

Happiness

Academic Track
Health Science

Academic Pathways:

Lesson A: Identifying an author's main ideas
Guessing meaning from context

Lesson B: Understanding a classification text

Lesson C: Introduction to the paragraph
Writing a topic sentence

UNIT

1

Unit Theme

Many people around the world say they want to be happy, but what do they mean by happiness? Does happiness mean the same thing to everyone?

Unit 1 explores the topic of happiness as it relates to:

- the lives of people in Singapore and Mexico
- longevity
- ways to become happier
- evaluating happiness in your community

Think and Discuss *(page 1)*

5 mins

- Ask students to describe the picture. What does the picture make them think of? (Possible answers: A happy childhood memory. A time when something made them, or a family member or friend, happy.) Share a personal memory as an example if needed. Do students think children are happier than adults? Why, or why not?
- Discuss question 1 as a class. As a way to model and organize students' responses, you can create a word web. Write the words *To be happy means . . .* on the board and circle them. Then draw several lines from the circle and write students' answers to the question. (Possible answers: having a loving family, having good friends, having a lot of money, living in a beautiful environment, etc.)
- Discuss question 2. Ask volunteers to tell the class about the person they chose. (Possible answers: Someone who laughs a lot, has a lot of friends, etc.)

and pc (per capita, or per person), and how this is calculated (GDP pc the total value of goods and services produced by a country, divided by the number of people). Ask why GDP might be higher in some countries than in others.

- Ask students how the second survey is different from the first survey. (The first survey asked people to rate their personal happiness. The second survey included the average life expectancy and environmental impact of people in the countries.)
- Discuss questions 1–3 and compare answers.

Answer Key

1. Costa Rica was the happiest place in both surveys.
2. Possible answers: warm climate (Costa Rica), high GDP pc (Switzerland), low environmental impact (all countries in survey 2)
3. Possible answers: amount of free time, number of people who enjoy their job

Exploring the Theme

15 mins

(pages 2–3)

The opening spread features information about two happiness surveys.

- Before answering questions 1–3, ask students how they would create a survey to measure people's happiness. What questions would they ask?
- Ask students to look at the first survey. What reasons do they think people in these six countries might have for being happy? Check their understanding of GDP (Gross Domestic Product)

TIP For question 3, have students work in groups and develop a happiness survey. Compare the results. Students could survey their friends for homework.

IDEAS FOR... Expansion

Ask students to work individually to write 10 ways to finish the sentence: **Happiness is . . .** Then have them work in groups to choose the best sentences to make a poem about the meaning of happiness.



Preparing to Read (page 4)

WARM-UP

The Lesson A target vocabulary is presented in the context of comparing happiness for people in Singapore and Mexico.

Ask students what they know about life in Singapore and in Mexico. Why do they think people there might be happy? Brainstorm possible answers and write them on the board. (Possible answers: hot climate, good family relationships, good economy, etc.)

Exercise A. | Building Vocabulary

- Ask students to read the words in the box, and check (✓) the words they know and underline the ones they aren't sure about.
- Have students find the words they don't know in the reading, and use the other words around them to guess their meanings. Then have them complete the sentences using the words in the box.
- Check the answers by asking volunteers to read out a sentence each.
- Point out the **Word Link** box. Discuss the meanings of the abbreviations for word forms and find other forms for some of the words in exercise **A**. (Possible answers: (*n.*) society; (*adj.*) sociable; (*adj.*) accessible)

Vocabulary Notes

The word *access* often appears in the phrase *have access to*. (Many people have access to the Internet through computers and smart phones.) *Confident* and *secure* both describe feelings. *Confident* means you feel sure about something. (My brother was confident he would pass the test.) *Secure* means you feel safe. (Having a dog at home makes some people feel secure.)

TIP Review some ways to use the context to guess the meaning of an unfamiliar word.

Give an example, using the word *socialize*, the answer to item 1 in Exercise A. The suffix and its position in the sentence in the reading indicate that *socialize* is a verb. Clues in the previous sentence define *socializing* as talking with a neighbor or having dinner with friends, which means it is something done for fun—as in the context of item 1.

