

Developing an “Attitude of Gratitude”:

4-H School Enrichment for Youth in 4th and 5th Grades

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Keywords: Behavior, early adolescence, Gratitude, Positive affect

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ABSTRACT

Youth today are exposed to a great number of stressors. Standardized testing, peer pressure, and even product marketing stress youth and have negative effects on their mental health. Many studies have supported a positive correlation between gratitude and positive outcomes in adults, but there are few studies that focus on youth. The project reported here had three objectives for youth in grades 4 and 5: improve written communication skills by creating handmade notes, improve positive social interaction, and increase gratitude scores. Five classrooms were randomly assigned to either the treatment or control conditions. A gratitude assessment was administered to students in the participating 4th and 5th grade

classrooms (n=123) prior to the interventions, again immediately following the interventions and finally three-weeks post-interventions. All participating classrooms were provided with blank note cards, envelopes, inkpads and stamps. Both groups received instruction on the mechanics of writing a note and addressing an envelope for five consecutive school days. The treatment group was instructed to focus on gratitude while the control group wrote about daily activities. Written communication skills were assessed on the first day of instruction and again on the final day of instruction. The project results reflected modest gains in both writing skills, gratitude, and improved behavior for most classes, but none proved statistically significant with a two-tailed, independent t-test and the effect size was small. Qualitative data was encouraging as teachers were interested in implementing the project for the following school year with a few modifications.

Keywords: Behavior, Early adolescence, Gratitude, Gratitude Questionnaire-Six, Positive affect, Soft skills

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Chapter 1

Introduction

Background and Setting

4-H is the youth development program of Cooperative Extension through the nation's land-grant universities. The United States has 110 land-grant universities and collectively they reach more than six million youth through a variety of program delivery models including 4-H camps, clubs, afterschool programs and in-school enrichment (National 4-H Council, 2015). Although traditionally associated with agriculture, 4-H now includes a wide variety of hands-on, research driven program areas including STEM (science, technology, engineering, and math), leadership, citizenship, communication/expressive arts, and health; over 300 project areas (Virginia 4-H State Office, 2015)! Each of the program areas relate to one or more of the 4-H's (Head, Heart, Hands, and Health) and teach life skills.

The 4-H positive youth development model of targeting life skills has an impressive success rate. Tufts University began a longitudinal study on positive youth development in 2002. It included more than 7,000 diverse youth from 44 states. The study found that 4-H youth were 2.1 times more likely to contribute to their communities, 1.8 as likely to be civically active, and 1.6 times more likely to make healthier choices, among other findings (Lerner & Lerner, 2011).

Statement of the Problem

The health and well-being of youth is critical to society. Life satisfaction influences youth behavior both positively and negatively. Unsatisfied youth are more likely to participate in high-risk behaviors such as substance abuse, unprotected sex, aggression, and poor eating and exercise habits (Huebner & Gilman, 2006). Additionally, if youth do not like school, they are more apt to fall behind academically and not participate in any extracurricular activities. The sense of community within a school environment is conducive to academic growth and low risk behaviors (Resnick, et al., 1997).

Gratitude is an emotional response experienced when an individual receives an unexpected personal gain that was not earned (Froh, Bono, & Emmons, 2010). Further, youth who express a sense of gratitude report greater life satisfaction, social interaction, and academic performance. The same youth report less depression, materialism and envy (Froh, Bono, & Emmons, 2010).

Purpose of the Project

The purpose of this project was to develop a 4-H enrichment program and to further the understanding of gratitude development in youth. Although several studies have documented the positive effects of promoting gratitude in adults, the study of gratitude in youth is a new domain with only a few researchers conducting studies to date (Froh, et al., 2014). The studies have been limited in scope to isolated populations and relatively small numbers of participants; more research is needed to better understand gratitude in youth (Bono, Froh, & Forrett, 2014).

Project Objectives

The objectives for this project were to (1) improve positive social interaction among youth in grades 4 and 5, to (2) improve communication skills by creating handmade thank you notes, and to (3) increase gratitude scores.

Definition of Terms

Behavior – the manner in which one conducts oneself and interacts with others (Dictionary.com, 2015).

Early adolescence – ages 10-14 years (Froh, Bono, & Emmons, 2010).

Gratitude - emotional response when someone receives an unexpected personal gift/benefit that was not earned through the good intentions of another person (Froh, Bono, & Emmons, 2010).

GQ-6 – The Gratitude Questionnaire-Six Item Form (McCullough, Emmons, & Tsang, 2002).

PA – Positive affect- refers to the extent to which an individual subjectively experiences positive moods such as joy, interest, and alertness (Miller, 2011).

Soft skills – desirable qualities for certain forms of employment that do not depend on acquired knowledge; they include: common sense, the ability to deal with people and a positive flexible attitude (Dictionary.com, 2015).

Standards Tests- the series of grade level standardized test administered in the state.

T1- pre-treatment (time)

T2- post-treatment (time)

T3- 3 weeks post treatment (time)

Limitations of the Project

This project was limited to the local population of 169, 4th and 5th grade students attending a rural elementary school in the southeast United States. The teachers' willingness to allocate time to devote to the project due to review for standardized testing was a limiting factor. A small budget was required to provide the students with note cards/envelopes, ink pads and stamps to complete the activities.

Significance of the Problem

Today's youth are exposed to a number of stressors. Starting in 3rd grade, they begin standardized testing. These high stakes tests together with other stressors like bullying often place undue anxiety on youth in school. There is such an emphasis on testing that other life skills are now neglected like developing emotional intelligence and other soft skills. These skills are desperately needed for successful employment as an adult.

If youth are not developing the life skills necessary for successful employment as adults, then 4-H youth development enrichment programs could help address the need. In the Targeting Life Skills model shown in Figure 1, the skills are divided into four areas labeled Head (subdivided into Thinking and Managing), Heart (subdivided into Relating and Caring), Hands (subdivided into Giving and Working), and Health (subdivided into Living and Being). This project focused heavily on the Heart category. The specific life skills addressed with are communication, social skills, and nurturing relationships. Under Health, the specific life skills potentially addressed are Stress Management and Managing Feelings.



Fig. 1. Targeting Life Skills model. Source: Hendricks 1996.

(Hendricks, 1996)

Chapter 2

Review of the Literature

“Gratitude is not only the greatest of virtues, but the parent of all the others.” Marcus Tullius Cicero, Roman author, orator and statesman (The Quotation Page, 2015). Civilization requires certain social graces. The very acts of offering and/or accepting assistance are necessary for survival. The root word civil means “to bring out of a savage, uneducated, or rude state; make civil; elevate in social and private life; enlighten; refine” (Dictionary.com, 2015). These simple acts of expressing gratitude develop a “reciprocal altruism” that promotes supportive exchanges between people and develops trust, to the betterment of the society (Froh & Bono, 2011).

Benefits of Gratitude

Many studies support a positive correlation between gratitude and positive outcomes such as improved behavior, mental health, and psychological well-being in adults. “There has been a recent surge of gratitude research with adults; however, research has just begun to explore gratitude in youth” (Froh, et al., 2011). Researchers are now discovering a positive correlation between expressing gratitude and positive outcomes in elementary-aged children. The simple exercise of “counting blessings” produced greater self-reported life satisfaction and a decreased negative affect (Froh, Sefick, & Emmons, 2008). The exact age that children become able to express sincere, genuine gratitude is still unclear, but most researchers agree that by age 10 youth are capable of expressing genuine gratitude and not merely following a

social script (Froh, et al., 2011). This may be because gratitude is a complex emotion and may not develop until early adolescence (ages 10- 14) (Froh, Bono, & Emmons, 2010).

