

# DESIGNING A HAPPINESS PROJECT

Designing a Happiness Project is an activity brought to you by The Happiness Project.

Length	8 - 10 hours
Age	8 - 14

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## Design Thinking Project Overview

This Design Thinking Project is focused on helping children to spread happiness throughout their classroom, schools, and wider community! It takes students through a series of design steps to build a prototype innovation, project or awareness-raising campaign to help people feel happier and more connected to each other.

The first two sessions can be skipped, if students are familiar with Design Thinking and have also completed the previous Inside Happiness activity.

## The Project Framework

The Project seeks to build and form character in children, to see themselves as Happiness Activists. The project incorporates three essential dimensions of character development:

### 1. Challenging the head (mind) to ask

As **critical thinkers**, students investigate and ask questions about the problems and challenges that the world is experiencing. They explore and learn about happiness and dig deep into specific problems that people experience in relation to happiness.

### 2. Inspiring the hand to act

As **creative problem-solvers**, students use their talents, skills, and immediate resources to plan, create, test, and improve their solutions to the problems. They undergo design-thinking to create a human-centred solution to the happiness project problem they are solving.

### 3. Leading the heart to reflect

As **reflective agents of change**, students engage in reflection activities to examine the processes that they have undergone and feedback that they have received in the Action for Happiness phases. Furthermore, they use their ideas and projects to influence the people around them to take part in making the world a better place.

## The Design Thinking Process

The Project takes children through a bespoke Design Thinking framework, helping them to empathise with others to develop a human-centred project, innovation, or awareness-raising campaign to help people feel and be happier.

Design Thinking incorporates many steps and big ideas. To help students understand problems and challenges that people face, the project follows five simple steps:



### We Empathise

Students are given time to empathise or feel for someone who may have or is facing some problems. They look at the needs and concerns of the person whom they are empathising with, as well as, the social or personal situations they are in.



### We Investigate

Students dig deeper into the problem that they have identified. They clearly identify the problem and its root, the conditions, and consequences that go with it. They start to ask: “How can we make our community happier? How can we spread happiness throughout our community?”



### We Imagine & Plan

Students lay out their plan on how to solve or provide a solution to the problem. They identify as many solutions as they can. In the end, they need to choose the “best” solution according to feasibility, effectiveness and originality.



### We Create & Test

Students create their solutions, which can either be a concrete product or an activity to be implemented. Students are encouraged to be resourceful and creative in building their product prototype or activity plan. Students can let others try out their solutions and further evaluate and work on improving them based on the feedback from the first users or testers.



### We Share & Listen

Students are ready to share their solutions with others. They share their innovation or awareness campaign and the story behind it. They listen to the feedback and comments of other people to further improve their solution.

## The End Goals of the Project

The kind of solutions that students will create depends on the nature of the happiness problem they have identified in their school or community. There are endless possibilities of projects that students may come up with, but it may be helpful to share the three goals outlined below with students, especially if this is the first time they are embarking on a Design-Thinking Project.

- **Making or inventing a new product that can make others happy** e.g building a Happiness Bench for the school playground. If children see others sitting on this, they know that that child is in need of a friend to play with.
- **An awareness raising campaign** e.g. highlight the need for spreading happiness in the community
- **Organise an activity or event to raise money**  
e.g. raising money for a local charity that combats loneliness

## Overview of the Sessions

The project takes approx. 8-10 hours. However, this is a guide and the length will vary depending on your school context.

Session number	Description	Time (mins)
1	<b>Inside Happiness*</b> Students explore happiness and what it means to them. *This session may be skipped if completed previously	60
2	<b>Sprint Design Activity*</b> Students are introduced to Design Thinking as an approach to problem-solving. They go through a design sprint challenge to help a specific person feel happier. *This session may be skipped if students are familiar with Design Thinking.	60
3	<b>We Empathise and Investigate</b> Students explore and understand the context and conditions of the individual person or the community members they are helping to make happier. This is the inquiry and investigation phase where students identify the specific problem that they want to address.	60

