

Gratitude Lesson Plans

SESSION 1: Introduction

Goals of session:

- To establish an understanding of the term gratitude.
- To establish group rules and rapport with students.

Objectives:

- Define gratitude.
- Have students identify a personal experience with feeling grateful.
- Discuss the group rules.

Materials:

- Chalk board or wipe board.
- Gratitude journals or paper and pencils for students.
- The video clip: “Gratitude Is” which can be retrieved from:
<http://www.youtube.com/watch?v=F-iTKDVwng>

Set it up:

(3-5 minutes)

Before beginning the session, the facilitator will introduce her/himself. The facilitator will also explain to students that she/he will be meeting with the class one time a week for five weeks to learn about feelings and behaviors. During that time, the class will have discussions, act out different role plays, and write down personal stories. The facilitator will also explain to students that this is voluntary but students will be encouraged to share as much as they are willing to share. The facilitator will establish group rules. The facilitator will also ask students if they have any questions.

Facilitator: “Hello boys and girls, my name is Ms./ Mr. _____. I am very excited to be here because for the next five weeks I will be coming into your classroom to talk to you about your feelings and behaviors. I will be coming into the classroom one time a week, most likely on _____ (day of the week that is best for the classroom teacher). During this time we will have group discussions, act out different role plays, work in groups, and write down personal stories. I also want to share with you that by participating in the group, you will all get the opportunity to receive weekly raffle tickets. At the end of the five weeks, you will also have the chance to be entered into our raffle and could have the chance to receive a grand prize. Each week you can earn up to two raffle tickets by participating in the group and working on any assignments outside of the group. It is also important for us to set up some of our guidelines, just like when we play a game we need to have some rules. What could be some of our group rules?”

The facilitator will allow a few moments for students to volunteer the rules for the group. These rules can include but are not limited to, taking turns with sharing information or acting out the role plays, listening with respect, and keeping personal stories confidential. The facilitator will write the rules on the front board for students to see. The facilitator will refer back to the groups as needed.

Facilitator: “We now have our group rules and know when we will be meeting each week. Does anyone have any questions?” If students have questions, the facilitator will answer questions to the best of her knowledge. If students ask what the purpose of the sessions is, the facilitator will respond with, “We will have a chance to talk about some of our feelings and behaviors and learn about what some of our feelings mean.”

Talk about it:
(5-7 minutes)

The facilitator will write down the word “thankful” in large, bold letters, on the front board for all students to view.

Facilitator: “Today we are going to talk about what it means to be thankful. Can anyone tell me what the word thankful means?”

The facilitator will write down students’ responses next to the word “thankful.” Possible responses may include: “feeling grateful, saying thank you, feeling appreciative, appreciate, and feeling satisfied or content.” If answers such as “happy or excited” are given the facilitator will ask students “why?” Possible answers could be: “because someone did something for you, someone gave you something.” There may be a great deal of variety in definitions; however, the definitions should have a theme that students are aware that something beneficial has happened in order to define thankful. In this sense the facilitator will explain to students the connection that feeling happy or excited could be due to something good happening to the student and they feel grateful or thankful for it.

Facilitator: “Another word that is used to mean thankful is grateful. They are the same feeling. Grateful or thankful is the feeling we get when something good happens to us. Many of us feel grateful for family, friends, or their pets. Feeling grateful could also come from a time when someone helped you. An example could be that you were having difficulty understanding your homework. You asked your older brother or sister or a parent to help you. They spent some time with you helping you to understand the assignment. Now let us take a few moments to think about a time that we felt grateful or thankful for something. Once you have thought about a time you felt thankful, I would like for you to pair up and please share you experience with the person you are paired with.”

The facilitator will have students pair up with the student who is sitting next to them for convenience.

Facilitator: “Now that we have had a chance to share our experiences of feeling thankful with our partners, will someone volunteer to share their experience with the class?”

The facilitator will allow for a few volunteers. For each volunteered answer, the facilitator will make the connection that something positive happened to the student (such as a person helped the student, or the student received a gift) and that is why the student felt grateful. The facilitator will also explain that each time others help us, they are doing so on purpose (intention), they give something up in order to help us such as their time or energy (cost), and it really helps us out (benefit).

