Teaching Resources

Magis Center of Reason and Faith

Claude LeBlanc, M.A.

“Happiness is the one thing we choose for its own sake—everything else is chosen for the sake of happiness.”

—Aristotle
Teachers,

I have prepared these resources to provide you with all the materials you need to enhance your students’ experience of, and learning from, HAPPINESS—The Series DVDs. These lessons are easily adaptable to various classroom and group situations and can be adjusted to fit a range of times, from 50 to 120 minutes per lesson. They can be used in high schools and colleges, Confirmation and RCIA programs, and for youth, young adult, and adult parish ministries. You will also find additional resources in HAPPINESS—The Workbook helpful in preparing your lessons.

HAPPINESS Lesson PowerPoints are available at our website, <www.magiscenter.com>, providing you a ready-made format for using all of these materials in your lessons. They also include links to the supplemental video clips referenced in the lessons to enhance your students’ exploration and reflection on the content.

With each HAPPINESS—The Series lesson plan you will find the following materials:

IN-CLASS MATERIALS

• A Prayer written specifically for the lesson.
• Pre-Viewing Discussion Questions that will ensure your students are ready to learn from the video,
• Video Comprehension Questions—that your students can answer during the video and you can review after viewing—to assist their understanding of the content, and an
• Assessment of Understanding that will enable you to gauge your students’ learning.

There are also two small-group activities for you to use if you wish. First, a series of
• Reflection and Discussion Questions, that will help your students personalize the material and second, a
• Brainstorming Activity that will allow them to apply their learning from each lesson to the larger world.

FOLLOW-UP MATERIALS

Additionally, there is a
• Homework Assignment that allows your students to: further reflect what they have learned from each lesson; see how it fits into their lives; and prepares them for the next lesson.

I can be reached at any time at cleblanc@magiscenter.com to answer your questions and guide you through these resources. Please let me know your experiences with using them so that I can share them with other teachers.

I have been a Catholic high school Theology instructor and administrator for the past 35 years. Since 1995, I have been teaching senior electives relating to reason and faith. I am also very familiar with the benefits and challenges the USCCB High School Curriculum Framework (CF) brings. These lessons can be used in various ways to supplement and enhance the CF. I am willing to discuss these options with you and possibly offer some suggestions based on your particular situation.

On behalf of Fr. Spitzer, and all of us at the MAGIS Center, thank you for using HAPPINESS!

Claude LeBlanc, M.A.
Manager, Educational Resources
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### Supplemental Materials
- Lesson Assessments (if used with PowerPoints)
- Handouts from HAPINESS—the Workbook (referenced in the lessons)
LESSON ONE—THE FOUR LEVELS OF HAPPINESS

LESSON PLAN

Expected Outcome: In this lesson, students will explore: what happiness means to them; why happiness is so important; overview the Four Levels of Happiness; reflect on their own experience of happiness; and apply their learning to their lived experience.

LESSON ONE OUTLINE

Begin class with a prayer, such as: Lord Jesus, you came so that we might have life and have it more abundantly. May we come to know the abundant happiness only you can give, and urge others to seek it as well. Amen.

If time permits, show Supplemental Video One: Are You Happy? to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=_SYzU2kT0lA, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):
1. How do you define happiness?
2. What kind of things have you done to avoid being unhappy? Do you think they were successful or unsuccessful? Why?
3. Have you ever acquired something that you thought would bring lasting happiness, but found it didn’t? What was it? Why do you think it failed to deliver the happiness you expected?

View the Video—Episode One (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):
1. Explain what Aristotle meant by saying, “Happiness is the one thing you can choose for itself; everything else is chosen for the sake of happiness.” He meant that whatever we do is done to achieve happiness.
2. Fr. Robert Spitzer told us that there are four words for happiness in Latin: Laetus (pleasure), Felix (success), Beatus (making a difference), and Sublimitas (transcendence); but in English we only have one. What difficulty does this raise in our culture? It creates confusion about the meaning of true and lasting happiness.
3. Think of examples of people your own age that illustrate the four levels of happiness: What do they do at:
   a. Level One: Seeking Pleasure? (answers vary)
   b. Level Two: Seeking Success? (answers vary)
   c. Level Three: Seeking to Make a Difference? (answers vary)
   d. Level Four: Seeking Transcendence? (answers vary)
4. Describe the benefits and limitations of the Level One search for happiness. Level One happiness is pleasurable, but short lived, and ultimately unsatisfying.
5. Describe the advantages and disadvantages of the Level Two search for happiness. Level Two happiness is beneficial in promoting achievement, status, and popularity, but inevitably creates problems when comparisons with others are made.
6. Explain the conclusions psychiatrist and philosopher Viktor Frankl reached in his studies of concentration camp survivors. How does this relate to Level Three happiness? He found that those who decided to use their experiences for the betterment of others (Level Three), rather than dwelling on their suffering, reported more happiness and tended to live longer lives.
7. Plato spoke of five transcendental desires humans have: the search for perfect truth, love, goodness/justice, beauty, and home. St. Augustine said, “For Thou hast made us for Thyself, and our hearts are restless until they rest in Thee.” How do each of these relate to the Level Four search for happiness? Both Plato and St.

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Augustine were describing a level of happiness that can only be found in a search for, and a relationship with, God.

If time permits, copy and distribute pg. 22 from Happiness—The Workbook (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the Assessment of Understanding (Modified True or False—if a statement is false, change it to make it true) Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the HAPPINESS—Lessons Assessment handout found on pg. 51 of this teaching resources manual.

1. Happiness is the one thing you can choose for itself; everything else is chosen for the sake of happiness. (True)
2. The fact that we have only one word for ‘happiness’ in our culture makes its meaning clear. (False; it often makes its meaning unclear.)
3. At each of the four levels of happiness, a person is equally likely to find lasting fulfillment, meaning, and purpose. (False; levels one and two are either short lived or cause other problems. Levels three and four are long-lasting and focused on solving problems.)
4. In studying concentration camp survivors, Viktor Frankl discovered that a benefit of those seeking level three happiness was often living a longer life. (True)
5. St. Augustine’s own journey for happiness eventually led him to embrace level four. (True)

If time permits, show Supplemental Video Two: If It Makes You Happy (Then Why The Hell Are You So Sad?) by Sheryl Crow (a link to this video, https://www.youtube.com/watch?v=ChYK2qE0znk, is also found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is included in the PowerPoint):

Create a meme (electronically or drawn) similar to Sheryl Crow’s, “If It Makes You Happy Then Why The Hell Are You So Sad?” to help young people move beyond the Level One search for happiness, then share it with the class.

Distribute and review the HAPPINESS Lesson One Assignment handout (The Four Levels of Happiness in Your World) in preparation for lesson two (this is referenced to but not included in the PowerPoint).

Suggested use of the IN-CLASS MATERIALS based on class length:

<table>
<thead>
<tr>
<th>ACTIVITIES (in lesson order)</th>
<th>Estimated Time</th>
<th>60 minutes</th>
<th>80 minutes</th>
<th>100 minutes (or two 50 mins.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Video One (in PP)</td>
<td>5 minutes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-Viewing Discussion Questions</td>
<td>10 minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lesson Video</td>
<td>25 minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Video Comprehension Questions</td>
<td>10 minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>*Small Group Activity One (HO)</td>
<td>15 minutes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Assessment of Understanding (in PP, HO)</td>
<td>5 minutes</td>
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<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Supplemental Video Two (in PP)</td>
<td>5 minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Small Group Activity Two (in PP)</td>
<td>20 minutes</td>
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<td>Yes</td>
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<tr>
<td>Assign Homework (in PP, HO)</td>
<td>5 minutes</td>
<td>Yes</td>
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</table>

PP = PowerPoint, HO = Handout, *This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 22.
HAPPINESS—LESSON ONE (The Four Levels of Happiness)

VIDEO COMPREHENSION QUESTIONS

1. Explain what Aristotle meant by saying, “Happiness is the one thing you can choose for itself; everything else is chosen for the sake of happiness.”

