Educator Guide
Digital Interactions

Digital Lesson Bundle
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**Time**
x3 60-minute class periods*
*While this digital lesson bundle is presented as three one-hour periods, the timing may be modified to meet the needs of your students.

**Overview**
This Digital Lesson Bundle, designed to follow the *This is Your Brain on Happiness Digital Lesson Bundle*, leads students in continuing to explore the Six Sustainable Happiness Skills through the lens of their digital interactions. After working in groups to review and share information about the Six Sustainable Happiness Skills, students will begin to explore the effects that social media and digital communication can have on their emotions. They will read to learn specific strategies they can employ to ensure that their technology use positively affects their happiness, and they will consider how they can implement these strategies effectively in their own lives. Students will then synthesize what they have learned as they collaborate to create a class-wide infographic that will educate their peers about the Six Sustainable Happiness Skills and illustrate how digital interactions can both strengthen and detract from each one. Every student will ultimately consider their own digital interactions, their personal happiness, and the brain science behind the Sustainable Happiness Skills as they create a goal focused on using technology in ways that will *increase* their own happiness moving forward.

**Objectives**
**Students will**
- investigate the Six Sustainable Happiness Skills and the brain science behind them
- explain how online communication affects happiness—both positively and negatively
- develop an understanding of the correlation between their online presence and their own emotions
- create a concrete goal that aims to strengthen the link between their technology use and their personal happiness

**National Standards**
**National Health Standards**
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

**ITEEA Technology Standards**
- Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.
Next Generation Science Standards

- MS-LS1-8 From Molecules to Organisms
  - Structures and Processes: LS1.D: Information Processing: Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

English Language Arts Common Core State Standards

- Reading:
  - R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Writing:
  - W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Speaking and Listening:
  - SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Materials

Day 1

- Educator Guide, one for the educator
- Handout 1: Sustainable Happiness Cards, 5 copies (cut out in advance)
- Devices with Internet access*, enough for half the class
- Handout 2: Quick Jot, one half-sheet per student
- “How Cyber Bullying Affects Your Brain” article, one copy per student or devices with Internet access so students can read the article online
- Handout 3: Capture Sheet
- Homework:
  - Handout 4: 24 Hours in My Digital World, one per student
  - Emotion Pinwheel Printout, one per student

Day 2

- Educator Guide, one for the educator
- Handout 3: Capture Sheet (one per student, from the previous class period)
- Handout 5: Self Reflection, one per student
- Enough of the following articles for 1/3 of the class or devices with Internet access so students can read the articles online:
  - Article 1: “Don't Fool Yourself; Use Technology Intentionally”
Article 2: “How to Keep Technology from Disrupting Your Happiness”
Article 3: “Before You Scroll, Try This Mindful Social Media Practice”
  Handout 6: Making Connections, one per student

Day 3
- Educator Guide, one for the educator
- Handout 3: Capture Sheet (one per student, from the previous class periods)
- Handout 7: Infographic (9 pages), one copy
- Handout 1: Sustainable Happiness Cards, 5 additional copies (cut out in advance)
- Handout 8: Reflect and Look Forward (2 pages), one per student

Educator Prep
In addition to reading through the procedure and the accompanying PowerPoint before presenting this digital lesson bundle, also take a moment to review the Educator Guide. This document provides tangible examples of connections between digital interactions and the Six Sustainable Happiness Skills. If your students need additional guidance while completing the lessons below, this guide will be helpful to have a reference.

Resources
- Discover Your Happy
- Greater Good in Action: The Practices
- LG Experience Happiness
- greatergood.berkeley.edu
- stopbullying.gov/cyberbullying/prevention
- edutopia.org/blog/smart-goal-setting-with-students-maurice-elias
- tandfonline.com/doi/full/10.1080/13825585.2016.1251549

Procedure
Day 1

Slides 1 and 2: Title Slide and Objectives
1. Introduce the lesson and discuss the objectives with students. Explain that these objectives will be accomplished over the course of the next three class sessions.

Slide 3: How do you use the Internet and social media in your everyday lives?
2. Read the question on the slide.
3. Guide your students in creating a class graffiti board* that illustrates their answers. Begin by answering the question yourself and record one way that you use the Internet, such as “Sending emails.” Then select four or five students at a time to write or sketch one way they use the Internet on your classroom white board.