Jot it down:

(3 minutes)

The facilitator will next hand out journals to the students. Students will be instructed that these will be their gratitude journals. Students will keep the gratitude in their desks/classrooms until the end of the five sessions.

Facilitator: “I am handing out your own personal grateful or gratitude journals. I would like for you to please write your names on the journal and hold on to the journals until the next time that we meet. Please turn to the first page of your gratitude journals. On this page I would like for you to focus on the things in life that you are most thankful for. Think about it for a few minutes. Next I want you to jot down three things that you are most thankful for.”

After students have completed their “Three Good Things” list, the facilitator will ask students:

Facilitator: “What are some examples of things you feel thankful for? How does thinking about those things make you feel?” If students answer that they felt “good” or “happy” when they thought of the things they are grateful for, the facilitator will make the connection that positive feelings can also come from feeling grateful or thankful.

Watch it:

(5 minutes)

The facilitator will show the video clip “Gratitude Is.” This video clip may be retrieved from www.youtube.com, under the title, “Gratitude Is”. The video clip is five minutes in length. It displays various terms and feelings associated with gratitude. The terms are accompanied by music playing in the background.

Facilitator: “I would like to show you all this brief video clip of the many other feelings that are also linked with grateful or gratitude.” After the video clip, the facilitator may ask the following questions to the class:

“What did you think of the video clip?”

“What were some of the words that were used to describe gratitude?”

“Why were some of those words used?”

“If you had to create a video clip for the feeling “Gratitude” what words or pictures would you use?” “Why”

Sum it up:
(2-3 minutes)

Facilitator: “Ok boys and girls, to sum up what we have learned today, grateful means the same thing as thankful. It is a positive feeling that you may have when something good or beneficial has happened to you. It is also a feeling that many of us have felt, for example, we heard a lot of great real-life experiences (the facilitator will repeat back a few examples students volunteered earlier). During the week I would like for you all to think of other things you feel grateful for. Please jot down the things you are grateful for on page 2 of your gratitude journals as your Gratitude *Counts!* assignment. You all did a great job today! We will meet next week again to talk more about our feelings and behaviors. Thank you all for your hard work!”

The facilitator will allow for any further questions or comments. The facilitator will also hand out one raffle ticket to each student.

SESSION 2: Intentions

Goal of session:

- To establish an understanding that we experience gratitude when we have recognized people have helped us *intentionally*.

Objectives:

- Define intentional behavior.
- Have students identify a personal experience of intentional behavior as it is connected to feeling grateful.

Materials:

- Chalk board or wipe board.
- Gratitude journals or paper and pencils for students.

Set it up:

(3-5 minutes)

The facilitator will review the previous session.

Facilitator: “Hello boys and girls. As many of you might remember, my name is Ms./ Mr. _____ and I came into the classroom last week. We talked about a lot of things, but can anyone tell me what feeling we learned about?” The facilitator will wait for students’ responses. If students do not respond, the facilitator will prompt the students by writing the word “thankful” on the front board. If students then respond with “grateful”, the facilitator will give praise to students for remembering. “That’s right! We learned about the feeling grateful which means that we are thankful for something that someone did for us. We also discussed personal experiences of feeling grateful.”

Facilitator: “Let us also take a brief moment to review our *Gratitude Counts!* assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful. Who can tell the group some of the different things that made you feel thankful during the past week?”

The facilitator will allow for a few volunteers to read aloud their *Gratitude Counts!* assignment.

Talk About it:

(5-7 minutes)

Facilitator: “Today we will learn more about grateful feelings, but first I have a new word I want to show you.” The facilitator will write the word “intentional” on the board. “Can anyone tell me what the word intentional means?” The facilitator will write down the definitions that students volunteer. This may include responses such as “something done on purpose, not an accident, and out of someone’s way.”

If students are unable to provide a definition, the facilitator will prompt students by giving an example.