Session number	Description	Time (mins)
4	<p><b>We Imagine and Plan</b> Students generate solution ideas and pick the best solution that solves the specific happiness problem that they have identified.</p>	60
5	<p><b>We Create</b> Students create their solutions to the problem through either building a product prototype or an event-based or information campaign-based solution.</p>	<p>60</p> <p>*Time can be adjusted if students need more time to complete their project</p>
6	<p><b>We Test</b> Students look for feedback through testing their product or plan with their peers, classmates, or even the persons affected by the problem themselves.</p>	60
7	<p><b>We Share and Listen: Elevator Pitch</b> Students present their 2-minute pitch about their product or project to a wider audience. It can be through a project presentation or display to key persons connected to their cause.</p>	60
8	<p><b>We Reflect &amp; Celebrate</b> In this final session, students reflect on their Design Thinking Projects and celebrate their successes and achievements.</p>	60

# Designing a Happiness Project Session Guides

## Session 1: Inside Happiness

60 Mins

**Session description:** Students will begin to discover what happiness is and learn that happiness is not a constant, it is something that comes and goes along with many other emotions that make us human. They will discover that happiness is something that is personal and may mean different things to different people. Through this activity, they will explore their own ingredients for happiness.

### Learning goals

- To explore the foundations of what happiness means to you
- To understand that happiness is an emotion and all emotions come and go in life
- To notice how your brain, thoughts and behaviours sometimes don't help us, and we can manage them better to find ways to improve our emotional wellbeing

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Explain:</b> today you are going to be exploring what's inside happiness. The most important factor in the whole discovery of happiness is, it is not possible to feel happy all the time.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>– If you had to describe happiness as a colour, which one would it be and why?</li> <li>– If you had to describe happiness as a type of food, what would it be and why?</li> </ul> <p><b>Explain:</b> Sometimes, we think about happiness as something huge, but what we will discover today is that it is about small daily actions to improve our overall wellbeing and happiness.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>– Which organ in the body do you think is responsible for happiness?</li> </ul> <p><b>Explain:</b> The brain is really important when it comes to happiness. The brain naturally has a negative bias because it's designed to help us survive. To the brain, bad is far stronger than good. Some studies show that you need 5 positive things for every 1 negative thing to counteract the negative.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>– Who felt any negative emotions this morning?</li> <li>– Who didn't want to get out of bed when you were woken up?</li> <li>– Who didn't enjoy the journey to school?</li> <li>– Who has laughed today?</li> <li>– Who felt pleased to see a friend this morning at school?</li> </ul>	10

Steps	Learning Activity Instructions	Time (mins)
Step 2	<p><b>Mindfulness</b></p> <p>Feel free to adapt this activity in any way that suits the context of your classroom. This is a guide.</p> <p>Ask students to lie down on the floor and close their eyes. This can also be done seated. Ask students to notice their breath, notice the rhythm of the breath. Are they breathing through their mouths or noses? As they draw attention to this breath, ask them to breathe in through their nose, and out through their nose noticing the rhythm of this breath. Working up through the body, starting at the feet, gently squeeze the muscles in the feet by tightening them and wiggling them, working up through the body squeeze the thigh muscles and release them, squeeze the bottom and release, stomach, hands, shoulders, finishing with the face, nose, eyes, cheeks. Now, try and relax every muscle in the body, allowing the body to float into the ground. Try and keep as still as possible. Allow the students to lie/sit in this stillness for a minute or 2. Now, slowly bringing attention back into the here and now, ask students to stretch their bodies out and slowly open their eyes coming back into the room.</p> <p>When back in the here and now, ask students if anyone feels comfortable sharing how that felt.</p>	5
Step 3	<p><b>Explain:</b> Happiness is about the day-to-day decisions and actions we take in life, and to increase our wellbeing, these need to be consistent with things that impact positively on our lives.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>– In pairs, discuss what happiness means to you? Write these ideas down.</li> <li>– If you feel comfortable to share your ideas. Was there anything you agreed/disagreed on?</li> <li>– Why might happiness mean something different to different people?</li> </ul>	10