*Graffiti boards are a shared writing/drawing space where all students have the opportunity to record their thoughts about a subject.
4. When every student has contributed their thoughts, review the graffiti board as a class.

5. Acknowledge that all of the different ways we communicate using the Internet and social media can affect us and our happiness in positive and negative ways.

**Slide 4: Six Sustainable Happiness Skills**

6. Review that there are Six Sustainable Happiness Skills, backed by research and brain science, that we can practice and strengthen. When we consistently incorporate these skills into our daily routine, we can better handle stress and begin to build a foundation of long-lasting happiness.

7. Point to the class graffiti board and explain that our activities online and on social media can connect to each Sustainable Happiness Skill—and therefore have the power to affect our overall happiness!

8. Encourage students to independently think about how Internet communication and social media positively affect them. For instance, people may use social media or email to keep in touch with friends and family who live far away.

9. Divide the class into six groups.* Assign each group one of the Sustainable Happiness Skills listed on the slide, and distribute the applicable card from Handout 1: Sustainable Happiness Cards to each student.

   *Students will need to regroup with these peers during the third class session, so it may be helpful to take note of the groups.

10. Read the directions on the slide aloud:

    • Summarize the Sustainable Happiness Skill.

    • Discuss:

        ◦ What is the brain science or research behind this skill?

        ◦ How do these skills connect to our:

            • in-person interactions?

                ◦ For instance: People can express gratitude by being kind and saying “thank you.”

            • digital interactions?

                ◦ For instance: People can express gratitude by posting pictures of things they are thankful for.

11. Ensure groups understand that they will responsible for reading their card*, answering the slide’s questions, and sharing a short summary of their findings with the class.

   *Note: If your students recently learned about the Sustainable Happiness Skills, the information on these cards will be sufficient to complete this activity. If your students have not yet learned about these skills and/or could use a refresher, encourage them to use a device to visit the “Learn More” website listed on their card.
Slide 5: Six Sustainable Happiness Skills
12. Bring the class back together and invite a couple of students from each group to summarize what they have learned about their Sustainable Happiness Skill.

13. Wrap up the presentations by explaining that happiness can be learned. For this reason, it’s important to constantly apply these Sustainable Happiness Skills throughout our daily lives—both online and offline.

14. Explain that when we continually use and practice these skills, we can actually rewire our brain in a positive way!

Slide 6: Quick Jot
15. Go on to explain that while our digital interactions can provide opportunities to build happiness, there are also situations in which the Internet and social media can negatively affect our happiness.

16. Distribute one Handout 2: Quick Jot to students, review the provided instructions, and give students 3–5 minutes to jot their thoughts.

Slide 7: What do you know about cyberbullying?
17. Bring the class back together and ask, “What do you know about cyberbullying?”

18. Be sure students understand that bullying is when one person is mean to another person over and over again. Therefore, cyberbullying is when this happens online. Cyberbullying can occur over any kind of digital communication, including computers, cellphones, and tablets. According to StopBullying.gov, cyberbullying may include sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can also include sharing personal or private information about someone else in order to cause embarrassment or humiliation.

19. Illustrate the prevalence of cyberbullying by sharing the following statistics from DoSomething.org:
   - About 37% of students between the ages of 12 and 17 have been bullied online.
   - 23% of students report that they have said or done something mean or cruel to another person online.
   - 60% of young people have witnessed online bullying, but most don’t do anything about it.
   - Only one in 10 teens who have been cyberbullied will tell a parent or trusted adult.

20. Encourage students to turn to a peer and share their reactions to these statistics.

Slide 8: How does cyberbullying affect your brain, your happiness, and YOU?

Note: More advanced students may also read sections of the original study, published here.
22. Explain that while there is vast research that proves the negative effects of bullying on our emotional and physical wellbeing, fewer studies focus specifically on cyberbullying. This article summarizes what is known so far.

23. Then distribute one Handout 3: Capture Sheet to each student.

24. Explain that this Capture Sheet will be used over the next several sessions as a place for students to record what they learn.