Facilitator: “To illustrate, pretend that you were out sick from school for an entire week. Your friend knows that you have been out sick, so he goes to your house to bring you his notes and any assignments you have missed while you were out. In this example, your friend went out of his way to help you on purpose. He did not accidentally come over to your house. He thought about how you have not been to school and needed your school work, so he intentionally helped you by bringing you your assignments.”

After a clear definition is written on the board, the facilitator will continue with the discussion.

Facilitator: “Let’s think of a time that we all went out of our way to do something nice for someone or helped someone. Once you have thought of an example, pair up with the student next to you and share your experience.”

The facilitator will assist to pair students according to the seating arrangements. The facilitator will allow a few moments for students to share their experiences with their partner and then continue.

Facilitator: “Can anyone volunteer an experience they had with doing something intentionally nice for someone else?” The facilitator will call on a few volunteers to share their personal experience. As students give examples, the facilitator will ask the following questions: “what did you do?”, “how was it on purpose or intentional?”, and “how do you think that person felt after you did something intentionally nice for him or her?”

After students recognize that they have acted intentionally to help others, the facilitator will next ask them to recall a time when another person acted intentionally on their behalf.

Facilitator: “Now let’s think of a time when someone else (for example a friend, parent, teacher, or coach) did something on purpose or out of their way to help us or do something nice for us. On any piece of paper you may have, quickly jot down a time that someone went out of their way to help you.” Allow a few moments for students to write an example. “Can anyone volunteer an experience in which someone did something on purpose to help them out?”

The facilitator will call on a few volunteers to share their personal experience. As students give examples, the facilitator will ask the following questions: “who was the person that helped you?”, “what did they do?”, “how did you know they helped you on purpose?”, “how did you feel after they helped you (or did something nice for you)?”, “how do you think they felt after doing helping you (or doing something nice for you), “what did you do after they intentionally helped you?”

Think about it:

(6-7 minutes)

The facilitator will then ask students to take out their gratitude journals and open to page 3, titled, “Intentionally Helping.”

Facilitator: “Next, I would like to read to you two different situations. I want you to listen very carefully to each situation because after I am finished I will have you work in groups to answer the questions at the bottom of page 3.”

The groups can be arranged according to desk groupings which may already be created. If students are not grouped together, students can work in pairs with the student next to them. The facilitator will then read the following two stories.

Situation 1: “Emily was getting ready for school and forgot to pack something for afternoon snack. When she got to school she told her friend Mary that she forgot her snack. Mary accidentally packed two snacks, so she gave Emily her extra snack.”

Situation 2: “Paul’s favorite snack is Oreo cookies. Paul’s friend John knows that Paul loves Oreos, so John decided to pack an extra pack of Oreos to give to him. At lunch, John gave Paul the Oreos.”

Facilitator: “In both situations, a friend did something nice for the other friend. In the first situation, Mary gave Emily a snack and in the second situation John also gave Paul a snack. Working in teams, I would like for you answer the following questions which are also located on page 2.”

After students have completed the questions, the facilitator will review all the answers. Answers to the questions: John (question 1), he thought about it; he planned it out; he went out of his way (question 2), it made the friend feel grateful, thankful, happy (question 3), and the friend could say thank you, bring him something nice in return, do something nice for him, or do something nice for someone else (i.e., “pay it forward”) (bonus question). Once all the answers have been reviewed, students may return back to their desks (if necessary).

Jot it down:

(3 minutes)

Students will be instructed to turn to page 4 of their gratitude journals.

Facilitator: “In your gratitude journals, I would like for you to think of a time that someone went out of their way to help you. Write about what they did. How did you know they went out of their way to help you? How did that make you feel? What did you do for that person (if anything)?”

The facilitator will next instruct students to place the gratitude journals in their desk and hold on to them until next session.

Sum it up:
(2-3 minutes)

Facilitator: “Ok boys and girls, to sum up we learned that intentional means to go out of your way on purpose to do something. We also learned that many times when we feel grateful it is due to someone else in our life intentionally helping us or doing something nice for us. As we heard from many examples, we have had an experience with someone intentionally helping us. For this week’s *Gratitude Counts!* detective work, I would like for you all to take a look at page 5 of your gratitude journals. Please be on the lookout for the moments when you felt thankful because someone else went out of their way to help you. We will review it next week.”

