



5-Day Gratitude Challenge for Teachers & Educators



DAY 1: Gratitude Jar

Today, you introduce the 5-day Gratitude Challenge to your classroom!

You will need: medium glass mason jars (honey or mayonnaise jars work great, too), notebook paper, writing utensils, a bell or whistle (or a fun unique way to get your class' attention...) and a reward of your choosing (stickers, chocolate kisses, pennies or beans, etc.). Consider making these rewards social, not material – these work better for fostering intrinsic motivation to be pro-social, according to research.

There are two ways to perform this exercise - with one large jar that lives on the Teacher's desk, or with each student having his or her own jar on one's own desk. The former may be easier to arrange! However, the latter can make for a bonus arts & crafts afternoon of decorating the jar with strips of tissue paper or wrapping paper, and creates a gift to take home.

Have each child take a piece of white notebook paper from which they can tear small pieces, and write down the names of 3 things they are grateful for, one item per strip of paper. Place these into their own gratitude jar (or bring up to the teacher's jar).

Here's the fun part! Throughout the day, at random and unexpected moments, you will ring the "Gratitude Bell" (or whistle, or unique sound), and your students will be challenged to drop everything, write one thing they are grateful for, place into the jar, and raise their hand. As soon as everyone has completed the task, everyone gets your chosen reward!

Aim for 3-5 "Gratitude Jar Drills" throughout the day. You're encouraged to do a random "Gratitude Jar Drill" at least once each day throughout the week. You'll see we do a fun finale on Day 5 with everyone's contributions!

In the space below, describe how you interpreted and carried out the exercise. Include as many details as you are able.

[SPACE TO ENTER TEXT]

Successes

Did you perceive any difference in attitude or demeanor, or any positive way in which your students related to you or one another that struck you as related to this exercise? Were there any funny or endearing moments you'd like to share?

[SPACE TO ENTER TEXT]

Challenges

Were there any difficulties with this exercise? Any student disruptions, or other interferences? We'd love to hear what you struggled with, and your thoughts on any causes, and how you adjusted (or perhaps didn't)?

[SPACE TO ENTER TEXT]

Great Job! Anything else you'd like to share?

[SPACE TO ENTER TEXT]

When you are complete with notes, click "Save and Continue" link below. This will generate an email link so you can return tomorrow for Day 2!

[Buttons: PREV, NEXT, SAVE & CONTINUE LATER]

Day 2: Gratitude Poem

Welcome back! Remember to continue "Gratitude Jar Drills" 1-3 times today! Yes, that means you'll want to stock up on treats and rewards. Notice if the average length of time to complete the task significantly changes in any way.

Today's exercise is slightly more specific than yesterday. Today, we ask each child to think of just one person, animal, place or thing he or she is grateful for. For this exercise you'll need a writing utensil and paper. You may want to include letting your students use arts and crafts materials to decorate their poem. This is up to you!

On a piece of paper, have each student write the same sentence, "Today, I am grateful for (the person, animal, place or thing) and I can't wait to tell you why!"

Have them quietly write down 3-5 things on their own. Tell them to use all of the applicable senses in their descriptions. Tell them to be as detailed as possible. Give them 5-10 minutes.

Depending on your class, we encourage you to have the class share with each other. If they can each read their poem out loud, wonderful. If they can partner up and read to each other, great. If you can collect the poems and read a few anonymously to the class, that works. You can even meet with each student and have them share their poem just with you, if that works best. Encourage the class to support one another, and ask periodically if the listening students can also identify and/or relate to the feeling of gratitude being read by one student "Class, does anyone else also feel grateful when _____?" Explore if the sharing of gratitude affects the classroom's emotional state or behavior in any way.

In the space below, describe how you interpreted and carried out the exercise. Include as many details as you are able.

[SPACE TO ENTER TEXT]

Successes

Did you perceive any difference in attitude or demeanor, or any positive way in which your students related to you or one another that struck you as related to this exercise? Were there any funny or endearing moments you'd like to share?

[SPACE TO ENTER TEXT]

Challenges

Were there any difficulties with this exercise? Any student disruptions, or other interferences? We'd love to hear what you struggled with, and your thoughts on any causes, and how you adjusted (or perhaps didn't)?

[SPACE TO ENTER TEXT]

Nice work! Anything else you'd like to share?

[SPACE TO ENTER TEXT]

When you are complete with notes, click "Save and Continue" link below. This will generate an email link so you can return tomorrow for Day 3!

[Buttons: PREV, NEXT, SAVE & CONTINUE LATER]

Day 3: Grateful for Diversity

Welcome to Day 3! Today is about celebrating our differences. You will need to ensure your "Gratitude Jar Drill" supplies are aplenty! Start the day just as you did on Day 1, but today ask each student to think of someone (privately, not out loud) who they think is very *different* than they are. Perhaps they may even not "like" this person. Have them come up with three attributes for which they are grateful, with regard to this other person. Then, throughout the day, you will continue to do your drills, but today's theme is to quickly have to generate and write down and submit one thing about this other diverse person that they like and admire and for which they are grateful! Remember, it's important to keep the identity of who each child selected private and anonymous.

