




Practices Guide



Give

#	Title				Description
1	Group Gratitude	5 min	All Grades	Process check	Write individual thx notes recognizing productive behaviors.
2	Partner Gratitude	4 min	All Grades	Process check	Write a partner a thx note recognizing a productive behavior of theirs.
3	L/R/Pick Gratitude	7 min	All Grades	Kinesthetic	Form a circle. Write thx notes to the people at left and right and a 3rd.
4	Gratitude Wave	4 min	All Grades	Intervention	Everyone sends a thx note to one person.
5	Behavior Challenge	6 min	All Grades	Challenge	Everyone sends thx notes only for one behavior.
6	Peer Gratitude	4 min	2nd & Up	Choice	Send thx notes to peers of your choice.
7	New Gratitude	4 min	2nd & Up	Intervention	Send thx notes to peers you have not sent to (or sent few to).
8	Write & Shoutout	5 min	All Grades	Modeling	Send thx notes and then share
9	Thank, Pair, Share	7 min	All Grades	Dialogue	Send thx note, discuss with partner, share out with class.
10	Grateful Moment	5 min	All Grades	Public Sharing	Form a circle and share grateful moments from the day.
11	Gratitude Letter	10 min	All Grades	Community	Create a handwritten thank you letter. Give it to the person. Reflect.
12	Face-to-Face Gratitude	10 min	All Grades	Interpersonal	Write a thx note to someone. Read it to them, face-to-face. Reflect.
13	Secret Agent Thx	5 min	2nd & Up	Observation	Observe a peer all day and thank them at the end for something.

Reflect



#	Title				Description
1	Check-In	5 min	2nd & Up	Check-In	Students share one thing they want their teacher to know.
2	General Thx	5 min	All Grades	Journaling	Write about something general you are thankful for.
3	3 Good Things	10 min	All Grades	Challenge	Write down 3 things that went well that day & associated feelings.
4	Grateful by Subtraction	10 min	3rd & Up	Perspective	Think of the difference if an event or relationship did not happen.
5	Message Received	8 min	2nd & Up	Self-Awareness	Pick a favorite thx note received and explain why.
6	Message Given	8 min	2nd & Up	Social Awareness	Pick a favorite thx note given and explain why.
7	Strengths Inventory	15 min	2nd & Up	Self-Awareness	Analyze data & thx notes to identify personal character strengths.
8	Giving Inventory	10 min	2nd & Up	Social Awareness	Analyze data & thx notes to identify trends in gratitude to others.
9	Class Trends	5 min	2nd & Up	Class Data	Review class gratitude trends & consider the reasons behind them.
10	Gratitude Letter	15 min	All Grades	Community	Create a handwritten thank you letter. Give it to the person. Reflect.
11	Face-to-Face Gratitude	10 min	All Grades	Interpersonal	Write a thx note to someone. Read it to them, face-to-face. Reflect.
12	Gratitude Interview	20 min	3rd & Up	Reporting	Interview an adult about something they are grateful for. Reflect.
13	Self-Recognition	5 min	2nd & Up	Self-Awareness	Be grateful for an action or behavior you benefited from

Give - Group Gratitude



 5 minutes

 All Grades

 Process Check; Group Work

Description

- ❖ Students recognize group members for behaviors that made collaboration go well. Great for process checking. Everyone receives thx.

Objectives

- ❖ I can thank each group member for a productive behavior.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (3 min) Thx notes
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Write individuals thx notes to each group member thanking them for a behavior that made work go well.
 - Stem: "Thanks ___for___. It was helpful because ___."
- (3 min) Thx Notes: Students write individual thx notes recognizing each group member for productive behaviors.
- The teacher can monitor notes under 'Thx Activity' on class page and coach students to write meaningful notes. The teacher can also write a few notes to individual students thanking them for behaviors they observed.
- (1 min) Review Notes: Students read the notes they received, considering the impact of their behaviors.

Tips

- Early finishers can write a thx note to anyone in class

Extensions

- Share Out: Pick a few students at random to share with the class. Students can read what they wrote. Use this to model good thx, reinforce behaviors, celebrate individuals, and hold groups accountable.
- Class Data: Project the 'Dashboard' view in the teacher's class page to share which behaviors were most recognized by the class for contributing to good work.

 4 minutes

 All Grades

 Process Check; Partner Work

Description

- ❖ Students recognize a partner for a behavior that made their collaboration go well. Great for process checking. Everyone receives thx.

Objectives

- ❖ I can thank my partner for a productive behavior.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (3 min) Thx notes
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Write a thx note to your partner recognizing a behavior of theirs that helped your work go well.
 - Stem: "Thanks ___for___. It was helpful because ___."
- (3 min) Thx Note: Students write their partner a thx note recognizing them for a productive a behavior. Monitor notes in the class page under 'Thx Activity'.
- The teacher can monitor notes under 'Thx Activity' on class page and coach students to write meaningful notes. The teacher can also write a few notes to individual students thanking them for behaviors they observed.
- (1 min) Review Notes: Students read the note they received, considering the impact of their behaviors.

Tips

- Early finishers can write a thx note to anyone in class

Extensions

- Share Out: Pick a few students at random to share with the class. Students can read what they wrote. Use this to model good thx, reinforce behaviors, celebrate individuals, and hold pairs accountable.
- Class Data: Project the 'Dashboard' view in the teacher's class page to share which behaviors were most recognized by the class for contributing to good work.

