

### Lesson Name:

Gratitude in Action

### Student Objectives:

- Student will be able to express why they feel gratitude for someone.
- Student will interact with someone they are grateful for and reflect on those feelings.

### Educator Preparation:

- Be familiar with this lesson.
- Be prepared to write a letter to someone you are grateful to have in your life.
- Be prepared to call/otherwise contact the person that you wrote your letter to.

### Introduction:

Hey, guys! Miss Emery here! Today, I am going to show you how to take the gratitude practice we learned about in the last lesson and put it into action! We are leveling up today and ready to change the lens through which your brain sees the world.

### Instruction:

First, let's take time to reflect on how well your practice went. Did you keep your promise to yourself? Did you fill out your journal daily? How did it go? Did you notice a difference in your happiness level?

*Miss Emery is going to talk about her experience after starting her journal in the video, but this would be a good time to talk about your experience.*

In the first couple of days, I noticed myself looking for things that I could add. I would sit and think about “What happened today that I could put in my journal tomorrow morning?” But soon, it was like I was noticing them in real time. I would have a conversation with a friend and immediately think “I’m putting that in my journal.” Or a student would work really hard and do really well on a test. Put that in the journal! Eventually, it became easier to find things. I was noticing the small positive things more and more. Now I am up to five instead of three daily. They say it takes 21 days to create a new habit. So my challenge to you is to keep going! Keep working on your gratitudes daily! After 21 days, I bet it will be so integrated into your routine that you don’t even think of it as an extra thing to do anymore.

So... I told you I wanted you to level up today. Here’s what we’re going to do. I want you to pick one person that you included in your journal this week. Maybe pick someone who surprised you, or someone who is most influential. Make it someone who maybe doesn’t know just how grateful you are to have them.

*Allow time for students to go through their notebook and pick a person.*

Okay, now we’re going to write them a letter. Yes, a real letter. Turn to the next page of your journal and write out this letter. Tell them you are so thankful for them, and make sure to tell them why! It doesn't have to be terribly long, but make sure it is from the heart.

*In the video, Miss Emery records herself writing a letter to her friend Stephanie. This would be a good time to model this to your students by writing your own letter! Here is Miss Emery’s that you can share as well.*

I am going to write mine, and you can use this as a guide if you want, but make sure that you are making it unique to the relationship between you and that person! Pause the video to make sure you have plenty of time to get your thoughts on paper.

“Dear Stephanie,

I am writing to you to tell you just how thankful I am to have you as my friend. I can’t believe that being randomly paired as group members has led to a lifelong friendship. You are such a dedicated friend; our friendship isn’t surface level. I admire so much your ability to give so much to the people in your life. It is my prayer that everyone has a friend like you—one that they can laugh with, cry with, celebrate with, and live life with. You always have my back and are there to support me and all my crazy antics, but you’re also never afraid to have hard conversations with me. Let me take the time to tell you this too—you are an amazing teacher!

I don't have to be your student to know that. I know that you make your kids feel loved and welcomed everyday. I am so proud to call you my friend.

Love,

Tiffani”

*Allow students to write their own letter. Let them have as long as they need. Reassure them that it is okay to be emotional and to need time to gather their thoughts (Miss Emery definitely cried writing hers!).*

How are you feeling? Do you think this feeling will follow you for the rest of the day? How do you think we could share this feeling with others?

*Allow students to discuss their answers.*

### Interaction:

Remember how I told you we were going to level up today? Here's the real challenge. That person that you wrote your letter to: call them. Yes, on the phone. I want you to call them and read them the letter that you wrote them. Now, maybe you wrote the letter to someone like a teacher, and you don't have their phone number. So send them an email! I promise you, it will make anyone's day (especially your teacher!) to open their email and find that letter. Be creative in getting in contact with them if you have to! Just make sure they hear it.

Like I said, I promised you I was going to walk the walk. I'm going to call my friend Stephanie and read her my letter.

*Use this time to call the person that you wrote your letter to. It's okay to be emotional. If you watched the video, you know that Miss Emery cried a lot. It's good to feel these emotions. Work with your students to help contact their person and help them work through all the emotions that they are feeling.*

*Feel free to show the interaction between Miss Emery and Stephanie. It was a raw interaction that is impossible to transcribe here.*

Closure:

Today, I hope you learned that you can have such a positive impact on the world. Think about how small that act of kindness was. I am excited to see the ripple effect of your practice of gratitude in the world!

Activity:

Fill out the prompts included with the lesson and discuss. Encourage your student to keep those prompts in their gratitude journal. On a bad day, they can pull them out and remember how happy they were and the person they contacted was!