

UNIVERSITY OF
BIRMINGHAM



THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES

Growing Gratitude:

Cultivating an Appreciative Outlook on Life

Teacher Handbook

Background

For Teachers

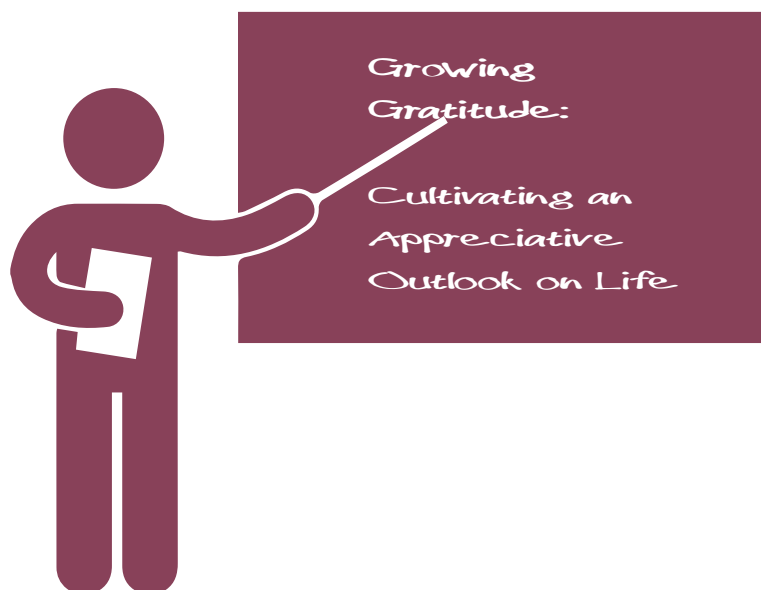


This teacher handbook offers a 5-week intervention to promote gratitude in years 7 and 8. Some activities are short and have been designed with a view to their implementation in form time. Other activities require a longer session and could take place in PSHE lessons, English or drama lessons or any lesson where the form group is taught together.

The activities presented in this handbook are based on sound empirical research, and have been specifically designed for young adolescents. Gratitude has been associated with a host of benefits, both individually and interpersonally. It has been found to play a role in increasing and maintaining subjective wellbeing or happiness, and satisfaction with life. From

a more collective point of view, gratitude promotes pro-social behaviour and strengthens social bonds. Gratitude has been shown to lead to improved mental health in clinical and educational contexts.

These gratitude activities aim to grow young people's gratefulness and help them cultivate a sense of appreciation for the network of people from whom they receive benefits. The handbook uses a number of activities that have demonstrated success in promoting gratitude in both adult and child populations. It also encourages young people to reflect on the meaning of gratitude in the associated workbook which can be found in the Appendix.



Making a Gratitude Chain



Week One: Day One

Activity (15 minutes)

In this short (form time) class activity students write something they are grateful for on a strip of coloured paper. The links are joined together to form a chain and the end product is hung up in a prominent place in the form room. There is no limit to the number of 'links' individuals can contribute to the chain and children can discuss the activity with each other while they are making it. Essentially, this is a warm-up activity to the five-week programme.

The chain remains in the form room for the duration of the five-week intervention.



Materials

- Pre-cut strips of coloured paper
- Pens

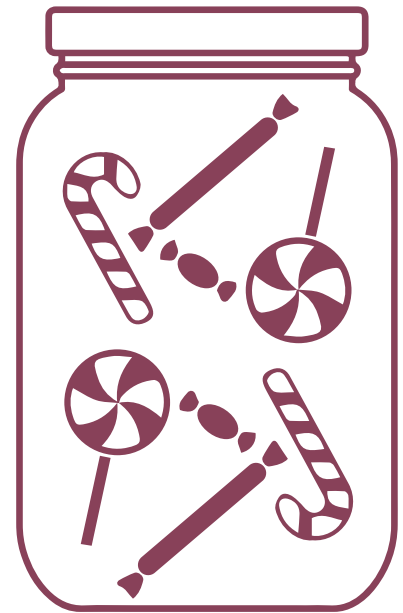
The Gratitude Jar



Week One: Day Two

Students write a few sentences about someone to whom they are grateful, for what and why on a piece of paper. The teacher prepares a model example of their own as a guide. Students can add their name to the paper if they wish, though they can leave the paper blank if they prefer. The papers are folded up and collected and placed in a jar and the lid is screwed on. An old-fashioned sweet jar might work well for this.