25. Bring students’ attention to the Capture Sheet’s first section (How Cyberbullying Affects Your Brain) and explain that when their reading is complete, students should use this space to record the following:
   - 3 facts they learned about cyberbullying and the brain
   - 2 facts about cyberbullying that they think their peers should know
   - 1 connection they can make between cyberbullying and happiness

Slide 9: How may cyberbullying relate to happiness?

26. Wrap up the session with a full-class discussion around the question “How may cyberbullying relate to happiness?” Encourage students to draw on their reading and their knowledge of the Six Sustainable Happiness Skills. You may also encourage students to describe and include other examples of times when digital interactions have negatively affected their happiness.

27. Take a moment to ensure students understand that if they are cyberbullied, see cyberbullying occurring, or experience other situations that make them uncomfortable online, they must tell a trusted adult so they can receive the help and support they need.


29. Review the directions provided and explain that:
   - this homework is not just focused on cyberbullying. The goal of the assignment is to track all parts of their digital communication to help them further understand the range of emotions they may feel during their digital interactions.
   - the Emotion Pinwheel printout can be used to help them identify specific feelings. For instance, rather than just saying that an interaction made them feel “bad,” this printout offers more precise descriptors such as “stressed” or “out of control.” Explain that the most basic emotions are in the center of the circle and that the two outer rings each provide more specific emotions.
   - students should begin this tracker immediately and continue it for either the next 24 hours or until the next time they have class. A completed tracker will be required for the next class session.
Day 2
Slide 10: Self Reflection
1. Begin class by asking students to take out their homework.
2. Then distribute Handout 5: Self Reflection to each student. Instruct students to read the directions and spend about 10 minutes independently reflecting on the questions provided.

Slide 11: Digital Interactions & Happiness—Read to learn more
3. Bring the class back together and instruct them to put their Handout 5: Self Reflection in a safe place so they can return to it later.
4. Then divide students into pairs. Distribute Article 1 to one-third of the pairs, Article 2 to one-third of the pairs, and Article 3 to one-third of the pairs.* Or, if students have access to devices, you may also instruct pairs to access their article online using the following links:
   - Article 1: tinyurl.com/s7qs5gq
   - Article 2: tinyurl.com/sc99kmq
   - Article 3: tinyurl.com/rknq8xx
*Students will later be forming small jigsaw groups so they can share what they learn with peers who have read different articles.
5. Explain that each article discusses the connection between our digital interactions and our personal happiness.
6. Then instruct every student to take out their Handout 3: Capture Sheet. Bring their attention to the Read to Learn More section, and explain that each pair should
   • read their article together as they look for answers to these three questions
   • support their answers with text evidence
   • be ready to discuss their responses

Slide 12: Share, Learn, and Discuss
7. Once the readings are complete, split up the pairs and form new groups of three or four students. Each group should have at least one person who has read each article.
8. Explain that students will now share what they have read and discuss how they can apply what they have learned as they move forward.
9. Read the two steps on the slide and explain the following:
   • Each student should first share the correlations their article made between social media/digital interactions and happiness.
   • Each group should then apply what their articles taught them and discuss what they can do to make sure their digital interactions positively affect their happiness. Tell students that they should add key ideas from this discussion to their Capture Sheet.
Slide 13: Form Conclusions
10. Bring the class back together for a full-class discussion.
11. Discuss:
   • What strategies can we use to make sure our technology use contributes to our happiness?
   • Which of the Six Sustainable Happiness Skills do these strategies relate to and why?

Slide 14: Make Connections
12. Conclude the session by passing out Handout 6: Making Connections to each student. Review the directions provided and give students until the end of the class to quietly reflect on which Sustainable Happiness Skill(s) they could try to improve in order to make sure their digital interactions affect their happiness as positively as possible

Day 3
Slide 15: What does happiness mean to you?
1. Begin the third session by encouraging students to take a step back and share with a partner: “What does happiness mean to me?”
2. Then click the play button to show a clip (1 minute 37 seconds to 3 minute 8 seconds) from the “Six Sustainable Happiness Skills Virtual Field Trip.” As students watch, ask them to listen for what happiness is and what happiness isn’t.
3. When the clip is complete, encourage students to share any connections they can make between what happiness is, what happiness isn’t, and their personal definition of happiness.

