

HOW TO BE GRATEFUL

VALUE TOPIC: Gratitude - The feeling or quality of showing appreciation for what you have

CATCH PHRASE: Reflect and smile - Hurihia tōu aroaro ki te rā (Turn your face towards the sun)

TOPIC SUMMARY

Problem: I'm struggling to be positive. When we find it hard to be positive, we can reflect upon a time that makes us smile and find a sense of gratitude.

KEY WORDS & THEMES

Gratitude. Grateful. Thankful. Positive outlook. Reflection. Remember. Feeling appreciation. Struggling to be positive. Find a sense of gratitude. Belief for the future. Hope. Lens of gratitude. Reflect and smile - Hurihia tōu aroaro ki te rā (turn your face towards the sun).

NZ Curriculum Links

ACHIEVEMENT OBJECTIVES

HEALTH & PE - PERSONAL HEALTH & PHYSICAL DEVELOPMENT:

Personal identity.

Students will...

L3 - Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

VALUES

Excellence. Respect.

KEY COMPETENCIES

Thinking. Managing Self.

SPECIFIC LEARNING
OUTCOME

RESOURCE

LESSON SUGGESTION

POPS

This is the recommended order if you're going to watch all of the POPS (videos). Otherwise each can be watched independently of the others.

1. We are learning what gratitude is, and that it's helpful when we're struggling to be positive.	- 'Have You Ever?' POP - 'Chat Prompts'	Ask students to note what they think or know gratitude to mean. Watch 'Have You Ever?' POP. Use 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate.
2. We are learning to 'reflect and smile'. We are learning how to be grateful.	- 'Catch Phrase' POP - 'Chat Prompts'	Ask students to note how being grateful could be helpful for them. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate.
3.	- 'STEMHYPE' POP - 'Chat Prompts'	This resource is currently under development.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
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Resources that give students the opportunity to work and practise the value after watching any or all of the POPS.
It's highlighted if a specific POP will help with a specific resource.

4. We are learning to identify memories, facts, and hopes that can help us feel grateful and positive.	- <i>'Something I'm grateful for...'</i> worksheet	Give each individual the worksheet, <i>'Something I'm grateful for...'</i> . Provide opportunity for students to use the prompts to help them consider things they are grateful for then fill in the spaces provided with their 'memories, facts, and hopes'. Encourage students to keep this handy in times when they are struggling to feel positive as a reminder that not everything is negative and bad all the time. It's important to validate how a person is feeling - it's very ok to feel sad, mad, disappointed, scared - so be careful not to dismiss these feelings.
5. We are learning to identify and be grateful for the people in our class.	- <i>'Tag Someone'</i> activity	This is a whole class or large group activity. Print the prompt/script cards (which outlines the procedure of this activity in detail) from the <i>'Tag Someone'</i> resource. Before including the students, go through the cards, thinking and writing which students you will tag for each 'gratitude instruction', making sure everyone gets a turn being a 'tagger'. It's really important to create an environment of respect and quiet contemplation - having lower lighting, the students close their eyes, and being calm as a facilitator all helps with this. There are some empty 'gratitude instruction' cards for you to fill with other ideas you may want to include. Complete this activity with the two debrief questions found on the last prompt/script card.
7. We are practicing to be grateful and positive in times of struggle.	- <i>'Scene It!'</i> A list of possible scenarios where the value could be practised	It will help if you have watched the <i>'Catch Phrase'</i> POP and worked on the <i>'Something I'm grateful for...'</i> worksheet. The scenarios can be used in a variety of ways, including; writing, role play, comic/illustration, and/or discussion. Whichever medium you choose, remind students to use the three steps, and to be appropriate and respectful of others. Allow time for sharing and a debrief with the class as a whole. Ask questions like: Did you see a shift from negative to positive and was it realistic to the scenario? Did they use a memory, a fact, or a hope to help them find gratitude?

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
8. We are taking what we know about gratitude and putting it in to practice within our school community.	- 'Community Challenge' activity	Decide on a timeframe for the 'Challenge' to take place (could be a lunch-time, a whole day, or the week) and set a target/goal. Set the 'Challenge' for students; Suggestion: 'show your gratitude for others within your school community - using memories, facts, and/or hopes.' Every time someone achieves this, it can be added to the tally. The resource provided is a generic 'poster' which when printed can have the 'challenge' written on it, the 'target' noted, and students tally marks added.
9. We are learning to promote the importance of gratitude and how it can impact our mood.	- 'Colouring Page'	It is exactly what it says it is...a colouring page. Students can colour in and decorate where appropriate, then display these posters within their learning environments, or at home, to help them remember the Catch Phrase and have/show Gratitude.
10.	- 'STEMHYPE Instructions' - activity	This resource is currently under development.