The jar stays on the form teacher's desk for a few days (or up to a week later) when the form teacher begins to read out and share some of the contributions from the class. This activity can expand to fit the form time available. If the student has added their name to the paper, the teacher can ask if he or she would like to expand on what they've written at that point.



Materials

- Coloured paper
- Pens
- Jar

Exploring the Meaning of Gratitude



Week One: Days Two, Three, Four or Five

These activities are designed to take up a whole lesson, rather than a form-time slot. It is divided into three activities. These activities could constitute an English lesson or PSHE lesson.

Activity 1 (10 minutes)

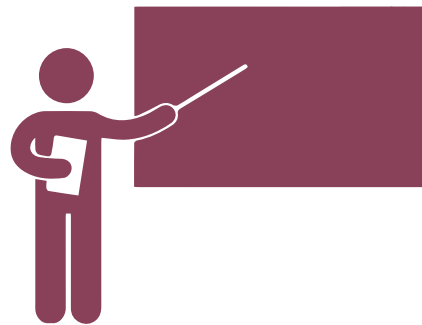
Ask students to draw a 'mind map' of gratitude. Please impress upon the class that they are to do this activity on their own and that there are no right or wrong 'answers'. Encourage them to add as many spokes to the mind map as they can.



Ask the students to rate how positive or negative the words and phrases in their mind map are using a scale of 1–5 (where 1 = very negative to 5 = very positive). You can write the scale down on the whiteboard. Go around the class to ensure students have fully understood what is expected of them.

Activity 2: Class Discussion (10 minutes)

- After you have collected up the responses, ask students to discuss what words they came up with in small groups (five minutes).
- Ask a representative from each group to report what sort of words they had in their lists.
- Were they mainly positive words? Were there any negative words?



Exploring the Meaning of Gratitude

Activity 3 (30–40 minutes)

Use 'The St Oscar's Oscars' story workbook supplied in the handbook 'Appendix' to explore issues surrounding young people's understanding of factors that impact on gratitude. Encourage the class to engage in the activity on their own. Again, remind the students that there are no right/wrong answers.



If there are students in the class who really struggle to read on their own, a teacher or teaching assistant can help these students by reading them the story, stopping at the appropriate places for them to write their answers in the spaces provided. If writing is difficult, answers can be dictated by the student to a teaching assistant or teacher. Alternatively, you can encourage other students in the class to assist with reading and writing if necessary.

Materials

- Pens
- Paper
- Copies of the 'The St Oscar's Oscars' story workbook

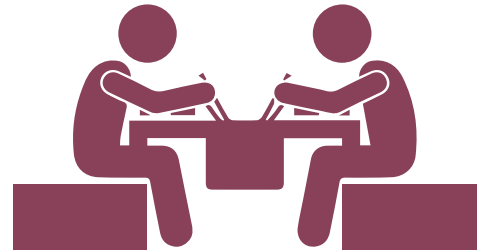
Keeping a Gratitude Journal



Weeks Two, Three, Four, Five (Daily – or near daily – Form time activity)

The principle behind the journal is that even on a bad day, we can usually think of something for which we are grateful that was part of our day. *Initially*, you might like to suggest some of the following ideas to get the ball rolling. However, after Day 1 students should be left to their own devices.

- A friend shared something with us (a game, a chat)
- We enjoyed a good meal
- We spent time doing something we enjoy
- Someone helped us with a problem
- We heard some good news



Materials

- Pen
- Pencils (for illustration)
- Exercise book

You might want to incorporate Bob Emmons' Gratitude Journaling Tips (below) in Week Three as the students become more adept at keeping their journals:

- Don't just go through the motions – engage in the activity enthusiastically
- Go for depth over breadth – go into detail on a few things rather than listing loads
- Get personal – try to embellish the accounts with personal details and add a front cover to the journal if you wish
- Try subtraction, not just addition – e.g. think of things you're glad DIDN'T happen not just things you're glad did
- Make the most of surprises!

Thank you Letter (Part I)



Week Two (Any day of the week)

Activity (45 minutes – 1 hour)

This activity is designed to take up a whole lesson rather than a form-time slot. It could form part of an English lesson (writing a letter) or PSHE lesson.

