



# Gratitude Spotlight Elementary: At a glance

## Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our Gratitude Spotlight Elementary (recommended for 4th/5th grades). Students will explore gratitude by building awareness of what is around them and by practicing expressing their appreciation. They will reflect on all that there is to be grateful for and will 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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**We look forward to connecting with you!**  
**- The ThinkGive Team**

**Scope + Sequence: Gratitude Spotlight Elementary  
(recommended for 4th/5th grades)**

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

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Introduction	Students explore the idea of gratitude. They read an ode to shoes and consider how they can practice gratitude towards something they might normally take for granted. Students then choose an object they use daily and 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"> <li>- Ways to notice and feel gratitude.</li> <li>- The small things around them that they can be grateful for.</li> <li>- What gratitude means.</li> </ul>	<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> – Tecumseh	Awareness Reflection
Show gratitude to your physical self	Students will use an awareness exercise to reflect on the ways in which their body enables them to engage with the world. They will discover ways to extend gratitude to their physical selves and reflect on why expressing gratitude to themselves is important.	<ul style="list-style-type: none"> <li>- How their bodies allow them to engage in the world.</li> <li>- How can they feel and express gratitude towards their bodies.</li> <li>- What further action they can take to care for their bodies.</li> </ul>	<i>"Keeping your body healthy is an expression of gratitude towards the whole cosmos – the trees, the clouds, everything."</i> – Thich Nhat Than	Self-awareness Self-care
Celebrate your peers	Students expand their gratitude practice beyond themselves to include their classmates. They give and receive gratitude by sharing written compliments with each other through a group activity. They then reflect on the benefits of expressing and receiving gratitude.	<ul style="list-style-type: none"> <li>- How it feels to give gratitude by acknowledging others' character traits.</li> <li>- How it feels to receive gratitude for their contributions to the class.</li> <li>- The many attributes in themselves and others that they can appreciate.</li> </ul>	<i>"Feeling gratitude and not expressing it is like wrapping a present and not giving it."</i> – William Arthur Ward	Connection Reflection
Make gratitude a tool	Students will reflect on opportunities for self-regulation during difficult situations, particularly the power of gratitude in reframing situations. Students will discuss a scenario in which a person regulates their feelings and then write about a time when they themselves felt difficult emotions. They will consider how practicing gratitude can impact these situations.	<ul style="list-style-type: none"> <li>- Opportunities and strategies for self-regulation.</li> <li>- How focusing on gratitude can make us feel better.</li> <li>- How they might reframe their perspective towards gratitude.</li> </ul>	<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> – Oprah Winfrey	Self-regulation Perspective
Wrap-up	Students reflect on what they've learned about practicing gratitude by completing a final project. They discuss what gratitude means to them and how they can continue the practice on their own.	<ul style="list-style-type: none"> <li>- What they've learned about gratitude.</li> <li>- What strategies they've found useful in practicing gratitude.</li> <li>- How they plan to continue their gratitude practice.</li> </ul>	<i>"Gratitude turns what we have into enough."</i> – Aesop	Reflection Community

## 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. They read an ode to shoes and consider how they can practice gratitude towards something they might normally take for granted. Students then choose an object they use daily and often overlook, and write an ode to it. They finish the lesson by reflecting on the importance of feeling gratitude.

### Students will Examine

- Ways to notice and feel gratitude.
- The small things around them that they can be grateful for.
- What gratitude means.



### MATERIALS

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](#)



### TEACHER TIP

The ThinkGive giving philosophy ([PDF](#)), the ThinkGive Three, guides students toward giving in a meaningful, impactful way.

# SHARE

Nothing for the Introduction, no gifts to share yet!

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## THINK • GIVE

Read the Poem: “Ode to Pablo’s Tennis Shoes” ([PDF](#)) by Gary Soto or “Ode to My Shoes” ([PDF](#)) by Francisco X. Alcarón.

### Discuss:

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

As a class, brainstorm a list of common items (objects, foods, experiences, etc.). Try to create a list of 10–20 items to show the breadth of what people can be grateful for.

