KINDNESS CURRICULUM

Bloom with gratitude — Gratitude

EXPLANATION:

Building an attitude of gratitude requires students to look at their situations from a point of appreciation rather than from a deficit view. This activity asks students to design a beautiful garden full of happy flowers while reflecting on and acknowledging the gifts and opportunities they have received.

YEAR LEVELS: Years 1–3

STUDENT GROUPING: Whole group and individual creations

ACTIVITY LENGTH: 30–40 mins

LINK TO CURRICULUM:

Health and Physical Education: Sequence of content F-10

Strand: Personal, social and community health

Being healthy, safe and active sub-strand

- Describe their own strengths and achievements and those of others and identify how these contribute to personal identities.

Strand: Personal, social and community health

Communicating and interacting for health and wellbeing sub-strand

- Identify and practise emotional responses that account for own and others' feelings.

Learning Continuum of Personal and Social Capability

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others.

Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

SCOPE OF TASK:

By the age of 5 years children connect gratitude and happiness. Therefore, building a sense and attitude of gratitude with young student has many social-emotional benefits. Research has revealed that gratitude has four parts:

- Noticing (awareness) — Recognising the events, things and people you have to be grateful for.
- Thinking — Thinking about why you have had these opportunities/experiences, (consider your context).
- Feeling — The emotions you experience because of the things you've been given.
- Doing — an appreciative response.

1. Activate student's prior knowledge about gratitude. Ask students what they know about gratitude and being grateful. Questions could include:
   - What words mean the same as gratitude (e.g., thankful, grateful, appreciation) – can you create a list
   - How do you feel when people express thanks to you for things you do or gifts you give?
   - Why should you be grateful to others?
   - Can you share any stories or experiences where you experienced feelings of gratitude?



2. Connect with student's own feelings by asking them to share their experiences and things, events and people that they are thankful for:
   - What are you grateful/thankful for?
   - What happened that made you feel this way?
   - Who or what made you feel that way?

   Responses that the students might refer to include: their school, families or friends or pets; holidays; sport; favourite food; favourite technology; weather etc.

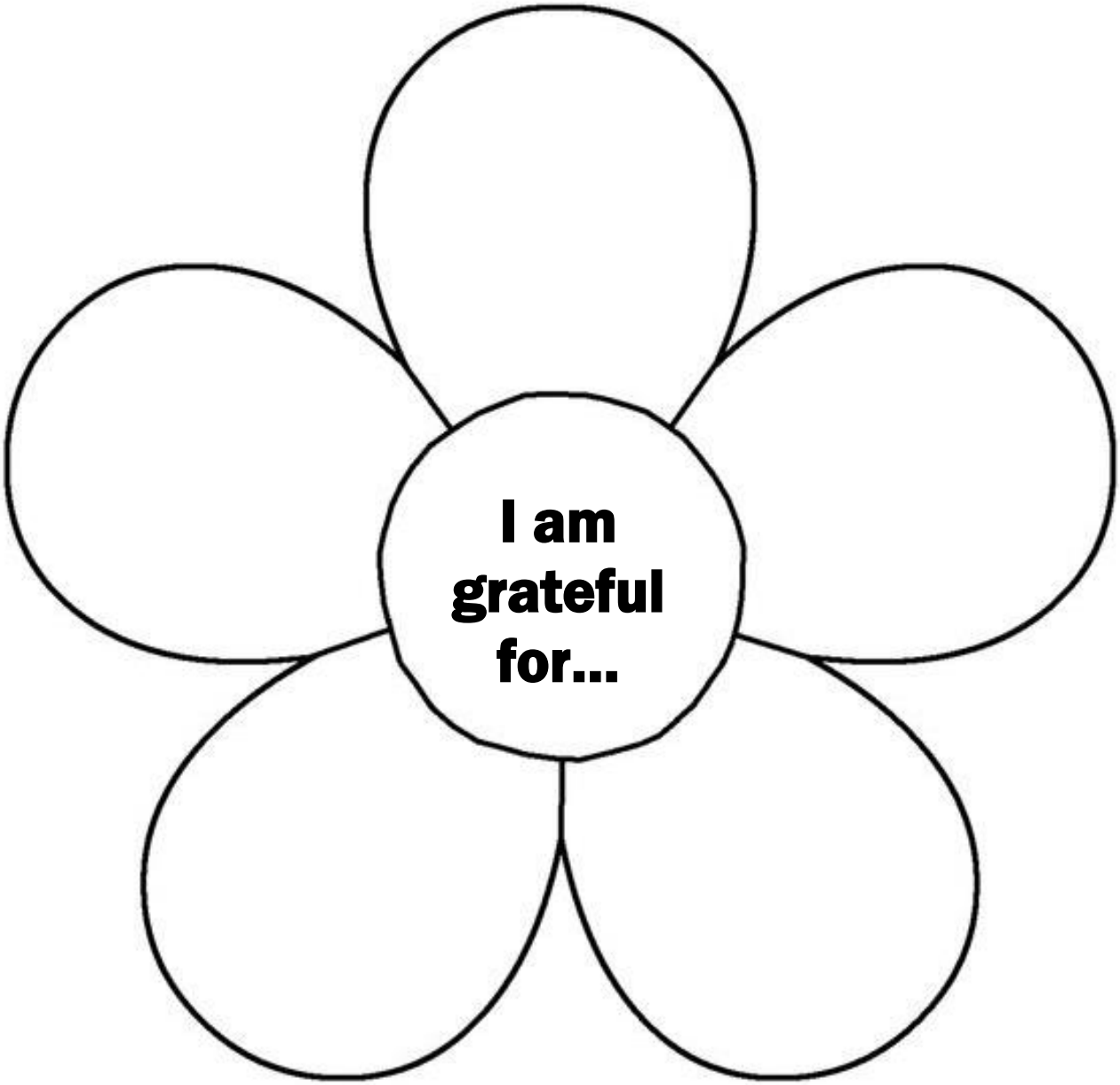
   Share with students the aim if the activity — to build a garden of gratitude while being mindful of the wonderful and special things in their lives.
3. Ask students to consider 5 things that they are thankful for and why. Encourage them to make some notes if they need so that they can discuss with the teacher or other students
4. Once the students have decided the five things that they are grateful for and why, they can write these on their flower template. Time can be given also to decorating the flower template using collage materials, paints etc to make an attractive wall display.
5. As the students finish their flowers they can be added to the display and students can discuss what they have written on their flowers. Questions that can be used to reflect on the experience include:
   - What were you thankful for? Why?
   - Were there any common things that people were grateful for?
   - How can we let people know that we appreciate them?

