

Gratitude Lesson Plans

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 teacher will review the previous session.

Teacher: “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 teacher will then call on a few volunteers to share what they have discussed.

Teacher: “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 teacher will write responses on the board.

Teacher: “Let us also take a brief moment to review our Gratitude Counts! assignment. How many of you were gratitude detectives during the past day?! 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 day? What did the person give up to help you?”

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

Talk about it:

(5-7 minutes)

Teacher: “Each time we meet I have a new word I want to show you. The new word for today is benefit.” The teacher 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 teacher 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 teacher 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 teacher will continue with examples of benefit, as well as students’ personal experiences with benefit as it relates to gratitude.

Teacher: “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 teacher 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 teacher will have a few volunteers express their experiences.

Create it:

(10 minutes)

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

Teacher: “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 teacher 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)

Teacher: “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)

Teacher: “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 day. How did this person’s help benefit you? We will review the assignment tomorrow.”

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

The teacher will also allow for any further questions or comments.