Previous Research on Gratitude in Youth

To date there are only a few of gratitude intervention studies that have been conducted with youth populations (Froh, et al., 2014). In a study by Froh, Sefick and Emmons in 2008, 221 early adolescent study participants were randomly divided into three groups: gratitude, hassles, or control condition group. The gratitude group was instructed to list (write) up to five things that they were thankful for, large or small. The hassles group was instructed to list up to five things that annoyed or bothered them. The third group, the control condition group, was not instructed to do anything except complete the measures. The results indicated a positive association with life satisfaction, self-reported gratitude, optimism, and a surprising satisfaction with the school experience for the gratitude group. There was also a significant decreased negative affect among the participants in the gratitude condition and the control condition groups compared to the participants in the hassles condition group (Froh, Sefick, & Emmons, 2008).

Another study (Froh, Kashdan, Ozimkowski, & Miller, 2009) with 89 youth ages 8 to 19 years old postulated that youth who measured low in positive affect (PA) were more responsive to the gratitude intervention (write a thank-you letter to someone and deliver it in person) than youth that measured high in positive affect. The youth were matched by grade and randomly assigned to the control group or the intervention group. Extra measures were taken to counterbalance and to allow for order effects. The findings of this study demonstrate some

gains in positive affect but only when PA is considered a moderator (Froh, Kashdan, Ozimkowski, & Miller, 2009).

A study by Owens and Patterson (2013) of 62 school youth ages 5 to 11 years that sought to compare the outcomes of best possible selves' intervention, gratitude intervention, and a control condition. During this study, the gratitude condition group was instructed to draw something for which s/he was grateful. The best possible selves' condition group was instructed to draw a future version of themselves as "happy and engaged." The control condition group was instructed to draw something that they had done that day. In this study, it is interesting to note that the results for the gratitude condition and the control condition groups were essentially the same while the best possible selves' condition group demonstrated greater gains in self-esteem than the other groups (Owens & Patterson, 2013).

The most recent gratitude intervention focused on 122 elementary school youth ages 8 to 11 (Froh, et al., 2014). The participants were randomly assigned to an appraisal of benefit exchanges or a control condition group. See Appendix A for more information about the curriculums. During the first part of the study, the benefit-appraisal curriculum was delivered to the intervention group and the attention-control curriculum was delivered to the control condition group once daily for one week. The participants were randomly assigned to one of the groups in this quasi-experimental study. The groups were maintained in a comparable manner with the exception of the control condition curriculum. Here the students "focused on mundane social activities that were emotionally neutral such" as daily activities (Froh, et al., 2014). The intervention group participated in writing assignments, discussions, and role-playing activities about benefit appraisals. The results of the first study indicated increased grateful

mood and benefit appraisals among the treatment group compared to the control group. The positive benefits were measured immediately following the curriculum, at 3 weeks post and at 5 months post curriculum (Froh et al. 2014). The intervention group also provided the first evidence of a behavioral change (in adults or youth) by writing 80% more thank-you notes to the PTA than the control group (Froh, et al., 2014).

The second half of the study was identical to the first with the exception of the terms of delivery to determine if the gratitude interventions are more effective when the participants are allowed the time to personally engage with the material (Lyubomirsky, Dickerhoof, Boehm, & Sheldon, 2011). During this study, the curriculum was delivered one day per week over a period of 5 weeks. The participants in this study were comprised of 82 elementary students ages 8 to 11. The results indicated medium-sized effect between the groups among the dependent variables (Froh, et al., 2014).

Topic of Importance

At-risk youth often demonstrate poor eating and activity levels, aggression, risk-taking behavior, poor academic performance, depression, and substance abuse. These studies indicate the potential for a new 4-H enrichment curriculum to teach life-skills such as communication and social skills while improving positive affect, emotional development, academic achievement and reciprocal altruism in our communities (Froh, Bono, & Emmons, 2010). The results of these interventions fit well with the 4-H motto: “To make the best better” and the 4-H pledge.

*I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service and*

my health to better living, for my club, my community, my country, and my world.”

Room for Improvement

There are gaps in the understanding of how children develop the feelings of gratitude and more studies need to be conducted to explore the topic in more detail. The current studies point out the need to consider other variables in the lens of gratitude interventions such as gender, ethnic groups, disadvantaged populations, special needs populations, and the pitfalls of requiring disingenuous expressions of gratitude (Layous & Lyubomirsky, 2014; Froh, et al., 2014).

Theoretical Framework

The theoretical framework guiding this project is shown in Figure 2. It was developed on the notion that specific thought processes produce the complex human emotion of gratitude. Researchers have determined that when a person acknowledges receiving a benefit from an intentional act of kindness, s/he will experience gratitude. Further, the Benefit Appraisal analysis occurs in three dimensions:

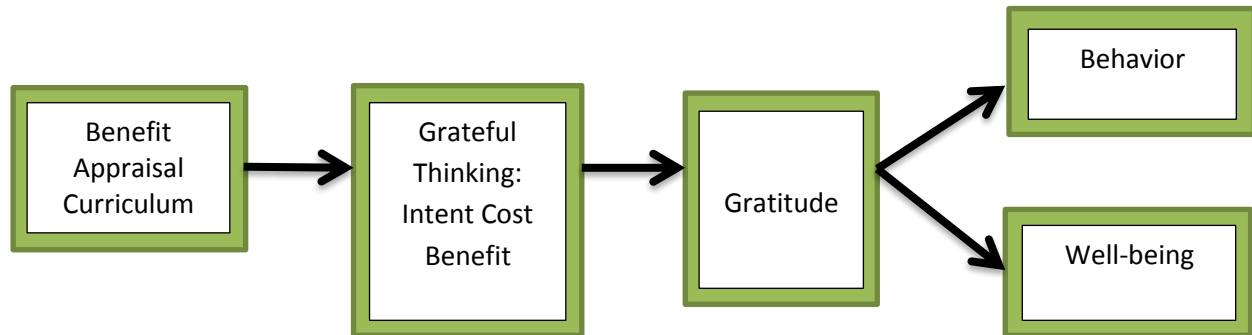
- a. They perceive as the benefit as valuable.
- b. The benefit was provided with intention and without expecting anything in return.
- c. The benefit was costly to the benefactor.

(Tesser, Gatewood, & Driver; 1968; Wood et al. 2008)

Wood, et al. (2008) suggested that how often and strong an individual experiences gratitude could be influenced by cognition. Cognitive therapy is an accepted vehicle to produce desired changes in behavior and well-being (Beck, 1976). Thus, Froh, et al. (2014) hypothesized

that by teaching grateful thinking to increase gratitude in turn produced a positive affect through behavior and well-being.

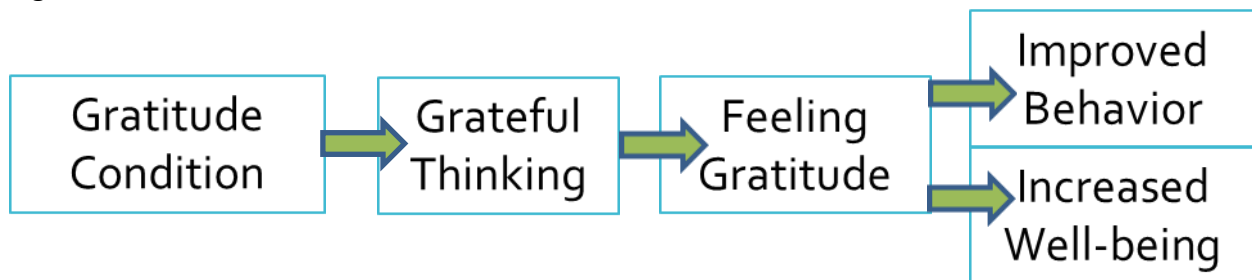
Figure 2. Theoretical framework for gratitude and effects. (Froh et al. 2014.)