- Ask the students in your class to think carefully about someone who has made a big positive difference in their life, ideally someone they haven't yet thanked for this important contribution. This needs to be someone who can receive and appreciate the finished letter.
- Ask the students to write a special thank you letter to that person. If there is time they can decorate the letter to make it really special.
- Allow the class five minutes at the start to talk to their neighbour about this activity, providing support to lower attainers.



Scaffolding for lower attainers

It may also be helpful to write some 'starter sentences' to help lower attaining students to make a start on the letter. These can be written on the board:

- Dear ...
- There's something I really want to share with you ...
- I've been thinking about you recently and there is something I would like to tell you ...
- I want to say thank you to you for ...
- Yours sincerely ...
- Lots of love ...

Thank you Letter (Part I)



Background for teachers

- Saying thank you increases good feelings for the person being thanked. They feel appreciated.
- Research has shown that saying thank you also increases good feelings in the person saying thank you.
- Saying thank you is a good thing to do for everybody!



Materials

- Coloured paper
- Coloured pencils/pens
- Envelopes
- Stamps (if necessary)

Homework

Encourage the students to make plans to go and see the person they are saying thank you to with a view to reading the letter out loud and giving it to them to keep.

It may not be feasible to deliver the letter in person if long distances are involved, so provide stamps so that these letters can be mailed.

Beginning one week after this activity, there will be follow-up classroom activities where the students take turns to share their experience of recipients' responses to the letter (see 'Thank you Letter Part 2').

Thank you

Letter (Part II)



Weeks Three, Four and Five (Form-time activity)

This activity consists of sharing recipients' responses to the thank you letter delivered after Part 1. It can be spaced out over a period of weeks and can be done in form time. The students who hand-delivered the letters will be invited to feed back their experience of how the letter was received first. Obviously it will take longer to obtain feedback for the letters that were posted. Try your best to ensure that students don't feel any pressure to share this information and that it doesn't matter if people have yet to receive a response.

It might be helpful to recount an experience in your life when your thanks went unappreciated and how it made you feel, in case some of the students had a similar experience with their letters.



Students can be encouraged to reflect on and talk about:

- The recipient's initial reaction to receiving the letter
- How the recipient's reaction made them feel
- Where the letter is now
- What happened afterwards (i.e. after the visit/phone call)

