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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Attitude of Gratitude | | **Duration (days):** 10 days (2 weeks) | | | **Written For:**  **☐Period Schedule** ☐Trimester  ☐Block Schedule  **☐Semester**  **45 minute class periods** |
| **Subject/Course:** Jobs for America’s Graduates | **Teacher(s):** Tatum Gilman | | **State:** Iowa | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☐9/10 ☐Out of School  ☐11/12 **☐Any** |
| **Other Subject Areas to be Included:** Social Emotional Learning | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will identify the importance of expressing gratitude. Through class discussion, activities, and projects, they will discover the positive impact gratitude can have on their physical and mental health. The purpose of this project is to have students create habits of expressing gratitude in their daily lives. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can we rewire our brains to be happier through expressing gratitude? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | What are you stressed about?  Have students make a list of things that they are currently stressed about. Discuss those things in class.  Play video about the impact of stress on health. Discuss video. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Gratitude Wall | | | **Presentation Audience**  ☐Class  **☐School**  ☐Community  ☐Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** Gratitude Journal, Gratitude Letter | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  F. 32, F. 37  **What competencies will be in progress during this project?** (Level 2):  E. 26, D. 21, D. 24  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  C. 18, D. 22, D. 23, F. 36 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐Checklists | ☐Notes | ☐Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| **☐Journal/Learning Log** | ☐Practice Presentations | ☐Rough Drafts |
| ☐Other (see PBL Library for ideas): | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | **☐Essay** | ☐Oral Presentation w/Rubric | ☐Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☐Self-Evaluation |
| ☐Other (see PBL Library for ideas): Video | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| **☐Whole-Class Discussion** | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☐Leadership  ☐Community Service  ☐Career Prep  ☐Civic Awareness  **☐Social Awareness**  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Officers will help facilitate the creation of the Gratitude Wall in a public place in the high school. | |
| **How will you incorporate committees, or the rest of your class?**  Students will each create an item to add to the Gratitude Wall, as well as explain its purpose to their friends and peers. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  You could invite in a social worker/ counselor/ psychologist to discuss how stress and gratitude can impact your overall health. | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology &Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☐Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | **☐Human Services**  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  **☐Meet and Greet**  **☐Classroom Presentation**  **☐Project Observation**  **☐Skype/Webinar**  ☐Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☐Service Learning  ☐Company Tour  ☐Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Invite guest speaker  Get supplies for Gratitude Wall  **Launching the Project:**  (How will you SPARK their attention?)  Stress Discussion  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   1. Stress Discussion 2. Gratitude Discussion 3. How stress and gratitude can impact your health 4. Gratitude Journal 5. Gratitude Letter 6. Gratitude Wall | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Because of the personal nature of gratitude journals and letters, students can share and ask for feedback if they feel comfortable. Students will provide feedback via class discussion. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☐School Staff  **☐Business Professionals/Employers**  ☐Community Leaders/Organizations  ☐Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  A mental health professional will be discussing the impacts of stress vs. gratitude on the brain. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** Attitude of Gratitude | | |
| **Driving Question:** How can we rewire our brains to be happier through expressing gratitude? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| **☐Formative**  ☐Final Product | Stress Discussion | Students will gain an understanding of the negative impact of stress on your health. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Gratitude Discussion | Students will gain an understanding of the positive impact of gratitude on your health. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Mental Health Guest Speaker | Students will gain an understanding of the mental health career field as well as the impacts of stress and gratitude on your health. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Gratitude Journal | Students will develop the habit of practicing weekly gratitude by keeping a journal. |
| ☐Team  **☐Individual** |
| ☐Formative  **☐Final Product** | Gratitude Letter | Students will gain an understanding of how powerful expressing gratitude to someone can be. They will also practice written communication skills. |
| ☐Team  **☐Individual** |
| ☐Formative  **☐Final Product** | Gratitude Wall | Students will share their knowledge of gratitude with their peers and school staff through a public product. |
| **☐Team**  ☐Individual |
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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K O N E** | | | | |
| **Stress Talk**  Students will make a list of things that they are stressed about. If students feel comfortable, have them share in class. Use the provided PDF to guide a discussion about stress.  (PDF 1 attached)  Students will watch a video about the impacts of stress on your brain.  Stress Video (<https://www.youtube.com/watch?v=WuyPuH9ojCE>) | **Gratitude Talk**  Hand-write notes to students listing things you are grateful for about each of them. Is it their sense of humor? Their work ethic? Their kindness? Their resiliency? Distribute them to students as the walk into class.  What is Gratitude discussion.  (PDF 2 attached)  Students will watch a video about the impact of gratitude on your health.  Gratitude Video (<https://www.youtube.com/watch?v=JMd1CcGZYwU&t=2s>) | **Mental Health Guest Speaker**  A guest speaker in the field of mental health will come in and discuss the impact of stress vs. gratitude on your health. They will also discuss career opportunities in their field.  (PDF 3 Attached) | **Academic Remediation Day**  (PDF 4 attached) | **Gratitude Journal**  Discuss the Gratitude Journal How-To  (PDF 5 Attached)  Students will create a gratitude journal. Distribute the attached worksheet to get them thinking about things that they are grateful for.  (PDF 6 Attached)  Going forward, they will get 10-15 minutes once a week to add to the gratitude journal. Continue this throughout the school year. Encourage your students to personalize their journals.  (PDF 7 Attached) |
| **P R O J E C T W E E K T W O** | | | | |
| **Gratitude Letter**  Students will watch An Experiment of Gratitude  (<https://www.youtube.com/watch?v=oHv6vTKD6lg>)  Discussion: Who are you grateful for? Why?  Introduce Gratitude Letter Assignment  (PDF 8 Attached) | **Gratitude Letter Work Day**  Students will have time to work on their gratitude letters. | **Gratitude Letter Work Day**  Students will complete gratitude letters and address envelopes to send them out. | **Academic Remediation**  (PDF 4 attached) | **Gratitude Journal and Gratitude Wall**  Students will have 10-15 minutes to create a Gratitude Journal entry.  Students will create Gratitude Wall  (PDF 9 Attached) |

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| **A D D I T I O N A L I N F O R M A T I O N** |
| It is important to remain consistent and allow students time to complete their gratitude journals once a week. It does not have to be on the same day every week. |