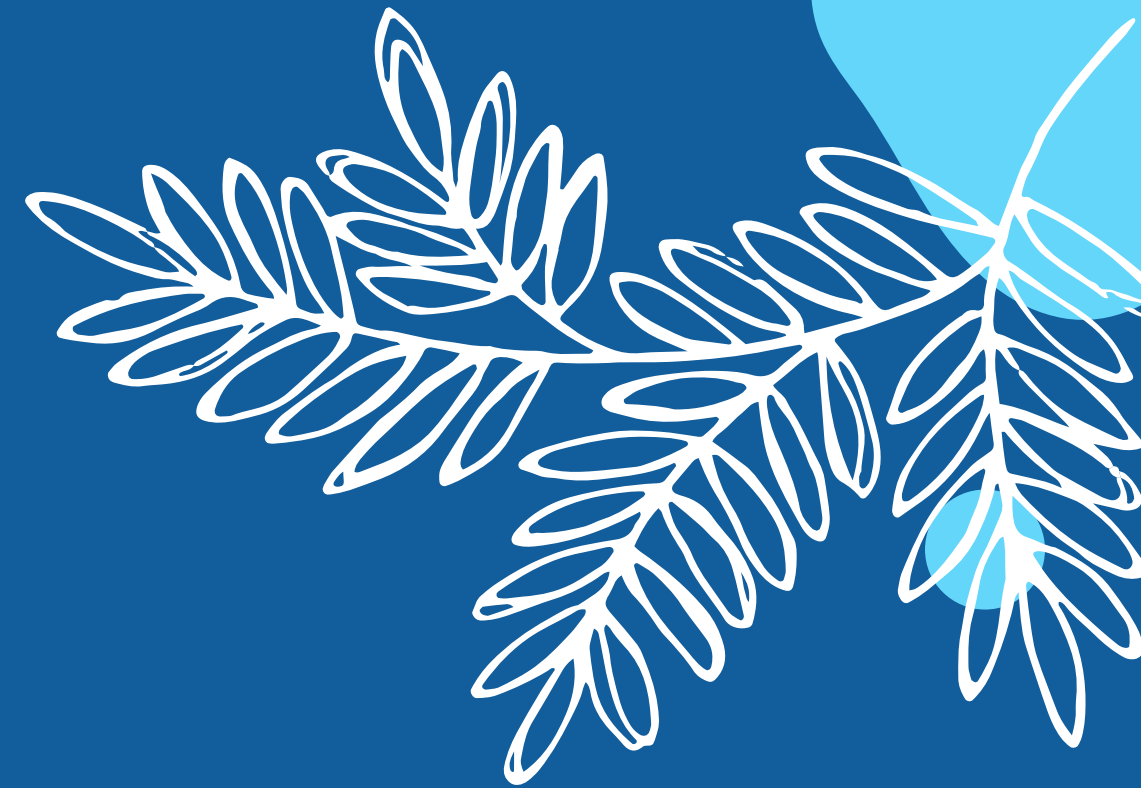


Happy Space



Happy Space

KS3 Gratitude Lesson Plan

**www.happyspace.org.uk
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**Happy Space UK is a Charitable Incorporated Organisation. Our
charity number is 1183549.**





**This KS3 Gratitude Lesson Plan
has been curated especially for the
Now & Beyond 2022 Festival.**

**We very much hope you and your
students enjoy the lesson. If you
have any feedback or would like to
learn more about our resources,
just get in touch!**



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Before we start the lesson....

We just wanted to say a couple of words about, well, us!

Prevention is better than cure. And Happy Space UK is the mental wellbeing charity that protects the minds of tomorrow.



Mission

So many mental health problems are preventable through high quality wellbeing education and Happy Space is on a mission to provide the resources that schools and parents need to deploy that education.



Vision

Our vision is a society free of mental health stigma where every young person has access to the basic toolkit they need to help look after their wellbeing in their transition to adulthood and beyond.

