

Warm-up

In the plenary, first, explain how to say thank you in different languages, such as *merci* (French), *grazie* (Italian), and *danke* (German). Next, elicit several different ways to express thanks in English. For example:

- *Thanks a bunch!*
- *I really appreciate it.*
- *I am indebted to you.*
- *I am much obliged for your help.*

Finally, write the question on the board: *What small thing are you thankful for today?* Students think silently, then share in pairs. As a class, create a mind map on the board with their answers.

Teaching Tip

For Exercise 3

Before the class or during break, post 6 A3 sheets around the room. Each sheet includes: a True or False statement, such as: *You're born either grateful or not—there's no way to train it.* Then, divide students into pairs or trios. Each group starts at a different station on the wall. Students write whether the statement is true or false at each station and explain why. After two minutes, students rotate clockwise to the next station. Once every group has visited each station, come together as a class. Ask different pairs to share what they discovered at a few stations. Finally, correct or clarify any misconceptions.

Differentiation Strategy

For Exercise 4

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

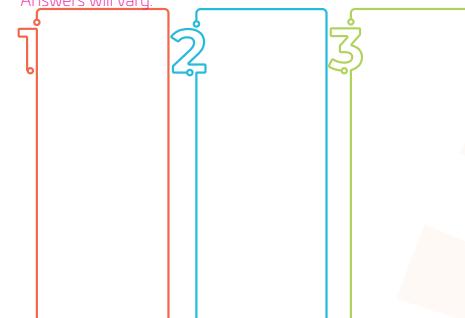
Exercise 1



Skills for Life

Have you said
"thank you" today?

01 Reflect on and write who you have thanked today and for what. Compare your answers with a classmate.
Answers will vary.



02 Read "Small Mercies." Write the number of the paragraph next to its summary.

1. strategies for how to increase your thankfulness 3
2. examples of when to be grateful in trying times 2
3. the benefits of showing gratitude and the burdens it releases 1

03 Read the text again. Write "T" if the statements are true and "F" if they are false.

1. Focusing on a feeling of gratitude can diminish your anxiety. T
2. You can only really feel appreciative toward the people you know. F
3. People mostly feel grateful for material things that they have. F
4. Humans are born with a sense of gratitude and don't need to develop it. F

Small Mercies

1. When going through a difficult moment, many struggle to recognize that there is far more to appreciate than to be pessimistic about. Focusing on our good fortune can help develop a positive mindset, even in **trying** times, which in turn helps reduce stress and anxiety.
2. Being grateful is an intentional act. It involves acknowledging and appreciating the positive outcomes that frequently stem from another's generosity. Perhaps a friend, or even a good **Samaritan**, listened to you, helping to solve a challenging problem. Alternatively, it may be that a loved one completed a difficult task for you, allowing you to rest and recover. Whatever help you received, being mindful of it and the resulting released **burden** is a reason for gratitude.
3. Developing a sense of appreciation requires cultivation, and there are several techniques to try. Firstly, a **gratitude jar** can be a visual reminder of all the reasons to be positive. Reading through a month's quick positive messages can be genuinely inspiring. Likewise, a **handwritten** note to a loved one mentioning their positive qualities can have a **three-fold** impact, reminding us of our good fortune, fostering strong bonds, and supporting one another in a possible difficult moment. Finally, quiet moments of reflection via a **gratitude walk** or meditation can help us see or visualize all we are grateful for and help restore positive energy.



04 Which gratitude strategies have you tried or would you like to try? Tell your classmate your reasons.

1. a gratitude jar
2. a handwritten thank-you note
3. going on a gratitude walk
4. meditating

Teaching Tip**For Exercise 6**

For lower-level learners, unscramble the first words of the sentences to reduce the cognitive load. Give mid-level learners the first word to start the sentence if necessary. For advanced learners, ask them to help lower and mid-level learners as needed. Finally, have volunteers share their sentences with the rest of the class.

Language Structures and Functions Tip**For Exercise 7**

Before writing, tell students to brainstorm ways to incorporate the target language into their letters. Encourage them to write a couple of sentences or questions they can use in their letter. Some sample sentences could be:

1. *Could I buy you a coffee to say thanks?*
2. *I would like to know if you can help me again. You were so helpful last time.*

Finally, if time allows and you deem it required, review the grammar point in detail.

Differentiation Strategy**For Exercise 8**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

Wrap-up

First, ask students to write a message about something they are thankful for from today's lesson and post them around the room. Then, tell them to walk around, read the messages, and put a happy face on them if they agree.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 5

05 **Read the sentences below. Write if they express permission "P," offer "O," or request "R."**

1. Do you suppose you might lend me a hand?
2. Do you think you could help me write this letter to my mom?
3. Can I give you a hand with your bags? They look heavy.
4. I told Fanny she couldn't go on a gratitude walk since it was too dark outside.
5. May I offer you a cup of tea? You look a bit stressed.
6. I wonder if you might show me how to meditate.

R 
R 
O 
P 
O 
R 



06 **Unscramble the sentences. Compare your answers with a classmate's and thank them for their help.**

1. suppose / do / you / you / answer / could / this / survey / on / for / gratitude / me?

Do you suppose you could answer this survey on
gratitude for me?

2. your / may / I / you / a / hand / lend / with / essay?

May I lend you a hand with your essay?

3. I / child / ride / a / bike / couldn't / as / a / but / taught / my dad / me/ how.

I couldn't ride a bike as a child, but my dad taught me
how

4. Sofia / go / to / the / movies / can't / until / she / her / essay / finishes / on / gratitude.

Sofia can't go to the movies until she finishes her essay
on gratitude

5. be / I / would / grateful / so / if / you / pass / might / me / your / notes.

I would be so grateful if you might pass me your notes.

07 **Write a gratitude letter to a loved one you are thankful for. Include reasons and describe their personal qualities.**
Answers will vary.



08 **In groups, decide who will choose which gratitude exercise below. Individually perform your task and then share how yours made you feel.**

- › Go for a gratitude walk.
- › Create a gratitude jar.
- › Meditate on gratitude.