

Title: Having a Gratitude Attitude

Area of Development/Domain of the ASCA Student Standards: Personal/Social

Grade Level: 2nd Grade

Monthly topic: Gratitude and Thankfulness

ASCA Student Standards:

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.6 Use effective communication skills

PS:A2.8 Learn how to make and keep friends

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

Objectives:

Students will be able to define gratitude.

Students will identify examples of personal experiences with feeling thankful.

Students will recognize the things and people they are thankful for.

Students will learn how to tell someone that they appreciate what they do for them.

Students will learn how to appropriately receive thanks from someone else.

Students will recognize feelings induced by showing gratitude.

Preparation:

This lesson requires:

30 minutes (including 5 minutes for Pre-Test and 5 minutes for Post-Test)

Book – Bear Says Thanks

All-star cards

Strips of paper and crayons

Lesson:

Students will take the Having a Gratitude Attitude Pre-Test

Discuss concepts of gratitude and thankfulness

Ask students for examples of things they are thankful for and ways they can show gratitude

Read Bear Says Thanks

Allow students to offer their own examples of gratitude and thankfulness

Complete activity during which students write down three things they are thankful for and place their strip of paper in the bucket to be read during lunch the week of thanksgiving

Ask students questions about what they learned about gratitude and thankfulness

Students will take the Having a Gratitude Attitude Post-Test

Adaptations/Extensions:

Older students could create a more elaborate project such as a book or PowerPoint slide about the things/people they are thankful for.

Evaluation/Assessment Method:

Students will complete the Having a Gratitude Attitude Post-Test



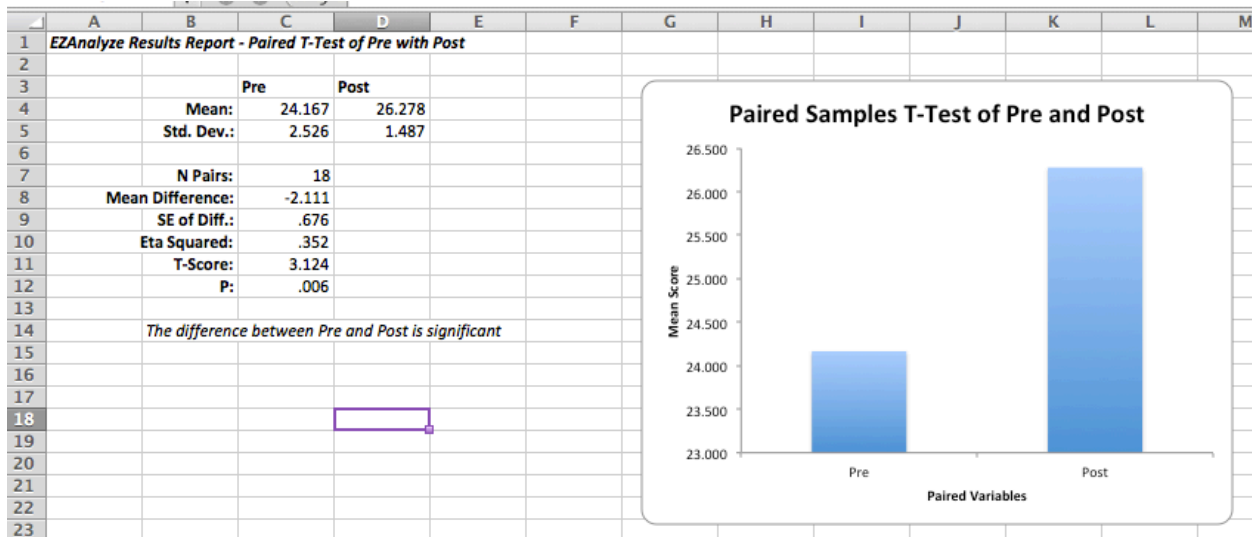
Gratitude Attitude Survey



Directions: Read each sentence and circle your answer.