Slide 16: Happiness Infographic
4. Ask students to reform the groups they were in during the first session as they explored one of the Six Sustainable Happiness Skills.
5. Explain that each group will now be responsible for creating one section of a happiness infographic. This infographic will be displayed in their school to teach others how to leverage their digital interactions to increase their personal happiness.
6. Hold up the Handout 7: Happiness Infographic pages and demonstrate how the different parts will fit together to create one large infographic design.
7. Review the Happiness Infographic criteria on the slide. Explain that each group will use images and/or simple text to explain the following:
   • a brief summary of the Sustainable Happiness Skill
   • the brain science or research behind this Happiness Skill
   • how digital interactions could negatively affect this Happiness Skill
   • how digital interactions could strengthen this Happiness Skill
8. Explain that part of the challenge is figuring out how to convey the most important information creatively, clearly, and simply.

9. Distribute the applicable page of Handout 7 as well as additional copies of the Handout 1: Sustainable Happiness Cards to each group. Be sure that each group continues to focus on the same skill that they investigated during the first session.

10. Remind groups to use the Sustainable Happiness Card and the notes they have taken on their Capture Sheet as their guide.

Slide 17: Digital Interactions & Sustainable Happiness
- Reassemble the class and invite a spokesperson from each group to share the infographic they created. They should briefly explain how their graphic conveys each of the four criteria.
- As each group presents, begin to combine the handouts into the one larger infographic.
- Instruct students to continue to take notes about each Happiness Skill in the final section of their Capture Sheet.

Slide 18: Approach Happiness the S.M.A.R.T. Way
- When the infographic is complete, explain that each student will spend the rest of the class session personally reflecting on their own digital communication and thinking about how they can apply what they have learned to their lives moving forward.
- Distribute one Handout 8: Reflect and Look Forward to each student and review the handout’s elements.
- Take an extra moment to review the components of a S.M.A.R.T. goal (as described on the slide) if it is a new concept for your class.
- Challenge students to explain why goal setting is important. Ensure the class understands that goals push us to tackle challenges and hold us accountable for our actions. When our goals are specific, measurable, attainable, realistic, and timely, there is a greater chance that they will be successful.
- Encourage students to begin reflecting back and looking forward. Note: If students do not finish during this class session, they may complete this handout for homework, and you can conclude with Slide 19 at the beginning of the following class session.

Slide 19: Wrap Up
- Wrap up the session by going through each of the Six Sustainable Happiness Skills and asking students to share S.M.A.R.T. goals that they wrote for each one.
- Congratulate students for taking an important step in improving their happiness and encourage them to begin working toward their goal(s).
- If possible, share a date in the next week or two when you will check in on their progress. Remind students that happiness doesn’t occur overnight. By setting goals and working to improve their Sustainable Happiness Skills, they are making important strides toward achieving lasting happiness.
Slide 20: Optional Extension—Spread happiness!

- Depending on your school's social media guidelines, encourage students to continue thinking about this lesson's key takeaways and do their part to help spread happiness using #DiscoverYourHappy. Possible points to share via social media include:
  - facts about the science of happiness
  - how to increase your happiness through digital interactions.
  - what happiness means to you and/or what it may mean to others
**Directions:** As students’ progress through this digital lesson bundle, they will be challenged to think about how their digital use and online interactions affect the Six Sustainable Happiness Skills. Below is a list of idea starters to help you guide your students through these activities. The + ideas listed under the Happiness Skills are examples of digital activities that may improve each skill, whereas the—ideas are examples of digital activities that may negatively affect each one. Remember: This is a starting point and not an all-inclusive list!