Facilitator: “You all did a wonderful job today! Thank you for your hard work!”

The facilitator will also allow for any further questions or comments. The facilitator will also hand out the raffle tickets to all students. Students who completed the *Gratitude Counts!* homework assignment from the previous week will receive an extra raffle ticket.

SESSION 3: Cost

Goal of session:

- To establish an understanding that often when others help us, they are also giving up something in order to help us. Thus by giving their help, it *costs* that person either time, money, effort, etc.

Objectives:

- Define cost in terms of time, money, effort, talents, etc.
- Have students identify a personal experience of cost as it is connected to feeling grateful.

Materials:

- Chalk board or wipe board.
- The Giving Tree, written by Shel Silverstein.
- “Giving Back” sheet found at the end of the gratitude lessons.
- Crayons, markers, scissors, and glue.
- Large sheet paper.
- Gratitude journals or paper and pencils for students.

Set it up:

(3-5 minutes)

The facilitator will review the previous session.

Facilitator: “Hello boys and girls. As many of you might remember, we have been talking about what it means to feel grateful. Last time we met, we said that we often feel grateful when someone does something intentionally or on purpose in order to help us. What does it mean when someone does something intentionally or on purpose? Why might we feel grateful if someone does something on purpose to help us? Let’s take a few moments and jot down on any piece of paper why we might feel grateful when another person intentionally helps us.”

The facilitator will wait for students to write down an example and then have volunteers share their experience.

Facilitator: “Let us also take a brief moment to review our *Gratitude Counts!* assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us. Who can tell the group some of the different things that made you feel thankful during the past week? How did you know that someone went out of their way to help you?”

The facilitator will allow for a few volunteers to read aloud their *Gratitude Counts!* assignment.

Talk about it:

(3-5 minutes)

Facilitator: “Today we will learn more about grateful feelings, but first I have a new word I want to show you.” The facilitator will write the word “cost” on the board. “Can anyone tell me what the word cost means?” Possible answers may include anything to do with money. The facilitator will also explain that “cost may also mean giving up something in order to help another person.” “Just like we learned last week, when someone intentionally helps us, they also give something up to help us. A possible example may include: “your sister helps you to do your homework and by helping you she gives up some of her time doing her own homework.” “In this example, what did your sister give up?” Possible answers may include her time doing her homework, her knowledge, and her help.

Facilitator: “It is important to see that cost may be more than money. It can mean any resource a person gives up to help another person. Another example may be that your parent helped you to do research for a school project. Your parent had plans to go out to the store, and by helping you, he or she gave up plans to go to the store. So in this example we see that cost can mean giving up plans or other activities to help another person. Let us think of a time when someone gave up something or it *cost* that person something to help us. Then share your example with the person seated next to you.”

After students have shared their experiences with another student, volunteers will be chosen to discuss with the class.

Read about it:

(5-7 minutes)

The facilitator will then read the book, The Giving Tree, by Shel Silverstein. After reading the book, the facilitator will discuss the resources the tree gave to the boy as an example of cost.

Facilitator: “Why do you think I chose this book to read? I chose this book because we can see that cost, or giving something does not always have to mean money. When we give something to someone else, we may be giving up our time, our attention, our talents, or any number of things. In this particular story we see that the tree gave up a number of things when she helped the boy. Let’s name some of the things that cost the tree to help the boy.” Students may name all the things the tree gave the boy, such as her shade, her love, apples, branches, and her trunk.

The discussion will continue with exploring the point of view of both the boy and the tree.

Facilitator: “How do you think the tree felt giving her resources to help the boy?” Possible answers could be that she was happy to help the boy because she loved the boy. If students answer that she did not want to help the boy, or she was sad to help the boy,

the facilitator can explain that the tree did want to help because she loved the boy. “How do you think the boy felt when he received all the resources from the tree?” Possible answers may reflect either positive feelings from the boy or negative feelings in that the boy continued to ask for more resources from the tree. “Do you think the boy displayed his gratitude for the tree?”