Creating a Thank You Film

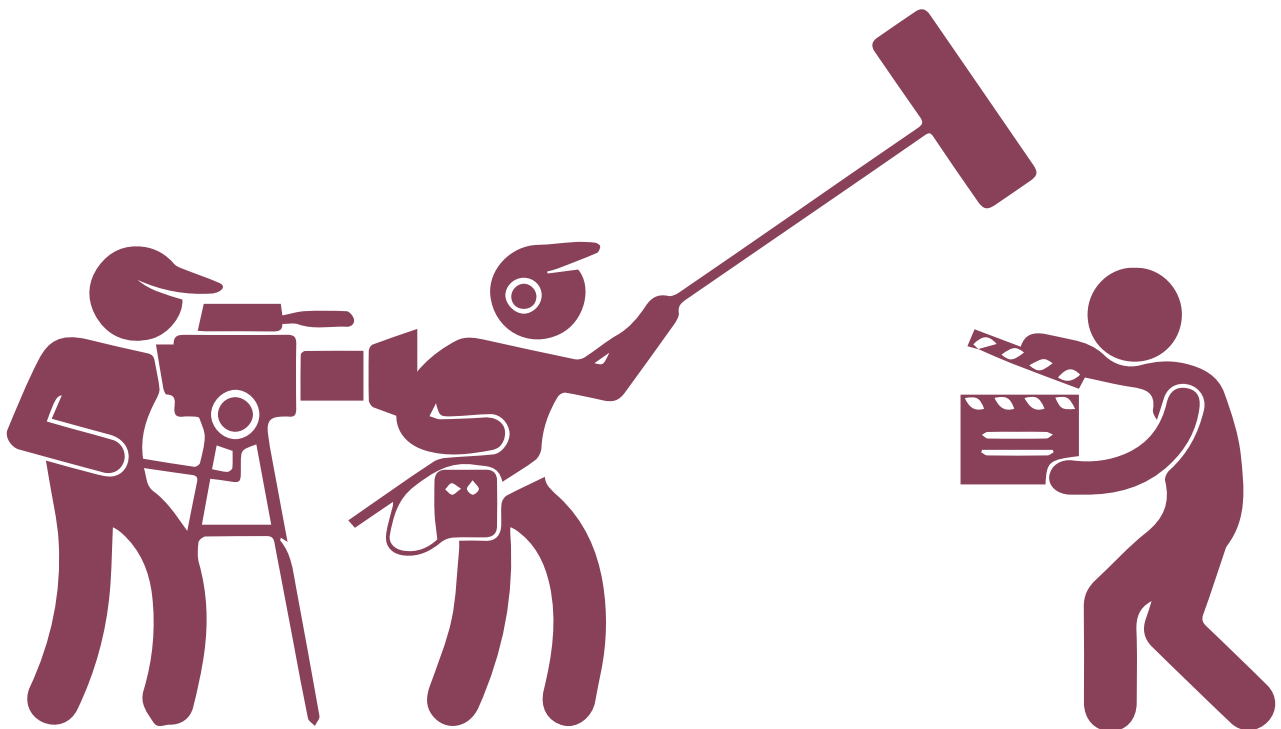


Week Three and Week Four: Any day of the week.

Two hour-long lesson sessions will be required for this activity. This could be done in a drama or PSHE class.

Students create a short (3–5 minute) play/film where they say thank you to someone for a particular service. This can be done in groups, and the films which result can be shared in assembly (or a similar communal event). Ideally the plays will be filmed, but in the absence of recording equipment the students could complete this activity as a play.

Students who are low attainers in writing may get more out of this than the letter writing exercise.



Creating a Thank You Film



'Research and Inspiration' (15 minutes, Session 1 - Week Three)

For inspiration, the class can watch the following submissions to the Jubilee Centre for Character and Virtues' Thank You Film Awards. The films show just how creative students can be!

Video created by Bethany Williams, who won the national Thank You Film Awards competition held by the Jubilee Centre.

www.youtube.com/watch?v=O-4kC_AUNvO

Video created by Swanlea School, who were runner-ups in the national Thank You Film Awards competition held by the Jubilee Centre.

www.youtube.com/watch?v=ptwOMk9iY

Thank You Lollipop lady a video created by Guardian Angel's Primary School who are winners of the national Thank You Film Awards competition held by the Jubilee Centre.

www.youtube.com/watch?v=sLzQiwPEuk8

For the remainder (45 minutes) of this session and session 2, students get into groups to discuss, plan and create their play/film.



The first 30 minutes of Session 2 (Week Four) can be used to rehearse or film, with the play/film performed or shown in the second half (30 minutes) of Session 2.

Materials

- School video recorder/iPad
- Mobile phone with recording device

Being Grateful for Challenges



Week Five: Any day of the week.

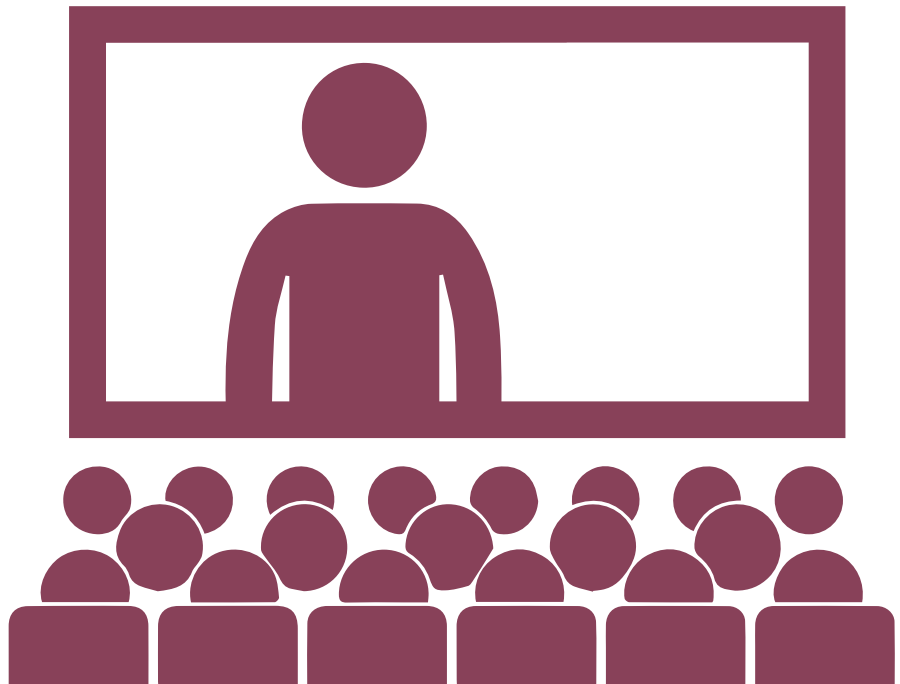
An hour-long lesson session will be required (e.g. English or PSHE)