Answer Key

- | | | |
|--------------|-----------------------|----------------------|
| 1. socialize | 5. provides | 9. basic necessities |
| 2. poverty | 6. standard of living | 10. confident |
| 3. access | 7. financial | |
| 4. freedom | 8. secure | |

IDEAS FOR... Checking Comprehension

1. How does the government in Singapore help people who are unemployed?
2. How does it help people with low income?
3. How does it help people who look after aging parents?
4. How does this affect the happiness of people in Singapore?
5. What problems do people in Mexico have?
6. How do people in Mexico stay happy?

Exercise B. | Using Vocabulary

Invite volunteers to share their answers with the class. (Possible answers to question 1: good health, a warm home in winter, a job, clean water)

Exercise C. | Brainstorming

- After completing their answers individually, have students compare answers in pairs.
- Make a list on the board and ask the class to choose the six most important things. (Possible answers: good health, good friends, an interesting job, enough money, etc.)

Exercise D. | Predicting

- Draw attention to the reading **Strategy** box. Explain that students will apply this strategy to the reading.
- Explain that predicting is trying to guess the gist, or general idea, of the reading passage—what the most important idea is. Ask students to describe the pictures, and then read out the title and the subheads. Explain that *recipe* in the title does not mean a recipe for how to make food, but a recipe for how to be happy. (The title of this reading is: *Is There a Recipe for Happiness?* The subheads are: *Safety and Security; Friends and Neighbors; A Mixed Recipe?*)
- Ask students to use the pictures, title, and subheads to predict, or guess, what the reading is about. Have them read the captions and say which two countries the passage focuses on. Write their prediction(s) on the board.
- Note: Students will check their prediction(s) later, in exercise **A** on page 7.



track 1-01

Ask students to read the passage. (Option: Have students listen to the audio as they read.) Explain that the vocabulary definitions in the footnotes at the bottom of page 5 will help them understand the reading.

IDEAS FOR... Checking Comprehension

Advise students to start a vocabulary notebook. Demonstrate on the board how to write new words in the notebook, writing different forms for each new word. Ask students for suggestions about what information to include. For example, they might include translations, example sentences, or collocations (words that commonly appear together).

Overview of the Reading

The passage is adapted from Dan Buettner's book *Thrive: Finding Happiness the Blue Zones Way*. The passage presents two contrasting case studies, Singapore and Mexico, which help to make the point that there is no single secret to happiness. The gist, or general idea of the passage, is that there is no simple reason or recipe that explains why people are happy. The passage points out that work, security, safety, freedom, and socializing with friends and family can all play important roles, but there is no single answer that is true for everyone. You can find out more about Dan Buettner's research on: <http://www.bluezones.com/about/>



Understanding the Reading (page 7)

Exercise A. | Understanding the Gist

Check students' prediction(s) in exercise **D** on page 4. Did they guess the general idea correctly?

Answer Key

The correct answer is item a. *Security* (item b) is not the most important thing for everyone (*Friends and Neighbors* are also important). The third subhead *A Mixed Recipe?* indicates that everyone may not need the same basic things to be happy (as stated in item c).

Vocabulary Notes

roughly (paragraph C) = approximately
tops up (paragraph C) = adds value, increases
What matters more (paragraph G) = What's more important

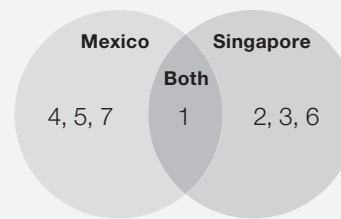
Exercise B. | Identifying Key Details

- Explain that a Venn diagram, like the one on page 7, is a useful way to compare two (or more) things, to

show how they are alike and different. In this case, the diagram is used to show which characteristics apply to people in Singapore vs. Mexico, and which characteristics they share.

- Explain that students should write the number of each statement in one of the three parts of the diagram: in the left circle if it applies only to Mexico, in the right circle if it applies only to Singapore, and in the middle if it applies to both.
- Draw the diagram on the board and ask students to tell you the answers as you write them in the diagram.

Answer Key (Answers may vary.)



Exercise C. | Critical Thinking: Guessing Meaning from Context

- Draw students' attention to the **CT Focus** box. Discuss why it is important to use context clues and not to rely on a dictionary. (Often the dictionary has several definitions for a word and the context will tell you which one is correct. Also, there can be special meanings of a word in context that do not appear in a dictionary.)
- Ask students to cover the second column.
- Read aloud the sentence stems in the first column. For each one, ask volunteers to explain or define the meaning by using clues in the context of the reading. Note that all the items refer to the first part of the reading (page 5). Accept all answers.
- Ask students to uncover the second column and write their answers.

