

## Gratitude Lesson Plans

### 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” which can be retrieved [here](#). Or at: <http://www.youtube.com/watch?v=R9z2ELaBVJY>
- Gratitude journal or paper and pencils for students.

#### **Set it up:**

(3-5 minutes)

The teacher will review the previous session.

*Teacher:* “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 teacher will have students share what they jotted down.

*Teacher:* “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?!”

*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? How did that person’s help benefit you?”

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

**Talk about it:**  
(5-7 minutes)

The teacher 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.

*Teacher:* "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 teacher will create a chart on the board for students to visualize the three gratitude components.

*Teacher:* "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 teacher 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 teacher 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 teacher 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.

*Teacher:* "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.

The teacher 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 teacher 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 teacher 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 teacher 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)

*Teacher:* “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 teacher 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 teacher will show the video clip “The Gratitude Dance.” The video clip may be retrieved [here](#), or at: <https://www.youtube.com/watch?v=R9z2ELaBVJY> under the title, “The Gratitude Dance”. The video clip is five minutes in duration. It displays a diverse population of people dancing to music.

*Teacher:* “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)

*Teacher:* “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 teacher will also allow for any further questions or comments.