



# Respects Differing Cultural Norms

E8RDCN GRADE 8

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## TEACHER OBJECTIVE:

The teacher will introduce new content, model effective strategies, and facilitate learning activities to promote student exploration of showing gratitude for the good things in their lives.

## STUDENT OBJECTIVE:

The student will be able to show gratitude for the good things in their lives.

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## MATERIALS:

### Session One

- Pens/pencils
- Scissors
- *Journal* (SJ 121)
- *Facts about Gratitude Cards* (SJ 123)

### Session Two

- *Get Gracious* (SJ 125–126)
- Chart paper
- Markers

### Session Three

- Pens/pencils
- *Journal* (SJ 127)
- *Gratitude Foldable* (SJ 129)
- *Show Gratitude For...* (SJ 131–132)
- Scissors

## SESSION ONE: *Great Gratitude*

### Vocabulary

**Gratitude:** a state of thankfulness and appreciation the quality of being thankful; readiness to show appreciation and to return kindness


### Hook

- Direct students to close their eyes and think about the good things that happened so far today. Direct them to be as specific as possible. If students are hesitant, lead them to think about what they have had to eat that day, how they got to school, who they saw that day that was important to them, and so on.
- Display PPT 3: Mind Map to show students an example of the mind map they will create.
- Direct students to access their Student Journal and turn to *Journal* (SJ 121) to complete.
  - *Create a mind map of what you are grateful for.*
- Allow students time to create sketch notes for some things they are grateful for.
- Explain to students that this exercise is a demonstration of gratitude.
- Display PPT 4 to define vocabulary: **gratitude**.
- Explain that gratitude is not any one specific action or expression.

### Introduction

- Display PPT5 6: What does Gratitude do for Your Brain and explain that there are several many different proven benefits of gratitude on your mental and physical health and listed are just a few.
  - *Better optimism or hope*
  - *Better exercise patterns*
  - *Better sleep*
  - *Lower bouts of depression and anxiety*
- Explain to students that the scientific benefits of being grateful serve as one great example of why we should practice showing gratitude.
- Direct students to get into groups of 5.
- Direct students to access their Student Journal, and cut out only the *Facts about Gratitude Cards* (SJ 123)..
- Demonstrate that once they have read the card assigned, to hold up the number of the card they have by holding up their fingers.
- Model how you would find a group with numbers 1–5 represented.

### Student Practice

- Direct students to read their cards in their groups.
- Display PPT 6: Let's Discuss and facilitate a **Concentric Circle** to answer one or more of the following questions: 

- *How do you think “feeling” a certain way activates your body to respond in positive ways?*
- *What do you think you can think or say to help your brain keep your body healthy?*
- *Based on what you’ve learned so far, why do you think it is beneficial for you to show gratitude?*
- *Based on what you’ve learned so far, why do you think it is beneficial for others when you show gratitude?*
- Direct students to discuss any questions or noticings about the Facts about *Gratitude Cards* (SJ 123) Facts about Gratitude.
- Tune in to student conversations as you rotate around the room to summarize what you heard and discuss briefly with groups.

## Reflection

- Direct students to stay in their groups.
  - Display PPT 7: Let’s Discuss and direct groups to discuss one or more of the following questions.
  - Direct groups to chart any key responses in the notes section of their Student Journal and do a **Walk and Talk** to discuss each question: ❁
    - *How can gratitude affect your outlook or the way you see a situation? ✎*
    - *How can receiving and giving gratitude for personal reasons help you feel ready to learn in school? ✎*
    - *What are other ways that you have seen gratitude impact people’s emotions, expressions, and/or actions? ✎*
  - Support students by affirming or adding to the information and/or experiences provided.
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## SESSION TWO: *Get Gracious*


### Link

- Ask students what they remember about the last session.
- Remind students that in the last session, they learned about the positive effects of gratitude on our mental and physical health and why showing gratitude is beneficial not only for themselves but also others.
- Remind students that awareness of what they are thankful for—like the sketch notes in the last session—allow them to show gratitude towards the people that make those things possible.
- Let students know that they will be exploring gratitude for others.

### Teach/Model

- Ask students what tasks or responsibilities they have recently completed that have benefited other people and how those other people have thanked them.
- Provide your own personal example.
- Ask students how they have felt during times when other people did not thank them and then segue into the story, telling students that they are going to look at a scenario in which that happens.

### Student Practice

- Direct students to access their Student Journals and turn to read *Get Gracious* (SJ 125–126) individually.
- Call on a volunteer to read the story aloud to the class.
- Explain to students that Imani chose to make the thank you notecards because it allowed her to channel her creativity into an authentic expression of gratitude.
- Conduct a discussion in which the class will share as many ways as possible that students prefer to show gratitude—push students beyond just saying thank you or writing a thank you card. Chances are that they have highly creative and varied ways of saying thank you that depend on the specific person or circumstance.
- Facilitate modified [Carousel](#) with students. 
- Display 4 charts around the room titled 'Words,' 'Acts,' 'Gifts,' and 'Time.'
- Display/Provide activity directions (below) to studentsRead each prompt
- Brainstorm examples of different ways to demonstrate appreciation in each of the categories and silently write those examples on the charts.
- Write examples for each chart.
- Once finished, read and think about your peers' responses and questions.
- Write comments to your peers' examples.

