

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	5 Nice Things Today – and Every Day!
Focus:	Gratitude

Materials:

- Whiteboard or chart paper
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Discuss why it is important to think about what you are grateful for every day.
- Share what you are grateful for with your peers.

Gain prior knowledge by asking students the following questions

Think about some things that you do every day. What are they? (brush teeth, eat breakfast, go to school, etc)
Why do you do these things every day?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. In pairs or as a large group, have students discuss the following:
 - a. Why do you think it would be important to think about things that you are grateful for everyday?
 - b. What are ways you can express your gratitude for things that happen every day?
2. Be sure to record students’ responses to the second question so that students can reflect on something that they can adopt themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Explain to students that one of the ways that we can express gratitude for things that happen every day is writing them down in a Gratitude Journal. Today, we are going to write 5 things that happened today that we are grateful for. (*Younger students can draw).
2. After all students have written their 5 items, break students up in two groups of 4.
3. Each group will act out one item from each members list that they are grateful for.
4. Have students practice their skit, and remember to practice the order in which they will act out their skit.
5. Students can only use 1 word per person in their skit – the rest must be silent acting

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<p>6. Once all groups are ready (be sure to give a time limit for groups to prepare and practice), have each group perform their skit.</p> <p>7. Be sure to challenge students to think about at least one thorn and one rose every day. Ask students how they are going to express their gratitude every day.</p>	
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Act It Out #7
Focus:	Gratitude

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Identify something to be grateful for and how to express gratitude for that.
- Work in small groups to theatrically portray gratitude.

Gain prior knowledge by asking students the following questions

When we are working in small groups of 4 or 5 people, what is important to keep in mind? What role does gratitude play when working with a team?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Students should reflect on what gratitude means and how we express gratitude to others
3. Next, have students think about one thorn and one rose from today (one not so good thing and one good thing that they are thankful or grateful for). Each student should be able to share out loud.
4. Ask students,
 - a. "How will you express gratitude for your rose today?"
 - b. "How can your thorn possibly turn in to a rose in the future?" (i.e. What can you learn from the thorn? Can experiencing the thorn make way for a rose?)"

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Students Practice ("You do")

1. Students should be grouped in to teams of 4 or 5 per group.
2. Each team should plan a skit that portrays an experience of gratitude. Give each team a chance to perform their skit.
3. After each skit, ask students,
 - a. "Who were all the characters?"
 - b. "Who helped? Who got help?"
 - c. "What did it cost the person helping?"
 - d. "How did it benefit the person who got help?"
 - e. "How did each person feel after helping or getting help?"

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

WHI?

Ask the following three question:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Giving to Others
Focus:	Gratitude

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student

Opening

State the objective

Today we will:

- Describe what giving to others is connected to feelings of gratitude.
- Identify how we can give back to others and create a plan.

Gain prior knowledge by asking students the following questions

What do you think of when you hear “give to others?”
Who do you know that gives to others? What do they do to give?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “Share a time when someone went out of their way to help you with something.”
 - b. “How did it make you feel knowing that they helped you?”
 - c. “How does giving to others relate to feelings of gratitude?” (ex: one way to show gratitude is to help or give back to others who may have helped you in the past; it brings happiness to people; etc)
 - d. “What can you do to give to others?”

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. After sharing with a partner or with the class, have students take a few minutes to individually write down all of the ways that they can think of to give back to others. It can be to help an individual or a group of people.
2. Next, have students share what they wrote with a partner or small group.

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| <ol style="list-style-type: none"> 3. Now, students should pick one of the ideas they wrote down to create a plan of how they will make it happen. Plans should include anyone else that may need to be involved, any supplies or materials needed and a timeline of when things need to be done. 4. Finally, have students share how they believe the people or person being helped will feel. 5. Challenge students to think about one thorn and one rose every day. | |
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Gratitude Tree
Focus:	Gratitude

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper cut to leaf shapes for each student
- Tree trunk with branches made out of paper (big enough for each student to attach their own leaf)
- Markers, crayons, colored pencils, etc

Opening

State the objective

Today we will:

- Reflect on how gratitude is felt and expressed.
- Create a group visual representation of gratitude.