Psychologists posit that during the middle childhood period of development, youth form relationships that are important to social development. There are several developmental milestones that occur during the middle childhood years of six to eight years of age. They begin to demonstrate more independence from family and friends become more important to the youth than before. During the middle childhood years of nine to eleven years of age, these friendships become stronger and more complex. Youth experience peer pressure in a variety of ways (Centers for Disease Control and Prevention, 2016). The brain is refined during these years by synaptic pruning and this allows for potential advancements in cognitive, emotional, social, and physical development (Mah & Ford-Jones, 2012). This age could be a prime opportunity to reap the greatest benefits as the youth develop their sense of identity. This period of “neural plasticity is greatest during the early stages of development and continues through puberty” (Froh, Kashdan, Ozimkowski, & Miller, 2009). Further, teaching an attitude of gratitude could help mediate the negative effects of mass media, materialistic values, and at-risk behaviors.

Working from the previous theoretical framework shown in Figure 2, a similar framework, Figure 3, was designed to be specific to this gratitude project for 4th and 5th grade students.

Figure 3



Chapter 3

Methodology

Project Overview

Everyone has an interest in developing a happy and well-rounded society. Having a population of well-educated and emotionally secure people allows for the success of all communities. It is all part of mental health and well-being. This study postulated that teaching youth methods to appreciate good deeds large or small, contributes to a positive affect and a decrease in negative behaviors.

In this quasi-experimental design, each classroom was randomly assigned to either the treatment or control condition. Both groups were instructed to create hand-made notes written to a friend or family member. Both groups received instruction on the mechanics of writing the note and addressing the envelope. The treatment group was instructed to write about something that s/he is grateful or thankful for while the control group was instructed to write about their daily activities and other emotionally neutral topics. The project was conducted 45 to 50 minutes a day for five consecutive school days. Assessment tools were used to measure communication skills, positive affect, and gratitude pre-treatment, immediately post-treatment, and 3 weeks post-treatment.

Participants

The participants were in the 4th and 5th grade classes from a rural elementary school located in the southeastern United States. One of the participating instructors was the language arts teachers for the entire 5th grade. Another instructor was the language arts teacher for two of the four 4th grade classrooms. The other 4th grade language arts teacher for

two 4th grade classes initially agreed to participate, but due to an untimely illness, they withdrew from the project. The total number of participating students was 123 (n=123).

According to the 2013 report from the United States Census Bureau for the study location, the population was 98.8% white alone (the state is 70.8%); Black or African American alone was 0.4% (the state is 19.7%); American Indian and Alaska Native alone was 0.2% (the state is 0.5%); Asia alone was .01% (the state is 6.0%); Native Hawaiian or Other Pacific Islander alone was 0.0% (the state is 0.1%); Two or More Races was 0.5% (in the state is 2.7%); Hispanic or Latino was 0.7% (in the state is 8.6%) (United States Census Bureau, 2013). Due to the lack of racial diversity within the study population, race was not considered an important variable in the study.

The median household income in the study county from 2009-2013 was \$33,318; in the state it was \$63,907. The percent of persons living below the poverty level from 2009 to 2013 was 20.9% compared to 11.3% for the state (United States Census Bureau, 2013).

The 2010 study by Froh, Bono, and Emmons worked with a city public school system in Long Island, New York. This population was also predominately Caucasian (70.8%), but these participants were from an affluent district where the median household income was \$94,339; state median household income was \$43,393. Due to the significant difference (> \$60,000) in the household income of the participants, it was interesting to note if a similar study conducted with an economically challenged population yielded similar results. There is a clear need for research in this area to answer such questions.

Description of Treatments

Each classroom received a daily intervention of 45 to 50 minutes for five consecutive school days. The control focused attention and writing on everyday topics that are emotionally neutral. See Appendix B for treatment and control lesson plans.

The treatment group was instructed to think about something for which they are grateful or thankful for then wrote a thank-you note to the person(s) responsible. The focus was placed on the feeling of gratitude with a secondary emphasis placed on the mechanics of writing a note and addressing an envelope. The daily goal was for each student to create one note per day with an addressed envelope for each of the five treatment days.

Instrumentation and Data Collection

For this project, three instruments were used to collect data on the three objectives:

1. Improve written communication skills by creating handmade notes.
2. Improve positive social interaction among youth in grades 4 and 5.
3. Increase gratitude scores.

Prior to the start of the project, I had an initial meeting with the participating teachers. During this time, we discussed the daily school schedule and classroom procedures. The language arts teachers were selected to lead the lessons rather than the homeroom teachers. The 5th grade had one language arts teacher with three classes. The 4th grade was divided up with two teachers each teaching two classes. The project was described as a writing warm-up activity to reinforce language arts lessons of written communication, spelling, vocabulary, grammar, sentence structure, and punctuation. Teacher interviews were used to determine any change in student affect. Teachers were interviewed before and after the treatments using the guides in Figure 4.

Figure 4

Teacher Interview Questions

On a scale of 1 to 5, please rate the following as:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

1. How often do you observe positive student interactions during a school day?
2. How often do students give compliments to other students?
3. How often do students have a positive attitude?
4. How often do students use manners i.e. say “please” and “thank-you” without being prompted?
5. How often do students share with other students?
6. How would you describe the overall behavior of the class?
7. Are you doing any other thankful or grateful activities with the class?

On a scale of 1 to 5, please rate the following as:

Do not agree	Somewhat disagree	Agree	Somewhat agree	Very much agree
1	2	3	4	5

1. Students are proficient at writing short paragraphs.
2. Students understand how to correctly address an envelope.
3. Students can write a main idea sentence and give supporting details.
4. Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
5. How would you describe the overall writing ability of the class?

To determine the writing ability of the students prior to the treatment each student was asked to write a short note to a friend or family member. The control condition group was instructed to write about their day. The treatment condition group was instructed to write about something or to someone for which they grateful/thankful. Both groups were supplied with blank note cards with envelopes, inkpads and rubber stamps. The participating teachers were instructed to score the activity with the communication skills rubric shown in Figure 5 however, upon collection of the rubric, I discovered that both participating teachers had treated the rubric as a Likert scale. Instead of scoring each of the seven measures, there was

only one score for the rubric. Due to the brief and subjective nature of the scoring on the writing rubric, accuracy may have been compromised. Although this instrument was not scored as intended, it was used in a consistent manner and this I was able to glean an idea of the participants' writing ability. This assessment was repeated at the conclusion of the project. The scores were evaluated to measure the change in the communication skills score.

Figure 5

Communication Skills Rubric

CATEGORY	4	3	2	1
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the note seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing - Grammar	There are no grammatical mistakes in the note.	There are no grammatical mistakes in the note after feedback from an adult.	There are 1-2 grammatical mistakes in the note even after feedback from an adult.	There are several grammatical mistakes in the note even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the author reads and corrects the note.	No more than 1 spelling error remains after one person other than the author reads and corrects the note.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the note.	Several spelling errors in the note.
Writing - Vocabulary	The author correctly uses all words in note.	The author correctly uses most words in the note.	The author tries to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the note.	Capitalization and punctuation are correct throughout the note after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the note even after feedback from an adult.	There are several capitalization or punctuation errors in the note even after feedback from an adult.
Attractiveness & Organization	The note has exceptionally attractive formatting and well-organized information.	The note has attractive formatting and well-organized information.	The note has well-organized information.	The note's formatting and organization of material are confusing to the reader.
Addressing of envelop	The envelope has been properly addressed complete with return address.	The envelope has been for the most part properly addressed, but a few items may be missing or out of place.	The envelope is not addressed properly or items are missing.	The envelope is not addressed at all.