Possible answers may include that either yes, he did show his thanks to the tree at the end of the story by spending time with the tree, or no, he did not show his gratitude. The facilitator will make the connection that the boy most likely felt grateful to the tree; however, he did not always make the time to show his thanks.

Facilitator: “What would the boy be thinking in order to feel grateful?” Answers may include, the tree helped him on purpose, the tree gave up many things to help him (i.e., apples, branches, trunk), and she benefited him.

Create it:
(10 minutes)

The facilitator will hand out the “Giving Back” sheet (found at the end of the lessons) which is a picture of a leaf. The facilitator will continue the discussion.

Facilitator: “How do you think the boy could have expressed to the tree that he was grateful for all that cost the tree or all that she gave up to help him? Now I want all of us to pretend we are the boy in this story. On the inside of the leaf I want you to write down one thing you would do to show the tree you were grateful for all she did. You can all use crayons and markers to decorate the leaf however you like. Then please cut out the leaf so that we can make our own “Giving Back Tree.”

The facilitator may assist students in developing ideas to display gratitude to the tree. Possible answers may include material ways of displaying affection, such as giving gifts or bringing her back the resources. The facilitator will explain that the boy can also give his own time to spend with the tree, which is a very special gift to show your gratitude. Once students have completed their leaf, the facilitator will have students come up and will add each leaf to the large sheet paper, to create “The Giving Back Tree.”

Jot it down:
(3 minutes)

Students will be asked to take out their gratitude journals.

Facilitator: “On page 6 of your gratitude journals, I would like for you to think of a time that someone went out of their way to help you. Write about what they did. What did it cost them to help you? How did that make you feel?”

The facilitator will next instruct students to place the gratitude journals in their desk and hold on to them until next session.

Sum it up:
(2-3 minutes)

Facilitator: “Ok boys and girls, to sum up we learned that cost means many things. This includes, giving up money, time, effort, and talent to name a few. When someone intentionally goes out of their way to help us, they may also be giving something up, which *costs*, them something. As we read in *The Giving Tree*, many times when someone gives up something for us, we make forget to show we are thankful if we do not recognize that someone intentionally helped us and it cost them something. Therefore we can do something in return to give back! For the *Gratitude Counts!* assignment this week, please open up to page 7 in your gratitude journals. During the week, think about different times someone helped you. Write about what they did and what it might have cost that person to help you.”

Facilitator: “You all did a wonderful job writing down the things you would do to show your gratitude. Thank you all for your hard work!”

The facilitator will also allow for any further questions or comments. The facilitator will also hand out raffle tickets to all students. Students who completed the *Gratitude Counts!* assignment will also receive an additional raffle ticket.

SESSION 4: Benefit

Goal of session:

- To establish an understanding that when others help us, they are benefiting us.

Objectives:

- Define benefit.
- Have students identify a personal experience when a person helped them and how it benefited them.

Materials:

- Chalk board or wipe board.
- Gratitude journals or paper and pencils for students.
- Crayons or markers.

Set it up:

(3-5 minutes)

The facilitator will review the previous session.

Facilitator: “Hello boys and girls. As many of you might remember, we have been talking about what it means to feel grateful. What are the two main thoughts we’ve discussed that are related to gratitude? Pair up with the person next to you and discuss the two thoughts we having been discussing.”

Students will be given a few moments to discuss with their partner the thoughts associated with gratitude (intentions and cost). The facilitator will then call on a few volunteers to share what they have discussed.

Facilitator: “We have discussed what it means when someone does something intentionally to help us. We also talked about the times when others help us; it costs them something, such as giving up their time doing something else or donating their talents to help us. Can anyone give an example of intentions and cost when we feel grateful?” The facilitator will write responses on the board.

Facilitator: “Let us also take a brief moment to review our *Gratitude Counts!* assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us. Who can tell the group some of the different things that made you feel thankful during the past week? What did the person give up to help you?”