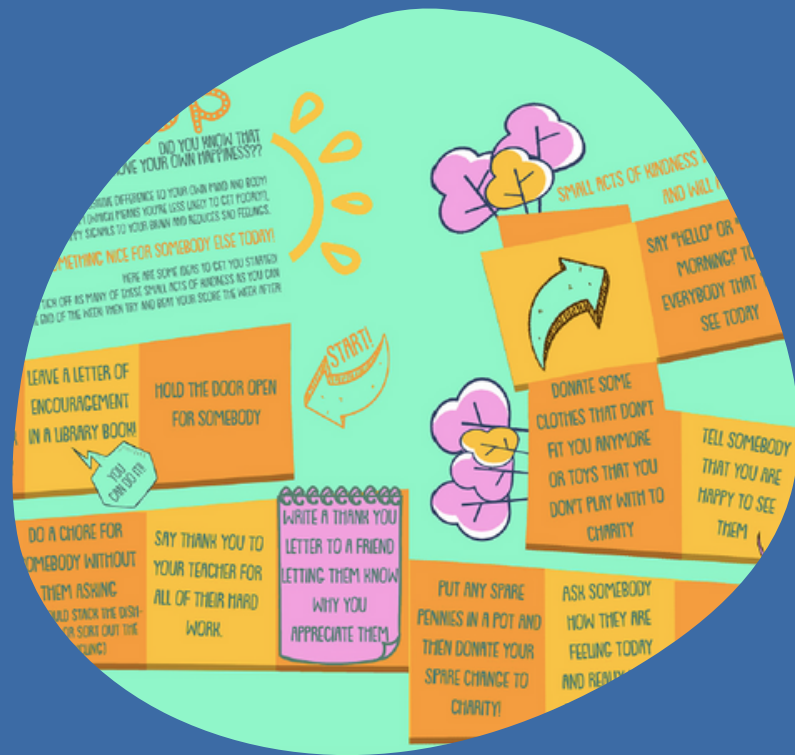
What we do

We believe that Mind, Food, Body, Finance and the Arts are the five pillars of mental wellbeing. Those pillars form the framework for the guidebooks, accompanying 7-week lesson plans and talks that we deliver to schools nationwide.

Our resources combine expert content from thought leaders, engaging design and interactive activities. We cater for all students from KS2 to sixth form (age 18).



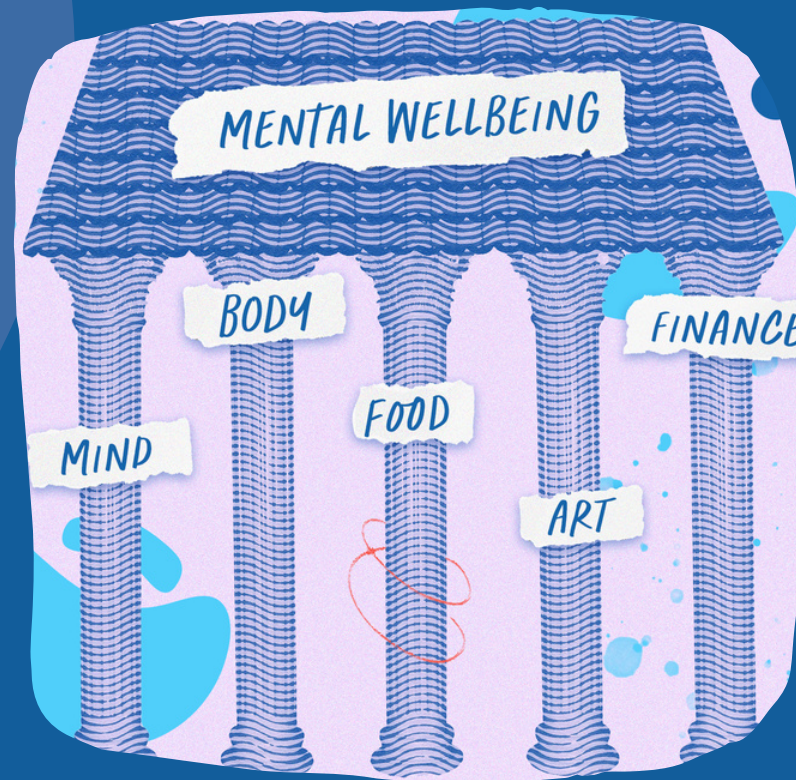
What we do



Guidebooks

Interactive guidebooks, equipping young people with the toolkit they need to look after their mental wellbeing.

Think beautifully designed, engaging guidebooks, full of tips and tools contributed by wellbeing experts.



Lesson Plans

Our guidebooks are accompanied by a 7 week lesson plan, giving teachers with the resources they need to provide high quality wellbeing education.

