# **Disposition:** **Being thankful**

## **Lesson:** One

### Question/LO: When, why and how do people say thank you? What different ways are there?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Question to discuss: Most people like to be independent and do things for themselves. Is there anything we can actually do ourselves, that is not reliant on other people or sources for us to be able to achieve it? Ask pupils in groups to try and think of anything that they would like to do, that is not dependent upon an external agency. Can people really be self-sufficient?Show pupils PowerPoint slides. You may wish to add to these, depending on your class’ heritage.**In Japan, meals traditionally begin with a single word: itadakimasu. It can be translated to “I humbly receive this meal.”** Teacher information: Its intention is far broader. By uttering the term, the diner is thanking everyone who helped bring food ‘from farm to fork’ from the person who prepared it to the hunters, farmers, and fishermen. Itadakimasu is taught in schools as well as at home, and just about all Japanese people say it before a meal. A recent survey suggested that only about 7 per cent of all Japanese don’t do anything (say itadakimasu and/or put their hands together) before a meal. **In Ghana, people may say “Earth, when I am about to die, I lean on you. Earth, while I am alive, I depend on you.”** **Some Christian children say, or sing before a meal, “Thank you, God, for the world so sweet, thank you for the food we eat. Thank you for the birds that sing; thank you, God, for everything.”****And the Sioux repeat the following (slightly edited for length): “I think about the common things like this pot. The bubbling water comes from the sky. The fire comes from the sun. The meat stands for our animal brothers who gave themselves so we should live. These things are sacred. Looking at that pot of good soup, I am thinking how, in this simple manner, the Great Spirit takes care of me.”****Latin Americans might offer up this prayer: “To those who have hunger, give bread. And to those who have bread, give the hunger for justice.”**Look at each one of these in turn, asking pupils to consider what they mean, and how each one expresses thankfulness in some way. Ask pupils to select two of these expressions, and to write about their similarities and differences. Ask pupils to think about the people/processes on whom they rely for what they have each day. This can range from a parent who gives them breakfast, to the chain of people who bring the food ‘from farm to fork’; from a friend who is always helpful to them, to the joy of friendship; from a good teacher to the provision of education. Ask pupils to share different ways in which they show thankfulness. For some it may be words; for others a gift; for others a small task undertaken; for others, doing their best to make their family proud. This discussion will be particularly rich if there are pupils from different cultures in the class. If there are some unlisted ways of expressing thankfulness in your class, please ask pupils to send the information to Simone Whitehouse simone.whitehouse-james@servicesforeducation.co.uk. These examples can then be added to future updatings of the lesson plan.See if it is possible to assign the ways spoken about by the pupils to three groups:Some are verbalSome are physical or involve an objectSome are about creating connections and relationships with others. Do any of the actions belong in more than one category?These categories will be useful in the subsequent lessons. | KS2\_Y5\_Unit\_11\_Su\_Wk\_01\_of\_03\_R123\_Presentation\_v2 |