The facilitator will allow for a few volunteers to read aloud their *Gratitude Counts!* assignment.

Talk about it:

(5-7 minutes)

Facilitator: “Each time we meet I have a new word I want to show you. The new word for today is benefit.” The facilitator will write the word “benefit” on the board. “Can anyone tell me what the word benefit means?” Possible answers may include: do well, do better, gain something. If students are unfamiliar with the word benefit, then the facilitator will prompt students with an example. “To illustrate, your friend helps you with your math homework and you understand it better. Your friend’s help benefited you because you got better at math.” The facilitator will also explain that “when we talk about grateful feelings, it usually has to do with receiving something good, or benefiting in some way.”

The facilitator will continue with examples of benefit, as well as students’ personal experiences with benefit as it relates to gratitude.

Facilitator: “When someone helps us, whether that is a teacher, a friend, a parent, or a sibling, that person is benefiting us in some way; we are getting something good from their help. For example, your friend helps you practice the piano or shows you how to master a trick on your skateboard, either way your friend helped you and the result was that you played the piano or skated better. Your friend’s help benefited you. It helped you! Can anyone think of a time that they helped someone else so that they did better at something?” The facilitator will have a few volunteers share their experience. “Next, I want us to think of a time that someone else helped us and because of their help, we did better at something or benefited in some way?” The facilitator will have a few volunteers express their experiences.

Create it:

(10 minutes)

The facilitator will next guide students in identifying the many people (things, events) that have benefited them in some way.

Facilitator: “Please take out your gratitude journals and turn to page 8. I would like for you to take a few moments and think about the many ways you have been benefited by others’ help. In the picture below I would like for you to write some of the things that others have done to help better you in some way. For example, ‘I have been benefited because’ could be completed with ‘my teacher helped me when I didn’t understand’ or ‘my coach showed me the way to get better at basketball.’ Once you are finished filling the many ways you have been benefited you can also design your picture however you choose.”

The facilitator will assist students in developing their own examples. Students will also be paired with the student next to them to share the different ways they have been benefited by others.

Jot it down:

(3 minutes)

Facilitator: “In your gratitude journals, I would like for you turn to page 9. On page 9 I would like for you to think of a time that someone went out of their way to help you. Write about what they did. How were you benefited? How did that make you feel?”

Sum it up:

(2-3 minutes)

Facilitator: “Ok boys and girls, to sum up we learned that when we feel grateful it is due to someone helping us. When that person helps us, we have been benefited in some way. For example, by a parent helping you to study, you did great on a test, therefore, you feel grateful to your parent for their help. Please open up to page 10 of your gratitude journals. This week’s final *Gratitude Counts!* assignment is to think of the times that someone has helped you during the week. How did this person’s help benefit you? We will review the assignment next week.”

You all did a wonderful job today! Thank you for all of your hard work!”

The facilitator will also allow for any further questions or comments. The facilitator will hand out raffle tickets to all students. Students who completed the *Gratitude Counts!* assignment will receive an additional raffle ticket.

SESSION 5: Review

Goal of session:

- To integrate all the components of gratitude: intentional, cost, and benefit.

Objectives:

- Have students create their own examples which demonstrate all three components of gratitude.
- Have students act out all the components.
- Have students identify a way that they can express their gratitude.

Materials:

- Chalk board or wipe board.
- Video clip: The Gratitude Dance found at:
<http://www.youtube.com/watch?v=R9z2ELaBVJY>
- Gratitude journal or paper and pencils for students.

Set it up:

(3-5 minutes)

The facilitator will review the previous session.

Facilitator: “Hello boys and girls. Since today is our last session, we will review all that we learned about feeling grateful. Before we begin, however, I would like for each of you to jot down the three thoughts that are connected to feel grateful. You can jot the thoughts down on a piece of paper.”

After a few moments, the facilitator will have students share what they jotted down.

Facilitator: “We have learned that when someone goes out of their way or intentionally helps us, we feel grateful. We also learned that when someone helps us they usually give up something by helping us. For example, by helping us, a person may be giving up their time doing something else. Finally, we learned that when someone helps us, we are also benefited because of their help. Today we are going to talk about all three of those things (intention, cost, and benefit) can happen at the same time. WOW! How amazing is that?!”