Answer Key

1. c (paragraph B) 3. d (paragraph C) 5. a (paragraph D)
2. e (paragraph B) 4. b (paragraph C)

Exercise D. | Critical Thinking: Analyzing

Ask students to find details in the reading to support their opinions.

Answer Key (Answers may vary.)

1. People live near families of a similar income level.
2. Talking with a neighbor or having dinner with friends.

Exercise E. | Personalizing

When students finish writing their sentences, discuss them as a class, comparing answers and opinions.

IDEAS FOR... Checking Comprehension

Ask students to find two facts in the passage that are true about people where they live, and two facts that are not true.

- Allow time for students to read and write their ideas individually. (Option: Have students listen to the audio as they read.)
- Ask for suggestions for the main idea, and try to agree on the best answer.

Answer Key

Main Idea: Being healthy makes you happier.



Developing Reading Skills

(page 8)

Reading Skill: Identifying the Main Idea

- Ask students to cover the lower part of the box and read the paragraph.
- Ask for suggestions for the main idea.
- Have students uncover the answer choices and choose the answer.
- Check comprehension by asking why items a and b are not main ideas. (They relate to vitamin D and endorphins, which are details/examples.)

Exercise A. | Matching

Ask students to compare answers in pairs, or check them as a class.

Answer Key 1. C 2. F 3. G 4. H



Exercise B. | Identifying the Main Idea

- Draw students' attention to the **CT Focus** box. Ask students to explain how they would guess the meaning of the three words in the paragraph by using the context. Give an example for the first word, *fit*. Explain how *unhealthy* relates to the phrase *hard to be happy* in the first sentence, which makes a connection between health and happiness. Therefore, Danish people are happy because they are healthy—or fit.
- Ask students to look at the picture, read the caption, and guess why many people are riding bicycles on this road. Ask if many people use bicycles for transportation where they live, and if there are special bike lanes.

30
mins

Viewing: Longevity Leaders (page 9)

Overview of the Video

Dan Buettner is the author of the books *Thrive: Finding Happiness the Blue Zones Way* and *The Blue Zones: Lessons for Living Longer from the People Who've Lived the Longest*. He and a group of researchers traveled around the world to investigate what factors enable people to live longer. They identified the world's "Blue Zones," communities whose elders live to a record-setting age.

The video describes how the number of elderly people in the world is growing, and it investigates factors that enable people in two places, Sardinia and Okinawa, to live to a very old age.

You can find out about nine common diet and lifestyle habits that keep people living past the age of 100 by searching Dan Buettner under Speakers on this website: www.ted.com/

Vocabulary Notes

roughly = approximately

locally grown = grown in the local area

processed food = food that is produced in factories with artificial added ingredients, e.g., canned food, frozen pizza, sausage

globalization = cultures becoming more similar to each other

Before Viewing

Exercise A. | Guessing Meaning from Context

- Ask students to look at the picture and suggest reasons why some people live longer in some parts of the world. (Possible answers: They are active—walk, exercise—live in a clean/healthy environment.)
- Have students work in pairs to discuss and write definitions of the words. You could do the first one as an example by writing *centenarians* on the board and asking students to complete the definition: *people who live to be 100 years old or older*.
- Compare answers as a class.

Answer Key

1. *centenarians* = people who are 100 years old or older
2. *longevity* = a long life
3. *processed foods* = foods that are not natural or healthy
4. *traditional lifestyle* = people who do things the same way that people have done them for a long time
5. *active* = exercising, playing games, interacting with people

Exercise B. | Brainstorming

Ask volunteers to write their ideas on the board. (Possible answers: drink tea, exercise, don't eat processed foods, spend time with friends)

While Viewing

Exercises A and B.

- Ask students to read the questions in **A** and **B**.
- Play the video. Ask students to check their answers to the Brainstorming exercise in Before Viewing, and to write short answers to questions 1–3 in exercise **B**.

Answer Key

1. seven billion, nine billion
2. Populations in places like the United States, Europe, and China are getting much older, much faster. People have more access to good medical care.
3. The traditional lifestyles of many centenarians are disappearing. Many younger people are less active and eat more processed food. As younger people grow older, they will replace the older, traditional centenarians. People will continue to look to medical science to help live longer lives, instead of following the traditional lifestyles of centenarians, who eat healthy and stay active.