Give - Left/Right/Pick Gratitude



🕒 7 minutes

👥 All Grades

👉 Kinesthetic, New Recipients, Some Choice, Notes to Teacher

Description

- ❖ Students form a circle to determine who to give thx notes to. They write notes to the people to their left and right and a third person of their choosing. Everyone receives thx.

Objectives

- ❖ I can write thx notes to my circle neighbors to grow my relationships with them.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (2 min) Directions and circle
- ❖ (4 min) Thx notes
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)
- ❖ Supporting Research: [Bartlett, M. Y., Condon, P., Cruz, J., Baumann, J., & Desteno, D. \(2012\). Gratitude: Prompting behaviours that build relationships. Cognition & emotion, 26\(1\), 2-13.](#)

Facilitation

- (2 min) Directions (slides): "When I say go, form a circle. Go." "Now that you've formed a circle, notice who your neighbors are on your left and right. Go back and sit down."
- (4 min) Thx Notes: Students write thx notes to their neighbors on their left and right. They pick another person of their choosing to write a third note to.
- The teacher monitors notes and sends some of their own.
- (1 min) Review Notes: Students read the note they received, considering the impact of their behaviors.

Tips

- Consider creating the circle different ways (i.e. alphabetical, by age, quick mixes with new neighbors each time, etc.).
- The circle mixes up who students send notes to.
- Need to refresh energy? Moving to make the circle helps.
- Sending to neighbors ensures everyone receives thx and students practice recognizing different people. The third note gives everyone an opportunity to practice choice.

Extensions

- Notes to Teacher: Join this as the teacher. It helps students practice sending and receiving gratitude with their teacher.
- Wave: Swap a gratitude wave in for the third thx note.

Give - Gratitude Wave



🕒 4 minutes

👥 All Grades

📌 Intervention, Inclusion

Description

- ❖ Everyone sends a thx note to the same person. Great for intervening with an isolated student.

Objectives

- ❖ I can join my class in thanking one person together to increase their belonging and wellbeing.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Thx note
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)
- ❖ Supporting Research: [Williams, L. A., & Bartlett, M. Y. \(2015\). Warm thanks: Gratitude expression facilitates social affiliation in new relationships via perceived warmth. Emotion, 15\(1\), 1.](#)

Facilitation

- (1 min) Directions (slides): Pick a person at random. Instruct everyone to write a thx note to that person in order to send them a wave of gratitude.
- (2 min) Thx Note: Students (and the teacher) write the chosen person a thx note.
- (1 min) Review Notes: Give the recipient time to read some of the notes.

Tips

- Pick using equity sticks / cards with student names.
- Intervention - Look at 'Thx Tally' to identify an isolated student. Pick that student 'randomly.'
- Combine the wave with peer gratitude to balance collective action and individual choice (2 notes total: 1 choice, 1 wave).


Extensions

- Everyone Catches a Wave: Track who you pick so everyone gets a turn, including the teacher.
- New Shores: Extend social awareness and relationship building by picking someone outside the classroom. Use GiveThx or handwritten notes.
- Out Loud: Have everyone write the note and then read it out loud to the person to practice public expression. Have everyone read if there is time. Cold call if there is not.

Give - Behavior Challenge

 6 minutes

 All Grades

 Challenge, Focus Behavior, Calibration

Description

- ❖ Everyone sends thx notes recognizing a specific behavior. The challenge lasts for a set period of time and includes a class total goal.

Objectives

- ❖ I can thank someone for a specific behavior and help my class reach our total goal.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (2 min) Directions
- ❖ (2 min) Thx notes
- ❖ (2 min) Modeling

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)
- ❖ Supporting Research: [Explaining Why Gratitude Expressions Motivate Prosocial Behavior](#), Grant AM, Gino F, *Journal of Personality and Social Psychology*, June 2010

Facilitation

- (2 min) Directions (slides): Set the challenge time period (i.e. 1 week) and class total goal (i.e. 100 acts of kindness thanked). Remind students of the behavior they will recognize another for. Review its agreed upon definition and an example before starting.
- (2 min) Thx Notes: Students write a thx note recognizing the specific behavior. Teacher monitors the notes and/or also writes notes to students.
- (2 min) Modeling: Pick examples from 'Thx Activity' to help students understand strong note examples and accurate behavior recognition.

Tips

- Teaching a behavior first makes this most effective.
- This is a great way to expand what students thank others for.
- Consider creating a poster with what the behavior looks and sounds like in action.

Extensions

- Looping: Ask students to recognize two with two notes: the previous focus behavior and the current one.

Give - Peer Gratitude



 4 minutes

 2nd Grade & Up

 Choice

Description

- ❖ Students send thx notes to peers of their choice.

Objectives

- ❖ I can write a thx note to a peer of my choice.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Thx notes
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Write two thx notes to anyone you choose.
- (2 min) Thx Note: Students write thx notes to peers of their choice. The teacher monitors the notes and/or writes notes of their own.
- (1 min) Review Notes: Students read the note they received, considering the impact of their behaviors.

Tips

- Early finishers can write a thx note to anyone in class
- This is a good practice to combine with a teacher-chosen practice like 'Partner Gratitude,' 'New Gratitude' or 'Gratitude Wave' to ensure everyone receives some thx.
- Monitor the class dashboard to identify any potentially isolated students.