The final assessment to determine the gratitude score of each participant was The Gratitude Questionnaire-Six Form (GQ-6). See Figure 6. This assessment was given one week prior to the first activity and again immediately following the conclusion of the project to measure any change during the course of the project. The final GQ-6 was administered approximately 3-weeks following the writing project.

Figure 6

The Gratitude Questionnaire-Six Item Form (GQ-6) (figure 5)

by Michael E. McCullough, Ph.D., Robert A. Emmons, Ph.D., Jo-Ann Tsang, Ph.D.

Using the scale below as a guide, write a number beside each statement to indicate how much you agree with it.

1 = strongly disagree

2 = disagree

3 = slightly disagree

4 = neutral

5 = slightly agree

6 = agree

7 = strongly agree

- _____ 1. I have so much in life to be thankful for.
- _____ 2. If I had to list everything that I felt grateful for, it would be a very long list.
- _____ 3. When I look at the world, I don't see much to be grateful for. *
- _____ 4. I am grateful to a wide variety of people.
- _____ 5. More often I find myself better able to appreciate the people, events, and situations that I have experienced.
- _____ 6. Long amounts of time can go by before I feel grateful to something or someone. *

* Items 3 and 6 are reverse-scored.

** Item 5 had been modified to be more appropriate for a youth subject.

Data Analysis

The data was analyzed to determine the mean, standard deviation, and variance for each condition group for the instruments at T1- pre-treatment, T2- post-treatment, and T3- 3 weeks post treatment. A two-tail independent t-test was utilized to determine if the treatments yielded any statistically significant results. Cohen's d was calculated to determine effect size.

Concurrent Character Development Program

In recent years, the participating school implemented a character development program based on the concept of filling an imaginary bucket that represents a person's emotional/mental well-being. The goal is to fill one's bucket with positive thoughts and feelings. Bucket dipping is a negative behavior such as being rude or disrespectful. The students are encouraged to "Be a bucket filler, no dipping!"

While the concept of having a store of positive feelings can be traced back to biblical times. There have been recent modern contributions to this concept by Dr. Donald O. Clifton, John E. Valusek, Ph.D., and Merrill Lundgren. Dr.Clifton is credited for his research and writings on the concept of filling an emotional bucket beginning in the 1960's. Later, in the 1970's, John E. Valusek, PhD and Merrill Lundgred helped to spread the concept through writing and teaching. Most recently, Carol McCloud wrote her first book, *Have You Filled a Bucket Today? A*

Guide to Daily Happiness for Kids after learning of the concept at an early childhood conference. (Frequently Asked Questions, n.d.). The school utilizes McCloud’s book as the foundation for the “Bucket Filler Program”. Each day after the Pledge of Allegiance, the school recites the Bucket Filler’s Pledge:

I promise to do my best

every day to be a bucket filler,
not to dip,
and to use my lid for myself and others
at home,
at school,
and everywhere I go.

This character development program is a factor that may have influenced the results of both groups during the project.

Timeline and Budget

Project Time Line

January 23	Initial contact with the participating school superintendent
February 6	Initial contact with the participating school principal
February 7	Approval of project from superintendent
February 17	Initial contact with the participating teachers to obtain consent T1 Pre-treatment time 1. Teacher interviews 2. Stratified Random assignments of groups.
February 20	Gratitude Questionnaire – Six (GQ-6)
February 27 to March 3	Project activity
March 17	T2 (two weeks post-treatment time) 1. Second teacher interview 2. Gratitude Questionnaire – Six (GQ-6)
April 13	T3 (6 weeks post-treatment) 1. Final teacher interview 2. Gratitude Questionnaire – Six (GQ-6)

Budget:

1200 blank white note cards with envelopes are approximately	\$144.00
Stamp pads in assorted colors	\$30.00
Assorted rubber stamps	<u>\$20.00</u>
Total	\$194.00

The project could also be completed without the use of rubber stamps and inkpads by having the students free hand their own artwork, but part of the appeal of the project is getting to use materials that are not commonly available to them in the classroom. Once the investment in the materials has been made, they could be used for many projects over time.

Chapter 4

Summary of Outcomes, Discussion and Recommendations

Project Outcomes

For this project, one 4th grade language arts teacher with two class (n= 47), and one 5th grade language arts teacher with three classes (n= 84) participated and completed the measures. During the course of the project, the 5th grade had high absenteeism due to illness and not all of the students were able to complete all of the measures. Another limitation was the participating teachers did not assign student numbers prior to administering the first GQ-6. Further, the 5th grade T1 GQ-6 scores were not separated by class. The T1 GQ-6 scores were not as useful as they could have been due to the aggregate nature of the collection. Class Key: 4A -control, 4B -treatment, 5A -treatment, 5B -control, and 5C –treatment.

Project objective one was to improve written communication skills by creating handmade notes. This objective was measured by the communication scores as assessed by the teacher with the rubric and teacher interviews. The rubric has seven measures with 28 maximum points. However, the participating teachers treated the rubric as a Likert Scale with 4 maximum points. The 4A classroom had a pre-assessment communication mean score of 2.57 and a post-assessment mean score of 2.42 (a net drop of 0.15). The 4B classroom has a pre-assessment communication mean score of 2.64 and a post-assessment mean score of 2.64 (a net drop of 0.04). However, during the teacher interview, both classes were judged by the teacher to either hold steady or improve with 4B noted as having the greatest gain.

The 5th grade classrooms all recorded gains from the pre-assessment to the post-assessment. The 5A class recorded a pre-assessment mean communication score of 3.10 and a post-assessment mean score of 3.53 (a net improvement of 0.43). The 5B class went from 3.00 to 3.53 (a net improvement of 0.53). The 5C class went from 3.67 to 4.32 (a net improvement of 0.65). The writing component of the project as assessed by the teacher was inconsistent as well, showing both gains and losses as rated by the teacher in a Likert Scale.

The second objective was to improve social interaction among youth in grades 4 and 5. This objective was measured subjectively with the teacher interviews. The 4A class was assessed higher on three of the five behavior measures and the 4B class improved on two of the five. See Appendix C- Teacher Interviews. All three of the 5th grade classes had improved behavior assessments. The 5A and 5B class improved on two of five measures, but the 5C class improved on all five. It is interesting to note that three of the measures gained two steps on the Likert Scale going from 2-“rarely” to 4 “often” on positive student interactions, positive attitude, and the manners categories. See Appendix C- Teacher Interviews.

The third and final objective for the project was to increase gratitude scores as measured by the GQ-6. This six-item assessment has possible range of scores from 6 to 42 points. See Table 1. Both 4th grade classrooms recorded increased GQ-6 mean scores during the treatments. The 4A Control Class increased 0.1 point from T1 to T2 and increased an additional 0.74 point from T2 to T3 for a total increase of 0.84 point. The 4B Treatment Class increased 0.55 from T1 to T2 and increased again 2.09 points from T2 to T3 for a total increase of 2.64 points.