2. Fr. Robert Spitzer told us that there are four words for happiness in Latin: Laetus (pleasure), Felix (success), Beatus (making a difference), and Sublimitas (transcendence); but in English we only have one. What difficulty does he say this raises in our culture?

3. Think of a few examples of people your own age that illustrate the four levels of happiness: What would they do if they were at:
   a. Level One: Seeking Pleasure?
   b. Level Two: Seeking Success?
   c. Level Three: Seeking to Make a Difference?
   d. Level Four: Seeking Transcendence?

4. Describe the benefits and limitations of the Level One search for happiness.

5. Describe the advantages and disadvantages of the Level Two search for happiness.

6. Explain the conclusions psychiatrist and philosopher Viktor Frankl reached in his studies of Concentration camp survivors. How does this relate to the Level Three search for happiness?

7. Plato spoke of five transcendental desires humans have: the search for perfect truth, love, goodness/justice, beauty, and home. St. Augustine said, “For Thou hast made us for Thyself, and our hearts are restless until they rest in Thee.” How do each of these relate to the Level Four search for happiness?
HAPPINESS—LESSON ONE (The Four Levels of Happiness)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False—if a statement is false, change it to make it true)

____ 1. Happiness is the one thing you can choose for itself; everything else is chosen for the sake of happiness.

____ 2. The fact that we have only one word for ‘happiness’ in our culture makes its meaning clear.

____ 3. At each of the four levels of happiness, a person is equally likely to find lasting fulfillment, meaning, and purpose.

____ 4. In studying concentration camp survivors, Viktor Frankl discovered that a benefit of those seeking Level Three happiness was often living a longer life.

____ 5. St. Augustine’s own journey for happiness eventually led him to embrace Level Four.
HAPPINESS-LESSON ONE (The Four Levels of Happiness)

ASSIGNMENT: The Four Levels of Happiness in Your World

Instructions: Bring this completed handout with you to the next class.

<table>
<thead>
<tr>
<th>Step One: Watch one of your favorite television programs. Using the Four Levels of Happiness, how would you rank the program? Give some examples.</th>
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<tr>
<th>Step Two: Choose a few commercials that aired during the program, and rank them using the Four Levels of Happiness. Describe your ranking.</th>
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<table>
<thead>
<tr>
<th>Step Three: Visit one of your favorite websites, and rank it using the Four Levels of Happiness. Describe your ranking.</th>
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<tr>
<th>Step Four: Think of some of the people you know (no names, please) who are caught up in the Comparison Game. What would you recommend to them to escape?</th>
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</table>
Expected Outcome: In this lesson, students explore: which level of happiness is dominant in their lives; the benefits and dangers of Level Two Happiness (the Comparison Game); escaping the Comparison Game; the Four Levels of Happiness as a progression to greater, longer-lasting happiness; and apply their learning to their lives.

LESSON TWO OUTLINE

Begin class with a prayer, such as: Lord Jesus, you told us that unless a grain of wheat dies, it does not bear fruit. Help us to die to our selfishness and discover the happiness that only comes from serving others and seeking you. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson One Assignment.

If time permits, show Supplemental Video One: The Comparison Game, to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=d4KetTMfQKw, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):
1. When is competition healthy, and when is it unhealthy? Do you have any experience with either? Explain.
2. What are the long-term consequences of healthy and unhealthy competition?
3. What is something a person can do if they find that their focus on competition is unhealthy?

View the Video—Episode Two (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):
1. The hosts said that one of the Four Levels of Happiness is bound to be dominant in each of our lives. Why is it important to identify which level is dominant? If we know which level is dominant in our lives, we can understand what motivates us to do the things we do. We can begin the process of deciding either to accept being at that level or making the changes necessary to move up to another level.
2. Dr. Aaron Kheriaty described the Level Two search for happiness as having benefits, but also a few problems. What did he mean? Competition is good up to a point, but, the satisfaction we gain through competition is real, but temporary, and it is difficult to be present to others when we’re always competing with them.
3. Describe the inherent problems with playing the Comparison Game for:
   a. Winners: feel greater pressure to win more, become narcissistic, and are ultimately lonely.
   b. Losers: feel inferior and judged by others.
   c. Those in-between: have a mixture of the emotions of winners and losers.
4. Leah Darrow described the dissatisfaction she felt as a model. What was that dissatisfaction, and what did she do to resolve it? She felt the pressure of having to be very beautiful, and the jealousy of competing with other beautiful women. She decided that her life needed to be more meaningful than that, so she left modeling and began focusing her attention on others.
5. Dr. Kheriaty suggested things we could focus on to analyze whether our competition is healthy or unhealthy. What were they? a. Look at the quality of our relationships. Ask, “What times of my life were most memorable; were they with people or God?” “Am I developing as a person while being competitive, or just trying to win?”, & “Do I care about the others, or just me?” b. How do my actions affect others?
6. What can’t we do when you’re focusing on bad news, and what can we do instead? We can’t focus on good news and bad news at the same time, so we should spend more time looking for the good in others and situations.
7. Why is happiness described as having four levels, and not just as being four kinds? They are progressive. As a person goes from a lower to a higher level the effects are more pervasive, enduring and deep.

8. Describe how the higher levels are more pervasive, enduring and deep than lower ones.

   **Pervasive:** Level 1 is limited to ourselves, Levels 2 & 3 reach others, and level 4 reaches beyond this world.
   **Enduring:** Level 1 is very brief, levels 2 & 3 last longer, and Level 4 is eternal.
   **Deep:** The higher the level the more your intellectual, creative, & psychological powers are engaged.

9. What is it that separates us from all the other animal species, and why is the Level Four search for happiness so important for understanding this difference? Our constant striving for transcendentals—perfect truth, love, goodness, beauty, and home—can only be achieved at Level Four.

10. What did **Henry David Thoreau**, in his book, *Walden*, mean by saying, “(Most) men lead lives of quiet desperation.”? They remain at Levels One or Two of happiness, and fail to find pervasive, enduring, and deep meaning in their lives.

If time permits, copy and distribute pg. 40 from *Happiness—The Workbook* (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the **Assessment of Understanding** *(Modified True or False—if a statement is false, change it to make it true)*

Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the **HAPPINESS—Lessons Assessment** handout found on pg. 51 of this teaching resources manual.

1. It is important that you know which level of happiness is dominant in your life. *(True)*
2. Playing the Comparison Game is harmful unless you are one of the winners. *(False; even winners experience the harmful effects of greater pressure, insecurity, narcissism, and loneliness.)*
3. **Leah Darrow’s** story of is an example of a person successfully escaping the Comparison Game. *(True)*
4. It is a good thing to look at the bad news and the good news about a person or a situation at the same time. *(False; you can’t look for the bad news and the good news in another at the same time.)*
5. The Four Levels of happiness can also be called the Four Kinds of happiness. *(False; the Four Levels are a progression; each higher level brings more pervasive, enduring, and deeper happiness.)*

If time permits, show **Supplemental Video Two: Scene from ‘What About Bob?’** *(a link to this video, [https://www.youtube.com/watch?v=EB-Nks9TffU](https://www.youtube.com/watch?v=EB-Nks9TffU), is also found in the PowerPoint)* to summarize the lesson and prepare your students for **Small Group Activity Two: Beyond the Lesson** *(this is included in the PowerPoint).*

Discuss what happened in the scene we watched from *What About Bob?* and what it says about the consequences of playing the Comparison Game. What could Dr. Marvin have done differently to avoid the outcome he experienced?