Extensions

- Out of Class Recipients: Allow students to send a thx note to someone outside of class. This assumes they belong to another subject, grade level, or school level class as students may only write messages to those in classes they belong to.

🕒 4 minutes

👥 2nd Grade & Up

📌 Intervention, Analysis, New Recipients, Some Choice, Inclusion

Description

- ❖ Students write a thx note to someone they have not yet written to (or written very little to). Great for intervening to include socially isolated students and make new connections.

Objectives

- ❖ I can thank someone I have not yet thanked.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Thx notes
- ❖ (1 min) Review notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Write two thx notes, choosing people you have not yet written (or not written as often). Students should look at the number of times they wrote each person in the recipient selection screen to choose.
- The teacher reminds students how this practice builds new connections and inclusion for all.
- (2 min) Thx Notes: Students write thx notes to people they haven't written to yet (or very little to). The teacher monitors the notes and/or writes notes of their own.
- (1 min) Review Notes: Students read the note they received, considering the impact of their behaviors.

Tips

- Early finishers can write a thx note to anyone in class.
- This is an excellent intervention to include socially isolated students identified in the class page tally.

Extensions

- Adults: This is a good opportunity for students to write one note to an adult in the school, their teacher, an administrator, a staff member, etc.
- Everyone Challenge: Students aim to send a thx note to everyone in class (done over multiple days). Some teachers structure this to have students write everyone once before writing someone a second time.

Give - Write & Shoutout



🕒 5 minutes

👥 All Grades

📌 Modeling, Public Expression, Opening/Closing Routine, Choice

Description

- ❖ Students write thx notes and then share publicly. This is a great way to increase engagement and accountability, give think time, and practice expressing gratitude publicly.

Objectives

- ❖ I can write a thx note to someone and share it out loud.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Thx notes
- ❖ (2 min) Review & share notes

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Students write two thx notes to people of their choice (or use one of the other practices to determine who they write to). Students will be prepared to share what they write out loud.
- (2 min) Thx Notes: Students write two thx notes. The teacher monitors the notes and/or writes their own. They decide how students will share: cold call or volunteer.
- (2 min) Review & Share Notes: Students read their notes. The teacher cold calls up to three students to read their note out loud.

Tips

- Cold calling is likely easier and will increase accountability and engagement.
- The teacher can also monitor the notes and pick people to share based on what they saw.
- This is a good opportunity to make visible to students compliments to expressing thanks like body language, voice level, eye contact, etc. when speaking out loud.

Extensions

- Thank, Pair, Share: Turn this into a thank, pair, share, adding in the pair part where students all get to practice reading their note (see next practice).

🕒 7 minutes

👥 All Grades

🗨️ Dialogue, Public Expression, Modeling, Process Check

Description

- ❖ Students write a thx note and read it to a partner who listens and summarizes, prepared to share out. This is great for engagement, accountability, think time, active listening, summarization, and public expression.

Objectives

- ❖ I can write a thx note to someone and read it to a partner.
- ❖ I can listen to and restate who my partner is grateful to and why.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Thx note
- ❖ (2 min) Listen and summarize
- ❖ (2 min) Share Out

Preparation

- ❖ Projector
- ❖ Device with web browser for students and teacher
- ❖ Internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Students write a thx note to a person of their choice (or use one of the other practices to determine who they write to). Students will be prepared to read it to a partner and then the class.
- (2 min) Thx Notes: Students write their thx note. The teacher monitors the notes and/or writes their own.
- The teacher has the students pair up.
- (2 min) Listen & Summarize: Student A reads their thx note out loud while student B listens silently. When finished, student B restates who student A was grateful to and why. Students switch roles.
- (2 min) Share Out: The teacher cold calls three students to explain who their partner was grateful to and why.

Tips

- Cold calling is likely easier and will increase accountability and engagement.
- This is a great opportunity to encourage active listening, summarization, and public expression.
- Having students take notes may help them summarizing.

Extensions

- Face-to-Face Gratitude: Run the activity but change it to have participants write the note to their partner ([see here](#)).

Give - Grateful Moment



 5 minutes

 All Grades

 Public Expression, Modeling, Opening/Closing Routine

Description

- ❖ Students form a circle and share grateful moments from the day.

Objectives

- ❖ I can listen to and share grateful moments out loud.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Sharing

Preparation

- ❖ Optional: Projector, web-connected devices, internet

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides): Sit in a circle and think of something you felt gratitude for today. It could be a thing or a person.
 - Stem: "I am grateful for ___ because ___"
- (4 min) Sharing: Students share out loud.

Tips

- Not all students will have an opportunity. Consider cold calling or creating a way to diversify sharers.
- Consider telling students you will be looking at the ground (and still listening) while they share to encourage them to look at each other when sharing out.
- Students can review thx notes they sent and received or reflections completed that day before joining the circle to help prime the pump.

Extensions

- Launch: Instead of ending the day with Grateful Moment, start the day with it. Have students share things they were grateful for the previous day or even that morning to create a grateful mindset for the day. Challenge students to be mindful of moments going forward that day.