Steps	Learning Activity Instructions	Time (mins)
Step 4	<p><b>Explain:</b> we are going to begin by making ourselves an ice cream, a happiness ice cream. There are lots of different flavours of ice cream, some of these flavours work well together and we all seem to have different opinions about what our favourite flavours are. The same could be said about happiness. Depending on what flavours we put together, how strong the cone is, and what is put on top of the ice cream, will affect the taste. It is personal. So let's see what yours looks like! The student worksheets for this can be found here:</p> <p><b>THE CONE: THE BASE</b></p> <p><b>Explain:</b> This is the base to your happiness ice cream. What are the most important factors to allow you to build your happiness? Ideas: Rest and sleep, feeling calm and not too stressed, eating well and being active.</p> <ul style="list-style-type: none"> <li>– What would happen if there was no cone?</li> <li>– How would you like your cone to be?</li> </ul> <p><b>THE FIRST SCOOP: MEANING AND PURPOSE</b></p> <ul style="list-style-type: none"> <li>– What makes you feel good? – note down all the things that bring you joy or good emotions.</li> <li>– What gives you a sense of meaning and purpose? <ul style="list-style-type: none"> <li>– think about the things you value the most in your life and what you find to be important.</li> </ul> </li> </ul> <p><b>THE SECOND SCOOP: POSITIVE EMOTIONS</b></p> <ul style="list-style-type: none"> <li>– What are the positive emotions which make you feel happy?</li> <li>– What are the positive emotions which make those around you feel happy?</li> </ul> <p><b>THE THIRD SCOOP: THOUGHTS</b></p> <ul style="list-style-type: none"> <li>– What everyday thoughts do you have that can help you discover what's Inside Happiness?</li> <li>– It is impossible to think positive thoughts all the time, note down the negative thoughts too, leave these on the outside of your ice cream.</li> </ul> <p><b>THE HEART</b></p> <ul style="list-style-type: none"> <li>– Is there anything you've forgotten?</li> <li>– What is one small thing that brings you joy?</li> <li>– What is something that makes you happy but is something you sometimes forget about? Something you might take for granted.</li> </ul>	20

Steps	Learning Activity Instructions	Time (mins)
Step 5	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>– How did today’s session make you feel?</li> <li>– Did you notice anything new about yourself?</li> <li>– Did anything surprise you?</li> <li>– Sometimes with the pressures of life, we often forget about what makes us truly happy. How can we use our happiness ice creams to remind ourselves of what makes us happy? Where could we put our happiness ice creams to remind us?</li> </ul>	5

## Session 2: Sprint Design Activity

60 Mins

**Note:** If your students are familiar with design thinking, you can skip this session and go straight to Session 3. The postcard template done in this session can be found as an Extension Activity at the end of the student workbook.

**Session description:** This session aims to introduce a design-thinking approach that will guide students in designing a Happiness Project. This approach will help students design solutions that are more specific to spreading happiness throughout their communities. This will also allow students to always start with “empathy” as they analyse problems and think of solutions.

### Learning goals:

- Identify the different stages in design-thinking
- Create a sample solution focused on making an identified person feel happier

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Think-Pair-Share</b> (Ask the students to think of their answer to the given questions and then pair up and share their answers to their partners.)</p> <p><b>Prompt for short discussion:</b> How do you solve problems, such as Maths, word problems, jigsaw puzzles, riddles, or even try to figure out how to make your favourite drink (or cook your favourite breakfast)?</p> <p>Let the students quickly come up with the different steps that they take in order to solve certain problems in their daily life.</p> <p>End with the idea that there are different ways of solving problems and they all aim to help us find solutions.</p>	5
Step 2	<p>Discussion of the different steps in the Design Thinking process using the project slides. It's important to emphasise the role of empathy in Design-Thinking and that our projects will be most successful if we find out as much information as possible about the people we are designing for.</p> <p>Emphasise that no idea is too big or silly. The aim is to have as many ideas as possible.</p> <p><b>Ask:</b> What might empathy mean? Why might empathy be important in Design-Thinking?</p>	10

Steps	Learning Activity Instructions	Time (mins)
Step 3	<p>Let the students undergo Design Thinking through a sample project. Limit to 3-4 members for each group. Since this is a sprint activity, remind students that everything will be done quickly so that they can undergo the whole process, except for the testing and sharing to the public stages. Introduce the scenario for the sprint challenge:</p> <p><b>On your walk to school everyday, you have noticed an elderly woman sitting by herself on a bench. Every morning you walk past and smile at her and she smiles back at you. She has a little dog with her and a walking stick. After walking past her a few times, you stop and have a conversation with her. She tells you that she walks to this bench everyday to give her dog some exercise. She tells you that she lives by herself and her family lives too far away to visit. You notice that she looks sad when she explains this.</b></p> <p>(Add further details to contextualise this scenario for students.)</p> <p><b>Activity A: Empathy Map Exercise</b> Instructions: Using the empathy map worksheet, get to understand and know the feelings of the elderly lady. Identify the specific problem or reason why she is feeling lonely and unhappy</p> <p><b>Activity B: Sprint Solution Creation</b> Instructions: Use the accompanying delivery slides to guide the students in creating their quick solution.</p> <p>The students might feel pressured because they only have limited time to work on their projects. Remind them that this is a sprint challenge and that in the following stages they will have much more time to work on each stage of the Design Thinking challenge.</p> <p><b>Activity C: Send a Smile!</b> Encourage students to write and create their own postcard to send to the elderly lady to make her smile!</p>	30
Step 4	<p><b>Big Group Sharing:</b></p> <ul style="list-style-type: none"> <li>– How helpful is Design Thinking in creating solutions to some of our problems? How challenging is its use?</li> <li>– What important skills or traits do you need to have to be able to create better solutions?</li> </ul> <p>Praise students for showing creativity, kindness, empathy and great communication skills during the course of the sprint challenge.</p>	10