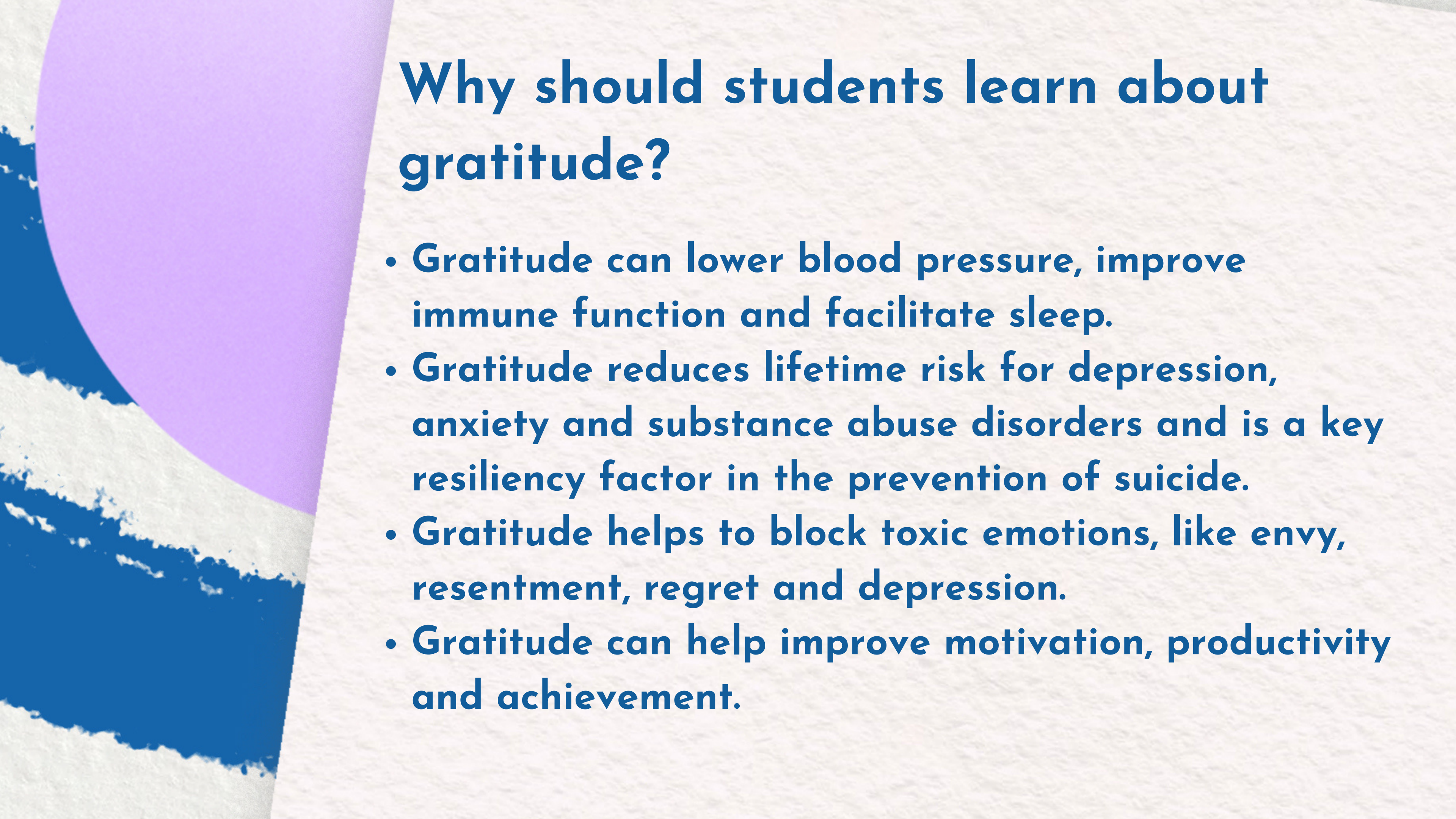


Talks

We deliver workshops to students, either in-school or remotely, as a introduction to the content in the guidebooks, inspiring curiosity and openness around mental wellbeing.

The background is a solid dark blue. Overlaid on this is a large, light blue question mark. Inside the top curve of the question mark is a heart shape, also in light blue. The heart has a dark blue outline. The text "Shall we get started?" is written in white, bold, sans-serif font across the middle of the question mark.

Shall we get started?



Why should students learn about gratitude?

- Gratitude can lower blood pressure, improve immune function and facilitate sleep.
- Gratitude reduces lifetime risk for depression, anxiety and substance abuse disorders and is a key resiliency factor in the prevention of suicide.
- Gratitude helps to block toxic emotions, like envy, resentment, regret and depression.
- Gratitude can help improve motivation, productivity and achievement.

What are the aims of this lesson for students?

- To explore and build upon students' current understanding of gratitude.
- To experience actively practicing gratitude.
- To understand how gratitude can help create a 'glass half full' outlook.
- To encourage students to think about how they can continue to practice gratitude, thereby making it a habit.

What does the lesson look like?

- Activity 1: Exploring what gratitude means (10 minutes)
- Activity 2: What are you grateful for? (10 minutes)
- Activity 3: Grateful thinking exercise (10 minutes)
- Activity 4: How can we practice gratitude in the future? (5 minutes)

Prevention.
Wellness.
Education.



Activity 1: Exploring what 'gratitude' means

- Put the class into groups of 3-5.
- Copy the quotes on the next slide and allocate a quote to each group of students.
- Each group is tasked with explaining the meaning of their quote to the rest of the class.
- They may act it out or give examples. Give each group five minutes to discuss and plan and one minute to present.