After Viewing

Exercise A.

- Have students discuss and compare answers.
- Play the video again and check the answers.

Exercise B. | Critical Thinking: Synthesizing

Have students work in pairs, referring back to the reading as necessary, and then discuss the answers as a class.

Answer Key (Answers may vary.)

They enjoy life, and they have the support of friends and family.



Preparing to Read (pages 10–11)

WARM-UP

The Lesson B target vocabulary is presented in the context of what people need to become happier.

Ask students to name three things that they would need to become happier. (Possible answers: more free time, more money, more friends) Write all their suggestions on the board.

Exercise A. | Building Vocabulary

- Ask students to choose if they want to work individually or in pairs.
- Explain that the words in blue are the new vocabulary words and that students should choose which meaning is correct by looking at the context clues here and in the reading.
- Point out the **CT Focus** box. Do the first item together with the class as an example. (The key word *studies* appears in item 1 and in definition a.)
- Point out the **Word Partners** box. Explain that some words, like *factor*, often occur together with other words in speech and writing, as in the examples here: *contributing factor*, *deciding factor*, etc. Another example is in item 2: the word *goals* is often used with other words, as in *long-term goals*, *short-term goals*, *immediate goals*, etc. Explain that learning word partners can help students expand vocabulary. These word partners are sometimes called collocations.

Answer Key

1. a 2. a 3. a 4. b 5. a 6. a 7. b 8. b 9. a 10. a

Exercise B. | Using Vocabulary

- Give an example of your own goals for the first item if necessary.
- Ask students to work in pairs to compare answers when they are finished.
- Ask volunteers to read out their sentences.
- Take notes of any common errors and provide feedback.

IDEAS FOR... Expansion

For exercise **B**, you may want to contrast pairs of words with similar or opposite meanings. Ask students to give examples of each and try to provide a definition. For example:

1. long-term / short-term
2. community / neighborhood
3. hobby / sport
4. grateful / ungrateful

Example:

T: What is the difference between a long-term and a short-term goal?

S: A short-term goal is for today or this week. A long-term goal is for next year or for two years from now.

T: Very good. Can you give me some examples?

Exercise C. | Predicting

- Explain that the word *gist* means the main point or general meaning of the reading.
- Ask volunteers to read the title, subheads, and opening paragraph aloud. Then have students predict the gist of the reading based on those three things.
- Note: Students will check their prediction later, in exercise **A** on page 14.

Exercise D. | Brainstorming

A word web is a visual way to organize important information. Explain that identifying key concepts and related vocabulary before they read will help students understand the important information in the reading.

TIP

For exercise **D**, you may want to draw the chart on a large piece of paper and stick it on the wall. Then have students come up to the chart and write their words on it with marker pens.



Ask students to read the article. Explain that the vocabulary definitions in the footnotes at the bottom of page 13 will help them understand the reading.

Overview of the Reading

The reading passage is adapted from Dan Buettner's book *Thrive: Finding Happiness the Blue Zones Way*. The passage:

- identifies six common factors that affect everyone's happiness.
- suggests that paying attention to these six factors will make you happier.
- indicates that all six factors are important.
- concludes that the place where you live is probably the most important factor.

For more information on the reading *Six Keys to Happiness*, see the Live Happier part of the Blue Zones website: <http://www.bluezones.com/live-happier/>

There's also a happiness survey that your students may like to try: <http://apps.bluezones.com/happiness/>

Vocabulary Notes

takes the focus off (paragraph B) = takes attention away from

long-lasting (paragraph D) = things that last a long time

enrich (paragraph D) = improve; add value

eat right (paragraph E) = eat healthy food

do your best (paragraph E) = try as hard as you can

moai (paragraph E) = a social network of close friends common in Okinawa



Understanding the Reading (page 14)

Exercise A. | Understanding the Gist

Check students' predictions in exercise **C** on page 11.

Answer Key

The answer is c. The general idea or gist of the article—indicated in the title, subheads, and opening paragraph—is that there are some basic changes you can make to become happier. Item b is not correct because the article states that all factors are important, and item c is a specific conclusion in the last paragraph, not the general idea or gist.

Exercise B. | Identifying Main Ideas

- Explain that each sentence refers to one paragraph of the reading.
- Ask students how they usually go about finding the main idea.
- Draw attention to the **Strategy** box. Look back at the opening paragraph of the reading and identify where the main idea is (the second sentence).
- Do the first item as an example if necessary. Then allow students time to work individually.
- Compare answers as a class.