Give - Gratitude Letter



🕒 10 minutes

👥 All Grades

📌 Community, Letter, Adults, Reflection

Description

- ❖ Students create a handwritten thank you letter to someone, give it to the person (optional), and reflect (optional).

Objectives

- ❖ I can write a thank you letter, give it to the person, and reflect on the experience.

SEL Competencies

- ❖ Social awareness; relationship skills; self-awareness

Agenda

- ❖ (1 min) Directions
- ❖ (9 min) Letter
- ❖ (5 min) Give (optional)
- ❖ (5 min) Reflection (optional)

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ (Optional) Paper letter template and reflection copies

Resources

- ❖ [Slide Deck](#)
- ❖ Letter template (next two pages)
- ❖ [Letter reflection](#)

Facilitation

- (1 min) Directions (slides): Use the template to write a handwritten thank you letter to someone.
- (9 min) Letter: Students write the letter. Check with them to ensure they include the components from the template, giving details about why they are grateful to the person and explaining how it made them feel.
- (5 min) Give (optional): Students read and give the letter to the person. The key is for them to see the person's reaction.
- (5 min) Reflection (optional): Students [reflect](#).

Tips

- An adult is an ideal recipient for the letter.
- ***Young students can draw a picture and label with a word(s) instead.***
- Giving is optional. Students still receive a benefit just from writing the letter. However, students benefit more from giving / reading the letter to the person.
- Reflect after reading the letter or the next day in class.

Extensions

- Phone Call: Students can read their letter to the person over the phone and send it to them afterwards.
- Pairshare: Have students read the letter to a peer first to practice and get feedback. Students can also share their reflections the next day.

Give - Gratitude Letter



Choose someone you are grateful for to write a letter of thanks to. Try to be specific and share your feelings. The more thought you put into the letter, the more it will mean to the person. Use the template for help getting started or your own words. Include the following things:

- ❖ **Actions:** What are some ways the person helped you?
- ❖ **Benefits:** How did you benefit from their help?
- ❖ **Cost:** What time or effort did it take for the person to help you?
- ❖ **Intention:** Why did the person choose to help you?
- ❖ **Relationship:** How do you feel about the person?

Share the letter with the person when you finish. You can give it to them in person, mail or email it to them, or read it over the phone. However, this task is most powerful and likely to make you both feel good when you read and give the letter in person.

Gratitude Letter Template

Dear **<Their Name>**,

Thank you very much for **<a way the person helped you>**. This meant a lot to me because **<share how you benefited from their help>**. Thank you also for **<another way the person helped you>**. It made me feel **<share how you benefited and feel about it>**. I know that **<recognize what the person gave to help you>**. You doing these things show me that **<share why you think this person helped you>** and **<what potential you think this person sees in you>**. I **<share how you feel about the person>**.

Gratefully,

<Your name>

Give - Face-to-Face Gratitude



🕒 10 minutes

👥 All Grades

📌 Interpersonal, Transfer, Reflection

Description

- ❖ Students write a thx note to a peer, read it to them, and reflect (optional). This activity helps transferring the practice of expressing gratitude from notes to a face-to-face context.

Objectives

- ❖ I can write a thx note to someone, read it to them, and reflect (optional) on the experience.

SEL Competencies

- ❖ Social awareness; relationship skills; self-awareness

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Thx note
- ❖ (5 min) Sharing
- ❖ (5 min) [Reflection](#) (optional)

Preparation

- ❖ Projector, web-connected devices, internet

Resources

- ❖ [Slide Deck](#)
- ❖ Face-to-Face [Reflection](#)

Facilitation

- (1 min) [Directions](#) (slides): Write a thx note to a classmate. Be prepared to read it aloud to them.
- (4 min) [Thx Note](#): Students write a classmate a thx note.
- (5 min) [Sharing](#): Student A reads their thank you to student B, who listens silently, remembering how it made them feel and why the person was grateful to them. Switch.
- (5 min) [Reflect](#) (optional): Students [reflect](#) about why the other person was grateful to them and how they felt hearing it. They also reflect on how the person reacted to hearing the thank you to them and how it made the reader feel.

Tips


- Ensure everyone has a partner by assigning them or by using a practice like forming a circle by a condition and having everyone write the person to their left.
- Have students write the thank you as a note or reflection. If using a note, have students read it aloud before sending.
- This practice differs from the letter by being shorter and targeted towards a classmate to help complete the cycle of note, share, reflect, all in one go.

Extensions

- [Without A Note](#): Students think about why they are grateful to another person and then express it to them face-to-face. They do this without a note to work from.

 10 minutes

 2nd & Up

 Observation, Social awareness

Description

- ❖ Students chooses the name of a peer at random without sharing. Each student spends the day "spying" on their person and then shares one thing they are grateful for about them at the end of the day.

Objectives

- ❖ I can observe a classmate during the day, notice something I am grateful to them for, and share my gratitude.

SEL Competencies

- ❖ Social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Thx note
- ❖ (5 min) Sharing

Preparation

- ❖ Projector, web-connected devices, internet

Resources

- ❖ [Slide Deck](#)

Inspiration

- ❖ Supporting Research: [Bartlett, M. Y., Condon, P., Cruz, J., Baumann, J., & Desteno, D. \(2012\). Gratitude: Prompting behaviours that build relationships. Cognition & emotion, 26\(1\), 2-13.](#)

Facilitation

- (1 min) Directions (slides): You will be assigned a classmate to observe today. Watch them throughout the day for things you might be grateful to them for.
- (1 min) Brainstorming: What are a few things you might be thankful to someone for by observing them? Make a list.
- (--- min) Observation: Students observe their assigned peer throughout the day. Remind them at midday in case they forget.
- (3 min) Thx Note: Students write their classmate a thx note for something they observed during the day.