Gain prior knowledge by asking students the following questions

Think about your day. At any point, did you see anything that happened to someone else that they might feel grateful for? How did they show (or not show) their gratitude?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Students should reflect on what gratitude means and how we express gratitude to others
3. Next, have students think about one thorn and one rose from today (one not so good thing and one good thing that they are thankful or grateful for). Each student should be able to share with the group.
4. Ask students,
 - a. “How will you express gratitude for your rose today?”
 - b. “How can your thorn possibly turn in to a rose in the future?” (i.e. What can you learn from the thorn? Can experiencing the thorn make way for a rose?)

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Give each student paper to create a leaf shape, or have the leaves pre-cut.
2. Students should split the leaf in to two sections. On one section, students should write (or draw, for younger students) one thing that happened today that they are grateful for.

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| <ol style="list-style-type: none"> 3. One the other section, students should write (or draw, for younger students) one thing that they are grateful for in the long term. 4. After all students are finished with their leaf, have them attach it to the tree trunk. Post the class Grateful Tree in a place where students can see every day, if possible. | |
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Expressing Gratitude
Focus:	Gratitude

Materials:

- Paper to record student responses
- Signs with ways to express gratitude in big letters: hug, smile, say “Thank You,” send Thank You card, give gift in return, help that person out with something (plus a couple of extra blank signs to fill in)
- Tape

Opening

State the objective

Today we will:

- Describe ways that we can express gratitude towards other people.
- Understand how different people express gratitude in different ways.

Gain prior knowledge by asking students the following questions

What do you think it means to express gratitude?

Think about a time where you did something nice for someone. Describe it. What did the other person do or say, if anything?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. In pairs or as a large group, have students discuss the following:
 - a. Ask students to share a time when someone did something nice to or for them.
 - b. Ask students to share how they showed appreciation, or gratitude, for that.
 - c. Have students discuss why expressing appreciation or gratitude is important
2. As a class, be sure point out some of the reasons it is important to learn how to express gratitude, including:
 - a. It is a way of showing respect
 - b. It makes everyone feel good – the giver and the receiver.
 - c. When you show gratitude, that person is more likely to help you again in the future.
 - d. It brings happiness to people.
 - e. It lets people know they are cared about.
 - f. It makes people feel connected.
3. Now ask students, “What are some ways that we can express gratitude to people?” As students are sharing answers (which should be similar to the signs you previously made), begin to post the signs all around the room. If students share something that you don’t already have a sign made for, use one of the blank signs to make one.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Engage students in a “teach to learn” opportunity.

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Students Practice (“You do”)

1. Next, ask students to think about something nice that happened to them today. Have students start thinking about today as early as they can remember. Record students’ responses on something that only you can see.
2. Once you have a list of about 10-12 things, ask students to review all of the ways that gratitude can be expressed posted around the room.
3. Let students know that you are going to read from the list of nice things that people have experienced, and students are going to share how they would express gratitude in return with their bodies – they are going to move physically to stand in front of the sign that says what they would do.
4. As you read from the list one by one, stop and let students move and ask one or two students why they chose to stand in front of that particular sign.
5. Finish with challenging students to think about one thorn and one rose every day.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What’s Important About That?: This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Thank You Notes
Focus:	Gratitude

Materials:

- Whiteboard or chart paper
- Dry erase markers or markers
- Colored pencils, markers, crayons and other art supplies
- Paper for each student

Opening

State the objective

Today we will:

- Create a Grateful List.
- Create Thank You notes for people we feel grateful for.

Gain prior knowledge by asking students the following questions

What do you know about lists? Do you use them? What do you use them for?

How do lists help you?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Share with students that lists can help us remember things that we need to do. Today, we are going to create a Grateful List that includes:
 - a. All of the people in our lives that we are grateful for
 - b. Reason why we are grateful for that person / what they do that you are grateful for
 - c. What the cost might be to that person for doing what they do for you
 - d. How that person makes you feel when they help you
2. An example might be: Dad / driving me to school in the morning every day / 10 minutes of his time when he could sleep in an extra 10 min / lucky, especially when it is raining outside (person / what / cost / feeling).
3. Explain to students that this is more than just a list of people that we are grateful for. When we also think about and write down specific things like what the reason is, what the cost is and how that makes you feel, we are making those thoughts concrete and clear.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Guide students as they make their own Grateful Lists that include a column for
 - a. Person
 - b. Reason they are grateful for this person
 - c. Cost
 - d. Feeling

