

Advanced
Lesson
Plan

8



Showing Appreciation

Showing one's appreciation for an act of kindness or an offer of help is one of the most important lessons students can learn. Many times, this comes into play when students' parents, relatives, friends, and other adults do nice things for students or others. Teaching students to show appreciation for extra help, attention, and gifts they receive is a skill that lasts a lifetime.

The goal of the lesson is to teach students the appropriate behavioral expectations for the skill of "Showing Appreciation."

The objectives of the lesson for students include:

- learning the steps of the skill of "Showing Appreciation."
- practicing the skill.
- generalizing the use of the skill to different places and different people.

Introduce the Skill

Ask students to think about a time when someone gave them a gift, said something nice to them, helped them out in a difficult situation, or spent extra time with them. Have students share their responses.

NOTE: Responses might include "My grandma read me a story," "My dad let me keep the change after I went to the store for him," "I received a birthday card from my aunt who lives in New York City," "My neighbor helped me when no one was home at my house."

Describe the Appropriate Behavior

Provide students with the behavioral steps for the skill of "Showing Appreciation."

NOTE: Steps can be posted on a bulletin board or shown on an overhead, etc. Please adapt the steps to fit your expectations and the needs of your students.

SAY: "When people do nice things for us, we should take the time to show our appreciation. Here are the steps of the skill of 'Showing Appreciation.'"

1. **Look at the person.**
2. **Use a pleasant, sincere voice tone.**
3. **Say "Thank you for..." and specifically describe what the person did that you appreciate.**
4. **When appropriate, tell the person how his or her kind act helped you.**

SAY: "These are the steps we will use for the skill of 'Showing Appreciation' in this class and building."

Give a Reason

Ask the students to provide reasons for why they think it might be important to show appreciation using these steps. Here are some examples of reasons to use in case students have difficulty thinking of ones on their own:

- People will be more likely to continue to be helpful to you in the future.
- You make the person who did something for you feel good.
- It shows respect for the person who gave you the gift or helped you out.

Practice

Choose one or more of the following activities to complete your lesson by allowing the students to practice the skill.

1. Have students repeat the steps of the skill to their partner.
2. **Journaling ideas**
 - Ask students to write about a time when they did not show appreciation and made the person who helped them or gave them a gift feel bad.
 - Ask students to write about a time when they showed appreciation to someone and the result of that act.

- Ask students to write about a time when someone showed them appreciation for something they did or for a gift they gave.

3. **Role-play:** Using the following scenarios, have students create skits showing how to show appreciation in different situations. Give students time to prepare and practice, then have them present their skits to model the skill of “Showing Appreciation” for the class.

NOTE: Adapt the situations to meet the developmental needs of your students.

- Another student helps you with a classroom assignment.
- You receive a birthday present from your friend.
- The neighbor gets your baseball after it rolls into his or her yard.
- Your mom helps you complete your homework assignment.
- Another student picks up a book you dropped and returns it to you.
- A teacher accepts an assignment late.
- Your grandmother mails you a check for \$15.

NOTE: Use these scenarios to teach how to use the skill of “Showing Appreciation” differently in different situations, if necessary (e.g., one might hug grandma but just wave to the neighbor). You also can talk with students about using similar behavioral steps to write thank-you notes.

4. Include writing thank-you notes as a writing or grammar assignment in English class when you get to letter-writing.
5. **Literature connections:** Reading students a book that addresses a particular problem is a great way to start class discussions. The following books for younger children are related to showing appreciation.
 - *Thank God for Rocks*, by Ester Binder (ages 4-8)
 - *Biscuit Is Thankful*, by Alyssa Satin Capulcilli (ages 3-6)
 - *Thank You, Thanksgiving*, by David Milgrim (ages 3-6)

SAY: “Thank you for completing the practice activity. We will continue to discuss the skill of ‘Showing Appreciation’ for the rest of the week.”

NOTE: Each day of the week, review the steps of the skill, discuss why it is important to use the skill, and practice when possible.

Other Ideas for Practice

NOTE: As you develop other ideas for practicing the skill, write them here and share them with other staff members in your building.

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