Distribute and review the **HAPPINESS Lesson Two Assignment** handout *(Escaping the Comparison Game)* in preparation for lesson three *(this is referenced to but not included in the PowerPoint).*
### Suggested use of the IN-CLASS MATERIALS based on class length:

<table>
<thead>
<tr>
<th>ACTIVITIES (in lesson order)</th>
<th>Estimated Time</th>
<th>60 minutes</th>
<th>80 minutes</th>
<th>100 minutes (or two 50 mins.)</th>
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</thead>
<tbody>
<tr>
<td>Lesson One Assignment Review</td>
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<td>Yes</td>
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<tr>
<td>Supplemental Video One (in PP)</td>
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<td>No</td>
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<td>Pre-Viewing Discussion Questions (in PP)</td>
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<tr>
<td>*Small Group Activity One (HO)</td>
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<tr>
<td>Assessment of Understanding (in PP, HO)</td>
<td>5 minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Supplemental Video Two (in PP)</td>
<td>5 minutes</td>
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<td>Yes</td>
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<tr>
<td>Small Group Activity Two (in PP)</td>
<td>10 minutes</td>
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<tr>
<td>Assign Homework (in PP, HO)</td>
<td>5 minutes</td>
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</table>

*PP = PowerPoint, HO = Handout, *This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 40.*
**HAPPINESS—LESSON TWO (The Comparison Game)**

**VIDEO COMPREHENSION QUESTIONS**

1. The hosts said that one of the Four Levels of Happiness is bound to be dominant in each of our lives. Why is it important to identify which level is dominant?

2. **Dr. Aaron Kheriaty** described the Level Two search for happiness as having benefits, but a few problems. What did he mean?

3. Describe the inherent problems with playing the Comparison Game for:
   a. Winners:
   b. Losers:
   c. Those in-between:

4. **Leah Darrow** described the dissatisfaction she felt as a model. What was that dissatisfaction, and what did she do to resolve it?

5. **Dr. Kheriaty** suggested some things we could focus on to analyze whether competition is healthy or unhealthy in our lives. What were they?
   a. 
   b. 

6. What can’t we do when you’re focusing on bad news, and what can we do instead?

7. Why is happiness described as having four levels, and not just as being four kinds?

8. Describe how the higher levels of happiness are more pervasive, enduring and deep than the lower levels.
   a. Pervasive:
   b. Enduring:
   c. Deep:

9. What is it that separates us from all the other animal species, and why is the Level Four search for happiness so important for understanding this difference?

HAPPINESS—LESSON TWO (The Comparison Game)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False—if a statement is false, change it to make it true)

_____ 1. It is important that you know which level of happiness is dominant in your life.

_____ 2. Playing the Comparison Game is harmful unless you are one of the winners.

_____ 3. Leah Darrow’s story of leaving modeling is an example of a person successfully escaping the Comparison Game.

_____ 4. It is a good thing to look at the bad news and the good news about a person or a situation at the same time.

_____ 5. The Four Levels of happiness can also be called the Four Kinds of happiness.
**HAPPINESS-LESSON TWO** *(The Comparison Game)*

**ASSIGNMENT: Escaping the Comparison Game**

**Instructions:** *Bring this completed handout with you to the next class.*

<table>
<thead>
<tr>
<th>Step One: Choose a well-known celebrity (an actor, a musician, an athlete, etc.), who seems to not be playing the Comparison Game, and briefly describe his or her career.</th>
<th>Step Two: Explain the reasons why you think this person has escaped the Comparison Game.</th>
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<tr>
<th>Step Three: <em>Give Examples from this celebrity’s life that they are living at the Level Three or Level Four happiness.</em></th>
<th>Step Four: Describe what others can learn from this celebrity’s example of Level Three or Level Four Happiness.</th>
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</table>
LESSON THREE—THE FAITH TO REACH TRANSCENDENCE

LESSON PLAN

Expected Outcome: In this lesson, students will: explore what it means to escape the Comparison Game and live a life of contribution; discover what is necessary for them to have permanent happiness; realize that God has given us the necessary desires and longing for this everlasting happiness; and apply their learning to their lived experience.

LESSON THREE OUTLINE

PLEASE NOTE: The Episode Three video is longer (42 minutes) than those of the previous episodes, and the content serves as a bridge between them and the remaining episodes, so it is highly recommended that you give this lesson the additional time it may require (up to 120 minutes).

Begin class with a prayer, such as: Lord Jesus, when you were asked what the greatest commandment was, you gave us two: love God and love our neighbor as ourselves. Give us the willingness and strength to do both well. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson Two Assignment.

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):

1. WHY would anyone want to make the greatest possible difference in the lives of others?
2. WHY would anyone want to make this difference for the Kingdom of God?

If time permits, show Supplemental Videos One and Two: How Will History Remember You? and The Starfish Story to introduce the topic to your class (links to these videos: https://www.youtube.com/watch?v=h48ae-uDse4, & https://www.youtube.com/watch?v=Z-aVMdJ3Aok, are also found in the PowerPoint).

Have your students (individually) reflect on and journal about these Pre-Viewing Questions (questions are found in the PowerPoint):

3. Am I focusing on the good news in others instead of the bad news?
4. How can I make the greatest positive difference to my family, friends, community, and even the Kingdom of God?

View the Video—Episode Three (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):

1. Is making a difference and focusing on the good news in others as far as we can go? NO! All our contribution—the good we do for others—must have a PURPOSE that aims at ultimate and lasting good.
2. What did actor Eduardo Verástegui do when he realized fame and fortune left him unhappy? What was the immediate result? He promised God not to do anything that offended his faith, family, or Latino culture; he refused all roles offered for four years.
3. Verástegui said, “When I lost everything, I found everything that really matters in life.” What did he find out and how did it change him? That he was born to know, love & serve Jesus. The anxiety, fear and depression he used to have were replaced with peace and trust in God.
4. Verástegui said that, like him, we each have a choice to make; what is it? Be faithful to the mission God made us for or create our own based on selfishness.
5. What two qualities do the hosts see in Verástegui that enable him to have faith in God? His HUMILITY leads him to realize his need for God and his GRATITUDE enables him to see the positive things of his life as gifts from God.
6. After listening to atheist’s arguments, why has Dr. John Lennox’s faith grown? He concluded that the evidence for God is much stronger than the evidence for atheism.

7. What does Dr. Lennox say has brought him the greatest satisfaction in life? His relationship with God through faith in Christ.

8. Why did many ancients, modern philosophers, and many others, believe God is present to all of us? We have five transcendental desires (for perfect truth, love, goodness and justice, beauty, and home) that we couldn’t have gotten from ourselves or the world.

9. What did Dr. Rudolf Otto mean that we all have a ‘numinous experience’ and how does it affect us, positively and negatively? We sense the “Wholly other” presence within us that makes us aware we are transcendent. We see it as good and are drawn to it. It gives us hope of being completely loved. Many who abandon it develop psychological problems, including increased suicide rates.

10. How did Dr. Mircea Eliada claim this sense of the transcendent affects us? We desire to express it exteriorly through religious symbols/rituals in community.

If time permits, copy and distribute pg. 57 from Happiness—The Workbook (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the Assessment of Understanding (Modified True or False—if a statement is false, change it to make it true) Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the HAPPINESS—Lessons Assessment handout found on pg. 51 of this teaching resources manual.

1. People generally find Level Three Happiness to be completely satisfying. (False; without a transcendent purpose to their contribution, it will eventually lose its satisfaction.)

2. Level Four Happiness is the only Level that has the potential to be permanent. (True)

3. After ongoing dialoging with atheists, Dr. John Lennox concluded that the evidence for God is much stronger than for atheism. (True)

4. The five transcendental desires are ideas that humans created to understand God. (False; these ideas are not able to come from our minds or our experiences of our world, because they cannot be experienced or even imagined here.)

5. The ‘Numinous Experience’ means we: a. sense the presence of the “Wholly other” presence within us that makes us aware we are transcendent creatures, b. see it as good, and are drawn to it, and c. have hope of being completely loved. (True)

If time permits, show Supplemental Videos Three and Four (scenes from ‘Contact’): “They should have sent a poet.” and “I had an experience...I can’t explain.” (links to these videos, https://www.youtube.com/watch?v=G1koSA3bu5Y & https://www.youtube.com/watch?v=r1pDCfhpssk, are also found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is included in the PowerPoint):

Without getting too personal, share a memorable experience of unfulfilled desire for perfect: Truth, Love, Goodness (or Justice), Beauty, or Home.