Background for teachers

Gratitude can be redemptive. In other words, gratitude sometimes has the potential to transform a negative experience into something positive for oneself and for other people. We can sometimes benefit from difficult experiences in our lives through which we have grown and can eventually come to be grateful for them.

Activity

Show the Thank You film created by Swanlea School www.youtube.com/watch?v=ptwOMktr9iY, who were close runner-ups in the national Thank You Film Awards competition held by the Jubilee Centre for Character and Virtues in 2013, as an illustration of the redemptive aspects of gratitude (Five minutes)



Being Grateful for Challenges



Ask the students to call to mind an experience that was difficult for them and to reflect on the following bullet points. These points should be visible so it may be a good idea to project them onto the board:

- What happened?
- What **lessons** did the experience teach me?
- Can I find ways to be **thankful for what happened to me now even though I was not at the time** it happened?
- What **ability/abilities** did the experience draw out of me that surprised me?*

Give a brief reflection from your own life as an example. This will help to pitch the register of this task to a level that is appropriate for the teenage participants.



Ask the students to write about their experience in their gratitude journal **(25 minutes)**. The students can apply the reflection to more than one experience if they have time.

Tell participants to let the teacher or a teaching assistant know if this reflection becomes upsetting for them. It must be borne in mind that some people in the class may have endured particularly distressing events in their relatively short lives and that it is possible this will come to mind. Any children for whom this task becomes upsetting can instead write an entry in their gratitude journal (if they have not done this already that day) or create a front cover for their gratitude journal.

*This content has been adapted from Bob Emmons' Gratitude Reframing Exercise, greatergood.berkeley.edu/article/item/how_gratitude_can_help_you_through_hard_times

Being Grateful for Challenges



Scaffolding for less able students:

It may also be helpful to write some 'starter sentences' to help less able students to begin their reflection. These can also be displayed on the board:

- Sometimes things don't work out as you would like them to ...
- Sometimes you go through a difficult patch ...
- The experience of ... has taught me that ...
- The experience of ... has taught me to think about ...
- What happened has made me reflect on ...
- Looking back it wasn't all bad ...
- There were some good things to come out of the experience of ...
- In some ways I'm thankful/grateful for what happened because ...
- I am more able to do/see ... than I was before ... happened

Invite volunteers to share their experience with the class **(25 minutes)**.



The St. Oscar's Oscars

Name

.....

School

.....

Class

..... Age.....

About you...

What is your gender? (please tick the correct box)

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

What is your ethnicity?

<input type="checkbox"/>	White-British	<input type="checkbox"/>	Chinese
<input type="checkbox"/>	White-Irish	<input type="checkbox"/>	Other Asian Background
<input type="checkbox"/>	Other White Background	<input type="checkbox"/>	Mixed - White and Black Caribbean
<input type="checkbox"/>	Black British-Caribbean	<input type="checkbox"/>	Mixed - White and Black African
<input type="checkbox"/>	Black British-African	<input type="checkbox"/>	Mixed - White and Asian
<input type="checkbox"/>	Other Black Background	<input type="checkbox"/>	Other Mixed Background
<input type="checkbox"/>	Asian British-Indian	<input type="checkbox"/>	Other Ethnic Background, please state
<input type="checkbox"/>	Asian British-Pakistani	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Asian British-Bangladeshi	<input type="checkbox"/>	Rather not say

What is your religion?

<input type="checkbox"/>	Christianity	<input type="checkbox"/>	Sikhism
<input type="checkbox"/>	Buddhism	<input type="checkbox"/>	Athiest (non-believer)
<input type="checkbox"/>	Judaism	<input type="checkbox"/>	Other, please state
<input type="checkbox"/>	Islam	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Hinduism	<input type="checkbox"/>	Rather not say

Do you practise your religion?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Rather not say

Are you a UK citizen?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, please state your country of citizenship
<input type="checkbox"/>	Don't know

St Oscar's Oscars

Liz Gulliford

It was a Monday at St Oscar Romero's School. Lois, Carmel, Sundip and Ethan had just had lunch and were sitting on a bench in the playground.

