



I am Thankful!

Session Length	30 minutes
Introduction	<p>In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may lead us to act inappropriately, and so they will learn how to build resilience against those feelings by practising thankfulness. Children will be given an opportunity to be thankful for people and experiences in their lives.</p> <p>NB. This session would work well in a large space, like a hall or playground. You can manage without the online presentation if you need to.</p>
Learning Objectives	<p>Children will learn that:</p> <ul style="list-style-type: none">• Some behaviour is wrong, unacceptable, unhealthy and risky.• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media
Success Criteria	<ul style="list-style-type: none">• Children will be able to notice inappropriate behaviour and acts of thankfulness in the mime scenarios.• Children will successfully complete the worksheet about people and experiences that they are personally thankful for.
Virtues to be developed	<ul style="list-style-type: none">• Gratitude• Wisdom• Intentional
Resource Materials	<ul style="list-style-type: none">• Teacher Notes (this document)• Online Presentation• Appendix 1 – Action Words• Appendix 2 – Miming Scenarios• Appendix 3 – Being Thankful

Introduction: Inappropriate behaviour

No slide

Explain that no one really likes being told what to do! But there are some types of behaviour that are **inappropriate**.

Hold up the four **Action Words** from Appendix 1: **OK, Unacceptable, Unhealthy, Risky**. (Do not show the words 'Resilience' or 'Thankfulness' yet). Display them in the 4 corners of the space you are working in, and explain what each one means:

- **OK** – appropriate behaviour
- **Unacceptable** – inappropriate behaviour
- **Unhealthy** – an action that might cause harm to your health
- **Risky** – an action that might cause you or others physical or emotional harm

Ask children to listen to the scenarios listed below (or create your own), and walk to the corner that they think best describes that behaviour.

- Calling someone names
- *Singing in front of people
- Eating food from the dustbin
- Jumping down the stairs
- Swinging on your chair
- *Going on a bike ride
- Eating lunch without washing your hands
- Throwing stones at cars as they go past

After each one, discuss with children why and how they made their choices, and then give an opportunity for people to swap corners if they wish before moving on to the next scenario. Reassure children some of the scenarios could be a mix of corners!

***NB.** These are 'OK' but could also be described as risky, either in terms of safety or emotional challenge. Discuss how you could make these safer (wear a helmet) and easier (practice).

Group Activity: Miming Scenarios – Part One

No Slide

Using the first page from **Appendix 2 – Miming Scenarios**, facilitate the following short, guided improvisations:

1. Select volunteers to play characters in each scenario
2. Read the scene line by line
3. Encourage the pupils to act out the scene using mime

At the end of each scenario, discuss how and why the characters acted the way that they did. The key point here re-emphasises the point made in the previous session that **feelings and pressure can lead us to act inappropriately**.

Teaching: Being Resilient

No Slide

Display the printout of the word **RESILIENCE** (Appendix 1) and ask the pupils if they know what this word means.

- Explain that resilience means **not letting a feeling influence the way you act**.
 - Being resilient is a very good character trait.
 - Building resilience is a bit like practising at something to get better.
 - Give some specific examples of things that children in your class have practiced and got better at (*e.g. maths, writing, music, sports etc*)
- Make the key point that one of the best ways to build resilience is to **be thankful for all of the good things in your life**.
- Display the printout of the word: **THANKFULNESS**

Group Activity: Miming Scenarios – Part 2

Slide 1

Return to complete page 2 of **Appendix 2 – Miming Scenarios**, following the same process as before. This time, when the main character feels like behaving in a certain way, they remember something different and become thankful for it; this helps them to make a different decision.

After each scenario is played out, discuss with the pupils what the character was **thankful** for which helped them to make a different decision.

Individual Activity: Being Thankful

Slide 1 (continued)

NB. If you have been working in the hall or larger space, now might be a good time to return to the classroom.

Using **Appendix 3 – Being Thankful**, ask children to write or draw a list of things that they are thankful for. Encourage children to think of big things and little things, e.g. 'Being alive!', 'The sun is shining!', 'I had my favourite food

	<p>for lunch!')</p> <p>This should be a personal, reflective exercise. Some children may need more help identifying the things in life that they are thankful for.</p>
Slide 2	<p>End the session by saying together the final prayer:</p> <p>Dear God,</p> <p>Help me know the difference between acceptable and unacceptable behaviour.</p> <p>Help me build resilience against feelings which make me want to act in inappropriate ways.</p> <p>Help me to practice being thankful.</p> <p>Thank you for sending Jesus to teach me how to live.</p> <p>Amen</p>