Table 1

4th Grade GQ-6 Data

GQ-6 4 th Grade	T1 Pre-assessment		T2 Post-assessment		T3 3-weeks Post	
	4A Control n= 23	4B Treatment n= 22	4A Control n=22	4B Treatment n=22	4A Control n=23	4B Treatment n=21
Mean	33.3	31.5	33.4	32.05	35.39	34.14
Standard Deviation	6.68	8.03	7.97	7.53	5.91	5.88
Median	34	32	34	34.5	37	36
Mode	29	29	42	36	42	36
Range	16-42	12-42	15-42	21-42	12-41	21-42

The results for the 5th grade classes were not as clear as one treatment class recorded an increase in the mean GQ-6 scores and the other a decrease. The 5A (treatment) class increased the mean 2.15 points while the 5C (treatment) class recorded a mean decrease of 0.63 point. The 5B Control Class recorded a slight increase of .010 point in the mean GQ-6 scores. See Table 2. Gains recorded for the treatment groups could be attributed to the Bucket Filler Program.

Table 2

5th Grade GQ-6 Data

GQ-6 5 th Grade	T1 Pre- assessment	T2 Post-assessment			T3 3-weeks Post		
	5A, 5B, and 5C n= 48	5A Treatment n= 21	5B Control n=25	5C Treatment n=14	5A Treatment n=20	5B Control n=26	5C Treatment n= 18
Mean	35.38	34.10	34.36	35.57	36.25	34.46	34.94
Standard Deviation	4.66	4.87	6.94	6.87	5.13	7.47	6.54
Median	35.5	35	35	37.5	38	36	35
Mode	34	35	36	41	39	36	42
Range	18 - 42	19 - 42	11 - 42	17 - 42	18 - 42	6 - 42	19 - 42

Project Analysis

The purpose of this project was develop a 4-H enrichment program and to further the understanding of gratitude in youth. Specifically, the project sought to both improve writing skills, and increase feelings of gratitude through cognition thus improving behavior and well-being.

The quantitative data collected via the Communication Skills Rubric was not of sufficient quality to be useful for the purposes of the study. The teachers did not assess each of the seven writing measures and treated the rubric as a Likert Scale. The other qualitative data gathered from the teacher interviews may be the better measure of the study. During the interview at the conclusion of the project, the 4th grade teacher remarked that the activity really helped with addressing an envelope. The activities did reinforce writing skills, and how to write notes and she did notice some improvement in writing skills. The 5th grade teacher remarked about how the students made a connection between the greeting cards they see in the store and the ability to write their own cards. "The kids have always drawn me pictures, but after this activity, they started writing notes with their art and using words; they used more expression and emotion."

To determine if the mean changes in the GQ-6 were statistically significant, a two-tailed, independent t-test was used. See Tables 3 - 9. The data from the two 4th grade classes in shown in Table 10. Using the scientifically accepted threshold of $p=0.05$, the null hypothesis is accepted for all measures. The GQ-6 data is not statistically significant enough to indicate that

differences recorded are not due to chance. Effect sizes, as determined by Cohen's *d*, were small. See Table 11.

Table 3

Comparison of 4th Grade Pre-assessment (T1) GQ-6 Scores (n=45)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
4A Control	33.3	6.68	0.84	0.05	0.24
4B Treatment	31.5	8.03			

* indicates statistically significant results

Table 4

Comparison of 4th Grade Post-treatment (T2) GQ-6 Scores. (n = 44)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
4A Control	33.41	7.97	0.56	0.05	0.17
4B Treatment	32.05	7.53			

* indicates statistically significant results

Table 5

Comparison of 4th Grade 3 Weeks Post-treatment (T3) GQ-6 Scores (n = 44)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
4A Control	35.39	5.91	0.49	0.05	0.21
4B Treatment	34.14	5.88			

* indicates statistically significant results

Table 6

Comparison of 5th Grade Post-assessment (T2) GQ-6 Scores (n = 46)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
5B Control	34.36	6.94	0.88	0.05	0.04
5A Treatment	34.10	4.87			

* indicates statistically significant results

Table 7

Comparison of 5th Grade Post-assessment (T2) GQ-6 Scores (n = 39)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
5B Control	34.36	6.94	0.60	0.05	0.17
5C Treatment	35.57	6.87			

* indicates statistically significant results

Table 8

Comparison of 5th Grade 3 Weeks Post-assessment (T3) (n = 46)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
5B Control	34.46	7.47	0.36	0.05	0.28
5A Treatment	36.25	5.13			

* indicates statistically significant results

Table 9

Comparison of 5th Grade 3 Weeks Post-assessment (T3) (n = 44)

Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>
5B Control	34.46	7.47	0.83	0.05	0.07
5C Treatment	34.94	6.54			

* indicates statistically significant results

During the 4th grade teacher interview, there was not an observed change in behavior. The 5th grade teacher indicated a slight improvement in the 5A Treatment Class. The other two classes no change was noted. The most significant piece of qualitative data gathered was from the 5th grade (no mention of which class):

The PTA was sponsoring the third dance of the year. The kids were asking her "Do we get to do a thank-you card?" They had never mentioned writing a thank you card before.

Table 10
Statistical Analysis of GQ-6 Scores for 4th Grade

	t-test (2 tail, independent)	Effect Size	Degrees of Freedom df	Critical t-value p=0.05	Conclusion
T-test between T1 of 4A (Control) and 4B (Treatment)	0.42	Small	40	0.42 < 2.02	Accept null hypothesis (not statistically significant)
T-test between T2 of 4A and 4B	0.56	Small	40	0.56 < 2.02	Accept null hypothesis (not statistically significant)
T-test between T3 of 4A and 4B	0.49	Small	40	0.49 < 2.02	Accept null hypothesis (not statistically significant)

Table 11
Statistical Analysis of GQ-6 Scores for 5th Grade

5th Grade Teacher GQ-6 T-Test	T-test (2 tail, independent)	Effect Size	Degrees of Freedom df	Critical t-value of 2.00 p=0.05	Conclusion
T2 - T-test between Control class 5B and Treatment Classes 5A	0.88	small	40	0.84 < 2.02	Accept null hypothesis (not statistically significant)
T2 - T-test between Control class 5B and Treatment Classes 5C	0.60	small	40	0.60 < 2.02	Accept null hypothesis (not statistically significant)
T3 - T-test between Control class 5B and Treatment Classes 5A	0.36	small	40	0.36 < 2.02	Accept null hypothesis (not statistically significant)
T3 - T-test between Control class 5B and Treatment Classes 5C	0.83	small	40	0.83 < 2.02	Accept null hypothesis (not statistically significant)

Recommendations

The findings of the project were not sufficient to make conclusions about the effectiveness of the writing project or the gratitude treatment. However, the participating teachers expressed interest in repeating the project the next school year with two recommendations:

- They would like to start the project earlier and spread it out during school year. The timing of the project made it extremely stressful due to benchmark testing and review for the end of the year testing.
- Adjust time to teach the lessons from 30 minutes to 50 or 60 minutes.

It is also recommended to allot more time for the teacher orientation to clarify the project and the instruments. Some teacher misunderstandings could have been avoided if the orientation was scheduled outside of school because the planning period alone was insufficient time.

Facilitator's Reflections

In this section I reflect on the overall process and insights I have gained from the project. I am somewhat disappointed that the project did not yield better results, however we tend to learn more from our mistakes than from our success. This has been a learning experience. I assumed that all teachers were familiar with how to use a rubric. I am still unsure if the participating teachers did not understand or just did not take the time to utilize all seven measurements on the rubric. I have amended each assessment to include a blank at the top for

the student number as a reminder to both the teacher and the student to record that vital information.