Distribute and review the HAPPINESS Lesson Three Assignment handout (Experiencing Transcendence) in preparation for lesson four (this is referenced to but not included in the PowerPoint).
Suggested use of the IN-CLASS MATERIALS based on class length:

<table>
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<th>ACTIVITIES (in lesson order)</th>
<th>Estimated Time</th>
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<td>Yes</td>
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</tbody>
</table>

* This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 57.
HAPPIESS—LESSON THREE (The Faith to Reach Transcendence)

VIDEO COMPREHENSION QUESTIONS

1. Is making a difference and focusing on the good news in others as far as we can go?

2. What did actor Eduardo Verástegui do when he realized fame and fortune left him unhappy? What was the immediate result?

3. Verástegui said, “When I lost everything, I found everything that really matters in life.” What did he find out and how did it change him?

4. Verástegui said that, like him, we each have a choice to make; what is it?

5. What two qualities do the hosts see in Verástegui that enable him to have faith in God?

6. Why after listening to the arguments of atheists, has Dr. Lennox’s faith grown?

7. What does Dr. Lennox say has brought him the greatest satisfaction in life?

8. Why did many ancients, modern philosophers, and many others, believe God is present to all of us?

9. What did Dr. Rudolf Otto mean that we all have a ‘numinous experience’ and how does it affect us, positively and negatively?

10. How did Dr. Mircea Eliada claim this sense of the transcendent affects us?
HAPPINESS—LESSON THREE (The Faith to Reach Transcendence)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False— if a statement is false, change it to make it true)

____ 1. People generally find Level Three Happiness to be completely satisfying.

____ 2. Level Four Happiness is the only Level that has the potential to be permanent.

____ 3. After ongoing dialoging with atheists, Dr. John Lennox concluded that the evidence for God is much stronger than for atheism.

____ 4. The five transcendental desires are ideas that humans created to understand God.

____ 5. The ‘Numinous Experience’ means we: a. sense the presence of the “Wholly other” making us aware we are transcendent creatures, b. see it as good, & are drawn to it, and c. have hope of being completely loved.
HAPPINESS-LESSON THREE (The Faith to Reach Transcendence)

ASSIGNMENT: Experiencing Transcendence

Instructions: Ask three people to share a memorable experience from their lives that led them to God, and summarize their experiences below. Then, analyze their experiences using the five transcendentalis: the search for perfect truth, love, goodness and justice, beauty, and home).

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<thead>
<tr>
<th>Person One:</th>
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LESSON FOUR—LEVEL 4 EVIDENCE: NEAR-DEATH EXPERIENCES

LESSON PLAN

Expected Outcome: In this lesson, students will: learn what a Near-Death Experience (NDE) is; be presented with evidence for their nonphysical cause; see the conclusions that can be reached because of NDEs; and apply their learning to their lived experience.

LESSON FOUR OUTLINE

Begin class with a prayer, such as: Lord Jesus, you told us that Your Father has prepared a home for each of us to live with Him. Help us to always remember that this life is a preparation and a journey to our eternal home. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson Three Assignment.

If time permits, show Supplemental Video One: ‘Heaven Is For Real’ Trailer to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=N-ewaCVARtM, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):
1. What have you heard, and think, about Near-Death Experiences (NDEs)?
2. If NDEs are real and can be verified, what does that mean about human beings, how we live our lives, and our destiny?

View the Video—Episode Four (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):
1. What does it mean when a person is considered clinically dead? The person is brain dead, (i.e., with a flat EEG, has fixed and dilated pupils, and the absence of a gag reflex).
2. What is a Near-Death Experience (NDE)? While being clinically dead, patients report their consciousness leaving their bodies and hovering over them, and being able to see and hear what is taking place. They pass through walls and are not constrained by gravity, and some travel to another world that is peaceful, beautiful and transcendent. Often they see deceased relative and friends there, all youthful, but filled with wisdom and love. They see a white light filled with love that seems to know everything about them. Children often see Jesus. At some point, they are pulled back into their body, or a decision is made to return to the physical world.
3. What are some common reasons people give to try to explain away a NDE as natural phenomenon? Hallucinations, deprivation of oxygen, narcotics for pain & resuscitation, or the shutdown of the brain.
4. According to Dr. Janice Holden, how many NDE cases had been studied by 2006? Over 3,500 in 65 studies.
5. Why does Dr. Holden not accept these natural explanations for NDEs? Because of the flat EEG, there is no brain activity, so any cognitive functions reported by the patient have to be outside of the physical body.
6. What do the studies of Dr. Kenneth Ring reveal about NDEs? Many blind persons, including those blind since birth, reported being able to see during their NDE.
7. What is veridical data, and why is it important in studying NDEs? Data verified after the fact by independent researchers. Dr. Holden found, in 37 studies (hundreds of cases), that reports made by those clinically dead during their NDEs, were more accurate than those of other persons in the hospital rooms. This is evidence that the consciousness is separate from, and not dependent on our bodies.
8. What does the evidence from NDEs make it difficult to deny? A soul that survives bodily death and can see, hear, think, feel, and transcends the laws of physics. There must be a “transphysical world” where the deceased live transformed.
TEACHING Resources for the HAPPINESS Series

LESSON FOUR (Near Death Experiences)

If time permits, copy and distribute pg. 66 from Happiness—The Workbook (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the Assessment of Understanding (Modified True or False—if a statement is false, change it to make it true) Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the HAPPINESS—Lessons Assessment handout found on pg. 51 of this teaching resources manual.

1. Clinical death is determined by a flat EEG, fixed and dilated pupils, and the absence of a gag reflex. (True)
2. Dr. Janice Holden admits there is no way to verify the reports of people claiming to have had Near-Death Experiences. (False; she has reviewed several scientific studies that have verified many of the claims made by persons claiming to have had a NDE.)
3. Veridical evidence (data independently verified after the fact) exists to support many of the claims of those reporting NDEs. (True)
4. Dr. Kenneth Ring studied the cases of deaf persons who reported hearing during their NDEs. (False; he studied the cases of blind persons who reported seeing during their NDEs.)
5. If NDEs are true, and can be verified, they can provide medical evidence pointing to the survival of human consciousness after bodily death and for an afterlife. (True)

If time permits, show Supplemental Video Two: Colton Burpo’s NDE (a link to this video, https://www.youtube.com/watch?v=bLu0wKKYs, is also found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is included in the PowerPoint):

- Discuss how your thoughts about NDEs have changed. Discuss why you think this evidence is not well known and how people your age could get this information out.

Distribute and review the HAPPINESS Lesson Four Assignment handout (NDEs, the Soul, and the Afterlife) in preparation for lesson five (this is referenced to but not included in the PowerPoint).

Suggested use of the IN-CLASS MATERIALS based on class length:

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<td>Yes</td>
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<tr>
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<td>Yes</td>
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<tr>
<td>Small Group Activity Two (in PP)</td>
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* This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 66.

PP = PowerPoint, HO = Handout
HAPPINESS—LESSON FOUR (Level 4 Evidence: Near-Death Experiences)

VIDEO COMPREHENSION QUESTIONS

1. What is a Near-Death Experience (NDE)?

2. What does it mean when a person is considered clinically dead?

3. What are some common reasons people give to try to explain away NDEs as natural phenomena?

4. According to Dr. Janice Holden, how many NDE cases had been studied by 2006?

5. Why does Dr. Holden not accept these natural explanations for NDEs?

6. What do the studies of Dr. Kenneth Ring reveal about NDEs?

7. What is veridical data, and why is it important in studying NDEs?

8. What does the evidence from NDEs make it difficult to deny?
HAPPINESS—LESSON FOUR (Level 4 Evidence: Near-Death Experiences)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False—if a statement is false, change it to make it true)

_____ 1. Clinical death is determined by a flat EEG, fixed and dilated pupils, and the absence of a gag reflex.

_____ 2. Dr. Janice Holden admits there is no way to verify the reports of people claiming to have had Near-Death Experiences.

_____ 3. Veridical evidence (data independently verified after the fact) exists to support many of the claims of those reporting NDEs.