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<thead>
<tr>
<th>Mindfulness</th>
<th>Gratitude</th>
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<tr>
<td>+ Using technology intentionally</td>
<td>+ Constant multitasking</td>
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<td>+ Journaling/blogging</td>
<td>+ Social media addiction</td>
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<tr>
<td>+ Listening to music</td>
<td>+ Binge watching</td>
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<tr>
<td>+ Paying attention to a podcast</td>
<td>+ Checking our phones constantly</td>
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<td>+ Mindfulness apps, podcasts, and videos</td>
<td>+ Sending/receiving kind messages, support, and assistance via social media, text/message, or email</td>
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<tr>
<td>+ Online meditation instruction</td>
<td>+ Online gratitude journal</td>
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<tr>
<td>+ Mindfulness apps, podcasts, and videos</td>
<td>+ Gratitude/thankfulness posts on social media</td>
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<td></td>
<td>– Social comparisons via social media leading to negative feelings such as jealousy</td>
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<td></td>
<td>– Risk of narcissism</td>
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<td>– Detrimental effects of online advertising/focus on material goods</td>
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<th>Generosity</th>
<th>Purpose</th>
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<tr>
<td>+ Internet fundraising and digital giving</td>
<td>+ Opportunities for creative expression</td>
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<td>+ Online information campaigns</td>
<td>+ Ability to gain inspiration from others</td>
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<td>+ Ability to collaborate with others for the greater good</td>
<td>+ Learning through apps, online courses, etc.</td>
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<td>+ Positive comments and support via social media, messaging, etc.</td>
<td>+ Online communities centered around specific goals/interests</td>
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<td>+ Online support groups</td>
<td>+ Ability to learn and work from anywhere</td>
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<td>+ Online volunteerism, such as virtual homework help; sharing knowledge, information, and recipes; writing reviews, etc.</td>
<td>+ Opportunities to collaborate virtually toward a specific goal</td>
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<td>– Social comparison via social media leading to negative feelings such as inadequacy</td>
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<tr>
<td></td>
<td>– Social comparison via social media leading to negative feelings such as inadequacy</td>
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<td></td>
<td>– Risk of feeling rejected/ignored online</td>
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<td></td>
<td>– “Wasting” time through mindless scrolling of social media, video viewing, etc.</td>
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<th>Positive Outlook</th>
<th>Human Connection</th>
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<tr>
<td>+ Ease of staying in touch (messaging, calls, emails, social media, etc.)</td>
<td>+ Maintaining and strengthening ties with people near and far through:</td>
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<td>+ Journaling/blogging</td>
<td>• Emails, texting, and messaging</td>
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<td>+ Listening to music</td>
<td>• Sharing photos and stories via social media</td>
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<td>+ Inspiring/uplifting social media content</td>
<td>• Video chats and virtual conversations</td>
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<tr>
<td>+ Opportunity to receive positive feedback from others (through social media likes, comments, etc.)</td>
<td>+ Online groups and communities</td>
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<td>+ Cyberbullying</td>
<td>+ Gaming</td>
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<td>+ Fake news</td>
<td>+ Plan/invite people to events</td>
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<td>+ Social comparisons via social media, resulting in negative feelings like anxiety</td>
<td>– Potential for the communication above to instead be used to exclude, embarrass, etc.</td>
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<tr>
<td>+ Controversial social media content</td>
<td>– Cyberbullying</td>
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<tr>
<td>+ Opportunity to receive negative feedback from others (through social media likes, comments, etc.)</td>
<td>– Social comparison via social media leading to negative feelings such as loneliness</td>
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Handout 1: Sustainable Happiness Cards (3 pages)

**Mindfulness**

**What is it?** The practice of focusing our complete and non-judgmental awareness on the present moment.

**Brain Connections**
- The amygdala (which is part of the brain’s “fight or flight” center) is associated with our emotions. It initiates the body’s response to stress and helps to trigger the release of chemicals like adrenalin and cortisol.
- The pre-frontal cortex is associated with higher-order brain functions such as awareness, concentration, and decision-making.

**Mindfulness & Me**
- Practicing mindfulness can increase our ability to activate the brain’s pre-frontal cortex regions, while decreasing the use of the amygdala.
- Research has found that implementing mindfulness practices can decrease stress, anxiety, and help us to navigate intense emotions like fear and anger.

*Learn more: tinyurl.com/ty7bwjr*

**Sources**

**Human Connections**

**What is it?** Human connections are our relationships with significant others, our friendships, and our social interactions with peers.