Tips

- Use a name picker on a spreadsheet (without repeats) or names in a hat to assign students randomly.
- Make sure to emphasize not sharing/revealing who one is observing as it might ruin the activity - the idea is not to get caught!

Extensions

- Share: Students share with the class what they observed.
- Adults: Have students do the activity but have them pick adults to observe in school or at home. Can be a great precursor activity to the gratitude letter task.

Reflect - Check-In



🕒 5 minutes

👥 2nd & Up

📌 Reflection; Intervention; Temperature Check

Description

- ❖ Students share about one thing going on for them.

Objectives

- ❖ I can reflect on something going on for me that I would want my teacher to know.

SEL Competencies

- ❖ Self-awareness

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Thx notes

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). Follow the prompt to write a reflection on GiveThx.
- (4 min) Reflection: Prompt: What is one thing going on for you that you want me to know about?

Tips

- Use this as a safe way to surface unknown things to support or celebrate, depending on what students share.
- Make sure to emphasize that you are the only one who can see their response.

Extensions

- Specific Ask: Prompt to write about a specific need, accomplishment, interest, etc. to get to know your students better.

Reflect - General Thx



🕒 5 minutes

👥 All Grades

📖 Reflection; Gratitude Towards Things; Journaling

Description

- ❖ Students write about something they are grateful for in general. It could be a thing or a person.

Objectives

- ❖ I can reflect on something I am grateful for in general.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Thx notes

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). Follow the prompt to write a reflection on GiveThx.
- (4 min) Reflection: Prompt: Write about something you are grateful for. It could be a thing or a person. Think about the following:
 - Benefactor - What/who are you grateful for?
 - Benefit - How did you benefit?
 - Feelings - How did it make you feel?

If your benefactor is a person:

- Cost -What did the action cost the person?
- Intention - Did they mean to do it? What does this say about them?

Tips

- Start focusing on benefactor, benefit, and feelings. Consider modeling with examples (safely).
- When ready, push students to go further to identify the cost to and intention of the benefactor.

Extensions

- Person/Thing: Prompt to write about a specific person or thing (i.e. family member, aspect of nature, etc.) to provide a common topic for a follow up conversation. Discuss.
- Picture: Have students draw or find a picture to go with it.

Reflect - 3 Good Things



🕒 10 minutes

👥 All Grades

📌 Reflection; Gratitude Towards Things; Challenge

Description

- ❖ Students write down 3 things that went well during the day, why they went well, and their associated feelings.

Objectives

- ❖ I can write about 3 good things that happened to me today.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (9 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ (Optional) Paper template copies

Resources

- ❖ [Slide Deck](#)
- ❖ Create a reflection task & assign it
- ❖ (Optional) Paper template
- ❖ Three Good Things - Greater Good Science Center
 - [General Version](#)
 - [Extended Version for Students](#)

Facilitation

- (1 min) Directions (slides). Follow the prompt to write a reflection on GiveThx.
- (9 min) Reflection: Prompt: Think about 3 good things that happened to you today. For each of the things:
 - Title: Give the event a one or two word title
 - Details: Describe who, what, where, when
 - Feelings: Explain how it made you feel then and now
 - Cause: Write what you think caused the event

Tips

- This is most effective to close out a day.
- Brainstorming in pairs can help before writing. Prompts:
 - Was anyone kind or helpful to you?
 - What was something that made you happy?
 - Did you need something and end up getting it? How?

Extensions

- Challenge: Research shows this is best done daily for a week. Creating a weekly challenge works great.
- 3 Good Things You Did: Change the prompt to have students list 3 good things **they** did. Prompts:
 - What is something you worked hard on?
 - Were you kind or helpful today?
 - What did you do exactly? Why?
- Share: Have students share in pairs and/or out to the class.

Reflect - 3 Good Things



Name: _____

Write about three good things from your day. For each one include a title, details, feelings, and cause.

	Mon	Tue	Wed	Thu	Fri
1					
2					
3					

Reflect - Grateful by Subtraction



🕒 10 minutes

👥 3rd Grade & Up

📌 Reflection; Perspective

Description

- ❖ Students consider how things would be different if an event never happened.

Objectives

- ❖ I can identify the benefits of an event by thinking about what would be different if it never happened.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (9 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it
- ❖ (Optional) Paper template copies

Resources

- ❖ [Slide Deck](#)
- ❖ (Optional) Paper template

Facilitation

- (1 min) Directions (slides). Follow the prompt to write a reflection on GiveThx.
- (9 min) Reflection: Prompt: Think about a positive event in your life. It could be something that happened at school, at home, or elsewhere.
 - Details: What decisions or actions made the event possible?
 - Alternatives: What possible other decisions or actions could have kept the event from happening?
 - Differences: How would your life be different if the positive event did not happen?
 - Benefits: Fortunately, the event did happen. What benefits are you most grateful for? How do they make you feel?

