

# LESSON PLAN

Key Stage 2



## Learning objective

To understand the importance of saying thank you

## Outcomes

I can name some people I am thankful for and describe how they help me

I can show people I am grateful to them

I understand how saying thank you makes everyone feel happier

### You'll need:

The Thank A Teacher Resource Pack for KS2.

A3 paper/sugar paper

Marker pens

### Optional:

IT facilities/access to tablets & an internet connection

## Key vocabulary

- Grateful
- Gratitude
- Thankful
- Appreciate
- Belonging
- Understanding
- Thank you
- Support
- Achievement
- Secure
- Safe
- Confidence
- Care
- Empathy
- Help

### Note for teachers

Model the use of the key vocabulary throughout the tasks. There is a dictionary resource (see Resource 3) in case some students struggle with the definitions.

Higher attaining students will come up with their own vocabulary for their thank you messages.

**Remind students to only use names when giving compliments or being positive about others.**

## Teaching & learning

### Activity 1

In groups, students unscramble the anagrams on Slide 2 and Resource 1. We have kept the first letter capitalised to make the task more accessible. Anagrams are hard!

Teachers can set a timer to see how many they can manage in the time.

Once they are unscrambled, discuss each word and talk about why they are important to us.

### Note for teachers

You might need to explain the definition of some of these words and how they relate to events in your own life (if you wish).

The words are taken from Maslow's Hierarchy of Needs. They are a starting point for the children to think about their needs and who meets those needs.

### Differentiation

You could assign words based on ability.

## Words to be unscrambled and discussed:

Food

Health

Confidence

Belonging

Water

Safety

Achievement

Aspiration

Warmth

Security

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## Teaching & learning

### Activity 2

Who can we say thank you to?

Divide students into groups and give them a large piece of paper and a marker pen. Give each group a word from Activity 1. These could be differentiated depending on attainment level.

Each group has to come up with a spider diagram for their word. They should jot down all the people within the school they can think of to thank based on their word.

Model the spider diagram first using one of the words.

For example, for the word 'food' we could thank:

- **Office staff** for organising deliveries and payments
- **Catering staff** for making sure food is ready on time and that you have enough to eat
- **Teaching assistants** and other support staff who supervise us as we eat
- **Teachers** who supervise us and make sure we arrive on time for lunch
- **Caretaker** for fixing broken furniture and making sure the surroundings are safe and pleasant while we eat
- **Headteacher** for choosing healthy and tasty menus for us
- **Cleaning staff** for making sure we eat in a clean and hygienic environment

**Extension:** If a group finishes their spider diagram very quickly, they can choose another word from Activity 1 and do a second spider diagram.

Discuss what the children have come up with and how sometimes it's easy to forget what people do for us.

### Activity 3

Why is it important to say thank you?

In Resource 2, you'll find a number of scenario cards. The activity is designed to help students consider empathy and how showing gratitude affects both their own, and others' feelings.

Students should be given a scenario card to discuss. Or, you could choose to use this as a drama task and students can act out their scenario.

Discuss each scenario and how it makes us feel when someone says thank you, and when they don't. Discuss how it might make others feel when we don't say thank you to them.

- Their feelings might be hurt
- They might think you have no manners
- They might not enjoy their job anymore
- They might feel nobody cares about any of the things they do
- They might decide not to help people again

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## Teaching & learning

### Activity 4

#### Writing

For the writing task, students choose one person in school they'd like to thank. Write a thank you message for that person.

#### Success criteria:

1. Thank a member of staff at your school.
2. Include at least two of the words from the key vocabulary list (see slides).
3. Use correct spelling and punctuation.

You can give them some sentence starters to help them (see slides).

Higher attaining children might benefit from less scaffolding of sentence starters. They could also be encouraged to include their current writing/GPS targets.

### Activity 5

#### Peer review

Students swap their work and mark each other's based on the success criteria. They should also give their partner a target for improvement. You might need to model this with a few examples for lower attaining students.

### Activity 6

#### Consolidation

Students write up their thank you message, correcting it based on their peer feedback. They can hand write it onto the printable card template (See Resource Pack).

Or, if you have access to IT facilities, they could enter it onto the online form on the Thank A Teacher website:

[www.thankateacher.co.uk](http://www.thankateacher.co.uk)

Students can then be tasked with finding the member of staff they have written to - perhaps at lunchtime - and handing them their thank you message.

Or, if you have completed the online form, the member of staff will receive their message via email once it has been through our moderation process.

#### Follow up...

If possible, why not invite thanked members of staff along to later lessons to talk to the children about how being thanked made them feel?

Send a free thank you e-card at [www.thankateacher.co.uk](http://www.thankateacher.co.uk)