_____ 4. Dr. Kenneth Ring studied the cases of deaf persons who reported hearing during their NDEs.

_____ 5. If NDEs are true, and can be verified, they can provide medical evidence pointing to the survival of human consciousness after bodily death, and for an afterlife.
HAPPINESS-LESSON FOUR (Level 4 Evidence: Near-Death Experiences)
ASSIGNMENT: NDEs, the Soul, and the Afterlife

Instructions: *This is a personal reflection* based on the evidence for souls and the afterlife presented in this episode.

In **Step One describe**: What your response to the evidence presented for NDEs, the Soul, and the Afterlife is.

In **Step Two answer**: What does having a soul mean about the way you should live your life and view your own self-worth and the self-worth of others.

In **Step Three answer**: If God is really calling you to a lifetime of unconditional love, how does this affect the way you should relate to others?

In **Step Four answer**: In light of this evidence, does despair really make any sense? Isn’t everything redeemable in a life of eternal love?

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<th>Step Three:</th>
<th>Step Four:</th>
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LESSON FIVE—LEVEL FOUR EVIDENCE: THE RESURRECTION

LESSON PLAN

Expected Outcome: In this lesson, students will: learn what St. Paul said about the witnesses to the Resurrection; discover what modern historical investigation into the Resurrection has revealed and the scholarly consensus that has resulted from it; and apply their learning to their lived experience.

LESSON FIVE OUTLINE

PLEASE NOTE: Due to the nature of the material covered in this episode, there are more Video Comprehension Questions (21) in this lesson than in past lessons, so it is highly recommended that you give this lesson the additional time it may require (up to 120 minutes).

Begin class with a prayer, such as: Lord Jesus, you not only predicted your Resurrection; you left us with evidence to know that you are risen. Give us the desire to look for, know, and understand it. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson Four Assignment.

If time permits, show Supplemental Video One: ‘Risen’ Trailer to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=R-R9JY4le7k, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):

1. What have you heard, and think, about the evidence for the Resurrection of Jesus?
2. If the Resurrection of Jesus is true, what does it say about Him, and our destiny?

View the Video—Episode Five (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):

1. Why did St. Paul say the witnesses to the Resurrection had “everything to lose but nothing to gain” by preaching Jesus as risen? A believer in God lying about witnessing the Resurrection, would be lying to God, undermining his or her Jewish faith, and risking eternal punishment. A non-believer in God faced the loss of social and financial status, persecution, and death. Why would anyone do that?
2. How do attorneys use a similar argument today, and why? They argue that their witnesses have nothing to gain by their testimony; making it more likely that they are telling the truth.
3. What is meant by the term ‘criteria for historicity’, and how does it apply to the Resurrection? Careful techniques for evaluating historical events applied to evidence about the Resurrection to separate facts from myths, legends or other fiction.
4. According to Dr. Gary Habermas, when do even skeptical and agnostic biblical scholars put the earliest reports of the Resurrection, and why? The early 30s A.D. The earliest written account—St. Paul’s first letter to the Corinthians in about 55 A.D.—says (in 15:3) that the accounts predated his writing. Scholars think Paul knew them by about 33 A.D.
5. How do the 25 years between the Resurrection and St. Paul’s letter compare to the other biographies of the time and what can we conclude from this? Much less time; Alexander the Great’s first biographies were written about 400 to 450 years after his life. St. Paul’s writings are much more likely to be historically accurate.
6. Who does St. Paul include in the list of witness of the Resurrection of Jesus and why is this important? Three individuals: Peter, James, and himself; and three groups: the 12, the Apostles, then 500 disciples (many still alive to attest to it).
8. Why do the critics of the Resurrection have a difficult time with this passage? As eyewitness, they were willing to die for their belief in the Resurrection.
9. Why does Dr. Habermas consider his years of study about the Resurrection worthwhile? He wanted to know if Christianity is true, and he realized that if the Resurrection is true, then so is Christianity.
10. What would typically happen to the leaders of the many Messianic movements during the time of Jesus and how is Christianity different? When the leaders died, so did their movements but Christianity exploded in growth after Jesus’ death even while being heavily persecuted.
11. What do many consider the reason for the growth of early Christianity to be? What do historians now believe? Many consider Jesus’ teachings and example to be the cause of the growth of Christianity but it was the experience and testimony of the witnesses of the Resurrection.
12. What separates Christianity from the other religions of the world? The Resurrection of Jesus.
13. Based on the work of N. T. (Tom) Wright, how did the early Christian belief in the Resurrection differ from their beliefs in other Jewish doctrines of the time (dating back to about 515 B.C—called 2nd Temple Judaism)? Other than believing in the Resurrection, the early Christians were respectful of all other Jewish traditions.
14. What does the Christian belief about Jesus’ Resurrection entail? It was a bodily resurrection, but one transformed into a spiritual body making Jesus more difficult to recognize (until he showed them his wounds from the crucifixion). This kind of resurrection was not expected by anyone.
15. How does the Christian belief in the Resurrection differ from Jewish ones? First, it was central for Christians, but not Jews. Second, all Christians believed it the same way, but some Jews believed it meant life without a body, others, a resuscitated corpse, while others didn’t believe in it.
16. What was the ‘cost’ to early Christians in breaking with Jewish tradition and believing what they did about Jesus’ Resurrection? They may be separated from the Temple, persecuted, and even killed.
17. What is the easiest conclusion to reach as to why early Christians would die for this belief? Their testimony was true.
18. How have the views of the majority of Scripture scholars about Jesus’ Resurrection changed over the past 45 years, and why? The bodily Resurrection of Jesus used to be a minority view—held by conservatives only—but now it is the majority view because we can place the earliest Resurrection accounts to 30 A.D (within a year of the Cross).
19. According to Dr. Habermas, what two principles about the Resurrection of Jesus do the majority of Scripture scholars agree on? First, it is a real historical event, not a story invented later. Second, Jesus rose with a transformed body.
20. What is believed by the majority of Scripture scholars today about the Resurrection of Jesus? The tomb was empty, Jesus was raised bodily, and Jesus predicted it ahead of time.
21. What is so unusual about this consensus of Scripture scholars? They have various religious beliefs. Even atheists and agnostics agree the reports can be credibly traced to within a year of the Resurrection.
22. How do the teachings of Jesus correlate with the findings from Near-Death Experiences, and what conclusion can we reach? Perfectly; Jesus tells us that the afterlife is eternal and we will experience unconditional love. Because the evidence from NDEs is so similar, it is more likely that each is true.

If time permits, copy and distribute pg. 76 from Happiness—The Workbook (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the Assessment of Understanding (Modified True or False—if a statement is false, change it to make it true) Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the HAPPINESS—Lessons Assessment handout found on pg. 51 of this teaching resources manual.

1. The earliest accounts of Jesus’ life were written about as many years after his death as were those of Alexander the Great. (False; the earliest accounts of Jesus’ life appeared about 25 years after his death, compared to about 400 to 450 years after Alexander the Great’s death.)
2. It was easy for the early Christians to hold a view about the Resurrection that differed from the views of the Jews at the time? (False; besides the real risk of being separated from the Temple, being persecuted, or even killed, they would not have wanted to break with Jewish traditions which were considered essential to their faith.)

3. The majority of Scripture scholars have always accepted the historical reality of Jesus’ bodily Resurrection and divinity. (False; until recently these were minority views).

4. The evidence for The Resurrection of Jesus makes it reasonable, and responsible, to believe what he said about God, and that he is God himself. (True)

5. The findings from Near-Death Experiences correlate well with the teachings and Resurrection of Jesus Christ. (True)

If time permits, show Supplemental Video Two: Did Jesus Rise From The Dead? (a link to this video, https://www.youtube.com/watch?v=TyZ1f7faKSw, is also found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is included in the PowerPoint):

Share how your thoughts about the Resurrection have changed because of this lesson. What evidence made the greatest impact on you? Why? How does it change the way you think about Jesus?

Distribute and review the HAPPINESS Lesson Five Assignment handout (The Resurrection, Jesus, and Humanity) in preparation for lesson five (this is referenced to but not included in the PowerPoint).

Suggested use of the IN-CLASS MATERIALS based on class length:

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<td>5 minutes</td>
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</table>

PP = PowerPoint, HO = Handout, *This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 76.
VIDEO COMPREHENSION QUESTIONS

1. Why did St. Paul say the witnesses to the Resurrection had “everything to lose but nothing to gain” by preaching Jesus as risen?