Facilitator: “Let us also take a brief moment to review our *Gratitude Counts!* assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us. Who can tell the group some of the different things that made you feel thankful during the past week? How did that person’s help benefit you?”

The facilitator will allow for a few volunteers to read aloud their *Gratitude Counts!* assignment.

Talk about it:

(5-7 minutes)

The facilitator will continue reviewing by writing down the three components (intention, cost, and benefit) on the board with a large equal sign and the word 'grateful' next to it.

Facilitator: "So we can see that the three thoughts: intentions, cost, and benefit are connecting to feeling grateful. By recognizing that a person has intentionally helped us, it cost them something, and it benefited us, we can truly feel grateful. Let us take a look at an example. Let us pretend that that you have an important science test tomorrow. You were out sick from school the week before and missed some of the notes that were given in class. Your friend goes over to your house after school to help you study and lets you borrow their notes. By going to your house, your friend missed their soccer game. Your friend loves playing soccer and never misses a game. Your friend helped you to understand the new information. On the day of the test, you felt confident and did a great job. In this example lets us break down the intentions of the friend, the cost, and how it benefited you."

The facilitator will create a chart on the board for students to visualize the three gratitude components.

Facilitator: "Did the friend intentionally go out of his or her way to help? How do you know that your friend went out of his/her way to help?" The facilitator will have volunteers answer the questions. The anticipated answer will be that the friend went out of his/her way to go to your house and bring the science notes. The facilitator will prompt for answers as needed. "Now, let us take a look at the cost. What did the friend give up to help you?" Anticipated answers may include: time, the soccer game, doing something he/she loves. "Ok we are on the right track! Can anyone point out how your friend's help benefited you?" Answers may include that students felt confident, they did well on the test, and they understood the science notes. "How might you feel after your friend helped you study?" Students may answer with thankful, grateful, happy, etc. "We can see with this example how the three parts of feeling grateful may go together."

Act it out:

(15-18 minutes)

In this next section, the facilitator will assist students with combining all three components of feeling grateful into role playing situations. If any students are uncomfortable acting situations out, they have the choice to withdraw from the role plays.

Facilitator: "Now that you are all gratitude experts, you will have the chance to show off your acting skills by creating your own role plays. We will work together in teams and act out a situation in which someone (or more than one person) is helping another person. In the situation I want to see that there is something intentional, there is a cost, and it is benefiting someone else. For a bonus, I would like to see how the person who was

helped will show their gratitude to the friend who helped them. If any students are uncomfortable acting out the role plays, they can still continue to work with their group behind the scenes as a director. Also, for each group who is able to correctly incorporate intention, cost, and benefit, I will give additional raffle tickets as a prize!”

The facilitator will direct the students’ attention to the chart on the front board as their guide to incorporate each component of gratitude into their role play. The facilitator will divide students into equal groups, depending upon the number of students per class. The groups may range from 4 to 5 students per group. The facilitator will also assist students as needed in developing a story for their role play.

Once students have created their role play, each group will have opportunity to act it out. After each group performs, the facilitator will ask the following questions:

“Who are all the characters?” (To identify the beneficiary and the benefactor in the role play)

“Who acted intentionally to help the other person (people)?”

“How do you know that they acted intentionally?”

“What did it cost the person who was helping?”

“How did it benefit the main character?”

“How do you think the main character felt after being helped?”

“What did the main character do to show that he felt grateful?”

Jot it down:

(5 minutes)

Facilitator: “For your final gratitude journal entry, please turn to page 11. I would like for you to think of a time that someone went out of their way to help you. Write about what they did. How was it intentional? What did it cost the person to help you? How were you benefited? How did that make you feel? How did you express your gratitude to that person?”

The facilitator will next collect all gratitude journals.