## Session 3: We Empathise and Investigate

60 Mins

**Session description:** Students explore and understand the context of their community and investigate ways in which they can spread happiness throughout it.

This is the inquiry and investigation phase where students identify the specific happiness problem that they want to address.

### Learning goals:

- Understand the context of the community you are designing for
- Identify the specific happiness challenge of the person/community members you are designing for

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<b>Instructions:</b> Quick recall activity on the different stages of design-thinking.	5
Step 2	<p><b>Learning Activity:</b> Let students know that this is the first phase of their Happiness Project - We Empathise and Investigate</p> <p><b>Discussion:</b> What is empathy?</p> <ul style="list-style-type: none"> <li>– How does empathy help us solve problems that other people face or experience?</li> </ul> <p><b>Emphasise:</b> Empathy as a skill allows them to feel and understand how other people are feeling. Moreover, empathy gives them a glimpse of the situation, conditions, needs, and concerns of the person/community whom they are empathising with. While one may not have a complete understanding or perspective of the life of another person, showing empathy is the first step towards a deeper recognition of the context of each person.</p> <p><b>Discussion:</b> Who is in our community? Students identify what community means in their local context and who it is composed of.</p> <p><b>Discussion:</b> What happiness challenges are there in our community? What are some of the barriers to people's happiness in our community?</p> <p><b>Discussion:</b> What are some events/innovations/activities that already exist that bring happiness to our community? E.g. festivals, public holidays, green spaces for people to meet, playgrounds for children</p> <p>Encourage students to choose the community members they would like to design a Happiness Project for. Remind students that these will remain the same for the duration of their Happiness Project.</p>	20

Steps	Learning Activity Instructions	Time (mins)
Step 3	<p><b>Empathy Map Exercise:</b></p> <p><b>Discuss:</b> Now that students have chosen their community members, they need to draw an empathy map to learn more about how they think and feel. It helps the learners to empathise with the people for whom they are designing a solution or project. The map leads the learner to examine what the person thinks or feels, sees, hears, says or does.</p> <p>Show an example of the empathy map and try answering together as a class. You may refer to the lonely, elderly lady in Session 2.</p> <p><b>Guide questions in the empathy map:</b></p> <ul style="list-style-type: none"> <li>– What does the person think or feel?</li> <li>– What does the person see?</li> <li>– What does the person hear?</li> <li>– What does the person say or do?</li> <li>– Pain: What are their biggest frustrations? What obstacles stand in their way? Which risks might they fear taking?</li> <li>– Gain: What do they need to achieve? How can they become successful or have a good life?</li> </ul> <p>After completing the empathy map, students identify the specific problem of the person or the community so that they can design a relevant happiness solution.</p>	20
Step 4	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>– <b>2 Stars and 1 Wish:</b> Ask students to identify and share 2 stars (things that they have done well) and 1 wish (something that they like to improve on) in the accomplished empathy map worksheet.</li> <li>– <b>Ask them:</b> Why is empathy important in solving problems that make other people unhappy?</li> </ul>	10

## Session 4: We Imagine and Plan

60 Mins

**Session description:** Students generate solution ideas and pick the best solution that solves the specific happiness problem that they have identified.