I also believe that the GQ-6 needs to be made more kid friendly. During my 6.5 years in the classroom, I know that complicated assessments are not effective instruments. A few of the GQ-6 assessments were not valid due to confusion, frustration, and/or apathy. They showed evidence of being erased or marked out. Some youth did not answer every question. A few either put one answer and drew a line through the blanks below or just put down the same number on every line (usually 1, 4 or 7) Perhaps a shorter, three-question assessment with more kid friendly language would be better received. Perhaps even reconsider excluding the reversed-scored items. A revised GQ-6 for ages 6 to 12 is provided in Appendix D. This instrument has a Flesch-Kincaid Grade Level of 3.3.

I would like to meet with the teachers before school opens for the 2017/2018 school year, and discuss a time-line for repeating the project. I am interested to see how the project would work with the insights and experience we now have.

Both teachers remarked about how much the kids enjoyed the activity. They were always eager to get their notes back after the teacher looked over them because they really wanted to give them to their intended recipient. I had the most interesting interview with the 5th grade teacher. She clearly saw value in the project as she mentioned including it in the pacing-guide for the next school year. The first revelation was that the students did not get to complete all five notes. They were unable to do the last note due to benchmark testing. She was also so impressed with the students' final note card, that she put it into the students'

cumulative folders as their writing sample. I do not think that she understood how much this could have affected the results of the project.

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Appendix A

Comparison Between Benefit-Appraisal and Attention-Control Lesson Plans

(Froh, et, al, 2014).

These lesson plans were used as a reference do develop the lesson plans for this project .

Benefit-Appraisal Lesson Plans	Attention-Control Lesson Plans
<p>Session 1 <i>Set it up:</i> The facilitator introduces self and explains what will take place during the meetings. <i>Talk about it:</i> The Facilitator writes down the word thankful and has the group discuss the word and what it means. <i>Jot it down:</i> the facilitator hands out journals and the students are instructed that these will be their gratitude journals. The students then jot down three things that they are most thankful for. <i>Watch it:</i> The facilitator will show the video clip “Gratitude Is,” which displays various terms and feelings associated with gratitude. <i>Sum it up:</i> The facilitator will ask the students to sum up what they learned today and instruct them to think of other things that they feel grateful for to share during their next meeting.</p>	<p>Session 1 <i>Set it up:</i> The facilitator introduces self and explains what will take place during the meetings. <i>Talk about it:</i> The facilitator writes down the work activities and has the group discuss the word and what it means. <i>Jot it down:</i> The facilitator hands out journals, and the students are instructed that these will be their daily events journals. The students then jot down three things that they do throughout the day. <i>Watch it:</i> The facilitator will show the video clip “Active Kids,” which displays various pictures of children participating in different activities. <i>Sum it up:</i> The facilitator will ask the students to sum up what they learned today and instruct them to think of something new that they did this week for their next meeting.</p>
<p>Session 2 Intentions <i>Set it up:</i> The facilitator will review the previous session and the assignment that was to be completed for this session. <i>Talk about it:</i> The facilitator explains that today they will talk more about grateful feelings, and explains what the word intentional means. <i>Think about it:</i> The students take out their gratitude journals and, working in teams answer questions about two passages that the facilitator reads to them. <i>Jot it down:</i> In their journals, the students will write about a time that someone went out of their way to help them.</p>	<p>Session 2 Others’ Activities <i>Set it up:</i> The facilitator will review the previous session and the assignment that was to be completed for this session. <i>Talk about it:</i> The facilitator explains that today they will talk more about the different activities we do. <i>Think about it:</i> The students take out their daily events journal, pair up and interview each other to find out more about what different thinks their partner might do in his or her day. <i>Jot it down:</i> In their journals, the students will think of three activities that they learned about the person they interviewed.</p>

<p><i>Sum it up:</i> The facilitator sums up the session and explains that, for next week, the students are to look out for moments that they feel thankful.</p>	<p><i>Sum it up:</i> The facilitator sums up the session and explains that, for next week, the students are to look out for new activities that they do.</p>
<p>Session 3 Cost</p> <p><i>Set it up:</i> The facilitator reviews the previous session and goes over the assignment from the last session.</p> <p><i>Talk about it:</i> The students are asked to describe the word cost and are taught the different meanings of the word and how it could mean a time when someone gave up something for someone else.</p> <p><i>Read about it:</i> The facilitator reads the book <i>The Giving Tree</i> (Silverstine, 1964) and then discusses the book with the students.</p> <p><i>Create it:</i> The students are given a picture of a leaf and are asked to write down one think they would do to show the tree that they were grateful for what she did for them.</p> <p><i>Jot it down:</i> The students write down a time that someone went out of their way to help them.</p> <p><i>Sum it up:</i> The facilitator sums up the session and explains the assignment for next week, which is to write down different times someone helped them and what they did.</p>	<p>Session 3 Seasonal Activities</p> <p><i>Set it up:</i> The facilitator reviews the previous session and goes over the assignment from the last session.</p> <p><i>Talk about it:</i> The students are asked to describe the different things that might do in the different seasons of the year.</p> <p><i>Read about it:</i> The facilitator reads four poems about different activities that occur throughout the seasons.</p> <p><i>Create it:</i> The students are given a graphic organizer of the four different seasons and are asked to list or draw different activities that they do in each season.</p> <p><i>Jot it down:</i> The students write three things that they typically do during one season of the year.</p> <p><i>Sum it up:</i> The facilitator sums up what they discussed in the meeting and assigns they students to think about the new activities they participated in and write about what happened.</p>
<p>Session 4 Benefit</p> <p><i>Set it up:</i> The facilitator reviews the previous session and goes over the assignment from the last session.</p> <p><i>Talk about it:</i> The facilitator explains what benefit means and asks for examples of benefit as it relates to gratitude.</p> <p><i>Create it:</i> The students open their journals and write some of the things that others have done to help better them in some way.</p> <p><i>Jot it down:</i> Also in their journals, the students write about a time that someone went out of their way to help them.</p>	<p>Session 4 Daily Routine Activities</p> <p><i>Set it up:</i> The facilitator reviews the previous session and goes over the assignment from the last session.</p> <p><i>Talk about it:</i> The facilitator explains what a routine is and asks for examples of daily routine activities.</p> <p><i>Crates it:</i> In their journals, the students write some of the things that they do every day in the chart.</p> <p><i>Jot it down:</i> Also in their journals, the students write three daily routine activities.</p>

<p><i>Sum it up:</i> The facilitator sums up what they discussed in the meeting and assigns the students to think of the times that someone helped them during the week and write about its benefits.</p>	<p><i>Sum it up:</i> The facilitator sums up what they discussed in the meeting and assigns the students to think about the new activities they participated in and write about what happened.</p>
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<p>Session 5 <i>Set it up:</i> The facilitator reviews the previous session and goes over last week's assignment <i>Talk about it:</i> The facilitator continues to review by writing down three components (intention, cost, and benefit) on the board with a large equal sign and the word "grateful" next to it. <i>Act it out:</i> The facilitator assists the students with role-play situations of feeling grateful. <i>Jot it down:</i> In their journals, the students write about a time someone went out of their way to help them and explains the intention, cost, and benefit. <i>Watch it:</i> The facilitator shows the video clip "The Gratitude Dance." <i>Sum it up:</i> The facilitator sums up everything they talked about.</p>	<p>Session 5 <i>Set it up:</i> The facilitator reviews the previous session and goes over last week's assignment. <i>Act it out:</i> The facilitator assists the students in a game of charades to act out different activities we might do. <i>Jot it down:</i> In their journals, the students list as many activities we might do. <i>Watch it:</i> The facilitator shows a funny video clip about daily activities. <i>Sum it up:</i> The facilitator sums up everything they talked about.</p>
<p><i>Note: Differences between lesson plans are indicated by boldface.</i></p>	