In the space below, describe how you interpreted and carried out the exercise. Include as many details as you are able.

[SPACE TO ENTER TEXT]

Successes

Did you perceive any difference in attitude or demeanor, or any positive way in which your students related to you or one another that struck you as related to this exercise? Were there any funny or endearing moments you'd like to share?

[SPACE TO ENTER TEXT]

Challenges

Were there any difficulties with this exercise? Any student disruptions, or other interferences? We'd love to hear what you struggled with, and your thoughts on any causes, and how you adjusted (or perhaps didn't)?

[SPACE TO ENTER TEXT]

More than half way complete! Anything else you'd like to share?

[SPACE TO ENTER TEXT]

When you are complete with notes, click "Save and Continue" link below. This will generate an email link so you can return tomorrow for Day 4!

[Buttons: PREV, NEXT, SAVE & CONTINUE LATER]

Day 4: Class Gift of Gratitude

Welcome to Day 4! Today, as opposed to Day 3, is about your united group. Today, as a class, you will decide on one person outside of your classroom to whom you'll offer a class "thank you" gift. The person can be anyone in the school other than another student in your class... or you (so you can help guide them through the exercise). It can be another teacher, principle, bus driver, maintenance, crosswalk helper, volunteer parent, or another student in another class.

To vote, ask for 3 names of nominees. Then have the students vote by majority hands for the recipient. When you have your one recipient selected, you will collectively create a thank you poem, similar to Day 2. On a piece of paper, begin by writing, "Why we are grateful for _____. We can't wait to tell you!" Have each student contribute one reason for gratitude. Ask them to be specific, detailed, and perhaps to use all applicable senses. If the recipient is on the premises, invite them to the classroom where your class will read the poem out loud. If the recipient is not on the premises or unavailable, arrange to have the paper mailed to them. At the end of the day, the class should feel as though the recipient is going to be notified of the class' gratitude! If your class loves this exercise, and it's possible, you can certainly do more than one recipient!

In the space below, describe how you interpreted and carried out the exercise. Include as many details as you are able.

[SPACE TO ENTER TEXT]

Successes

Did you perceive any difference in attitude or demeanor, or any positive way in

which your students related to you or one another that struck you as related to this exercise? Were there any funny or endearing moments you'd like to share?

[SPACE TO ENTER TEXT]

Challenges

Were there any difficulties with this exercise? Any student disruptions, or other interferences? We'd love to hear what you struggled with, and your thoughts on any causes, and how you adjusted (or perhaps didn't)?

[SPACE TO ENTER TEXT]

Anything else you'd like to share?

[SPACE TO ENTER TEXT]

When you are complete with notes, click "Save and Continue" link below. This will generate an email link so you can return tomorrow for Day 5!

[Buttons: PREV, NEXT, SAVE & CONTINUE LATER]

Day 5: Gratitude Charades

Welcome to Day 5! As promised, today we get to return back to our first day exercise. By now you've been performing "Gratitude Jar Drills" throughout the week and have a nice collection of pieces of paper - either in one large jar on your desk, or in each child's jar upon his or her desk. For this exercise you'll want to collect these pieces of gratitude papers from the various jars into one large container. You'll be... you guessed it... playing charades with the pieces of paper, and you'll need a way for the players to reach into the container and withdraw with one piece of anonymous paper.

As with traditional charades, you want each child to have at least one chance performing. One at a time, a child will reach into the pile of gratitude papers, and will attempt to act out that for which his or her peer is grateful. He or she can initially identify if it is a person, place, animal or thing. Traditional symbols apply. Advanced classes can add a timer into the equation. When each child has gone

through at least once, the game is complete. Encourage your class to take this game home to their households, as well as sending them home with their Gratitude Jars, if applicable. End the week with a group discussion of asking them to share what they liked about Gratitude Week, and even what they didn't!

Then share with us in the space below!

[SPACE TO ENTER TEXT]

Successes

Did you perceive any difference in attitude or demeanor, or any positive way in which your students related to you or one another that struck you as related to this exercise? Were there any funny or endearing moments you'd like to share?

[SPACE TO ENTER TEXT]

Challenges

Were there any difficulties with this exercise? Any student disruptions, or other interferences? We'd love to hear what you struggled with, and your thoughts on any causes, and how you adjusted (or perhaps didn't)?

[SPACE TO ENTER TEXT]

Any final notes you'd like to share?

[SPACE TO ENTER TEXT]

When you are complete with your answers, click "Submit" and accept your Certificate of Completion!

[Buttons: PREV, SUBMIT, SAVE & CONTINUE LATER]