### Learning goals:

- Generate ideas to spread happiness to your chosen person or community members
- Choose the best idea to turn into a solution for the happiness project
- Create an initial plan of the chosen happiness project

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Connecting with the Previous Session:</b> Let students bring out their empathy map worksheet from the previous session. Let them recall the important information they gathered about their person or community of interest.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>– What is the specific happiness problem or challenge that their person or community of interest is experiencing?</li> <li>– Do you have initial ideas on how to solve their problem?</li> </ul>	5
Step 2	<p><b>Learning Activity:</b> Show and explain to the students the “<b>We Imagine and Plan Worksheets</b>,” focusing on the expectations for the different parts of the worksheets.</p> <p><b>Big ideas to discuss:</b></p> <ul style="list-style-type: none"> <li>– In thinking of solutions to the happiness challenge or problem, think outside the box. Be creative and dare to think of new ideas.</li> </ul> <p><b>Possible solutions can be:</b></p> <ul style="list-style-type: none"> <li>– Making or creating a new product</li> <li>– An awareness raising campaign e.g. highlight the need for spreading happiness in the community</li> <li>– Organise an event to raise money e.g. raising money for a local charity that combats loneliness</li> </ul> <p><b>Brainstorming and Generating Ideas</b></p> <p>Discuss top tips for brainstorming. What might these be?</p> <p>Show the Brainstorming Grid. Share this with students and encourage them to draw or describe their initial ideas.</p>	20

Steps	Learning Activity Instructions	Time (mins)
Step 3	<p>Students accomplish the <b>“We Imagine and Plan Worksheets.”</b> Teachers may check with students to ensure that they are on track or if they need some help in coming up with solutions.</p> <p>When choosing the “best” solution among the list of solutions, help students to think of these three things:</p> <ul style="list-style-type: none"> <li>– Feasibility - Is the solution “do-able” or capable of being accomplished?</li> <li>– Effectiveness - Will the solution be “effective” enough to address and solve the problem?</li> <li>– Original - Is the solution a new idea that doesn’t already exist?</li> </ul> <p>Use the <b>“Solution Matrix”</b> to help choose the solution that students will turn into their happiness project, or show the <b>“Decision Tree”</b> to help them select the most fitting solution.</p>	20
Step 4	<p><b>Small Group Reflection: 3-2-1</b></p> <p>Lead the students to examine their work using the 3-2-1 strategy.</p> <ul style="list-style-type: none"> <li>– 3 things about The Happiness Project that were done well</li> <li>– 2 things that can be further improved on with your Happiness Project</li> <li>– 1 question that you have about your Happiness Project</li> </ul>	10



## Session 5: We Create

60 Mins\*

**\*Can be adjusted and extended if students need more time**

**Session description:** It's time to start building and creating! Ahead of this session, collect some cardboard, magazines, paper, pens and materials for students to use in the building of their prototypes.

**Learning goals:**

- Create/build or design your solutions to your happiness challenge

**Lesson Flow:**

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p>Lead the students to recall the 3-2-1 activity in the previous session</p> <ul style="list-style-type: none"> <li>– 3 things about the happiness project that were done well</li> <li>– 2 things that can be further improved on with your happiness project</li> <li>– 1 question that you have about your happiness project</li> </ul> <p>Give them time to take a look at their sketches, comic strips, or storyboards and make improvements or changes if they like.</p>	10
Step 2	<p>Students work on their projects, using their own materials to build a prototype of the products or drawing a comic strip or a storyboard to show the different processes or steps on how they will implement their awareness-raising or event-based project.</p> <p>Teacher goes around to give feedback and help students improve their work. Teachers may use the following questions in giving feedback:</p> <ul style="list-style-type: none"> <li>– Does the project solve the happiness problem or challenge of the person/community of interest? Does it consider their situation, feelings, and needs?</li> <li>– Will the person or members of the community feel happy with the project? How will the project improve how they feel and their disposition? What benefit will they get out of it?</li> <li>– Can other students also replicate or use my project in their communities to help those who might have the same problems?</li> </ul>	50

## Session 6: We Test

60 Mins

**Session description:** Students look for feedback through testing their product or plan with their peers, classmates, or even the persons affected by the problem themselves.