Tips

- Younger students may have trouble thinking of significant positive events. Brainstorming ideas as a class first can help.

Extensions

- Relationship: Consider replacing the positive event with a positive relationship.
- Share: Have students share in pairs and/or out to the class.

Reflect - Grateful by Subtraction



Name: _____

Think about a positive **event** in your life. What would be different if it never happened?

<p>Event: Think of a positive event in your life. It could be something that happened at school or at home. What was it? When did it happen? Who was involved?</p>	<p>Details: What decisions or actions made the event possible?</p>	<p>Alternatives: What possible <u>other</u> decisions or actions could have kept the event from happening?</p>	<p>Differences: How would your life be different if the positive event did not happen?</p>	<p>Benefits: Fortunately, the event did happen. What benefits are you most grateful for? How do they make you feel?</p>
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Reflect - Grateful by Subtraction



Name: _____

Think about a positive **relationship** in your life. What would be different if it never formed?

<p>Event: Think of a positive relationship in your life. It could be with someone at school or at home. Who is it with? When did it start?</p>	<p>Details: What decisions or actions made the relationship possible?</p>	<p>Alternatives: What possible <u>other</u> decisions or actions could have kept the relationship from forming?</p>	<p>Differences: How would your life be different if the positive relationship never formed?</p>	<p>Benefits: Fortunately, the relationship did form. What benefits are you most grateful for? How do they make you feel?</p>
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Reflect - Message Received



🕒 8 minutes

👥 2nd Grade & Up

📌 Reflection; Action Impact; Strength; Self-Awareness

Description

- ❖ Students pick a favorite thx note received and explain why.

Objectives

- ❖ I can pick a favorite thx note I received and explain why it is meaningful to me.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Favorite Note
- ❖ (5 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). This task has two parts. First, you will select a favorite thx note you received. Second, you will complete a reflection about it.
- (2 min) Favorite Note: Look at your received thx notes and pick a favorite.
- (5 min) Reflection: Prompt: Write a reflection about it the note explaining:
 - Actions: Who was grateful to you and why?
 - Impact: What was the positive impact of your action?
 - Feelings: How did receiving it make you feel?
 - Why: Why it is one of your favorites?

Tips

- Consider modeling a search of 'activity' and 'received' notes to identify a favorite.

Extensions

- Share: Have students share in pairs and/or out to the class.
- Partner Present: Have students present their partner's reflection to increase accountability and opportunities for discourse.

Reflect - Message Given



🕒 8 minutes

👥 2nd Grade & Up

📌 Reflection; Personal Needs

Description

- ❖ Students pick a favorite thx note they gave and explain why.

Objectives

- ❖ I can pick a favorite thx note I gave and explain why it is meaningful to me.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (2 min) Favorite Note
- ❖ (5 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). This task has two parts. First, you will select a favorite thx note you gave someone. Second, you will complete a reflection about it.
- (2 min) Favorite Note: Look at your given thx notes and pick a favorite.
- (5 min) Reflection: Prompt: Write a reflection about it the note explaining:
 - Actions: Who were you grateful to and why?
 - Impact: What was the positive impact of their action?
 - Feelings: How did sending the note make you feel?
 - Why: Why is it one of your favorites?

Tips

- Consider modeling a search of 'activity' and 'received' notes to identify a favorite.

Extensions

- Share: Have students share in pairs and/or out to the class.
- Partner Present: Have students present their partner's reflection to increase accountability and opportunities for discourse.

Reflect - Strengths Inventory



🕒 15 minutes

👥 2nd Grade & Up

📌 Reflection; Self-Awareness, Strengths

Description

- ❖ Students analyze their data and thx notes received to identify personal character strengths.

Objectives

- ❖ I can identify personal character strengths and give examples of my actions that demonstrate them.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (9 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)
- ❖ Paper reflection template (next page)

Facilitation

- (1 min) Directions (slides). For this task you will identify and reflect on personal character strengths.
- (9 min) Reflection: Write a reflection answering the following:
 - Strengths: Look at your 'stats.' What is a top reason people are grateful to you?
 - Evidence: Find a thx note in your 'activity' that best shows this strength in action. Copy it here.
 - Impact: What did you do? How did the person benefit / feel?
 - Self: How does being recognized for this strength make you feel? Any surprises?
- Repeat this process for another top strength.

Tips

- Emphasize student agency over actions and their impact.

Extensions

- Share Out: Presenting to a partner or the class can be powerful.
- More Evidence: Require multiple thx notes and/or past reflections as evidence (double-side the template below).
- Growth Areas: Change the activity to identify a growth area (see template below).
- Student-Led Conference: This is a great task to share at parent meetings.

Reflect - Strengths Inventory



Name: _____

Identify and reflection on your character **strengths**.

<p>Strength: Look at your 'stats.' What is a top reason people are grateful to you?</p>	<p>Evidence: Find a thx note in your 'activity' that best shows this strength in action. Copy it here.</p>	<p>Impact: What did you do? How did the person benefit / feel?</p>	<p>Self: How does being recognized for this strength make you feel? Any surprises?</p>
<p>Strength: Look at your 'stats.' What is a top reason people are grateful to you?</p>	<p>Evidence: Find a thx note in your 'activity' that best shows this strength in action. Copy it here.</p>	<p>Impact: What did you do? How did the person benefit / feel?</p>	<p>Self: How does being recognized for this strength make you feel? Any surprises?</p>

Reflect - Strengths Inventory



Name: _____

Identify and reflection on your character strength **growth areas**.