2. How do attorneys use a similar argument today, and why?

3. What is meant by the term criteria for historicity’, and how does it apply to the Resurrection?

4. According to Dr. Gary Habermas, when do even skeptical and agnostic biblical scholars put the earliest reports of the Resurrection, and why?

5. How does the 25 years between the Resurrection and St. Paul’s letter compare to the other biographies of the time and what can we conclude from this?

6. Who does St. Paul include in the list of witness of the Resurrection of Jesus and why is this important?

7. Why do the critics of the Resurrection have a difficult time with this passage?

8. Why does Dr. Habermas consider his years of study about the Resurrection worthwhile?

9. What would typically happen to the leaders of the many Messianic movements during the time of Jesus and how is Christianity different?

10. What do many consider the reason for the growth of early Christianity to be? What do historians now believe?
11. What separates Christianity from all the other religions of the world?

12. Based on the work of N. T. Wright, how did the early Christian belief in the Resurrection differ from their beliefs in other Jewish doctrines of the time (dating back to about 515 B.C—called 2nd Temple Judaism)?

13. What does the Christian belief about Jesus Resurrection entail?

14. How does the Christian belief in the Resurrection differ from Jewish ones?

15. What was the ‘cost’ to early Christians in breaking with Jewish tradition and believing what they did about Jesus’ Resurrection?

16. What is the easiest conclusion to reach as to why early Christians would die for this belief?

17. How have the views of the majority of Scripture scholars about Jesus’ Resurrection changed over the past 45 years, and why?

18. According to Dr. Habermas, what two principles about the Resurrection of Jesus do the majority of Scripture scholars agree on?
   a. 
   b. 

19. What is believed by the majority of Scripture scholars today about the Resurrection of Jesus?

20. What is so unusual about this consensus of Scripture scholars?

21. How do the teachings of Jesus correlate with the findings from Near-Death Experiences, and what conclusion can we reach?
HAPPINESS—LESSON FIVE (Level 4 Evidence: The Resurrection)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False—if a statement is false, change it to make it true)

_____ 1. The earliest accounts of Jesus' life were written about as many years after his death as were those of Alexander the Great.

_____ 2. It was easy for the early Christians to hold a view about the Resurrection that differed from the views of the Jews at the time?

_____ 3. The majority of Scripture scholars have always accepted the historical reality of Jesus bodily Resurrection and divinity.

_____ 4. The evidence for the Resurrection of Jesus makes it reasonable, and responsible, to believe what he said about God, and that he is God himself.

_____ 5. The findings from Near-Death Experiences correlate well with the teachings and Resurrection of Jesus Christ.
HAPPINESS-LESSON FIVE (Level 4 Evidence: The Resurrection)
ASSIGNMENT: The Resurrection, Jesus, and Humanity

Instructions: This is based on the evidence for the Resurrection of Jesus presented in this episode.
In Step One describe: What is your response to the evidence presented for the Resurrection of Jesus?
In Step Two answer: If the evidence for the Resurrection is true, what else about Jesus must be true?
In Step Three answer: If the evidence for the Resurrection is true, what does this mean about Christianity?
In Step Four answer: If the evidence for the Resurrection is true, what does this mean for humanity and its search for happiness?

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LESSON SIX—TRANSCENDENCE: IS UNCONDITIONAL LOVE REAL?

LESSON PLAN

Expected Outcome: In this lesson, students will learn the signs from Near-Death Experiences, and from Jesus’ life, that: demonstrate God’s love and explain the problems that Hell, and evil, cause in accepting that love; and apply their learning to their lived experience.

LESSON SIX OUTLINE

PLEASE NOTE: The Episode Six video is longer (37 minutes) than some of the previous episodes, so it is highly recommended that you give this lesson the additional time it may require (up to 120 minutes).

Begin class with a prayer, such as: Lord Jesus, you revealed the Father’s unconditional love for us, and you also showed it through the sacrifice of your own life for us. With the help of the Spirit, may we strive to love as you both love. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson Five Assignment.

If time permits, show Supplemental Video One: Dad Of Autistic Child Shares About Unconditional Love, to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=8Pl3vkBp9lw, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):

1. Is unconditional love even possible in this world? If it is, what would it look like?
2. Even if it is impossible, should we still strive to love one another unconditionally?
3. If God loves us unconditionally, what is the appropriate response to him, and to others?

View the Video—Episode Six (distribute the Video Comprehension Questions handout, and pg. 81 from Happiness—The Workbook, prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):

1. What does the evidence from Near Death Experiences (NDEs), and the Resurrection, tell us about God having real and unconditional love? In NDEs, people experience a white light as exceedingly loving; the Resurrection means it is reasonable and responsible to believe what Jesus said about God’s unconditional love.

(Review and discuss the answers from Fr. Spitzer’s “Six Questions for Steve” handout, from Happiness—the Workbook, pg. 81)

2. According to Fr. Spitzer, what was Jesus’ reason for telling us the Parable of the Prodigal Son? To tell us who God the Father is.
3. What would a 1st century Jewish audience understand about the son in this parable? By wanting his inheritance, going to a foreign land, spending money as he did, and working with pigs, he rejected his family, country, religion, and God.
4. How would this audience think the father would react when he saw his son? That the father would reject the son because of what he did.
5. What does the way the father actually responded to his son tell us about God the Father? He loves us unconditionally.
6. Who was part two of the parable addressed to, and what was the message to them? *Jesus was telling the Pharisees that God loves them the same way, but they need to rejoice with him when sinners repent.*

7. What’s wrong with the question, “Why would an unconditionally loving God send anyone to Hell?” *God doesn’t send anyone to Hell. It’s a place he prepared for those who choose not to love—and want to be away from God.*

8. Why did God give us free will, and why is required in order for us to ‘love’? *Because he loves us unconditionally, he won’t force us to do anything; if we ‘had’ to love, it would be meaningless.*

9. What is our free will for? *To allow us to choose who, and how, we will find our joy; in ourselves or others, and selfishly or selflessly.*

10. Even though God wants us all to be in Heaven with Him, what is he allowing us by giving us free will? *To choose to love him, and others, or not, both now and for eternity.*

If time permits, copy and distribute pg. 88 from *Happiness— Happiness—The Workbook* (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the class.

Give the Assessment of Understanding (*Modified True or False—if a statement is false, change it to make it true*)

Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the *HAPPINESS—Lessons Assessment* handout found on pg. 51 of this teaching resources manual.

1. Fr. Spitzer explained that the Creator of the universe would have to have the most meaningful power—love—without limit. *(True)*

2. A 1st century Jewish audience, hearing the Parable of the Prodigal Son, would have considered the Son’s behavior unforgivable. *(True)*

3. Jesus’ reason for telling us the Parable of the Prodigal Son was to teach us about our sinfulness. *(False; it was to teach us about the Father’s unconditional love).*

4. At death, God punishes sinners by sending them to Hell. *(False; we choose Hell by living a life rejecting love—and God).*

5. God gave us free will so that we could decide whether to love Him, and others, or live a self-centered life that excludes Him. *(True)*

If time permits, show *Supplemental Video Two, Do We Have Free Will?* (a link to this video, https://www.youtube.com/watch?v=bDkLUBdvOkw, is found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is also included in the PowerPoint):

*Share how you would explain to others why our free will, and the existence of Hell, both need to exist in order for God’s love to be truly unconditional.*

Distribute and review the *HAPPINESS Lesson Six Assignment* handout (*The Problem of Evil*) in preparation for lesson seven (this is referenced to but not included in the PowerPoint).
# TEACHING Resources for the HAPPINESS Series

## LESSON SIX (Is Unconditional Love Real?)

### Suggested use of the IN-CLASS MATERIALS based on class length:

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PP = PowerPoint, HO = Handout, *This can be found in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 88.
HAPPIINESS—LESSON SIX (Transcendence: Is Unconditional Love Real?)

VIDEO COMPREHENSION QUESTIONS

1. What does the evidence from Near Death Experiences (NDEs), and the Resurrection, tell us about God having real and unconditional love?

