

LESSON 5

MY GRATITUDE



Learning Intentions:

We are learning to: define gratitude and recognise things we can be grateful for.

Resources:

- Butchers paper or whiteboard.
- Student Journals.
- Interactive whiteboard.
- Masking tape (to create a line on the floor).
- Video Resource List.

Outline:

Activity 1: Step to the line (10 mins)

- Clear the space (or go outside) and place a line of masking tape down the middle of the classroom. Have the students line up on either side of the tape, facing each other.
- Read out the following statements. If the students agree with the statement, they take a step forward to the line.
- Statements:
 - "I am grateful for my education."
 - "I am grateful for my parents."
 - "I am grateful for homework."
 - "I am grateful for vegetables."
 - "I am grateful for my friends."
- At times, ask students to share their reasoning.

Activity 2: Brainstorm (5 mins)

- Ask students the following questions and brainstorm their responses: 'What do you think gratitude means?'; 'What other words could we use to explain being grateful?'; 'Do you think it's important to be grateful?'; 'How can we show our gratitude?'; 'What sorts of things are you grateful for?'; 'Why are you grateful for those things?'
- Watch **Video 603** from the Video Resource List.

Activity 3: Student Journal activity (25 mins)

- Students open their Student Journal and respond to the questions about their own personal gratitude.

Activity 4: (10 mins)

- Bring students together and discuss the different things they are grateful for. If necessary, add extra details to the previous brainstorm.
- If we stop and look at our life, where we are, where we've come from, what we have and whom we have, we can learn to appreciate and be grateful.

Extension Activity: (10–20 mins)

- Students write a pledge of gratitude on a piece of paper. The teacher collects them and in the following week the teacher hands out the pledges again and students reflect on whether they achieved the task.