## Reflection

- Facilitate an [Around the Circle](#) share by prompting students to go to the chart they felt had the best examples, and explain which example stood out to them the most and why. 🌸
  - Review students' contributions and highlight ideas that show appreciation.
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## SESSION THREE: *Express Gratitude*

### Link

- Direct students to think about one person in their life for which they are grateful. It can be a peer, parent, mentor, or other family member.
- Display PPT 9: A Note of Gratitude.
- Direct students to access their Student Journal and complete *Journal* (SJ 127) individually to respond to the prompt in writing
  - *Choose one person in your life who you are grateful for. It can be a peer, a mentor, or a family member. Explain why you are grateful for them.* ✎
- Remind students that in the previous lesson they identified ways to show gratitude.
- Encourage students to make a plan for how to use those demonstrations of gratitude with the specific person they wrote about. For example, the words of gratitude students would share with a classmate are different from the words they would share with a sibling. The plan should be reflective of and appropriate for that one person.

### Teach/Model


- Remind students that in the last session, they learned about the positive effects of gratitude on our mental and physical health.
- Explain that in this session we'll focus in on several different types of people in our lives to show gratitude for:
  - People with whom you're close/people you love
  - People who challenge you
  - People who serve and help you
  - People who have seen you grow
- Model how to create the [Gratitude Foldable](#) (SJ 129) by cutting on the dotted lines and folding on the solid line. Model how to write names of individuals that fit within the different categories. 🌸

### Student Practice

- Direct students to remove the *Gratitude Foldable* worksheet (SJ 129) from their Student Journal.
- Direct students to fold on the solid line and cut on the dotted lines.
- Direct students to access *Show Gratitude For ...* (SJ 131-132) in their Student Journal.

- Model how to read the categories, and choose one suggestion to write an “I will ... ” statement on the inside of the folded paper. Encourage students to think of other ways to show gratitude that are not included on the handout (the charts class list from Session 2 should be used as a reference). They may use those to make an “I will ... ” statement

## Reflection

- Facilitate **Mix and Mingle** by prompting students to share their work with several partners. 
  - Ask a few volunteers to share out one main point or key detail from their discussion.
  - Direct students to find a partner to turn and talk with and share one of the items from their “I will ... ” statements to show gratitude.
  - Encourage students to follow through with how they can show gratitude to people who love them, people who challenge them, people who help serve them, and also themselves.
  - Feel free to support pairs by affirming or adding to the information and/or experiences provided.
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## EXTENSION ONE: *Display of Gratitude*

### Materials:

- Pens/pencils
- Markers or colored pencils
- *Gratitude Banner* (SJ 133)
- Bulletin board or chart paper (if needed)

### Teach/Model

- Ask students to think about one thing they are grateful for at this moment.
- Model how to write a statement of gratitude using the *Gratitude Banner* (SJ 133) in their Student Journals. The statement should be specific and based on their experiences today.
- Explain that the statement will be displayed on their gratitude banner.
- Direct students to collaborate to find an area of the room to post gratitude reflections.
- Post bulletin board paper or chart paper if needed to further designate the area where students’ notes of gratitude will be displayed.

## Student Practice

- Direct students to access their Student Journal and complete *Gratitude Banner* (SJ 133) individually. ✎
- Direct students to write about one thing they are grateful for today on the banner.
- Encourage students to be creative by using markers and colored pencils to decorate their banner shape.
- Direct students to **Turn and Talk** with a shoulder partner about their statement of what they're grateful for today. 🌸

## Reflection

- Direct students to add their notes of gratitude in the designated space in the classroom to make one long class banner on display.
  - Explain to students that they will be adding to this display with more notes of gratitude throughout the year.
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## EXTENSION TWO: *Notes of Gratitude*

### Materials:

- Pens/pencils
- Colored pencils
- *Notes of Gratitude* (SJ 135)

### Teach/Model

- Model how to create a note of gratitude using the *Notes of Gratitude* (SJ 135) in their student journal.
- Display PPT8: A Note of Gratitude, to show students a possible sentence stem:
  - *Dear \_\_\_\_\_, I am grateful for you because \_\_\_\_\_.*  
*Thank you for \_\_\_\_\_.*
- Encourage students to think about the people from Session 3 (People who love them, people who challenge them, people who serve or help them) if they are having trouble thinking of someone.

## Student Practice

- Explain to students they will create a note of gratitude by writing a message to someone with which they want to express gratitude toward.
- Direct students to access their Student Journal and complete *Notes of Gratitude* (SJ 135) individually. ✍️
- Once complete, call on students, and ask why they chose the person for their Note of Gratitude.
- Encourage students to remove this note of gratitude and give it to the person that it is intended for

## Reflection

- Display PPT 9: Let's Discuss, and facilitate a class discussion using one or more of the following questions:
  - *How does it feel to tell people that you are grateful for them?*
  - *What are some other ways you can show gratitude to those you care about?*
- Chart responses on the board.
- Reinforce with students the importance of showing gratitude for the good things in their lives.