'What did you do over the weekend?' asked Carmel.

'The usual stuff,' said Ethan. 'I played football and went to see Nan.'

'I had a gymnastics competition,' said Lois. 'Our team did really well.'

The friends fell silent for a few minutes. It had been quite a busy morning. Mr da Silva had told the class there was going to be a special competition in the school. To win a prize (he called it a St Oscar's Oscar) you had to be 'nominated' by a classmate.

'What does nominate mean?' asked Ethan, thinking over the events of the morning.

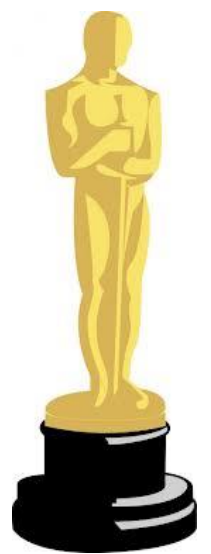
'It means that someone has to put your name forward,' answered Sundip. 'You know, to win the prize.'

A classmate could put your name forward for anything; a picture you had drawn, a story you'd written. Mr da Silva said you could be nominated for showing initiative or helping someone.

'What's "initiative"?' queried Carmel.

'It's when you do something that needs doing without being asked,' replied Sundip, who was good with words. 'For instance, say you were at home and you noticed your sister had left all her toys out all over the floor and you knew you had relatives coming round. You would be showing initiative if you tidied them away *before* you were asked.'

'So, it's seeing something that needs to be done and getting on with it?' asked Lois.



‘Sort of...it could be inventing something,’ said Sundip. ‘It’s seizing the chance to *do* something,’ he said.

Mr da Silva had told the class that people should not nominate their closest friends. The idea was to look at all the things the class had achieved in the past year and give credit to the individuals responsible.

‘Don’t put your friend’s name forward just because they’re your friend,’ he had said. ‘This is a bit like voting for a class councillor.’

Part of the process included writing an account of why you had chosen a particular classmate and creating a special nomination certificate for your nominee. Mr da Silva said you had to make a case for why the person you nominated should win. The prize in the St Oscar’s Oscars would be vouchers for family tickets to the local multiplex cinema, where they would be able to witness the stars of the real Oscars on the silver screen.

‘I know who I’m going to nominate,’ said Carmel, at length.

‘Who’s that?’ said Lois.

‘I’m not telling you. I want it to be a secret.’

The bell rang. Lunch was over and everyone went back into class for the afternoon. The four friends were thinking about who they would nominate to win the St Oscar’s Oscar. They had a week or so to think about it. A week on Friday there would be a sort of ceremony and they would find out who had won. Every so often during the course of the afternoon they thought about whether they had done anything worthy of a nomination. Ethan cast his mind back; had *he* shown any initiative, he wondered...?

When Carmel arrived home she fetched her pencil case and some paper and began to create a certificate of nomination. She had decided she would nominate Marta Rubik. Marta joined the school last year. When Carmel had had trouble understanding fractions Marta had helped her. Carmel went about her task enthusiastically, writing about what a patient and clear teacher Marta was. When she had finished her account of why Marta should win the prize she decorated the certificate. She found she

had some gold stars in her pencil case so she added those for a touch of glamour. Altogether it had taken her about half an hour.

Let's stop and think about the story so far:

Why do you think Mr da Silva said the pupils in the class should not nominate their closest friends?

Do you think Marta will be grateful to Carmel for nominating her for the prize? Place one of your stickers on what you think is the right response below (there are no right or wrong answers here):

YES

NO

How grateful do you think she will be? (Place a sticker on one of the squares below)

REALLY
GRATEFUL

QUITE
GRATEFUL

A BIT
GRATEFUL

NOT VERY
GRATEFUL

NOT
GRATEFUL
AT ALL

Why do you say that?

Now let's carry on with the story...

Meanwhile, in the Patel household, Sundip had just finished his dinner.

'Please may I leave the table?' he asked.

'You may,' said Mr Patel. 'Put your plate, glass and cutlery in the dishwasher. What's the rush though?'