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2. Share with students that it might be helpful to post their Grateful List somewhere where they can see it every day. Explain also that you can add to your Grateful List at any time.
3. Now, explain to students that we are going to create Thank You cards for one of the people on your Grateful List.
4. Remind students to use their Grateful List to write their Thank You and include the reason why they are grateful for that person, what the cost may have been and the way it feels. Explain that their words are much more meaningful when they can include specific details versus a general "Thank You" for everything.
5. Have students help you write a sample Thank You on the whiteboard for reference
6. Have students create their Thank You cards. Encourage students to write first, and then have the choice of embellishing their card with a drawing.
7. When all students are finished, give students the opportunity to share their work with others.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

*Older students can create a Grateful List that includes all 4 components (person, what, cost, feeling). Younger students can create a modified Grateful List that might include the person, what and feeling.

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Component	Character Education
Grade Level:	K-5
Lesson Title:	What Is The Cost?
Focus:	Gratitude

Materials:

- Whiteboard or chart paper
- Dry erase markers or markers
- Colored pencils, markers, crayons and other art supplies
- Paper for each student

Opening

State the objective

Today we will:

- Discuss how cost is connected to feeling grateful.
- Share an experience of being grateful for something and describe the possible cost.

Gain prior knowledge by asking students the following questions

What does the word “cost” mean to you?
Where have you heard the word “cost” used?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. As a class, discuss what the word “cost” means.
2. Explain that cost may mean more than just having to do with money. Cost could also mean time, effort or other resources.
3. Give an example, like the following:
 - a. Your sister helps you do her homework. Because she is helping you, that is taking time away from her doing her own homework. In this example, it costs your sister time to help you.
4. In pairs, have students think about a time that it cost them something to do a nice thing for someone else. Have students share what they believe the cost was.
5. Another example might be:
 - a. You know that your friend is very sick and has already missed 2 days of school this week. You make a point to call your friend and make sure he knows the homework assignments for the week and any other announcements he might need to know. For you, the cost is the time you spent after class talking to your teacher about the homework your friend needed to know about and the time it took to explain it to him over the phone.
6. Now, have students think about a time when someone did something nice for them and what the cost to that person it may have been.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Students Practice (“You do”)

1. After students have had a chance to share their experience with a partner, have students create a visual representation of the cost as it relates to feelings of gratitude. The cost could be a cost to you when you did something nice for someone else, or a cost to another person when they did something nice for you.
2. Have students write 2-3 sentences to accompany their drawing.
3. Give students an opportunity to share their experience and explain their visual representation with others.
4. Remind students to challenge themselves to reflect on one thorn and one rose every day.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learning’s when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

Step 4: Apply: How can you use the skills or your key learning’s in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Why Is Gratitude Important
Focus:	Gratitude

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Identify what gratitude means.
- Describe what is important about gratitude.
- Create a visual representation of how gratitude feels.

Gain prior knowledge by asking students the following questions

- What are you thankful for?
When do you show thanks for those things?
Why do you show thanks?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. "What does the word grateful mean?" (ex: similar to the word thankful; way of expressing appreciation for something, someone, etc)
 - b. "What kinds of things are you grateful for?"
 - c. "What is important about expressing or sharing gratitude?"
3. Explain to students that learning to express gratitude for things brings happiness, lets people know they are cared about, connects people, heals, energizes and change lives).

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p style="text-align: center;">Students Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Next, have students, in pairs, share “one thorn and one rose” about today. That is, one thing that didn’t go so well today (the thorn) and one good thing that they are grateful for that happened today (the rose). (Can also be called a lowlight and a highlight). 2. Ask for students to share with the large group their one thorn and one rose. 3. Now, have students think about how it feels to share about things they are thankful for (happiness, cared for, optimistic, valued, etc). 4. Explain to students that now they are going to draw a representation of how it feels when they express gratitude. 5. After students have finished drawing how it feels to be grateful, have students share their drawings with others. 6. Challenge students to think about one thorn and one rose everyday. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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<p>Modification:</p>
