

Gratitude graph — Gratitude

EXPLANATION:

Gratitude, or appreciation for the good things that happen in life, is an essential part of building happiness. This activity asks students to consider events, gifts, people and experiences for which they are grateful. Developing a class graph will provide opportunities for students to discuss and reflect on what they appreciate and have gratitude for individually and collectively.

YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole class

ACTIVITY LENGTH: 30–40mins

LINK TO CURRICULUM:

Health and Physical Education: Sequence of content F-10

Strand: Personal, social and community health

Valuing diversity

- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity.
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities.

Strand: Personal, social and community health

- Investigate how empathy and ethical decision making contribute to respectful relationships.
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

See also Personal and Social Capability learning continuum sub elements

- Communicate effectively
- Work collaboratively
- Recognise emotions
- Recognise personal qualities and achievements.

There are also educational links to English and Mathematics.

SCOPE OF TASK

Gratitude is the appreciation of what is valuable and meaningful to oneself; it is a general state of thankfulness and/or indebtedness. There is a wealth of evidence that reflects on the benefits people derive from expressing appreciation, thanks and gratitude and building awareness of the gifts and opportunities we receive.

1. Ask students what gratitude is? Other terms familiar to students might include appreciation, thanks, gratefulness. If students are unsure provide time for them to google meanings and share their ideas with the class.
2. Activate the students' prior experiences of gratitude:
 - Who has experienced gratitude – given or received?
 - Can/would you share these experiences – what happened?
 - How do you feel when you or others recognize the benefits and opportunities you have?
 - Can you describe any of these?
3. Ask students to share some of their experiences of gratitude and ask them how it made them feel. Write on the white board some of the things that the students expressed gratitude for and discuss with the group ways of classifying gratitude. For example, categories might include people, things, places, events or actions, animals or opportunities.
4. Tell the students that they are going to make a class gratitude graph and discover the range of things that the class feel grateful for. Let the students guide the decisions about the creation of the graph for example, what categories would they like to use to record their feelings of gratitude?
5. Ask students to write on Post it notes what they are grateful for – the Post it notes can form the blocks of a bar graph. Students may choose another method to display their graph also and negotiate what goes in the categories
6. Once the students have built their graph, read the data to see if there are any notable conclusions. Look for similarities and differences. Are there any unique standouts?
Ask the students to make statements about gratitude, the class and the data:
 - Is there anything that the group is most thankful for?
 - Is the group more grateful for a thing, a person or opportunity?
 - Is there something that the group was least grateful for?
7. To conclude the activity, reflect with the students about the importance of feeling and expressing gratitude. What are the benefits of giving and receiving gratitude and what difference might it make to their classroom? How can they go about increasing their expressions of gratitude on a daily basis both in class and at home?



RESOURCES:

- Post it notes
- Pens
- Whiteboard or wall space.