Answer Key

Self a. Home b. Financial Life a. Social Life a. Workplace a. Community a.

Exercise C. | Identifying Key Details

- Explain that key details give examples or more information about main ideas in a reading.
- Do the first item as an example if necessary.
- Ask students to work individually at first. Then compare answers in pairs.

Answer Key

1. . . . it takes the focus off your own problems.
Or: . . . it makes you feel grateful for what you have.
2. . . . in difficult times.
3. . . . financial equality.

Exercise D. | Personalizing

- Explain that applying ideas from a reading to their own lives can help students understand and remember new information. You can share your own responses first to give students ideas if needed.
- When students finish writing their ideas, have them share notes with a partner, in small groups, or as a class. Share your ideas if you haven't done so previously.

Exercise E. | Critical Thinking: Synthesizing

Encourage students to look back at the readings to remember the main points.

Possible answers: 1. self (sense of purpose), social life (friends), community (live near people who have the same level of income as you)

2. love, spiritual life, a clean and beautiful environment



Exploring Written English

(page 15)

Exercise A. | Brainstorming

- Draw attention to the **Strategy** box.
- Explain that brainstorming is a useful first step to gathering ideas before writing.
- Ask students to work in pairs to write words or phrases in their books or on a piece of paper. Walk around the class as students work and help them with ideas if needed.

Exercise B. | Journal Writing

- Explain that journal writing is another strategy for generating ideas. The writing style is more personal and informal, and students should not worry about grammatical errors. The important thing is to write an interesting personal response to the question.
- Allow time for students to work individually. Walk around as students write and offer help or suggestions as needed.

Exercise C. | Language for Writing

- Go over the information in the box.
- Have students complete the sentences.

Answer Key

1. has 2. see 3. are 4. don't 5. don't

IDEAS FOR... Presenting Grammar

For exercise **C**, write additional examples on the board of sentences with errors for students to correct. Students can also write their sentences from exercise **D** on the board for classmates to check.

Exercise D. | Applying

- Monitor students as they work and help them with ideas if needed.
- Have students share their sentences with a partner or the class.

Writing Skill: Writing a Topic Sentence

- Go over the information in the box. Point out how writing a topic sentence relates to the skill of finding the main idea of the paragraph in a reading—that is, the topic sentence introduces the main idea of the paragraph. If the topic sentence is strong and is stated clearly, it should be easy for readers to identify.

- Compare the strong and weak examples of topic sentences and ask students to identify the differences.

Exercise E. | Identifying Topic Sentences

- Advise students to read through each paragraph first before attempting to find the topic sentence.
- Check the answers as a class. Discuss how each detail in the paragraph relates to the main idea.

Answer Key

The topic sentence in paragraph 2 is stronger than the others.

1. Family members provide support to each other during difficult times. (Sentences 3 and 4 do not specifically mention difficult times.)
2. Studies have shown that laughter may be an important factor for our happiness, and people who laugh a lot are happier. (Sentence 1 presents an argument. Sentences 2, 3, and 4 support the argument.)
3. Our work can increase our happiness. (The first two sentences can be combined.)

Exercise F.

- Walk around and monitor students as they work. Provide assistance as needed.
- Ask volunteers to read their revised topic sentences.

Answer Key

1. In Mexico, getting support from family members is an important factor in being happy.
2. Because we spend most of our daily lives at work, doing a job that we enjoy can increase our happiness.

Writing Task: Drafting

(page 17)

Exercise A. | Planning

- Go over the steps in this exercise.
- Remind students that complete sentences are not necessary at this stage, and that it is more important to focus on their ideas than on grammar or spelling.
- Point out that the details need to support the topic sentence. The topic sentence and the details have to work together in the paragraph.
- Walk around and monitor students as they work. Provide assistance as needed.

- Ask three or four volunteers to read their topic sentence and discuss them as a class.

Exercise B. | Draft 1

Walk around and monitor students as they work. Provide assistance as needed.

TIP When giving students feedback on exercise B, make sure to focus on the content of the ideas, not on grammar or spelling. The important thing at this stage is for students to develop appropriate and interesting ideas in response to the question.

