



Gratitude Spotlight Elementary: At a glance

Welcome to ThinkGive!

This collection of resources offers a complete introduction to our Gratitude Spotlight Elementary program, which is recommended for students in grades 4-5. Students explore gratitude by building awareness of their surroundings and practicing expressing appreciation. They reflect on all that is to be grateful for and take action around small opportunities for gratitude.

Included in this packet:

- Scope + Sequence (5 lessons)
- Sample Lesson Plan (Introduction)
- Program Overview

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Questions? info@thinkgiveproject.org

We look forward to connecting with you!
- The ThinkGive Team

Scope + Sequence: Gratitude Spotlight (Elementary)
(recommended for grades 4-5)

Students will explore gratitude by building awareness of what is around them and practicing expressing their appreciation. They will reflect on all that is to be grateful for and take action around small opportunities for gratitude.

Lesson name	Lesson Summary	Students will Examine	Central Quote	SEL Core Competencies
Introduction	Students explore the idea of gratitude by reading an ode to shoes and considering how they can appreciate something they might usually take for granted. They then choose an everyday object they often overlook and write an ode to it. They finish the lesson by reflecting on the importance of feeling gratitude.	<ul style="list-style-type: none"> - What gratitude means. - How does noticing come before gratitude? - What are the small things they can be grateful for around them? 	<p><i>“When you arise in the morning, give thanks for the food and for the joy of living. If you see no reason for giving thanks, the fault lies only in yourself.”</i></p> <p>– Tecumseh</p>	<p>Self-awareness: Identifying emotions Self-awareness: Growth mindset Social awareness: Gratitude</p>
Show Gratitude to Your Physical Self	In this lesson, guide students through an awareness exercise to help them reflect on how their bodies enable them to engage with the world. They reflect on the importance of expressing gratitude to themselves and then consider specific ways to care for their bodies.	<ul style="list-style-type: none"> - The amazing and often unnoticed things their bodies can do. - How can they feel and express gratitude towards their bodies? - The physical and emotional benefits of taking care of their bodies. 	<p><i>“Keeping your body healthy is an expression of gratitude towards the whole cosmos—the trees, the clouds, everything.”</i></p> <p>– Thich Nhat Than</p>	<p>Self-awareness: Accurate self-perception Social awareness: Gratitude Self-management: Self-regulation</p>
Celebrate Your Peers	Students expand their gratitude practice beyond themselves to include their peers. They practice giving and receiving compliments for a character trait and then reflect on the benefits of expressing and receiving gratitude.	<ul style="list-style-type: none"> - How it feels to acknowledge the character traits of our peers. - How it feels to receive gratitude for their character strengths and contributions to the class. - The many attributes that they can appreciate in themselves and others. 	<p><i>“Feeling gratitude and not expressing it is like wrapping a present and not giving it.”</i></p> <p>– William Arthur Ward</p>	<p>Social awareness: Gratitude Social awareness: Interconnectedness Relationship skills: Relationship-building</p>
Make Gratitude a Tool	In this lesson, guide students through a scenario to explore the power of gratitude in regulating emotions to reframe challenging situations. Students then write about when they felt difficult emotions and consider how practicing gratitude might impact such situations.	<ul style="list-style-type: none"> - The power of gratitude in reframing difficult situations. - How to use gratitude when experiencing a challenging emotion. - Times they experienced a challenging emotion and how they did or could have practiced gratitude. 	<p><i>“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”</i></p> <p>– Oprah Winfrey</p>	<p>Self-awareness: Identifying emotions Self-awareness: Authenticity Self-management: Self-regulation</p>
Wrap-up	Students complete a final project to reflect on their learning about practicing gratitude. They discuss the importance of appreciation and brainstorm ways to continue using gratitude to build a better world.	<ul style="list-style-type: none"> - What they’ve learned about gratitude. - What strategies do they find helpful in practicing gratitude? - How do they plan to continue their gratitude practice? 	<p><i>“Gratitude turns what we have into enough.”</i></p> <p>– Aesop</p>	<p>Self-awareness: Growth mindset Social awareness: Gratitude Self-management: Goal setting</p>

Gratitude Spotlight

Introduction



grades 4-5



30 minutes

“When you arise in the morning, give thanks for the food and for the joy of living. If you see no reason for giving thanks, the fault lies only in yourself.”
– Tecumseh

Lesson Summary

Students explore the idea of gratitude by reading an ode to shoes and considering how they can appreciate something they might usually take for granted. They then choose an everyday object they often overlook and write an ode to it. They finish the lesson by reflecting on the importance of feeling gratitude.

Students will Examine

- What gratitude means.
- How does noticing come before gratitude?
- What are the small things they can be grateful for around them?

