green Schools - <http://seedsfoundation.ca//index.asp?pid=9>

Joint Consortium on School Health - <http://www.jcsh-cces.ca/>

Learning for a Sustainable Future - <http://www.lsf-lst.ca/>

Free the Children - <http://www.freethechildren.com/getinvolved/educator/>

Children and Nature Network - <http://www.childrenandnature.org/movement/naturalteachers/>

Learning Gardens - <https://thekitchencommunity.org/learning-gardens/>

The Barefoot College - <http://www.barefootcollege.org/default.asp>

Green School – Bali - <http://www.greenschool.org/>

Sustainable Happiness: <http://sustainablehappiness.ca/>

Action for Happiness - <http://www.actionforhappiness.org/>

Positive Psychology Center - <http://www.ppc.sas.upenn.edu/>

Living Planet Community - <http://community.wwf.ca/>

Happy Planet Index - <http://www.happyplanetindex.org/>

UPENN Positive Psychology Center: <http://www.ppc.sas.upenn.edu/teachingpp.htm>

Journey North: <http://www.learner.org/jnorth/>

Earthducation: <http://lt.umn.edu/earthducation/>

Date and Themes	Assigned Reading, Assignments and Activities
<p>Sept 11</p> <p>Introduction to sustainable happiness, positive psychology and happiness studies</p>	<p>Readings this week (respond to questions in Sept 18th forum):</p> <ol style="list-style-type: none"> 1. "Well-being for all, sustainably" by O'Brien (chapter 2 of <i>Education for Sustainable Happiness and Well-Being</i>) 2. "Can you make yourself lastingly happier?" by Seligman <p>ASSIGNMENT: Interview the happiest person you know and submit one-page summary by September 25</p>
<p>Sept 18</p> <p>Well-being Genuine Wealth</p>	<p>Readings this week (respond to questions in Sept. 25th forum):</p> <ol style="list-style-type: none"> 1. "Teaching Happiness" (MacConville) 2. Positive psychology in the elementary school classroom (O'Grady) <p style="text-align: center;">OR</p> <p><i>Personal well-being lessons for secondary schools</i> (Boniwell and Ryan)</p> <p>ASSIGNMENT: Complete "Sustainable Happiness Footprint Chart" and submit by October 2</p>
<p>Sept 25</p> <p>Sustainability, Happiness and Well-Being</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. "World Happiness Report" Helliwell et al (pages 3-7) 2. "Sustainable happiness and education" by O'Brien (chapter 3) <p>ASSIGNMENT: Genuine wealth activity (due October 9)</p>

Date and Themes	Assigned Reading, Assignments and Activities
<p>October 2 New Pedagogies</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Read the excerpt on New Pedagoies from the chapter in my book, <i>Education for Sustainable Happiness and Well-Being</i>. 2. Read one of the following chapters (or both if you like!) <p>Krebs, D. & Zvi, G. (2016). Introducing genius hour to your class. <i>The genius hour guidebook: Fostering passion, wonder, and inquiry in the classroom</i>. New York: Routledge.</p> <p>OR</p> <p>Wettrick, D. (2014). There is no plan. In <i>Pure genius: Building a culture of innovation and taking 20% time to the next level</i>. San Diego: Dave Burgess Consulting.</p> <p>AND</p> <p>Choose a reading and a web site from the supplementary resources list. Use these as the basis for your own inquiry into a question that interests you about sustainable happiness, positive psychology or sustainability education. (This is the Genius Hour Mini project). Determine how you want to share your learning with the class. Eg. You may wish to do a presentation, create a short video, create a resource, etc. Your project is due by October 23)</p> <hr/> <p>Optional (if you want to learn more about new pedagogies)</p> <p><i>A Rich Seam: How New Pedagogies Find Deep Learning.</i> http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf</p> <hr/> <p>ASSIGNMENT: Shifting consumption activity (due October 16)</p>