(Take notes on the answers to the questions from Fr. Spitzer’s “Six Questions for Steve” handout, from Happiness—the Workbook, pg. 81 and in the Supplemental Materials section of this manual).

2. According to Fr. Spitzer, what was Jesus’ reason for telling us the Parable of the Prodigal Son?

3. What would a 1st century Jewish audience understand about the son in this parable?

4. What would this audience think the father would react when he saw his son?

5. What does the way the father actually responded to his son tell us about God the Father?

6. Who was part two of the parable addressed to, and what was the message to them?

7. What’s wrong with the question, “Why would an unconditionally loving God send anyone to Hell?”

8. Why did God give us free will, and why is required in order for us to ‘love’?

9. What is our free will for?

10. Even though God wants us all to be in Heaven with Him, what is he allowing us by giving us free will?
HAPPINESS—LESSON SIX (Transcendence: Is Unconditional Love Real?)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: *(Modified True or False— if a statement is false, change it to make it true)*

_____ 1. Fr. Spitzer explained that the Creator of the universe would have to have the most meaningful power—love—without limit.

_____ 2. A 1st century Jewish audience, hearing the Parable of the Prodigal Son for the first time, would have considered the Son’s behavior unforgivable.

_____ 3. Jesus’ reason for telling us the Parable of the Prodigal Son was to teach us about our sinfulness.

_____ 4. At death, God punishes sinners by sending them to Hell.

_____ 5. God gave us free will so that we could decide whether to love Him, and others, or live a self-centered life that excludes Him.
HAPPINESS-LESSON SIX (Transcendence: Is Unconditional Love Real?)

ASSIGNMENT: Exploring the Problem of Evil

Instructions: This assignment is in preparation for Episode Seven of HAPPINESS. If you are able, watch God and Suffering, by Peter Kreeft at: <https://www.youtube.com/watch?v=cNtz5wgnopQ> to better understand this topic.

In Step One: Explain what it means that God loves unconditionally (Is Omnibenevolent).

In Step Two: Look up the word “Omnipotent” and explain what it means to say that God is “all powerful”.

In Step Three: Look up the word “Omniscient” and explain what it means to say that God is “all knowing”.

In Step Four answer: If God loves unconditionally, and is omnipotent and omniscient, then why does he allow evil and suffering in the world?

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LESSON SEVEN—HAPPINESS, LOVE, AND SUFFERING

LESSON PLAN

Expected Outcome: In this lesson, students will: understand the benefits of suffering; learn the four kinds of love; see how suffering and love contribute to purpose and happiness; and apply their learning to their lived experience.

LESSON SEVEN OUTLINE

PLEASE NOTE: The Episode Seven video is longer (38 minutes) than some of the previous episodes, so it is highly recommended that you give this lesson the additional time it may require (up to 120 minutes).

Begin class with a prayer, such as: Lord Jesus, you put us in a world that includes suffering and pain. Help us to see the good that can come from suffering for the building up of your Kingdom on earth as it is in Heaven. Amen.

Allow a few of your students time to briefly share their answers to the HAPPINESS Lesson Six Assignment.

If time permits, show Supplemental Video One: One Human Family—Food For All, to introduce the topic to your class (a link to this video, https://www.youtube.com/watch?v=qhUSJEd-XRo, is also found in the PowerPoint).

Have your class (as a whole) discuss these Pre-Viewing Questions (questions are found in the PowerPoint):
1. What do you think of the video we just saw?
2. What is its answer to “The Problem of Evil”; why would an all-loving, all-powerful, and all-knowing God allow pain and suffering (like hunger)?
3. How does its message apply to our world?

View the Video—Episode Seven (distribute the Video Comprehension Questions handout prior to viewing).

Review the Video Comprehension Questions with your class (questions and answers are found in the PowerPoint):
1. What invalid assumption (or flaw) do people make when they think suffering and love are incompatible? Not realizing suffering can take us out of superficiality, and lead us to reflect on life’s purpose, and grow in love, humility, compassion, and virtue.
2. How does C.S. Lewis, in The Four Loves, define the four kinds of love and what they require of us?
   a. Storgē: Affection (requires a delightful object)
   b. Filia: Friendship (requires time, loyalty, honesty, reciprocity and commitment)
   c. Eros: Romance/and “1st Priority” relationship (requires mutual exclusivity and sharing the whole self)
   d. Agapē: Unconditional Love for the good of the other alone (requires no reward)
4. Why would an all-loving God allow suffering? It allows us to grow in courage, compassion, and is proof of love.
5. According to Fr. Spitzer, what can suffering add to our lives? Without pain, there would be no fear; without fear, no courage; without suffering, no compassion. It allows us to make a difference in other people’s lives, and the Kingdom of God.
6. What did St. Paul (in Colossians 1:24) mean by saying, “I make up for what’s lacking in the suffering of Christ”? God left room for us to make a difference to the Kingdom of God, allowing us to have an eternal effect.
7. What did St. Paul (in 2 Corinthians 12:7) mean by saying, “I was given a thorn in the flesh, and angel of Satan to beat me, to keep me from getting proud”? He learned from his suffering that in his weakness is his strength. His fear of what pride was capable of made him prefer suffering.

8. What did John Chavez mean by saying, “We put God in a box”? We think there is only one way God can do something, but God is infinite and does things in His own time and way.

9. What advice does Fr. Spitzer give on how to suffer well:
   a. Say spontaneous prayers (short prayers we can memorize and say at any time—his favorite is, “HELP!”),
   b. Look for the good (see the positive),
   c. Follow the Holy Spirit (to a greater path God has in store for us).

If time permits, copy and distribute pg. 102 from Happiness—The Workbook (this is in the Supplemental Materials section of this manual). Give small groups time to discuss the Reflection and Discussion Questions you choose, based on time and the particular students you have, and then have them share their thoughts with the entire class.

Give the Assessment of Understanding (Modified True or False—if a statement is false, change it to make it true)

Either distribute the handout included with this lesson, or use the questions in the PowerPoint and the HAPPINESS—Lessons Assessment handout found on pg. 51 of this teaching resources manual.

1. Happiness and suffering are incompatible. (False; suffering takes us out of superficiality, leads us to reflect on life’s purpose, and grow in love, humility, compassion, and virtue).

2. C.S Lewis described four kinds of love; the love of affection (storgē), friendship (filia), romance/1st priority (eros), and unconditional (agapē). (True)

3. For filia, eros, and agape to be real and lasting, acceptance of some suffering must be presumed. (True)

4. God allows suffering because it allows us to grow in courage, compassion, and prove our love for others and for Him. (True)

5. Among the things we can do to help us suffer well are: blaming others, grinning and bearing it, and avoiding it all costs. (False; we can say spontaneous prayers, look for the good, and follow the Holy Spirit).

If time permits, show Supplemental Videos Two and Three, Colt McCoy BCS Championship Game Injury, and Post-Game Interview (links to these videos, https://www.youtube.com/watch?v=9KfsYGX9DK8, and https://www.youtube.com/watch?v=0fmNpzidW4s, are also found in the PowerPoint), to summarize the lesson and prepare your students for Small Group Activity Two: Beyond The Lesson (this is included in the PowerPoint):

How are Colt McCoy’s and John Chavez’s responses to pain and suffering similar? Why did they respond the way they did? How can others learn to respond to suffering and pain as they did?

Distribute and review the HAPPINESS Series Assessment handout (this is referenced to but not included in the PowerPoint) to be returned next class.
Suggested use of the IN-CLASS MATERIALS based on class length:

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<th>ACTIVITIES (in lesson order)</th>
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*Small Group Activity One (HO) are described in the Supplemental Materials section of this manual and in HAPPINESS—The Workbook, pg. 102.
HAPPINESS—LESSON SEVEN (Happiness, Love, and Suffering)
VIDEO COMPREHENSION QUESTIONS

1. What invalid assumption (or flaw) do people make when they think suffering and love are incompatible?

2. How does C.S. Lewis, in The Four Loves, define the four kinds of love and what they require of us?
   a. Storgē:
   b. Filia:
   c. Eros:
   d. Agapē:

3. Why do those with the Filia, Eros, & Agapē kinds of love accept suffering?

4. Why would an all-loving God allow suffering?

5. According to Fr. Spitzer, what can suffering add to our lives?


7. What did St. Paul (in 2 Corinthians 12:7) mean by saying, “I was given a thorn in the flesh, and angel of Satan to beat me, to keep me from getting proud”?