Pre-Activity Prep

- Print the ThinkGive Journal cover template ([PDF](#)) (1/student).
- Choose which ode to project (“Ode to Pablo’s Tennis Shoes” ([PDF](#)) or “Ode to My Shoes” ([PDF](#))) (THINK.GIVE section).
- Print the Worksheet: My Ode ([PDF](#)) (1/student) (THINK.GIVE section).
- (Optional) Print or digitally share the Exit Ticket ([PDF](#) | [Google](#)) (CONNECT + CLOSE section).



MATERIALS

ThinkGive Journals
 Student Journal Guide ([PDF](#))
 ThinkGive Journal cover template ([PDF](#))
 Poem: “Ode to Pablo’s Tennis Shoes” ([PDF](#))
 Poem: “Ode to My Shoes” ([PDF](#))
 Worksheet: My Ode ([PDF](#))
 Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)
 (Digging Deeper) Video: [Gratitude](#) (5:22)

SHARE

Nothing for the Introduction, no actions to share yet!

THINK • GIVE

Suggested time: 15–20 minutes

Read an Ode!

Read one of the following poems:

- “Ode to Pablo’s Tennis Shoes” ([PDF](#)) by Gary Soto
- “Ode to My Shoes” ([PDF](#)) by Francisco X. Alcarón

Discuss:

- Why would someone write an ode to their shoes?
- What does the poem say about shoes?
- How does the author feel about his shoes? How do you know?

We can feel grateful for many things, people, and experiences. As a class, brainstorm a list of 10–20 everyday objects (e.g., foods, clothing, furniture) to show the breadth of what people can be grateful for.

Activity: Write an Ode!

Hand out the [Worksheet: My Ode \(PDF\)](#) (1/student). Students choose one item from the list (or a different object) and use Side 1 of the worksheet to consider characteristics of, uses for, and their appreciation of their chosen item. They are then ready to write an ode to their object on Side 2 of the worksheet. They can use any form and length.

(Optional) Students share their odes with partners, in small groups, or with the class. After each student shares, ask them to reflect aloud on the discussion questions below. If not sharing, discuss the questions as a class.

Discuss:

- How did you decide on the object that you chose?
- Which object(s) on the list did you feel unable to write an ode to? Explain.
- Did you find it challenging to write an ode to your object? Why or why not?
- As you wrote your ode, did you see your object differently? If so, how?
- What did you learn about the object in your ode?

DIGGING DEEPER

Students use the guiding questions below to research their object. They can create a poster, write a paragraph, or choose another way to share what they learn.

Guiding Questions: When and where was this object invented? Why was this object invented? How is this object made?

Discuss:

- How did learning more about your object impact your appreciation?
- How can learning about everyday objects change how you view them?



ODE

noun; a lyric poem, typically one in the form of an address to a particular subject, written in varied or irregular meter.



TEACHER TIP

For students who might not connect well with poetry, offer alternative ways to appreciate their chosen object (e.g., drawing, writing a song, or listing qualities).

REFLECT

What is Gratitude?

Ask: What does gratitude mean? Or, what is an example of when you might feel grateful?

Ideas to add to the discussion:

- When we appreciate something or someone fully, we practice gratitude.
- We can feel grateful for anything!
- We feel more gratitude if we notice the world around us.
- Feeling grateful can improve our mood.

Discuss:

- Did you feel gratitude towards your object when writing your ode? How did you express your gratitude?
- What does gratitude feel like? Where do you feel gratitude in your body?
- Why is it important to practice feeling and expressing gratitude?

DIGGING DEEPER

Watch: [Gratitude](#) (5:22). This short film explores gratitude for the small things around us.

Discuss:

- What does this quote mean to you: "Today. It's a gift."?
- How does this film change your perspective about being grateful for every day?



GRATITUDE

noun; the quality of being thankful; readiness to show appreciation for and to return kindness.

CONNECT + CLOSE

ThinkGive Three (Optional)

Introduce students to the ThinkGive Three, a guide for how to take action. Every prompt will revisit these ideas so students can incorporate them into their thinking. Hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in your class to serve as a reminder throughout the program.

1. TRUE. Be your authentic self in your actions and words.
2. SMALL. Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
3. BRAVE. Step into your courage zone; challenge yourself to be brave with your actions and words.

Take Action

Explain: Between now and our next ThinkGive session [give date], notice and appreciate people, objects, or experiences that you might ordinarily overlook. Consider what your gratitude feels like in your body.



THINK.GIVE THREE

1. True: be authentic
2. Small: small is all
3. Brave: step into your courage zone

Things to Consider

- We have many things to be grateful for, and we don't always take the time to appreciate them.
- When we take time to notice something, we are better able to appreciate it.
- Paying attention to what we're grateful for makes us even more grateful!

Closing Quote

Use this quote to close out the lesson. The reflective questions could serve as an Exit Ticket ([PDF](#) | [Google](#)).