'Well Dad, there's a sort of competition at school. It's called the St Oscar's Oscars. We have to nominate someone to win a prize but it can be for anything. The idea is that we put forward the name of someone we admire for some reason- someone we think deserves to be recognised, perhaps because they showed initiative, or helped someone or did well in a test. We have to make a special certificate of nomination explaining our choice. I want to do mine now.'

'What's the prize?' said Mr Patel.

'Family vouchers for the cinema!'

'Whose name are you going to put forward?' asked Mr Patel.

'I'm nominating Charlotte,' replied Sundip.

'I don't think I've ever heard you mention her before,' said Mr Patel. 'Why does she get your vote?'

Sundip explained that he had been blown away when he had heard that Charlotte had just completed a three kilometre swim at a sponsored event at the local pool. He had worked out that she must have swum 140 lengths of the pool to do it! A few weeks ago he had earned his 100m badge- and that had been tough! He knew Charlotte belonged to a swimming club and had been a member for a few years but it was undoubtedly a staggering achievement. Not only had she had the determination to see such a long swim through, but she had also raised a lot of money for Oxfam.



'So anyway, I'm going to go and make the certificate now,' said Sundip. 'I've thought about what I want to say. May I use the computer? I think there's a certificate template on Word, and I can jazz it up

with some clip art.’

‘Of course,’ said Mr Patel. ‘I’ll look forward to reading that when you’ve finished.’

Sundip went upstairs to the computer in the box room. He found a suitable template and began to write why he thought Charlotte should win. He was so absorbed in the task that he hardly thought about who might nominate *him* for the prize. He thought about how often people got told off for doing the wrong thing. It was good to pause and recognise when people did the right thing! There should be more competitions like this one, he thought.

Sundip was filled with enthusiasm for the task. He didn’t notice the time and before long Mr Patel called up the stairs, ‘Sundip, you’ve been up there for two hours. You’ll go goggle-eyed. It’s nearly time for bed, you know.’

‘Can I have just a few more minutes please, Dad?’ said Sundip, ‘I’m just putting the finishing touches to it with some clip-art I’ve found on the internet.’

Sundip had searched the internet for swimming pictures. He had spent ages looking for just the right one. Eventually he found an image of a girl in a swimming hat triumphantly punching the air. She looked a bit like Charlotte. He pasted it into his certificate and went downstairs to show his dad.

‘That looks lovely!’ said Mr Patel. ‘You’ve done a great job.’ He read his son’s explanation of why Charlotte Stone should win. Sundip described Charlotte’s best qualities; drive, ambition, dedication and kindness.

‘It’s amazing isn’t it Dad? She swam three kilometres!’

‘It is. You’ve spent more than two hours on your nomination,’ said Mr Patel. ‘Now it’s time for bed!’



Let's pause for some questions...

Why do you think Sundip spent over two hours on the nomination for Charlotte?

Do you think Charlotte will be grateful for Sundip's nomination?

YES

NO

Let's continue with the story...

A few days passed. Carmel and Sundip decided not to tell Marta and Charlotte that they had been nominated. They handed the completed nomination certificates in to Mr da Silva. Lois, on the other hand, decided she *would* tell Robbie MacDonald that she was going to nominate him.

'Hey! Robbie! I'm going to nominate you for a St Oscar's Oscar. I thought you deserved it for scoring the winning goal against River Hayes.'

'Thank you!' said Robbie.

'The way you scored that goal was amazing,' Lois continued. 'I was so impressed. You're easily the best striker in the school team.'

'Thank you,' said Robbie. 'To be fair, it was an excellent pass from Alex. I just happened to be in the goalmouth.'

'Well, I think *you're* the best!' she enthused.

There was a slightly uncomfortable silence which was eventually broken by Lois.

'Will you let me copy your answers in Friday's spelling test?' she asked.

Let's pause for some more questions...

Why do you think Lois nominated Robbie?

Do you think Robbie will be grateful to Lois for the nomination?

YES

NO

Whom do you think would be most grateful to the person who nominated them?

(Place a sticker in the box next to the person who you think is the most grateful)

Marta Charlotte Robbie

Why do you think this?

Whom do you think would be least grateful to the person who nominated them?

Marta Charlotte Robbie

Why?

Let's get back to the story...

