



Dont worry, be happy

Summary

An important aspect of education and training for life is definitely a positive lifestyle. Educational environments still not devote enough attention to this important aspect. However, it is only optimistic, a cheerful personality capable of solving life's barriers more constructively. Positive psychology as an important branch of the existing psychological model adds important contents that make individuals more successful in their life. Of course, it also enables better life choices.

Module	Group size	Group age	Duration
• Prevention	• individual • small	• 16 - 19 • 20 - 24	• 15 min • 30 min

Purpose

- include activities, which will encourage happiness in learning process;
- include activities, which give learners opportunity for personal growth;
- motivate learners to see themselves capable of dealing with problems in their life

Participants

Pupils, students, young migrants and asylum seekers

Description

1. Activities, which encourage happiness

1. **Minutes to inspire ourself:** read them poem or passages from books, tell them stories or play music that lifts the mood.
2. **Activities that include humor:** include jokes, funny stories and facts into your explanation, imitate persons or things when learners start to lose their attention, between breaks eat or do things, that release hormones of happiness.
3. **Active office/school/ ... :** 5-10 minutes inside workout for disburdening
4. **Minutes outside:** have learning hours outside, prepare debate in the park, complete your lesson by walking around town.
5. **Out of the box** thinking activities and challenges

2. Activities that help to cope with resentments and fears

1. **Video clips about why they are valueable to someone:** f.e. classmates, trainers and if it is possible even from family members and other people in school;
2. **Weekly letters:** for example they need to write letter to the time, love, death, hate, guilt, fear or have a task to write letters of thanks or letters of forgivness to each others. This is writing theraphy, when feelings and concepts are personalize and help students to become aware of their internal distress

3. **Supportive circles:** what can we do for you today? This is the same concept as it is known in supporting groups: listen to each other, talk about similar issues, sharing experiences.
4. **I can do this:** activities out and in the school, that based on beliefs about the inability to do something in a way that learners are repeatedly assigned to some of the tasks, which contains the skill or knowledge, for which they wrongly claims that is out of their abilities.
5. **One good act per day:** doing something good for someone for free and without expectations.

3. Activities, which motivate learners to see themselves capable of dealing with problems

1. **Watch films**, where they can learn more about backgrounds and rare-known facts about certain famous people from the past and nowdays, who need to overcome many obstacles.
2. **Art exhibition:** students/pupils present their views or express their feelings through art products (films, photos, drawings, paintings, sculptures, spatial design).
3. **Motivation tasks**, which give learners active role, f.e. »Our program needs a new sport program. Who is going to help me create it?«
4. **Peer intervention:** more about activities in activity sheet Peer intervention

Materials needed

Papers, pens, flipchart, letters, TV, laptops, art material, books, magazines

Methodology

Method of conversation, method of work with video and educational technology, consulting, interview method, method of cocreating

Advice for Trainer

Exercise contains general descriptions, **implementation in practice is left to the teacher's or trainer's level of knowledge and creativity**. Some of the activities, such as circles of support, letter and art exhibition, require cooperation with counselors, art teachers or language teachers. In the sections of description there are indicated possible activities, trainer is allowed to combine them in accordance with the purpose of demand.



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