"When you arise in the morning, give thanks for the food and for the joy of living. If you see no reason for giving thanks, the fault lies only in yourself." –
Tecumseh

- Why might we "see no reason for giving thanks"? How can we change our mindset so that we do see a reason for giving thanks?
-

Reflective Questions

- What is something you noticed that you might ordinarily overlook? What did you appreciate about it?
- How did you feel in your body when you appreciated the object, person, or experience?
- Why is noticing and appreciating people, objects, and experiences beneficial?

Journal Questions

-  What does gratitude mean to you?
-  What, if anything, did you learn from hearing what others are grateful for?
-  How can pausing to notice something affect our mood?

LESSON 1

THINK: Lesson: Introduction (35 minutes)

Students will examine:

- What gratitude means.
- How does noticing come before gratitude?
- What are the small things they can be grateful for around them?

REFLECT + SHARE: Students—and teachers—respond to reflection questions on the ThinkGive website, then collaborate with peers on the Team Page.

How to use the ThinkGive Portal

1

LOGIN: Go to www.thinkgiveproject.org. Click LOGIN button, top right. Enter your username and password. Bookmark the page!

2

EDIT PROFILE: You will land on your MY PAGE. This is where you will record your actions. Personalize your page. Click EDIT PROFILE to upload a profile image, write something about yourself and pick your ThinkGive page color.

3

POST YOUR GIFT: Click on POST A GIFT. Answer the reflective questions and SUBMIT.

LESSON 2

THINK: Lesson: Show Gratitude to Your Physical Self (35 minutes)

Students will examine:

- The amazing and often unnoticed things their bodies can do.
- How can they feel and express gratitude towards their bodies?
- The physical and emotional benefits of taking care of their bodies.

GIVE: Students take action!

REFLECT + SHARE: Students—and teachers—respond to reflective questions on the ThinkGive website, then collaborate with peers on the Team Page.



LESSON 3

THINK: Lesson: Celebrate Your Peers (35 minutes)

Students will examine:

- How it feels to acknowledge the character traits of our peers.
- How it feels to receive gratitude for their character strengths and contributions to the class.
- The many attributes that they can appreciate in themselves and others.

GIVE: Students take action!

REFLECT + SHARE: Students—and teachers—respond to reflective questions on the ThinkGive website, then collaborate with peers on the Team Page.

LESSON 4

THINK: Lesson: Make Gratitude a Tool (35 minutes)

Students will examine:

- The power of gratitude in reframing difficult situations.
- How to use gratitude when experiencing a challenging emotion.
- Times they experienced a challenging emotion and how they did or could have practiced gratitude.

GIVE: Students take action!

REFLECT + SHARE: Students—and teachers—respond to reflective questions on the ThinkGive website, then collaborate with peers on the Team Page.

LESSON 5

THINK: Lesson: Wrap-up (35 minutes)

Students will examine:

- What they've learned about gratitude.
- What strategies do they find helpful in practicing gratitude?
- How do they plan to continue their gratitude practice?

REFLECT + SHARE: Students—and teachers—respond to reflective questions on the ThinkGive website, then collaborate with peers on the Team Page.



The Student Experience

1



IN-CLASS CURRICULUM

Teachers introduce a giving prompt and lead discussions and activities guided by ThinkGive's curriculum. The class explores concepts like empathy and social justice, and they think about who they are and who they want to be.

2

STUDENTS GIVE

Each student decides how to give and who to give to inspired by the in-class prompt. They experience the impact their words and actions have on others, and discover how good it feels to be kind.



3



RECORD + REFLECT

Students record their gift on the ThinkGive portal. Reflective questions help them connect their individual actions to the broader concepts discussed in class.

4

ENGAGE + SHARE

Students visit their Team Page to engage with, share with, and learn from their peers. This collaborative component promotes digital citizenship in a secure teacher-monitored space.



5

DISCUSSION + COLLABORATION

Collaboration comes alive in the classroom with group discussion and reflection. The student experience comes full circle as they capture key learnings before setting out on the next giving prompt.





How to Maximize Program Impact



The ThinkGive cycle is designed to make the program manageable for you and predictable for students. You'll cycle through all four components with each lesson so that students can discuss important ideas take brave action to affect change.

Promote Student Agency

ThinkGive is all about empowering youth to own their actions. With each action, students decide what to give and who to give to. They realize that their words matter, their choices matter, and they matter.

Students will also experience the topics covered in our lessons differently. We encourage you to give students options in how they wish to participate. Directives within lessons should feel to students like an invitation to join a discussion / activity; should they wish to share their their knowledge and learning with their classmates in different ways, great!

The ThinkGive Three

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students empathize with other perspectives, explore their own capacity for affecting change, and consider what kind of person they want to be. The ThinkGive Three provides a framework for students to use when taking action. Be sure to reinforce these as you go!

- 1 TRUE.** Be your authentic self in your actions and words.
- 2 SMALL.** Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
- 3 BRAVE.** Step into your courage zone; challenge yourself to be brave with your actions and words.