Extra notes:

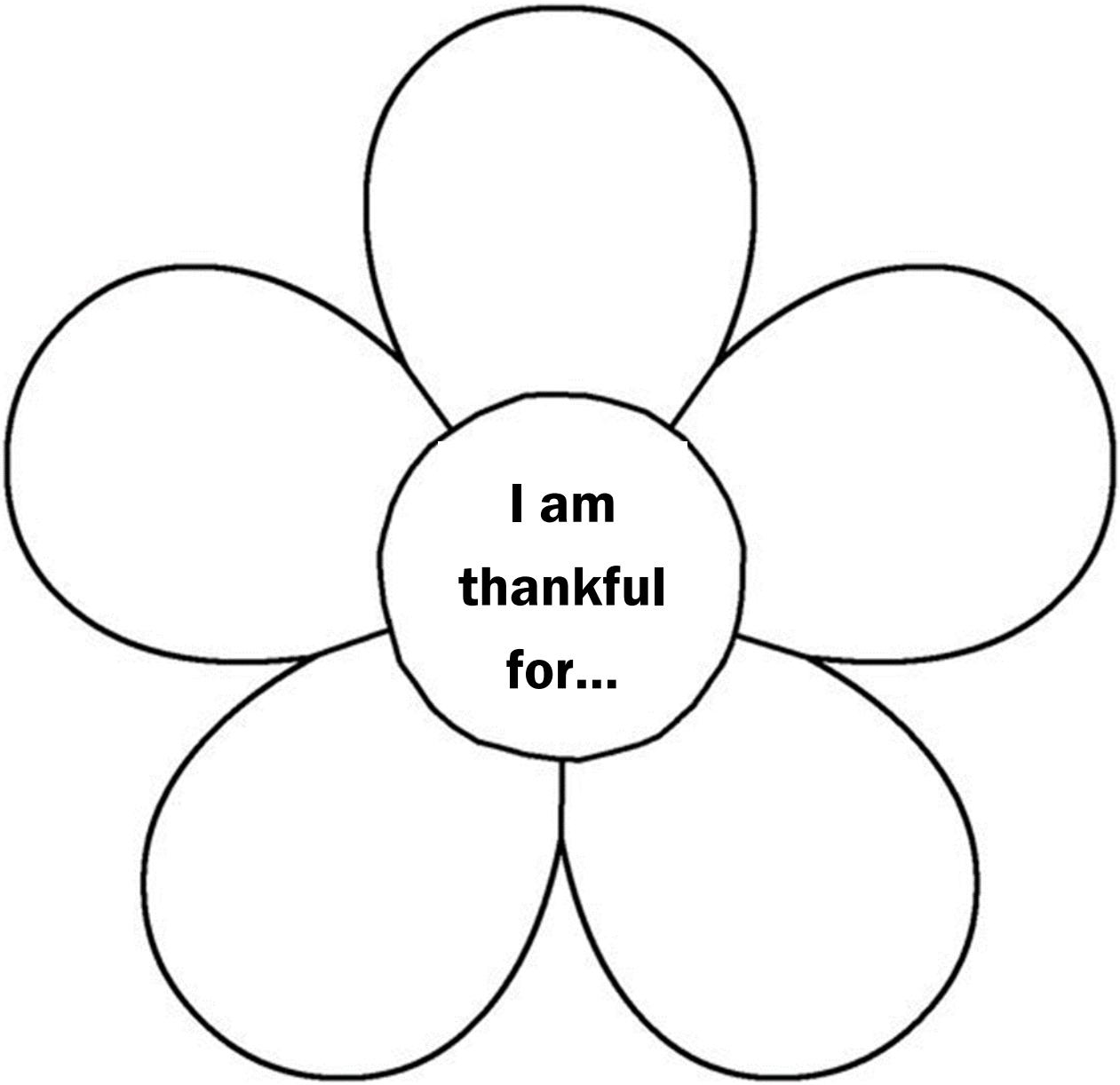
- Students can share their 'Blooming with gratitude' wall with other members of the school by inviting them to come and look or students' comments and thoughts could be shared with parents and community through the school newsletter
- Keep parents informed about the classroom activities so that they can reinforce concepts of gratitude, appreciation and thankfulness in the home.

RESOURCES:

- Flower template (attached below)
- Scissors and coloured pens
- Collage materials
- Wall space for arranging display.



CREATED BY KAPLAN



CREATED BY KAPLAN