**Brain Connections**
Brain size generally increases with body size across the animal kingdom. Humans, however, are the exception to this rule. Our brains should be much smaller—but they are by far the largest relative to our body size. Anthropologist Robin Dunbar has found that socialization has increased the brain size of humans and that our larger brains help us socialize.

**Human Connections & Me**
Research shows that people with close bonds are happier, less lonely, and have higher self-esteem.

*Learn More: tinyurl.com/sqegoyh*

**Sources:**
Positive Outlook

**What is it?** Positivity is the ability to imagine a fruitful (or positive) outcome and the readiness to find the positive opportunity in any circumstance.

**Brain Connections**
- The brain's pre-frontal cortex controls our emotions and behaviors and helps us focus on our goals.
- We can exercise our brains to strengthen specific connections, just like we exercise our bodies to strengthen our muscles. This is called neuroplasticity.
- Through neuroplasticity, we can actually train our brains to have a more positive outlook!

**Positive Outlook & Me**
- Thinking happy thoughts releases serotonin, a chemical in the brain that creates feelings of pleasure. Once we feel pleasure, we want more of it—which will help us maintain a positive outlook!
- People are more creative, resilient to adversity, more likely to perform better academically, and are socially connected when they experience positive emotions.

Learn more: [tinyurl.com/rnfukfs](http://tinyurl.com/rnfukfs)

**Sources**
- Shaffer, Joyce (2013). "Neuroplasticity and Clinical Practice: Building Brain Power for Health." Front Psychology. ncbi.nlm.nih.gov/pmc/articles/PMC4960264/.

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Gratitude

**What is it?** Gratitude is a feeling or state that comes from recognizing a good thing that comes from outside ourselves.

**Brain Connections**
The hypothalamus releases a chemical called dopamine during pleasurable situations such as taking a bite of delicious food, after we exercise, and when we have social interactions. Researchers at the National Institute of Health have found that people who exhibit more gratitude have higher levels of activity in the hypothalamus because feelings of gratitude directly activate the release of dopamine. In addition, research has found that being grateful and showing gratitude triggers our brain to release a chemical called serotonin, as well. Like dopamine, serotonin also enhances our mood!

**Gratitude & Me**
Improvements in gratitude can decrease depression, improve sleep, improve motivation, and reduce aches and pains.

Learn More: [tinyurl.com/yx44mmbu](http://tinyurl.com/yx44mmbu)

**Sources:**
**Purpose**

**What is it?** When we have a sense of purpose, we live according to our values and goals and strive to make a positive difference for the sake of others.

**Brain Connections**
- A sense of purpose appears to have evolved in humans, so we can accomplish big things together.
- Though this area is still being studied so we can understand it more fully, studies have shown that having a purpose in life is associated with better memory and brain function.

**Purpose & Me**
Understanding our ability to make a difference in the world leads to a better sense of purpose and increases our physical and mental health.

**Learn more:** tinyurl.com/veqropb

**Sources**

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**Generosity**

**What is it?** Generosity is giving without expecting anything in return.

**Brain Connections**
Research in neuroscience has offered evidence that generosity is intrinsically (or naturally) rewarding. Helping others without an obligation to do so activates regions of the brain, such as the pituitary gland that release endorphins that give the feeling of a “helper’s high.”

**Generosity & Me**
If you are a recipient of a good deed, you may have momentary happiness, but your long-term happiness is higher when you are the giver.

**Learn More:** tinyurl.com/yba8n4zl

**Sources**
Handout 2: Quick Jot

Quick Jot: What comes to mind when you hear the term cyberbullying? What do you already know about this topic? Do you have any personal experience with cyberbullying? Privately jot your thoughts below. Full sentences are not needed.
Handout 3: Capture Sheet

How Cyberbullying Affects Your Brain

3:

2:

1:

Read to Learn More:
How can social media and digital interactions improve our happiness?

How can social media and digital interactions negatively affect our happiness?

What strategies can we use to make sure our technology use positively affects our happiness?
Add suggestions from your article, and then continue to jot notes as you learn more from your peers.