<p>Strength: Look at your 'stats.' What is a strength you could grow?</p>	<p>Evidence: Find a thx note in your 'activity' that best shows this strength in action. Copy it here.</p>	<p>Impact: What did you do? How did the person benefit / feel?</p>	<p>Self: What are ways you could grow this strength more?</p>
<p>Strength: Look at your 'stats.' What is a strength you could grow?</p>	<p>Evidence: Find a thx note in your 'activity' that best shows this strength in action. Copy it here.</p>	<p>Impact: What did you do? How did the person benefit / feel?</p>	<p>Self: What are ways you could grow this strength more?</p>

Reflect - Giving Inventory



 10 minutes

 2nd Grade & Up

 Reflection; Self-Awareness; Personal Needs Over Time

Description

- ❖ Students analyze their data and thx notes to identify things they have been most grateful for over a given time period.

Objectives

- ❖ I can identify things I am most grateful for over a given time period and explain why.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (1 min) Analysis
- ❖ (3 min) Evidence
- ❖ (5 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). For this task you will identify on reflect on things you have been most grateful for and why.
- (1 min) Analysis: Go to your 'stats' and identify the top two reasons you have been grateful to others.
- (3 min) Evidence: Go to your 'activity' and filter your given notes by one of the reasons. Pick a note that shows why you have been grateful for this. Do this for both reasons.
- (5 min) Reflection: Write a reflection answering the following:
 - Behaviors: What are the top 2 things you have been grateful to other people for?
 - Actions: What are some ways people show these?
 - Impact: What impact do the behaviors have on you? Why are these specific behaviors important to you?
 - Evidence: Share a thx note for each that shows why this is something you are grateful for.

Tips

- Emphasize student agency over actions and their impact.

Extensions

- More Evidence: Require multiple thx notes and/or past reflections as evidence.
- Different Reasons: Pick a non-top reason instead.
- Share: Presenting to a partner or the class can be powerful.
- Conference: This is a great task to share at parent meetings.

Reflect - Class Trends



🕒 5 minutes

👥 2nd Grade & Up

📌 Reflection; Class Data; Social Awareness

Description

- ❖ Students review class gratitude trends and consider the reasons behind them.

Objectives

- ❖ I can identify what my class is most grateful for and consider why.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (1 min) Analysis
- ❖ (3 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Create a reflection task & assign it

Resources

- ❖ [Slide Deck](#)

Facilitation

- (1 min) Directions (slides). Analyze the graph of reasons our class is most grateful and consider why.
- (1 min) Analysis: Teacher projects 'Class Trends' for a specific time period (week or month usually). Students analyze the data, identifying the top reasons why the class is grateful.
- (3 min) Reflection: Reflect by answering the following:
 - Most: What things are the class most grateful for?
 - Why: Why do you think this is?
 - Least: What things are the class least grateful for?
 - Why: Why do you think this is?

Tips

- Consider teaching students about bar graphs (histograms) and how to read them.

Extensions

- Pairshare / Report Out: The data and reflection provide excellent content for discussion and processing. Sharing with a neighbor and the class can support potential next steps such as a [behavior challenge](#).

Reflect - Gratitude Letter



🕒 5 minutes

👥 All Grades

📌 Reflection; Community; Handwritten Note

Description

- ❖ Students reflect on the experience of [creating a handwritten thank you letter](#) and giving it to the person.

Objectives

- ❖ I can reflect on the experience of creating and giving a handwritten thank you letter, explaining how it made both the recipient and myself feel.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Completed and delivered [thank you letter](#)
- ❖ (Optional) Paper reflection copies

Resources

- ❖ [Slide deck](#)
- ❖ Paper reflection template (next page)

Facilitation

- (1 min) Directions (slides). Follow the reflection prompt.
- (4 min) Reflection: Prompt: Reflect on the letter experience:
 - Benefactor: Who did you give your letter to and why?
 - Impact 1: How did the recipient react when you read/gave it to them? What did they say? Feel?
 - Impact 2: How did their reaction make you feel? What did you take away from this? Does it motivate you to do anything?
 - Relationships: Why do you think it is important to express gratitude in relationships?

Tips

- This only works if the author reads and/or gives the letter to the recipient (which are optional in the letter task).
- This is a good activity to have students explore expressing thanks to an adult.

Extensions

- Share: Presenting to a partner or the class can be powerful.

Reflect - Gratitude Letter



Name: _____

Reflect on creating and giving your handwritten gratitude letter.


<p>Benefactor: Who did you give your letter to and why?</p>	<p>Impact 1: How did the recipient react when you read/gave it to them? What did they say? Feel?</p>	<p>Impact 2: How did their reaction make you feel? What did you take away from this? Does it motivate you to do anything?</p>	<p>Relationships: Why do you think it is important to express gratitude in relationships?</p>
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Reflect - Face-to-Face Gratitude



 5 minutes

 All Grades

 Reflection; Interpersonal

Description

- ❖ Students reflect on reading a thx note to someone and hearing one read to them.