Appendix B

Treatment and Control Lesson Plans for this study

Developing an Attitude of Gratitude

Comparison Between the Treatment and the Control Lesson Plans

Treatment Lessons	Control Lessons
<p>Lesson 1 Teacher introduces the writing activity: <i>How to Make Hand Written Notes</i></p> <p>Teacher shows an example of a note card with envelope and facilitates discussion on the parts of a note:</p> <ul style="list-style-type: none"> ➤ Date ➤ Greeting ➤ Body (2 or more sentences) ➤ Closure ➤ Art <p>And parts of an envelope:</p> <ul style="list-style-type: none"> ➤ Address ➤ Return Address ➤ postage stamp area (draw a box where the stamp should be placed) <p>Remind students to use correct grammar, spelling, capitalization, and punctuation. Review as necessary. Teacher will provide an assortment of suggested greetings and closures. (List attached).</p> <p>Teacher to class: "If you don't know your address, then complete to the best of your ability or use one of the examples provided. For example: P.O. Box XXX Any Town, VA 12345 or XXXX Elm Street Any Town, VA 12345"</p> <p>Encourage students to learn his/her address.</p> <p>Writing Prompts for the Gratitude (treatment) Group</p>	<p>Lesson 1 Teacher introduces the writing activity: <i>How to Make Hand Written Notes</i></p> <p>Teacher shows an example of a note card with envelope and facilitates discussion on the parts of a note:</p> <ul style="list-style-type: none"> ➤ Date ➤ Greeting ➤ Body (2 or more sentences) ➤ Closure ➤ Art <p>And parts of an envelope:</p> <ul style="list-style-type: none"> ➤ Address ➤ Return Address ➤ postage stamp area (draw a box where the stamp should be placed) <p>Remind students to use correct grammar, spelling, capitalization, and punctuation. Review as necessary. Teacher will provide an assortment of suggested greetings and closures. (List attached).</p> <p>Teacher to class: "If you don't know your address, then complete to the best of your ability or use one of the examples provided. For example: P.O. Box XXX Any Town, VA 12345 or XXXX Elm Street Any Town, VA 12345"</p> <p>Encourage students to learn his/her address. "Write your address down on a sheet of paper. Choose a partner and exchange addresses."</p>

<p>Teacher to the class: <i>"What does it mean to be grateful or thankful? How does it feel?"</i></p> <p>Allow class to discuss.</p> <p>"According to Merriam-Webster, thankful means: glad that something has happened or not happened, that something or someone exists, etc. grateful means: feeling or showing thanks"</p> <p><u>Instructions:</u> <i>"Make a list of everything that you are thankful for. The things could be really big things or small things."</i></p> <p>Allow time for students to make list.</p> <p><i>"How long is your list?"</i></p> <p>Allow students to share list and discuss. Some students may wish to add to his/her list after hearing from others.</p> <p><i>"Keep this list to remind you later."</i> Follow regular classroom procedure to retain list.</p> <p>Lesson 1 Writing Prompt- <i>"Choose something on your list and write a short note about it to a friend or family member. Tell why you are thankful. "</i></p> <p>Accommodations may be made for students with special needs. If students are unable to articulate with words, then drawings or other art work will also be acceptable.</p> <p>Once the note is written, students may address an envelope for the note. When the writing exercise is complete, the students may use the remaining time to decorate their</p>	<p>Writing Prompts for Control Group: Lesson 1- <i>"Write a short note to a friend or classmate about yourself. You might include things like:</i> <i>Age</i> <i>How many brothers/sisters you have</i> <i>Hobbies</i> <i>Pets"</i></p> <p>Accommodations may be made for students with special needs. If students are unable to articulate with words, then drawings or other art work will also be acceptable.</p> <p>Once the note is written, students may address an envelope for the note. When the writing exercise is complete, the students may use the remaining time to decorate their note/envelopes with color pencils, crayon, and rubber stamps.</p> <p>If time allows, the students may share their notes with the class. Teachers will score the notes by the rubric provided. After the teacher has recorded a writing assessment score, the students are encouraged to either hand deliver or mail the notes.</p>
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<p>note/envelopes with color pencils, crayon, and rubber stamps.</p> <p>If time allows, the students may share their notes with the class. Teachers will score the notes by the rubric provided.</p> <p>After the teacher has recorded a writing assessment score, the students are encouraged to either hand deliver or mail the notes.</p>	
<p>Lessons 2, 3, 4, and 5 Provide daily feedback to the students and answer any questions they may have about the exercise.</p> <p>Reminder- Teachers will only score the notes from session 1 and session 5 by the rubric provided, but provide daily feedback to each student to develop writing skills.</p> <p>Only scores will be reported to the research team without any identifying student information.</p> <p>Lessons 2, 3, and 4- Repeat/review lesson 1 with other items from the list for lessons 2, 3, and 4.</p> <p>Lesson 5- Choose a <i>person</i> from your list. Write a short note to that person and tell them that you are thankful for them and tell them why.</p>	<p>Lessons 2, 3, 4, and 5 Provide daily feedback to the students and answer any questions they may have about the exercise.</p> <p>Repeat/review lesson 1 with a new daily writing prompt for lessons 2, 3, 4 and 5. Writing prompts are listed below.</p> <p>Reminder- Teachers will score the notes from lesson 1 and lesson 5 by the rubric provided, but provide daily feedback to each student to develop writing skills.</p> <p>Only scores will be reported to the research team without any identifying student information.</p> <p>Lesson 2 Writing Prompt-Write a short note about what you would like to do or be when you grow up and why. Examples: Teacher Truck driver Veterinarian Doctor Firefighter Emergency Medical Technician Attorney Military Personnel (<i>Army, Navy, Air Force, Marines, or National Guard</i>) Salesperson</p>

	<p>Lesson 3- Describe today's weather</p> <p>Lesson 4- Write about a place that you once visited</p> <p>Lesson-5 Write about what you like to do in your free time.</p>
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<p>Greeting Examples:</p> <ul style="list-style-type: none">○ Dear,○ My dearest (Name),○ Greetings,○ Greetings my friend,○ My dear brother,○ My dear sister,○ (Name),	<p>Closing Examples:</p> <ul style="list-style-type: none">○ Sincerely,○ Best,○ Best regards,○ Love,○ Respectfully,○ Yours truly,○ Sincerely yours,○ Warm regards,○ Best wishes,○ With appreciation,○ Kind regards,○ Thank you,
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Appendix C

Teacher Interview ResultsTeacher Interview Questions- 4th Grade Teacher 4A (2.21.17)

(3.20.17)

On a scale of 1 to 5, please rate the following as:

<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
1	2	3	4	5

- How often do you observe positive student interactions during a school day?
3 4
- How often do students give compliments to other students?
3 4
- How often do students have a positive attitude?
3 4
- How often do students use manners i.e. say "please" and "thank-you" without being prompted?
3 3
- How often do students share with other students?
4 4
- How would you describe the overall behavior of the class? *They are a social bunch. Not so much misbehavior, but name-calling, not thinking before speaking-affecting others' feelings. Social, but cognizant of behavior and adjust behavior when needed. Like when they get too loud. They notice when peers are misbehaving. They are overall helpful.*
- Are you doing any other thankful or grateful activities with the class? *Not currently. During Thanksgiving, they wrote about things they were thankful for in their journals. Same as before.*

On a scale of 1 to 5, please rate the following as:

<i>Do not agree</i>	<i>Somewhat disagree</i>	<i>Agree</i>	<i>Somewhat agree</i>	<i>Very much agree</i>
1	2	3	4	5

- Students are proficient at writing short paragraphs.
3 3
- Students understand how to address an envelope correctly.
2 3
- Students can write a main idea sentence and give supporting details.
3 3
- Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
3 3
- How would you describe the overall writing ability of the class? *Most of this class can organize their thoughts. When they know it counts- capitalization is correct. Spelling is the largest challenge and adding more detail to writing.*
The activity really helped with addressing an envelope. It was a reinforcement of how to write notes. I noticed some improvement in writing skills. The kids really enjoyed the activity and they could not wait to get the notes back from the teacher. They were excited to get to give the note to the intended person.

