

LESSON PLAN / FORM TIME ACTIVITIES

Key Stages 3 & 4



Form time activities

These activities can be used in form time in the days leading up to Thank A Teacher Day on 26th May, or they can be put together for a full PSHE lesson.

Objectives

- To consider the people I am thankful for.
- To discuss the importance of showing gratitude.
- To consider how saying thank you can have a positive impact on our mental health.

You'll need:

The Thank A Teacher Resource Pack for KS3 & 4.

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 / Day 1

In groups, students unscramble the anagrams in 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 students 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 / Day 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 and help us as we eat
- **Teachers** on lunch duty who also supervise and help us
- **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 students have come up with and how sometimes it's easy to forget what people do for us.

Activity 3 / Day 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 and have a positive impact on theirs and others' mental health.

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're rude
- 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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Activity 4 / Day 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 English writing targets.

Activity 5 / Day 4 Continued

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 / Day 4 Continued

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

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.

Don't forget, National Thank A Teacher Day is on Thursday 26th May 2022.

These resources can be split up to be used in form time in the days leading up to Thank A Teacher Day, or they can be used altogether as a full PSHE lesson.

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