①

"Acknowledging the good that you already have in your life is the foundation for all abundance."
Eckhart Tolle

③

"The way to develop the best that is in a person is by appreciation and encouragement" *Charles Shwab*

②

"Reflect upon your present blessings, of which every man has plenty; not on your past misfortunes, of which all men have some." *Charles Dickens*

④

"Gratitude is a currency that we can mint for ourselves, and spend without fear of bankruptcy" *Fred De Witt Van Amburgh*

Activity 2: What are you grateful for?

- Explain to the class that you are going to have a go at the alphabet gratitude game.
- Starting with A, go around the class and ask each student to say something they are grateful for. The next student should say something they are grateful for beginning with B and so on.
- Keep going until it's a bit of a struggle for the students to think of things but not so long that they become disengaged. The game is likely to get a bit silly and that's okay! The point is to reiterate however big or small, intentionally expressing thanks for a positive experience, person or thing is what matters.

Activity 3: Grateful thinking exercise

- Ask children to copy down the titles in the following slide.
- Explain what magnifying and minimising mean in the context of being grateful.
- **Magnifying** means focusing on the positive aspects of others / what others have / others' lives to the extent that they appear better than they actually are. Imagine using a magnifying glass to zoom in closely to only the good things so that they seem larger than they are in real life.
- **Minimising** means focusing on the negatives of yourself / what you have / your life in comparison to others, usually to the extent that good things seem much smaller and the negatives appear much worse than they actually are.
- Ask students to complete some personal examples of magnifying and minimising in the second column and note down the feelings they had in the third column. Hold off on the fourth column!

Activity 3: Grateful thinking exercise

**Magnifying and
minimising
(example)**

**I wish I was as
popular as they
are...they have
such a massive
group of friends**

Personal example

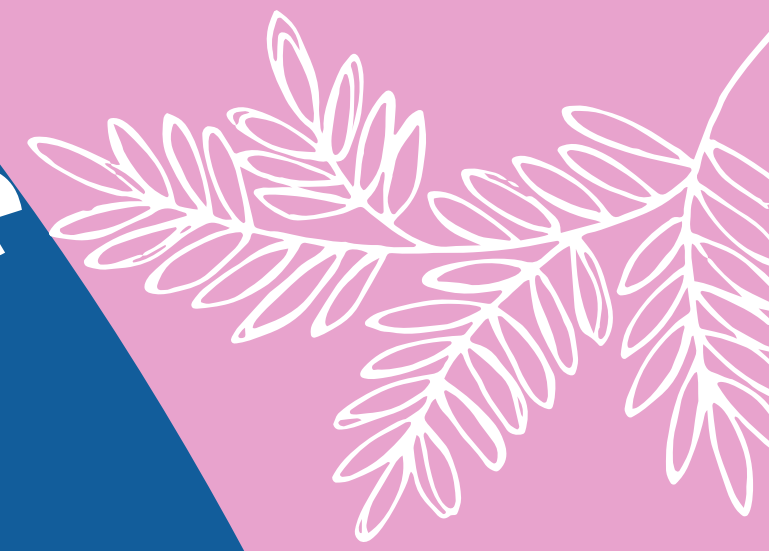
Feelings I had

**Challenging and
changing**

Activity 3: Grateful thinking exercise

- Once the students have completed columns two and three, explain the 'BUT THANKFULLY' method and ask students to complete column four.
- The 'BUT THANKFULLY' method is: when you have a minimising and/or magnifying thought, introduce a BUT THANKFULLY after the thought and insert something good/helpful/that you are thankful for.
- For instance: "I wish I was as popular as they are...they have such a massive group of friends BUT THANKFULLY I have a couple of great friends I feel I can really count on".

Activity 4: How can we continue to practice gratitude?



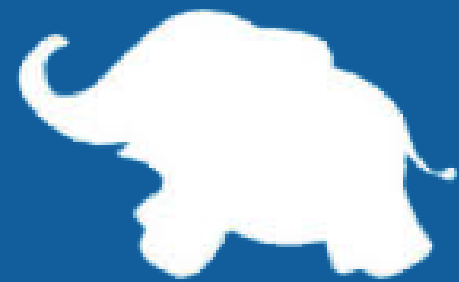
- Ask students of some ways they think they can continue to practice gratitude. You could suggest jotting down things you were grateful for at the end of the day, or, when noticing you feel out of sorts, making an effort to perform a random act of kindness for someone else, however small - like holding a door open.
- Explain to students the following four As and ask them for examples of how they could practice gratitude using them.

Appreciation

Approval

Attention

Admiration



Happy Space

Thank you



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FILL THIS JAR
WITH EVERYTHING
YOU ARE GRATEFUL FOR!