Teacher Interview Questions- 4th Grade Teacher 4B (2.21.17) (3.20.17)

On a scale of 1 to 5, please rate the following as:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

- How often do you observe positive student interactions during a school day?
4 4
- How often do students give compliments to other students?
3 3
- How often do students have a positive attitude?
3 4
- How often do students use manners i.e. say "please" and "thank-you" without being prompted?
3 3
- How often do students share with other students?
4 5
- How would you describe the overall behavior of the class?
Most students get along; pretty social group with some girl drama. Behavior is about the same. They get along and they are willing to share. They care about classmates.
- Are you doing any other thankful or grateful activities with the class?
Not currently. During Thanksgiving, they wrote about things they were thankful for in their journals Same as before.

On a scale of 1 to 5, please rate the following as:

Do not agree	Somewhat disagree	Agree	Somewhat agree	Very much agree
1	2	3	4	5

- Students are proficient at writing short paragraphs.
2 4
- Students understand how to address an envelope correctly.
2 3
- Students can write a main idea sentence and give supporting details.
3 4
- Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
3 4
- How would you describe the overall writing ability of the class? *This class is very similar to 4A. They need to add more description to their writing and capitalization of "I".*
Writing is about the same. If they use effort, they can catch mistakes.

Teacher Interview Questions- 5th Grade Teacher 5A (2.23.17) (3.23.17)

(Treatment)

On a scale of 1 to 5, please rate the following as:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

- How often do you observe positive student interactions during a school day?
3 4
- How often do students give compliments to other students?
2 4
- How often do students have a positive attitude?
4 4
- How often do students use manners i.e. say "please" and "thank-you" without being prompted?
3 3
- How often do students share with other students?
4 4
- How would you describe the overall behavior of the class?
This class is chatty; they are pleasers and they are motivated by recess.
4 ½; Improved; Kids wrote cards to each other.
- Are you doing any other thankful or grateful activities with the class? *Same as before.*
I use the "Give me 5".
 - I will show respect.*
 - I will be positive.*
 - I will be engaged.*
 - I will try my best.*
 - Your actions; your consequences.*

On a scale of 1 to 5, please rate the following as:

Do not agree	Somewhat disagree	Agree	Somewhat agree	Very much agree
1	2	3	4	5

- Students are proficient at writing short paragraphs.
5 4
- Students understand how to address an envelope correctly.
"I have no idea." 5 "Everyone"
- Students can write a main idea sentence and give supporting details.
- (I call it a "topic sentence") 5 4*
Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
5 4
- How would you describe the overall writing ability of the class?
This group does not want to capitalize "I". They also have some difficulty with proper noun capitalization and commas in a series. These are K-4 SOL's. 4

Teacher Interview Questions- 5th Grade Teacher 5B (2.23.17) (3.23.17)

Control

On a scale of 1 to 5, please rate the following as:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

1. How often do you observe positive student interactions during a school day?
4 4
2. How often do students give compliments to other students?
4 3 to 4
3. How often do students have a positive attitude?
4 4
4. How often do students use manners i.e. say "please" and "thank-you" without being prompted?
4 3
5. How often do students share with other students?
5 4
6. How would you describe the overall behavior of the class?
They give good support to their classmates. It is a team atmosphere. Many of them play team sports. 4 (good)
7. Are you doing any other thankful or grateful activities with the class? *Same as before.*
I use the "Give me 5".
 1. *I will show respect.*
 2. *I will be positive.*
 3. *I will be engaged.*
 4. *I will try my best.*
 5. *Your actions; your consequences.*

On a scale of 1 to 5, please rate the following as:

Do not agree	Somewhat disagree	Agree	Somewhat agree	Very much agree
1	2	3	4	5

6. Students are proficient at writing short paragraphs.
5 5
7. Students understand how to address an envelope correctly.
"I have no idea." 5
8. Students can write a main idea sentence and give supporting details.
5 3
9. Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
5 4
10. How would you describe the overall writing ability of the class?
Same as 5A 4 (good)

Teacher Interview Questions- 5th Grade Teacher 5C (2.23.17) (3.23.17)

Treatment

On a scale of 1 to 5, please rate the following as:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

1. How often do you observe positive student interactions during a school day?
2 4
2. How often do students give compliments to other students?
3 4
3. How often do students have a positive attitude?
2 4
4. How often do students use manners i.e. say "please" and "thank-you" without being prompted?
2 4
5. How often do students share with other students?
3 4
6. How would you describe the overall behavior of the class?
There are several rough boys (9) in 5C. They are competing to be the alpha male. They use hurtful words. The girls are quite and well behaved.
4 (good)
7. Are you doing any other thankful or grateful activities with the class? *Same as before.*
I use the "Give me 5".
 1. *I will show respect.*
 2. *I will be positive.*
 3. *I will be engaged.*
 4. *I will try my best.*
 5. *Your actions; your consequences.*

On a scale of 1 to 5, please rate the following as:

Do not agree	Somewhat disagree	Agree	Somewhat agree	Very much agree
1	2	3	4	5

11. Students are proficient at writing short paragraphs.
5 5
12. Students understand how to address an envelope correctly.
"I have no idea." 5
13. Students can write a main idea sentence and give supporting details.
5 4 ½
14. Students can write using correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
5 4
15. How would you describe the overall writing ability of the class?
Same as 5A Highest overall writing ability. They usually write with more detail.

Suggestions and overall reflection from the 5th grade Language Arts Teacher

- Adjust time to 50 minutes
- Kids really liked the activity. They were only able to complete four cards due to benchmark testing and they were eager to participate.
- PTA is sponsoring the third dance this year. The kids were asking “Do we get to do a thank-you card?” They had never mentioned writing a thank you card before.
- The students made the connection between the greeting cards they see in the store and the ability to write their own cards. “The kids have always drawn me pictures, but after this activity, they started writing notes with their art and using words- more expression and emotion.”
- Teacher used the final card as the 5th grade writing sample for the students’ permanent folder.
- She stated that she would like to continue this activity with her classes next year, but spread it out during the school year.

Appendix D Revised GQ-6 for Ages 6 to 12

The third item is to be reversed scored.

GQ-6 for Ages 6 to 12

Revised from GQ-5 by Michael E. McCullough, PhD., Robert A. Emmons, PhD., Jo-Ann Tsand, PhD.

Date: _____ Class: _____ Student's ID Number: _____

Check the box that best describes your response to the statements below.

Think about this. ↓	1 NO!	2 No	3 Not really	4 I really don't know	5 Okay	6 Yes	7 YES!
I have so much in life to be thankful for.							
If I had to list, everything that I felt grateful for, it would be a very long list.							
When I look at the world, I don't see much to be grateful for.							