Digital Interactions & Sustainable Happiness

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<td>(+)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Handout 4: 24 Hours in My Digital World Homework

**Directions:** To help you consider how your digital interactions affect your happiness, use the grid below to track how you use your digital devices for communication and social media over the next 24 hours. Each time you make a new entry, also take a moment to think about and record the emotion(s) you feel. Use the Emotion Pinwheel to help you select emotions that best describe your feelings.

For instance, if you WhatsApp your brother, scroll TikTok, comment on your favorite YouTuber’s new video, and then scroll TikTok again, you should have four separate entries—each time also recording how you feel. If you run out of space, make a list on the back of this sheet.

<table>
<thead>
<tr>
<th>Digital Interaction</th>
<th>How does this make me feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex : Use WhatsApp to message Brian</td>
<td>Ex : Annoyed</td>
</tr>
<tr>
<td>Ex : Scroll TikTok</td>
<td>Ex : Entertained, interested</td>
</tr>
</tbody>
</table>

...
Handout 5: Self Reflection

**Directions:** Take a moment to review your homework. Then reflect on the following questions:

- What kinds of emotions did you feel when you communicated digitally and used social media?
- Which of the Happiness Skills did you use or experience others using while you were online? Remember The Six Sustainable Happiness Skills are mindfulness, human connection, gratitude, positive outlook, purpose, and generosity.
- Do you notice any patterns or connections between these Happiness Skills, your digital activities, and how these activities made you feel?
Handout 6: Making Connections

Directions:

Step 1: Review your Self Reflection and remind yourself of the emotions you experienced as you used social media and interacted with others online. Then think about what you have learned and discussed this class period.

Step 2: In the space below, consider: Which Sustainable Happiness Skill(s) could you improve in order to make sure your digital interactions affect you as positively as possible? Why did you select this skill(s)?

Note: You don’t need to think about how you will improve this skill...That’s coming up next!
### Handout 7: Happiness Infographic

<table>
<thead>
<tr>
<th></th>
<th>MINDFULNESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GENEROSITY</td>
<td><img src="image1" alt="Image" /></td>
<td>HUMAN CONNECTIONS</td>
</tr>
<tr>
<td>PURPOSE</td>
<td><img src="image3" alt="Image" /></td>
<td>GRATITUDE</td>
</tr>
<tr>
<td>POSITIVE OUTLOOK</td>
<td><img src="image5" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>
Handout 7: Happiness Infographic

MINDFULNESS
Handout 7: Happiness Infographic
Handout 7: Happiness Infographic

GENEROSITY
Handout 7: Happiness Infographic
Handout 7: Happiness Infographic

HUMAN CONNECTIONS
Handout 7: Happiness Infographic

PURPOSE
Handout 7: Happiness Infographic

POSITIVE OUTLOOK
Handout 7: Happiness Infographic

GRATITUDE
Part 1: Reflect

Review your Capture Sheet and think about what you have learned. Then consider how your digital habits may affect your own happiness, and answer the following questions:

1. Which part(s) of your digital interactions make you happiest? Considering the Sustainable Happiness Skills and the brain science behind them, why may this be the case?

2. Which part(s) of your digital interactions seem to most take away from your happiness? Think again about the Sustainable Happiness Skills and the brain science behind them and consider, “Why may this be so?”

Part 2: Look Forward

Think about a change you could make to your technology use to increase your personal happiness. Try to focus on one Sustainable Happiness Skill and consider how you could use technology to strengthen this skill.

Jot your thoughts below, and then use the prompts on the following page to create a S.M.A.R.T. goal(s) to help you improve this Happiness Skill.
Handout 8: Reflect and Look Forward, page 2 of 2

Specific: What specific change will you make to your technology use in order to use it in a way that increases your happiness? Be as detailed as possible.

I will: __________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Measurable: How will you know if you are making progress toward this goal?
“I will measure or keep track of whether I change my habits by...” _____________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Attainable: What steps can you take to help you achieve your goal?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
will help me achieve my goal.

Relevant: Why is this goal important to you?

“Sustainable happiness is important to me because...” _____________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Timely: When will you check to see if you have achieved goal? Set a deadline that is sooner rather than later so you can make changes if needed!

“I will try to achieve this goal by...” _____________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________