Objectives

- ❖ I can explain how it felt to give and receive gratitude face-to-face.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (1 min) Directions
- ❖ (4 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ Completed [face-to-face gratitude task](#)
- ❖ (Optional) Paper reflection copies

Resources

- ❖ [Slide Deck](#)
- ❖ Reflection template

Facilitation

- (1 min) Directions (slides). Complete the GiveThx reflection.
- (4 min) Reflection: Prompt: Think about your experience giving and receiving gratitude face-to-face.
 - Giving: How did you feel expressing thanks out loud to a person face-to-face? How did they react?
 - Receiving: How did you feel receiving thanks from a person face-to-face? How do you think they felt?
 - Difference: How is expressing gratitude face-to-face different than sending a note? What are some benefits?

Tips

- While this reflection can be done at a later time, it is most effective immediately after the face-to-face gratitude task.
- Pre-literacy students can effectively give and reflect using pictures.

Extensions

- Share: Presenting to a partner or the class can be powerful.
- Feelings Debrief: Make a class list of feelings experienced when giving and receiving face-to-face. Make a list of reactions. This normalizes the anxieties and benefits and makes visible other communication aspects like body language, tone, etc.

Reflect - Face-to-Face Gratitude



Name: _____

Think about your experience giving and receiving gratitude face-to-face.

<p>Giving: How did you feel expressing thanks out loud to a person face-to-face? How did they react?</p>	<p>Receiving: How did you feel receiving thanks from a person face-to-face? How do you think they felt?</p>	<p>Difference: How is expressing gratitude face-to-face different than sending a note? What are some benefits?</p>
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Reflect - Gratitude Interview



🕒 20 minutes

👥 3rd Grade & Up

📌 Reflection; Reporting; Interview

Description

- ❖ Students interview an adult about a gratitude experience the adult had and reflect on what they learn.

Objectives

- ❖ I can interview an adult about a gratitude experience and reflect on what I learn.

SEL Competencies

- ❖ Self-awareness; social awareness; relationship skills

Agenda

- ❖ (3 min) Introduction
- ❖ (12 min) Interview
- ❖ (5 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet
- ❖ (Optional) Paper interview and reflection copies

Resources

- ❖ [Slide Deck](#)
- ❖ Interview & reflection templates (see below)

Source

- ❖ [Nurturing Gratitude from the Inside Out. Fountain, S. et al. Greater Good Science Center, UC Berkeley](#)

Facilitation

- (3 min) Introduction (slides). Ask the class what an interview is and what good interviewers do (i.e. ask questions, listen, take notes, etc.). Record answers on the board.
- (12 min) Interview: You will interview an adult about someone they are grateful to and why. Use the interview template and questions to ask and record their answers.
- (5 min) Reflection: Think about your interview experience.
 - Person: What did you learn about the interviewee?
 - Differences: How is their gratitude story different than your experience?
 - Similarities: How is it similar?

Tips

- Making a list of possible adults to interview as a class can help (family, school staff, etc.).
- Discuss interview note-taking methods like writing key words, using abbreviation, pausing the interviewee, etc.

Extensions

- Custom Questions: Spend a few minutes as a class creating your own list of questions.
- Thank You: Students write a thank you to the interviewee.
- Report: Students write an essay summarizing the interview.
- Share: Presenting to a partner or the class can be powerful.

Reflect - Gratitude Interview



Name: _____

Use the questions below to conduct your gratitude interview of _____

Questions	Notes
My class and I are doing interviews about gratitude. Who is someone in your life that you are grateful to?	
Can you tell me a story of what this person did that you were grateful for?	
Why do you think this person did this?	
Can you describe how the person's words or actions affected you?	
Did you have a chance to express your gratitude to this person? If so, what did you say or do to show your gratitude?	
If you could talk to that person right now, what would you say?	

Reflect - Gratitude Interview



Name: _____

Think about your interview experience.

<p>Person: Who was the person you interviewed? What did you learn about them?</p>	<p>Differences: How is their gratitude story different than your experience?</p>	<p>Similarities: How is their gratitude story similar to your experience?</p>
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Reflect - Self-Recognition



🕒 5 minutes

👥 2nd Grade & Up

📌 Reflection; Self-awareness

Description

- ❖ Students reflect on something they have done that benefits themselves.

Objectives

- ❖ I can be grateful to myself to recognize and reinforce good decision making.

SEL Competencies

- ❖ Self-awareness

Agenda

- ❖ (2 min) Introduction
- ❖ (3 min) Reflection

Preparation

- ❖ Projector, web-connected devices, internet

Resources

- ❖ [Slide Deck](#)
- ❖ Supporting Research: [Rev. D. \(2009\). The relationship of gratitude and subjective well-being to self-efficacy and control of learning beliefs among college students. California: University of Southern California.](#)

Facilitation

- (2 min) Introduction: Think about something you have done for your own benefit. Reflect on what the benefit was and why it was a benefit for you.
- (3 min) Reflect: What is one thing you are grateful to yourself for? What is something you have done that you benefited from? Describe the action or behavior and explain how you benefited from it.

Tips

- It might help for students to know that self-recognition can lead to confidence. Share this as a reason for students to adopt this practice as a regular personal routine.
- Making a list of possible character traits that students see in each other can help to start self-recognition.

Extensions

- What are some of your best character traits? Why?
- Reflect: What is something you have done for someone else that has benefited them? What indirect benefit did you receive? Why are you grateful for your action?