Date and Themes	Assigned Reading, Assignments and Activities
<p>October 9 Nature, Interconnection & Other Ways of Knowing</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Excerpt from Chapter 8 - Nature and Outdoor Learning (O'Brien) 2. Nurturing Interconnectedness by Williams and Brown. 3. At least one chapter of your choice in: Deer, F., & Falkenberg, T. (Editors). (2017). <i>Indigenous perspectives on education for well-being in Canada</i>. Winnipeg: Education for Sustainable Well-Being Press. 4. Watch <u>one</u> of the following videos (or both of them if you like!) The hidden beauty of pollination - Louie Schwartzberg Two Eyed Seeing <p>ASSIGNMENT: Continue working on your Genius Hour mini project (due October 23)</p>
<p>October 16 Personal Inquiry – Genius Hour mini project</p>	<p>ASSIGNMENT: Continue working on your Genius Hour project</p> <p>Begin development of your Sustainable Happiness Project Plan and submit by October 30 (feel free to discuss this with me by skype, or through email)</p>
<p>October 23 Health Promoting Schools Sustainable Happiness Project Preparation</p>	<p>Share your Genius Hour mini project with the class today</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Health Promoting Schools (O'Brien) 2. ParticipACTION. <i>Are Canadian kids too tired to move?</i> 3. Keeping Pace 4. Sustainable Happiness and Health Education – Teacher's Guide" by O'Brien (just browse through it to help with ideas for your final lesson plan) Available at: http://sustainablehappiness.ca/teachers/
<p>October 30 Positive Mental Health Work independently on your Sustainable Happiness Project</p>	<p>Reading: 1. <i>The health of Canada's young people</i></p> <p>ASSIGNMENT: Continue work on your sustainable happiness project. One-page summary due November 27.</p>
<p>November 6 Gratitude Work independently Sustainable Happiness Project</p>	<p>Reading: 1) "Practicing gratitude and positive thinking" by Lyubomirsky</p> <p>ASSIGNMENT: Gratitude Activity. Due November 13 Continue to work on your sustainable happiness project.</p>

Date and Themes	Assigned Reading, Assignments and Activities
<p>November 13 Living Campus and Living Schools</p>	<p>Readings: 1. Well Aware” (Carney) 2. Living school: The emergence of a transformative sustainability education paradigm (O’Brien & Howard) 3. Living School Attributes: http://sustainablehappiness.ca/sh-extra/attributes-of-a-living-school/</p> <p>ASSIGNMENT: Gratitude Activity. Due November 20</p>
<p>November 20 Work independently Sustainable Happiness Project</p>	<p>ASSIGNMENT: Continue to work on your sustainable happiness project.</p>
<p>November 27 Share sustainable happiness projects</p>	<p>Share sustainable happiness projects</p> <p>ASSIGNMENT: Lesson plan related to health education outcomes due Dec. 4</p>
<p>December 4</p>	<p>Wrapping up and Key Lessons Learned</p>

Evaluation and Assignments

Participation – 30%

Your active participation in the class discussions is essential. Each week you will complete assigned readings and I will post discussion questions. In addition to your own response to these questions, I would like you to respond to at least **THREE** other posts that your classmates have made. Please note that three is the minimum level of participation. I recommend that you provide meaningful contributions to more than three classmates each week. You will find a participation rubric in the Course Menu in a section called “Rubrics.”

Weekly Assignments – 40%

As you can see, this is a large proportion of your mark. Most weeks, there will be a short activity assignment to give you some practice with the concepts that we are exploring. For example, your first activity involves an interview. You will interview someone whom you believe is a “very happy” person. I’ll provide you with some questions to ask as you gather their story. You will then submit a one-page summary of their story and any insights that you gained from hearing it.

Sustainable Happiness Project – 20% Completion by November 27 (Project plan to be approved by Catherine by October 30th)

This 4-week project is an opportunity for you to put your learning into practice. Once we are further into the course, it will make more sense to you what this assignment may involve. You will be developing a plan that enhances sustainable happiness for you, someone else (or many people) and/or the natural environment. Then you will implement your plan and report on the results. This project is an example of Project-Based Learning. See the rubric in the Rubrics folder in Moodle. This assignment will be co-assessed.

Lesson Plan – 10% (by December 4)

You will develop one lesson plan that could be used to promote sustainable happiness. It will be linked to the Nova Scotia health education outcomes for P-9. You may select the grade level that interests you. The rubric is in the Rubrics folder in Moodle. This will be self-assessed.

Description of Weekly Assignments – 40%

1) Interview the Happiest Person You Know (7 points) (Due Sep. 25)

Think about the people in your life and consider who is the happiest person you know. That doesn’t necessarily mean the most jovial, effervescent person. It may be someone who is quietly happy, someone who is content with their life, someone who is enormously generous, someone who spreads joy. The person you interview could be any age! Submit a one-page summary.

Here are some questions you may wish to pose:

- a) My impression of you is that you are a very happy person. Please tell me what contributes most to your happiness?
- b) What lessons have you learned from overcoming obstacles in your life?
- c) Do you have any advice to share about living a happy life?

Post your response in the Assignment section for September 25th.

- 2) Sustainable Happiness Footprint Chart** – See chart posted in online course module. This is an opportunity for you to identify options for choosing sustainable happiness on a daily basis. **(7 points) (October 2)**

Post your response in the Assignment section for October 2nd.