### Activity: Write an Ode!

Students choose one item from the list (or something else entirely) that they feel grateful for and write an ode to it. Their ode can be written in any form and be any length, but it should communicate their appreciation for the item. Students can use the [Worksheet: My Ode \(PDF\)](#) to help organize their ideas.

To get started, students might consider:

- The characteristics of the object
- How the object benefits them
- What life would be like without this object
- What they appreciate about the object

### Discuss:

- How did you decide on the object that you chose? Is there an object on the list that you couldn’t write an ode to? Why or why not?
  - As you wrote your ode, did you see your object differently? If so, how?
  - Did you find it difficult to write an ode to your object? Why/why not?
- 



### 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 with the poetry activity, consider offering alternative ways to participate such as drawing, writing a song, or making a list.



### TEACHER TIP

Consider having students share their poems in partners, small groups, or by having a few volunteers share with the whole class.

# REFLECT

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

Ideas to add to a discussion about gratitude:

- When we stop to fully appreciate something or someone, we are practicing 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:

- Where are expressions of gratitude towards your object in your ode?
- When you were writing your ode, did you feel gratitude towards your object? What does gratitude feel like in your body?
- There are many objects, people, and experiences in our lives that we can feel grateful for. Why do you think it is important for us to practice feeling gratitude towards more things in our lives?



## GRATITUDE

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



## CONNECTION

Video: Gratitude: [The Short Film by Louie Schwartzberg](#) (6:21). This short film explores the idea of being grateful for the small things around us.

# CONNECT + CLOSE

## Take Action (between now and the next ThinkGive session)

Try to notice, and appreciate, small things around you that you might otherwise not think about. You might notice people, objects, or experiences. Consider what your gratitude feels like in your body.

## Things to Consider

- There are many things in our lives to be grateful for, and we don't always take the time to appreciate them.
- When we take the time to notice something, we find many reasons to be grateful for it.
- Paying attention to what we're grateful for leads us to more gratitude!

## 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




- What does it mean to "see no reason for giving thanks"? Is it possible to change our mindset so that we do see a reason for giving thanks?



## THINK.GIVE THREE

1. True: be authentic
2. Small: simple gifts have big impact
3. Brave: step into your courage zone

## Student Journal Questions

-  What does gratitude mean to you?
-  What did you learn about the object you chose to write an ode about?
-  What, if anything, did you learn from hearing what others are grateful for?

# Gratitude Spotlight: Elementary

## Schedule, Curriculum Overview + Web Training



### WEEK 1

**THINK:** Lesson #1: Introduction (30 minutes)

Students will examine:

- Ways to notice and feel gratitude.
- The small things around them that they can be grateful for.
- What gratitude means.

**REFLECT + SHARE:** Students – and teachers – answer 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](http://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 gifts. 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.

### WEEK 2

**THINK:** Lesson #2: Show gratitude to your physical self (30 minutes)

Students will examine:

- How their bodies allow them to engage with the world.
- How they can feel and express gratitude towards their bodies.
- What further action they can take to care for their bodies.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students – and teachers – record gifts on the ThinkGive website, then collaborate with peers on the Team Page.



## WEEK 3

**THINK:** Lesson #3: Celebrate your peers (30 minutes)

Students will examine:

- How it feels to give gratitude by acknowledging others' character traits.
- How it feels to receive gratitude for their contributions to the class.
- The many attributes in ourselves and others that we can appreciate.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students – and teachers – record gifts on the ThinkGive website, then collaborate with peers on the Team Page.

## Week 4

**THINK:** Lesson #4: Make gratitude a tool (30 minutes)

Students will examine:

- Opportunities and strategies for self-regulation.
- How focusing on gratitude can make us feel better.
- How they might reframe their perspective towards gratitude.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students – and teachers – record gifts on the ThinkGive website, then collaborate with peers on the Team Page.

## WEEK 5

**THINK:** Lesson #5: Wrap-up (30 minutes)

Students will examine:

- What they've learned about gratitude.
- What strategies they've found useful in practicing gratitude.
- How they plan to continue their gratitude practice.

**REFLECT + SHARE:** Students – and teachers – answer reflection 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 Journey is the Destination

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

## 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.