	No	Maybe/ Somewhat	Yes
1) I know how to define gratitude.			
2) I know 3 things I am thankful for.			
3) I know 3 people I am thankful for.			
4) I feel happy when I tell people that I am thankful for what they do.			
5) I think other people feel happy when I tell them that I am thankful for what they do.			
6) I believe it is important to tell people that I am thankful for what they do.			
7) I can tell someone that I am thankful for what they do.			
8) I can show thankfulness in at least 3 different ways.			
9) I can respond to a friend thanking me in a nice way.			

Summary of Results:



Results from EZAnalyze showed a significant difference between the mean scores for the class on the pre-test and post-test. On average, students answered “yes” to questions regarding their knowledge and understanding of thankfulness and gratitude more often on the post-test than on the pre-test. This implies that my intervention was effective in improving students understanding of thankfulness and gratitude.

Evaluation of Strengths:

One of the biggest strengths I noticed during this core curriculum lesson was the way I spoke with and interacted with the students. I tried to give every student who wanted to speak a chance to speak to the group. I also began the lesson by discussing my expectations that we all show respect to each other by listening, paying attention, and not talking when someone else is talking. To show the students I was interested in what they had to say and that I appreciated their participation, I made sure to keep good eye contact and made positive replies to their examples. I also believe I showed effective classroom management skills during the lesson. When a few students continued to interrupt, I politely said to them, “Can you all be please quiet and respect all of our friends?”

Another strength was that I was thorough and clear in my introduction of the lesson. I related our topic to Thanksgiving and asked the students for their own definitions of gratitude before giving them my own definition. I encouraged the students to apply the topic of the lesson to their own lives by asking them to tell me examples of thing that they are grateful for. This also helped stimulate student participation and interest.

While reading the book, I used an active tone and inflection to make each character stand out, and to show my own interest and get the students interested in the story. I also made sure to show the students all the pictures in the book. I frequently stopped reading and asked the students what was going on in the story and how they thought the main character, Bear, felt when he didn’t have anything to give to his friends, specifically reminding them of the word we talked about at the beginning of our lesson: grateful/gratitude. We also had a group discussion about other things Bear could do to show he

is grateful, as well as other things the students can personally do when they want to show someone they are grateful.

Additional skills I displayed during this lesson were reviewing and processing the book with the students. I asked them what they learned from the book, and I talked them through the questions on the pre/post-test by applying those questions to the book: How did Bear feel when people were doing nice things for him? (Re: grateful, happy, good); How did Bear's friends feel when he showed them when he was grateful? (Re: good, they would be sad if he never told them thanks and showed he appreciated them); Do we think it's important to show people we're grateful for them? (Re: yes, because they will feel sad if we don't).

Finally, I made sure to make myself available during the activity by helping students with spelling and coming up with ideas of things they are thankful for to write on their slips of paper. I think it is very important for students to feel like you are working through the lesson with them and you are there to support them.

Evaluation of Areas for Growth:

One area in which I could improve is how I handle my nerves. I was nervous about running out of time for my lesson, so during the lesson I felt like I was speaking too quickly and I thought I might be rushing through the lesson. Afterwards as I watched my tape, I believe I did rush through the lesson a bit, but not as badly as I thought at the time. I could improve on this issue by spending more time going over the lesson and practicing beforehand to figure out exactly how long the lesson will take. I also think this improvement confidence will come with time and experience.

Another idea for my own improvement came from the teacher's suggestion. She said that maybe I could have stopped the first time Bear said "Thanks" and tell the kids that each time he says "Thanks" we would all say it together, and that could have fostered more student involvement. I had not thought of this idea when planning my lesson, but I really love the idea and I plan use it in the future. Along this same line, there were a couple of times when there was a word in the book that some of the students did not understand or had not heard before (e.g. "lair" or "brew tea"). I could have stopped after reading one of those words and asked the students if they had heard of that before and if anyone knew what it meant. I actually did do this towards the end of the book when I came across the word "platters". Another example of when I should have stopped for discussion was after Bear was feeling down for not having anything to share with his friends. Then I could have asked the kids to describe how Bear was feeling, if they have ever felt that way, and what Bear could do to feel better.