- 3) Genuine Wealth (5 points) (Due October 9)**

1. List at least 10 ways in which you are “genuinely” wealthy.
2. Select three items from your list in #1 and answer these questions:
 - a) Do you tend to take these for granted?
 - b) Do you express appreciation for this wealth (to yourself, to others, through creative expression, through prayer, or other means)? If so, describe how you do this.
 - c) How does your life sustain this genuine wealth? Is there more you could do to sustain it? If so, how?
 - d) Is this the kind of wealth that you may want to increase? If so, how might you go about doing that?
3. How do you contribute to genuine wealth collectively? For example, consider how you contribute to genuine wealth where you work, go to school, in your community, household, country, or globally.
4. Consider what more you might do to contribute to genuine wealth collectively – i.e. in one of the areas mentioned in #3. Consider how you might do this as a teacher.

Post your response in the Assignment section for October 9th.

4) Shifting Consumption (6 points) (Due October 16th)

This week, choose **ONE** of the following:

- a) Make one day a “Buy Nothing” Day (<http://www.adbusters.org/campaigns/bnd>)
- b) Experiment with having a vegetarian or vegan diet for a week. (You can find out more about the link between meat production and climate change here: <http://www.davidsuzuki.org/what-you-can-do/food-and-our-planet/food-and-climate-change/>)
- c) Take a “Techno Fast” and turn off your electronic devices for awhile
- d) Reduce your Water Footprint for at least one week (Review the product gallery section of the Water Footprint site (<http://waterfootprint.org/en/resources/interactive-tools/product-gallery/>). Identify one product that you regularly consume and one option that you have for reducing your water footprint. E.g. reducing your consumption of meat, occasionally drinking tea rather than coffee. Once you have selected the option, try it for one week).

Submit a half-page summary of the activity you selected and explain why you chose this. Include a comment on whether you could see yourself persisting with this lifestyle choice or generating another option that you feel you could live with. Post your response in the Assignment section for October 16th.

5) Genius Hour Mini Project – (10 points) (by October 23rd)

You will investigate some aspect of sustainable happiness, sustainability education or positive psychology that intrigues you. Articles and websites have been provided to make this search easily accessible. You may find it helpful to consider a question that has arisen for you as a result of the course readings or activities. E.g. How could positive psychology help with classroom management? How can adventure education make sustainability interesting to high school students? How do we teach hope and optimism about the environment given the serious environmental challenges we face?

Determine how you want to share what you have learned. For instance, you may want to create a video, write a 2-3 page paper, or create a resource or lesson plan to share with us. This assignment is self-assessed.

6) Gratitude Activity – (5 points) (due November 13th)

Happiness research consistently supports the value of expressing gratitude and appreciation. This activity will assist you to explore the benefits of gratitude. This assignment is self-assessed.

Choose **ONE** of the gratitude activities listed below.

Gratitude Letter – Write a gratitude letter to someone who has been especially kind to you and has not been properly thanked and then deliver it to him or her in person, or send it to them. Read it to them if you'd like. Submit a one-page summary of your experience.

Gratitude Journal – Count up 5 things that you are grateful for per day for 5 days. Write these up and include a one-page summary of your experience during the week. You may want to record your experience daily rather than trying to recall your experience at the end of the week. Submit a one-page summary of your experience and the activity.

Appreciation – Every day for 5 days, make a point of thanking people whom you normally take for granted. Submit a one-page summary of your experience and the activity.

Artistic Expression – Create a song or work of art that expresses appreciation. Submit the song or work of art (or a picture if it).

Post your response in the Assignment section for November 13th .

Late Assignment Policy – Assignments are expected to be on time unless you have discussed this with me. One point is taken away for each day late. It is the student's responsibility to ensure that any assignments submitted electronically, or otherwise, have been received by the instructor.

However....You can use two "Get Off the Hook" vouchers (posted in Moodle) which permits you to submit any written assignment late (no more than 2 days late) with each voucher. You may use only two vouchers during the course. Simply submit your voucher and I will keep track of this. One of the reasons I offer these vouchers is that I realize you may often have assignments due around the same time or have other personal commitments that arise unexpectedly. The vouchers give you some flexibility.

ASSIGNMENT	DUE DATE
Happiness Interview	September 25
Sustainable happiness footprint chart	October 2
Genuine Wealth Activity	October 9
Shifting Consumption Activity	October 16
Genius Hour Mini Project	October 23
Sustainable Happiness Project Plan	October 30
Gratitude Activity	November 13
Sustainable Happiness Project	November 27
Lesson Plan	December 4

STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

ACADEMIC INTEGRITY

Students are asked to review the section on 'plagiarism' found in the 'current student' section of Cape Breton University's web site. Any assignment that is found to not meet these principles of academic integrity will receive a mark of zero.

A NOTE ON WRITING QUALITY

B.Ed candidates, as post baccalaureate students, are expected to demonstrate a high standard of writing. Students who find writing difficult should consult the Writing Centre on campus for additional instruction and writing support.