

## Lesson 19

### THE GRATITUDE PODCAST

#### Podcast plan

Use this page to plan your podcast episode / interview:

What?

How long?

Who?

Introduction

Interviewer 1

Interviewer 2

Write down some key questions  
You may add some along the way  
Write a question / prompt as to what  
You need to write more information,  
at the back of the Student Journal

Questions

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#### People you are grateful for

Use this mindmap to brainstorm 4 people you are grateful for and some of the reasons why:

1.

2.

3.

4.

1.

2.

3.

4.

5.

I'm grateful for...

1.

2.

3.

4.

5.

1.

2.

3.

4.

5.

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#### If you have more time:

##### Podcast sharing (10 mins)

- You could play an episode of your podcast daily to the class and the whole class, or those that are interested, could continue to create episodes with various themes of gratitude.
- If you are able to save the student's recording in a shared file, they could share their episode with their chosen person.



#### GEM Chat this week...

- Who is someone you feel grateful for today? Tell us why.

# Lesson 19

## THE GRATITUDE PODCAST

### Learning Intentions:

#### We are learning to:

- Reflect deeply on important people in our lives and express our gratitude for them.

### Success Criteria:

- I can identify people I am grateful for and reflect on why I am grateful for them.
- I can express my gratitude in a clear, thoughtful manner.
- I can collaborate with another person, to interview each other in a podcast format.

### Integration Inspiration:

- This lesson links strongly with English, particularly Speaking and Listening.

### Resources:

- Soft ball
- Student Journals
- Access to TRP Teacher Resource Hub
- Recording device: This could be any recording app/feature of your devices (you could always record a video without the camera), the Voice Memos app works if you are using an i-Pad.

**Teacher Info:** If you feel your students would benefit from becoming more familiar with podcasts and their features before this lesson, or if your class shows an interest in continuing their 'Gratitude Podcast' beyond this lesson, you may want to listen to an entire episode of an age appropriate podcast. Some ideas could be an episode of a book review podcast or the ABC's 'Imagine This'.

### Outline:

#### Activity 1: Silent ball with a twist (10 mins)

- Facilitate a quick game of silent ball. The twist being that before the thrower throws the ball, they must say one positive adjective to describe the person they are throwing to i.e. if I'm throwing to Sam, I would look at Sam and say 'kind'. If the thrower forgets to do this, they are out.
- Once students are confident with this, explain that they cannot use the same adjective twice. So if the catcher identifies that the thrower has used an adjective that has already been used to describe them, they must shake their heads to indicate that they need to think of another one.

#### Activity 2: Identifying gratitude focus (10min)

- Students need to think of four people they are grateful for and start to focus on why, outlining their ideas using the mind map template in their Student Journals. Encourage them to think about:
  - > The strengths of this person and what they admire about them.
  - > How this person makes them feel.
  - > How they have influenced or helped them, and examples of this.
  - > Positive memories or stories they have of them.
  - > What GEM principle comes to mind when you think of this person? Why?

#### Activity 3: Gratitude podcast (30 mins)

- As a class, discuss podcasts as a platform for conversation, reflection and sharing information. If you have students who are unfamiliar with podcasts and their set-up, you could quickly play the start of an episode of one of our TRP podcasts, 'The Imperfects' hosted by Hugh Van Cuylenburg & Ryan Shelton and note the key features i.e. hosts introduce themselves, the topic, etc., they interview someone in a discussion based format. You could also have a practise run, discussing someone you feel grateful for.
- In pairs, students work together to create an episode of their very own class 'Gratitude Podcast'. They should quickly use the planning outline in their Student Journals to plan the questions and what they might talk about. Their podcast episode should go for no longer than 10 minutes, with 5 minutes each to talk about their chosen person. Students should save their recording if possible.

#### Activity 4: Listening to the podcast (10 mins)

- If you have time, play some of the recordings (or replay them to the class, if they aren't recorded) and reflect on the strengths of each host/presenter and what they spoke about in terms of the GEM principles. If you don't get time for this, it could be completed throughout the week when you get a chance. Reflect as a class what the benefits are of recognising when you are grateful and expressing this to the people you are grateful for.

**Helpful hint:** Don't have time to record/access to a recording device? No worries! You could simply ask students to interview each other without recording it. If some are willing, they could repeat their interview to the class at the end.