8. What did John Chavez mean by saying, “We put God in a box”?

9. What advice does Fr. Spitzer give on how to suffer well?
   a. Spontaneous Prayers:
   b. Looking for the Good:
   c. Following the Holy Spirit:
HAPPINESS—LESSON SEVEN (Happiness, Love, and Suffering)

ASSESSMENT OF UNDERSTANDING

DIRECTIONS: (Modified True or False—if a statement is false, change it to make it true)

_____ 1. Happiness and suffering are incompatible.

_____ 2. C.S Lewis described four kinds of love; the love of affection (storgē), friendship (filia), romance (eros), and unconditional (agapē).

_____ 3. For filia, eros, and agape to be real and lasting, acceptance of some suffering must be presumed.

_____ 4. God allows suffering because it allows us to grow in courage, compassion, and prove our love for others and for Him.

_____ 5. Among the things we can do to help us suffer well are: blaming others, grinning and bearing it, and avoiding it all costs.
**HAPPINESS-LESSON SEVEN (Happiness, Love, and Suffering)**

**ASSIGNMENT: Happiness, Love, Suffering, and You**

**Instructions:** In this series, we have described the four levels of happiness; the need to move to levels 3 and 4; looking for the good in others; how faith can lead to a much broader and richer life; the evidence for God, our soul, and life after death; God’s unconditional love; and the inevitability of evil and the mystery of suffering.

**In Step One:** Describe how this series has affected the way you think about yourself.

**In Step Two:** Describe how this series has affected the way you think about others.

**In Step Three:** Describe how this series has affected the way you think about God.

**In Step Four answer:** Describe how this series has affected the way you think about happiness, love, and suffering.

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Supplemental Materials
**HAPPINESS—LESSON ASSESSMENTS** *(if used with PowerPoints)*

**DIRECTIONS:** Circle **T** (for true) or **F** (for false) If a statement is false, change it to make it true.

**Lesson One—The Four Levels of Happiness**

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**Lesson Two—The Comparison Game**

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**Lesson Three—The Faith to Reach Transcendence**

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**Lesson Four—Level 4 Evidence: Near-Death Experiences**

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Lesson Five—Level 4 Evidence: The Resurrection

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Score: ____/5

Lesson Six—Transcendence: Is Unconditional Love Real?

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Score: ____/5

Lesson Seven—Happiness, Love, and Suffering

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Score: ____/5

TOTAL: ____/35 x 2.86 = ____/100%
Lesson One—The Four Levels of Happiness

1. Why are some people unhappy and happy at the same time—full and empty, fulfilled and unfulfilled?
2. Why do some teenagers who have great potential have suicidal feelings?
3. Why do some extremely gifted people resent so much as much—and even feel inferior to deeply the little successes of others who do not have near as much?
4. Why do we sometimes move from a sense of success to failure and vice versa?
5. Why do some people who have very little money and possessions feel very rich and happy?
6. What does happiness mean to you?
7. What is a life goal that you have chosen based on your idea of happiness?
8. Pick between two different levels of happiness.
9. Can you recall a specific moment in your life where you felt a transcendent desire, something more than the world could offer?
Happiness | Page 40

Lesson Two—The Comparison Game

Discussion Questions
Small Group Reflection & Notes

1. What is a time when you experienced the negative effects associated with being a winner?
2. What is a time when you experienced the negative effects associated with being a loser?
3. When has the motivation to strive and compete led to something positive in your life?
4. Can you think of famous people who suffered from the pressures of the Comparison Game?
5. What was something you really looked forward to to feel different when you got it? How did you react?
6. What was something you expected that turned into a surprise?
7. Why wasn’t Leah Darrow happy when she achieved success as a model? What did she feel she was missing?
8. What happens if you stop playing the Comparison Game?
9. What level of contribution could you easily add to your life right now?
10. Why can’t you look at the bad news in someone and just force yourself to love them anyway?
Lesson Three—The Faith to Reach Transcendence

Discussion Questions

1. Is making a difference and focusing on the good news in others as far as we can go? Why or why not?

2. What is the purpose of life?

3. How are you using your talents?

4. Who is God in your life?

5. Are you part of the problem or part of the solution?

6. What could be examples of encounters with something transcendent?

7. What are the reactions evoked by the numerous experiences?

Renewed these emotions?
Lesson Four: Level 4 Evidence: Near-Death Experiences

Discussion Questions & Small Group Reflection

1. Why does it matter whether or not we have a conscious experience that survives death?
2. What similarities do the near-death experiences described in this chapter share?
3. What physical explanations are proposed for near-death experiences that survive death?
4. How would you treat a "dump of molecular" difference in consciousness and biology?
5. What aspects of near-death experiences point to a spiritual reality?
6. What is a time in your life when you felt called to unconditional love?
7. If God is calling you to an eternal life in union, what does that say about how you should relate to others?
8. How does having a soul affect the way you view your self-worth, and the self-worth of others?
9. How does your destiny after death (and whether your self-worth) affect the way you live your life?

NOTES
Lesson Five—Level 4 Evidence: The Resurrection

Discussion Questions

1. What did the witnesses to the Resurrection stand to lose by lying even if they didn't believe in God? What did they stand to lose by telling the truth if they believed in God? Why didn't they believe in God?
Lesson Six — Transcendence: Is Unconditional Love Real?

Six Questions for "Steve":

1. What's the most important power in your life?
   - Handily bring happiness or purpose
   - Your life; the power that can single out

2. Could the Creator of the Universe
   - Love? (namely, love)
   - Lack this most meaningful power
   - To your life?

3. Do you desire just some love or per-
   - That desire lacks the capacity for
   - What were you looking for?
   - Feelings in someone's love? If so,
   - Ever been frustrated by the Imper-

4. Do you believe the Creator who gave
   - You so unconditionally that he would

5. Do you think a Creator would love
   - Perfect, unconditional love?
   - You that desire.

6. God with us?
   - "Emmanuel," To become Emmanuel,
   - Face-to-face relationship of perfect
   - Want to be with you? To enter into a
   - You so unconditionally that he would

To Jesus

Connecting the Dots from a Creator

NOTES
Lesson Six—Transcendence: Is Unconditional Love Real?

Discussion Questions & Small Group Reflection:

1. Is God indifferent to us? What experiences might lead people to think God doesn’t care about us?

2. What has your experience of love been in life? What might lead people to think God doesn’t care about us?

3. What evidence from near-death experiences indi- cate the existence of a God of unconditional love?

4. How does the God of unconditional love seem to con- care for us?

5. Why do people need to have freedom in order to love?

6. What happens if you try to force someone to love you? Have you ever experienced someone trying to get love by force?

7. Are you ready to make God and others ultimately significant in your life? Why is that question relevant to your own happiness?

8. What experiences have made you more or less likely to trust in unconditional love? If you choose to trust in God’s unconditional love, what would that look like?
Lesson Seven—Happiness: Love and Suffering

DISCUSSION QUESTIONS
SMALL GROUP REFLECTION & NOTES

1. Why would an all-loving God allow suffering and evil?
2. Why didn’t God create us in a perfect world?
3. Can you give examples from your life of each of the four causes by nature?
4. Have you ever been improved by a painful experience?
5. What caused the difference?
6. When have you shown someone love for you through suffering?
7. Have you ever faced a loss or obstacle that caused great suffering in the moment, but that set you on the path to receive a greater good later, which you might have otherwise missed?
8. What does suffering have to do with your happiness?
9. What does love have to do with your happiness?
10. The soul, the Resurrection, faith in a God of unconditional love—are these significant in a journey to a transcendent life?
11. What has changed for you through the study of happiness?
12. What are you going to do now?