### Learning goals:

- Gather feedback to improve your Happiness Project
- Implement feedback to make your Happiness Project even better

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Turn and Talk Activity</b></p> <p>Instructions: Ask students to turn to their seatmate and discuss the following questions:</p> <ul style="list-style-type: none"> <li>– What do you feel when other people look at what you are doing and give you feedback?</li> <li>– Do you listen to their feedback or ignore what they say about your work?</li> </ul> <p>Process the short activity and emphasise that feedback, when given with proper intentions, is usually helpful and helps other persons in improving their work. Feedback is important information that can show things that we might not usually see from our point of view.</p>	10
Step 2	<p><b>Short Discussion: How to Receive Feedback</b></p> <p>When other people give feedback on your work, practice or do the following:</p> <ul style="list-style-type: none"> <li>– Listen attentively to their ideas or feedback.</li> <li>– Be open and avoid defending your work or ideas.</li> <li>– Ask questions, if there is a need to clarify their feedback.</li> <li>– Write and list all the feedback.</li> <li>– Express gratitude for sharing their thoughts with you and trying out your project.</li> </ul>	10

Steps	Learning Activity Instructions	Time (mins)
Step 3	<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Allow students to identify a test user who can try their products or go through the comic strips or storyboards of their awareness campaigns or event-based projects as happiness projects.</li> <li>2. Let students start a conversation with the user, aiming to listen and take note of their feedback. Remind students to be open and listen carefully. Ask the students to end the conversation by thanking the test user for their feedback.</li> <li>3. Students go back to their projects and update them according to the user feedback.</li> </ol>	30
Step 4	<p>As a group, reflect for the last time on your project using the following questions:</p> <ol style="list-style-type: none"> <li>1. Does the project solve the happiness problem or challenge of the person/community?</li> <li>2. Will the person or members of the community feel happy with the project? How will the project improve how they feel?</li> <li>3. Can other students also replicate or use my project in their communities to help those who might have the same problem?</li> </ol>	10

## Session 7: We Share and Listen: Elevator Pitch!

60 Mins

**Session description:** Students plan, prepare and deliver a 2-minute pitch about their product or project to a wider audience. This can be done through a project presentation or display.

### Learning goals:

- Prepare a 2 minute elevator pitch on your Happiness Project
- Present your final Happiness Project pitch

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Introduce the students to the idea of an “elevator pitch.”</b></p> <p><b>Discuss:</b> An elevator pitch is a brief and enthusiastic statement or presentation that one delivers to sell or present a product, idea, or project. The aim is to convince the listener that one’s product, idea, or project is worth looking into, implementing, or buying. It is all about catching their attention and interest!</p>	5
Step 2	<p>Let students create their elevator pitch for their Happiness Project. Their elevator pitch may follow the format below:</p> <ul style="list-style-type: none"> <li>– Briefly introduce yourself.</li> <li>– Present the happiness problem/challenge.</li> <li>– Present your solution.</li> <li>– Share what makes your solution unique and doable.</li> <li>– End with a call to action.</li> </ul> <p>Time limit: 2 minutes</p>	15
Step 3	<p>Teacher moderates the elevator pitch, with the different groups presenting their elevator pitches one after the other.</p> <p>Teacher invites members of the public audience. Ensure students get to listen to others pitch as well.</p>	25
Step 4	<ul style="list-style-type: none"> <li>– What went well in our elevator pitch?</li> <li>– What information or feedback from the listeners can help us improve our work?</li> </ul>	5

## Session 8: We Reflect and Celebrate

60 Mins

**Session description:** In this final session, students reflect on their journey during the Design Thinking Project. They celebrate their successes and achievements by the awarding of certificates. They make a plan to go out into their community to implement their projects.

### Learning goals:

- Reflect and celebrate your achievements
- Create a plan to implement The Happiness Project in your community

### Lesson Flow:

Steps	Learning Activity Instructions	Time (mins)
Step 1	<p><b>Recap on previous session:</b></p> <p>What did students enjoy about their elevator pitches?</p>	5
Step 2	<p><b>Learning Activity:</b></p> <p>Explain to students that now they have devised, created and tested their Happiness Projects, they need to work out what the next steps are for implementing them. Share the Action Plan worksheets and ask for students to fill it out in their Happiness Project groups.</p>	30
Step 3	<p>Lead the students in reflection using the following prompts:</p> <ul style="list-style-type: none"> <li>– Through the empathy map activity, I learnt that ...</li> <li>– Through the project-making activities, I learnt that...</li> <li>– Through the elevator pitch, I learnt that...</li> <li>– Through working with my classmates, I learnt that...</li> </ul> <p><b>Final Reflection Activity:</b></p> <p>Lead the students to show changes in their understanding of happiness after the Action of Happiness Project using the prompt below:</p> <p><b>“I used to think that happiness ....</b>  <b>Now, I think ....”</b></p>	10
Step 4	<p><b>Celebrations!</b></p> <p>Award the Designing a Happiness Project certificates to recognise their hard work and projects!</p>	10