Watch it:

(5 minutes)

** This is just for laughs and will only be used if there is time left in the session.

The facilitator will show the video clip “The Gratitude Dance.” The video clip may be retrieved from www.youtube.com under the title, “The Gratitude Dance”. The video clip is five minutes in duration. It displays a diverse population of people dancing to music.

Facilitator: “I would like to show you a brief video clip that you may find very funny. It is called the Gratitude Dance. ”

Sum it up:

(2-3 minutes)

Facilitator: “Ok boys and girls, to sum up we learned that grateful means being thankful for something good someone did for us. We may feel grateful for many people, things, and places. When we feel grateful we may also feel happy or have a good feeling inside. By feeling grateful we are recognizing that someone has helped us in some way. We also learned that we can recognize someone helped us by three different ways. The first way is that the person intentionally went out of their way to help us on purpose. The second way is that the person gave something up or it cost them something to help us. The third way is that the person’s help greatly benefited us. As we recognize these three parts we may be filled with gratitude. We may also express our gratitude by thanking the person who helped us. This can be done by a card, an email, a note, or a letter. We can also spend time with that person or do something special that they might really like. Remember there are many great things that happen to us each day and now that you are gratitude experts, you know how to think like grateful people and how you can express it! You all did such an amazing job and worked so incredibly hard. Thank you all for your time!”

The facilitator will also allow for any further questions or comments. The facilitator will hand out raffle tickets to all students. Students who completed the *Gratitude Counts!* assignment will receive an additional raffle ticket. In addition, students who correctly identified the three grateful cognitions will receive another ticket.

*The facilitator will have the raffle ticket drawing for the grand prize at the end of the session, if given permission by the classroom teacher. If there is not enough time in the schedule, the facilitator will visit the classroom at a scheduled time to conduct the raffle drawing.

**This concludes the gratitude lessons. The measures will be given the day after the completion of the final lesson. Measures will be given for the final time, two weeks following the completion of the lessons.

MY
GRATITUDE
JOURNAL

This journal belongs to:

If lost, please return it to room:

Three Good Things

Focus on the things in life that you are most thankful for. Think about it for a few minutes. Then please write down three things that you are most thankful for.

1. _____

2. _____

3. _____

Gratitude Counts!

During the week, think about each time you felt thankful. Write what happened to make you feel thankful. (You can write more than 3 things if you like to!)

1.

2.

3.

Intentionally Helping

Please read the two situations. Based on the two situations, answer the following questions below.

Situation 1: "Emily was getting ready for school and forgot to pack something for afternoon snack. When she got to school she told her friend Mary that she forgot her snack. Mary accidentally packed two snacks, so she gave Emily her extra snack."

Situation 2: "Paul's favorite snack is Oreo cookies. Paul's friend John knows that Paul loves Oreos, so John decided to pack an extra pack of Oreos to give to him. At lunch, John gave Paul the Oreos."

QUESTIONS:

1. Which friend went out of their way (intentionally) to help another student?

2. How do you know that the friend intentionally helped the other student?

3. How do you think the student felt when a friend intentionally helped?

BONUS*****

How could the student show the friend that he or she was grateful?

Think of a time that someone went out of their way to help you. Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	How do you know that they intentionally helped you (helped you on purpose)?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? How did it make you feel? (You can write more than 3 things if you like to!)

1.

2.

3.

Think of a time that someone went out of their way to help you. Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	What did it cost this person to help you (for example, was it their time, money, effort, talent)?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? What did this person give up to help you (money, time, energy)? How did it make you feel? (You can write more than 3 things if you like to!)

1.

2.

3.

I have been benefited because.....

1. _____
2. _____
3. _____



Think of a time that someone went out of their way to help you. Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	How the person's help benefit you?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? What did this person give up to help you (money, time, energy)? How did it benefit you? How did it make you feel? (You can write more than 3 things if you like to!)

1.

2.

3.

Think of a time that someone went out of their way to help you. Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	How do you know that their help was intentional (or that they went out of their way)?	What did it cost that person to help you (for example, was it time, money, effort)?	How were you benefited by this person's help?	How did this person's help make you feel?

BONUS*****

What will you do to show your gratitude to this person for their help?

GIVING BACK!