Writing Task: Revising

(page 18)

Exercise C. | Analyzing

- Writing usually requires two or more drafts. Point out that in this activity, students will compare two drafts of a paragraph to see how revising can improve the first draft. Doing this activity will help students to revise their own writing.
- Ask students to work in pairs to discuss the question.
- Ask volunteers to explain the reasons for their choice.
- Draw attention to the **CT Focus** box. Ask students to explain whether *passionate* is a good or bad feeling using the context. (It is a good feeling because of the context clue *great* in the sentence before: *I have a great job.*) Can they guess what *a raise* means? (The sentence before *a raise* in paragraph b says *I don't make a lot of money*, which can help students guess that ask for *a raise* means ask for *more money* or *a higher salary* at work.)

Answer Key

Paragraph b is the first draft, paragraph a is the revision. The topic sentence in paragraph a refers to *most things in my life*, not just work, and then gives examples. Paragraph b contains sentences that do not relate to the main idea: *I don't make a lot of money*, so sometimes I have to do extra work on the weekends. I want to ask for a raise at work.

Exercise D. | Analyzing

- Ask students to work in pairs to discuss their answers.
- Go over the answers together as a class.

Answer Key

- | | a | b |
|----|---|---|
| 1. | Y | N |
| 2. | Y | N |
| 3. | Y | Y |
| 4. | N | Y |
| 5. | Y | Y |

Exercise E. | Revising

- Explain that asking the questions in exercise D will help students to improve their own writing.
- Walk around and monitor students as they work. Provide assistance as needed.

Writing Task: Editing

(page 19)

TIP Some students may be surprised that a paragraph might need several revisions.

Explain that even good writers often do several drafts of an essay. The first or second drafts usually focus on getting the ideas well organized and clearly presented. The final drafts usually focus on details such as spelling and punctuation.

Exercise F. | Peer Evaluation

- Explain that peer evaluation is a good way to get individualized feedback on your writing. All writers need to get feedback on their writing in order to improve.
- Discuss the four steps in the evaluation process to make sure students understand what they are to do.
- The purpose of this peer evaluation is to see if each student's partner, or peer, can identify the main ideas and details that he/she intended in the first draft.

Exercise G. | Draft 2

Monitor students as they work, and provide assistance as needed.

Exercise H. | Editing Practice

- The purpose of this exercise is to give students additional practice in editing for grammar to prepare them to do the **Editing Checklist** for their second draft. Focusing on grammar and punctuation at this stage prepares students to write their final draft.
- Go over the information in the box, and then have students edit the five sentences.
- Check the answers by asking students to read out the correct sentences and explain the errors.

Answer Key

1. I enjoy the work I do because it's very challenging, but I **don't** like my boss or my coworkers.
2. My coworkers are supportive, friendly, and fun, and I **enjoy** spending time with them after work.
3. It's important to me to spend time with my family members when I can, but it's difficult because they don't **live** close to me.
4. Although my house is not big and fancy, my neighborhood **is** safe and beautiful.
5. My friends and I **exercise** together every day to stay healthy, and that contributes to our happiness.

Writing Task: Editing (page 20)

Exercise I. | Editing Checklist

- Read the sentences in the editing checklist.
- Allow time for students to read and edit their work.
- Ask students for some examples of each type of error.

Exercise J. | Final Draft

Have students complete their third draft, and then collect their work.

TIP

You can use students' paragraphs to collect (anonymous) examples of good topic sentences and common errors for the next class.

Unit Quiz

- Students can work in groups to answer the questions.
- Encourage students to refer back of the relevant pages of the unit to find the answers.
- To do the quiz as a competition, you can have students work in teams.

Answer Key

1. Costa Rica
2. standard
3. Singapore
4. Mexico
5. main idea
6. grateful
7. close, happy friend
8. community

IDEAS FOR... Vocabulary Review

Ask students to create their own quiz based on vocabulary in this unit. Have students work in groups. Assign one reading or the video lesson to each group. Then have groups exchange quizzes and answer the questions without looking at the book. Alternatively, have each group select vocabulary items from anywhere in the unit.

IDEAS FOR... Journal Writing

At the end of this unit, ask students to write about a) their own interpretations of the word *happiness*; b) what advice they would give someone on how to be happy; or c) what advice they would give on how to live a long life.

IDEAS FOR... Further Research

Ask students to find out about other research into happiness or longevity and to write a short report about what they find out. They can present their reports to the class in the next lesson.

Possible website:

<http://www.bluezones.com/>