'You want to copy my answers?!' said Robbie. He didn't sound too pleased. Lois looked uncomfortable.

'Forget it then,' she said crossly. 'I won't nominate you. I'll nominate someone else.'

'Oh yeah? Someone who's going to let you copy their answers on Friday? I don't want a nomination from *you*.'

'Well you won't win the prize then, will you?' said Lois, getting worked up.

'I might win it anyway,' he said. 'Someone else could nominate me—perhaps for some other reason; you're forgetting that.'

He was right. Lois realised that her plan had backfired.

'I could tell people not to nominate you,' said Robbie. 'You play games.'

'I don't know what you mean', said Lois. She did really. She wondered whether Robbie would tell people what she had done. She did not like the way that made her feel.

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It was the Saturday after the spelling test and Ethan was thinking about making his certificate of nomination. He had until Friday but he had been putting off doing it because he felt awkward. Jordan Barrymore had told him that Ethan had his vote, and now Ethan felt that he should nominate Jordan when he wanted to put Dominic Pearson's name forward instead. He didn't know what to do.



Let's pause for some questions...

Do you think Ethan is grateful for the nomination he received from Jordan?

YES

NO

Why do you say that?

How do you think Ethan is feeling?

Whose name do *you* think Ethan should put forward for the prize?

Why do you think Carmel and Sundip kept their nominations secret?

Back to the story...

On the Friday morning Mr da Silva collected the nominations he had received. The teachers were going to decide over lunchtime who would win the prize. Everyone was very impressed by the effort that had gone into making the nomination certificates. Finally, they decided on a winner. After lunch the class waited for Mr da Silva to announce the news.

‘You all put a lot of effort into this task,’ he said. ‘I can see that there are lots of people out there who have done something that their classmates admire. Peoples’ names have been put forward for a wide range of things, and let me tell you, it was very difficult for us to decide who would win.’



The class waited with bated breath.

‘I’m not going to spin this out like they do on the telly,’ said Mr da Silva. ‘The winner is Maria Donnelly, and the nomination comes from Jesse Stainthorpe. Jesse admires you for what you did when bullies taunted his sister outside the shop on the corner of Thoday Street.’

A few weeks previously Maria had been crossing the road when she saw a gang of four children about her age calling Jesse’s sister, Paige, names. Paige was older than Jesse but she had never been to St Oscar Romero’s school. She went to a school for children with special educational needs. She was friendly and helpful and she seemed to see the good in everyone. On this occasion, she had just left the corner shop when the group pulled up on bikes outside and began saying horrible things about her.

From the other side of the road Maria heard some of the hurtful comments. She was scared of the gang but she crossed the road to see if Paige was OK. She looked very upset indeed. Instantly Maria knew that

the best thing for Paige was to be led away from the bullies and their cruel taunts. She suggested to Paige that they go into the shop, away from the gang. As soon as they were inside she said to Paige, 'there must be something wrong with those people, to speak to another person like that.'

Jesse, who had been in the shop buying a few groceries for the family, realised what had happened. Paige had not wanted to go into the shop because when they arrived Mr Clare had been outside with his beautiful yellow Labrador and she wanted to stroke him. Mr Clare and Bonnie left, and Paige had been on her own for a minute or so, when the gang swooped in. Jesse could see them now through the shop window. They were preparing to head off, disappointed that their twisted little game was over.

Jesse was used to people staring at his sister. Occasionally he overheard remarks like these, even from adults. It saddened him that people could be so horrible but, like Maria, he realised that it was because there was something wrong with the bullies themselves. He was impressed that Maria had prevented his sister from hearing any more of the comments and had encouraged her to go to a safe place. That was why he had nominated her for the prize.

'I urge you all to read the certificates,' said Mr da Silva. 'They give you a warm glow all over. Jesse, you get an Oscar too! The nomination certificate was beautifully written and presented.'

The class thought that there would only be a prize for the nominee. They clapped both Maria and Jesse.

'We'll go through the other nominations and I'll read out what people said. It's lovely to share what people have written,' said Mr da Silva.

Sundip discovered that he had been nominated by Sean Smith for having won a poetry competition at the local library. Sean had taken a lot of trouble with the certificate.

Let's pause for questions...

Do you think Sundip was grateful to Sean for the nomination?

YES

NO

Do you think Sundip would have been *more* grateful to Sean for the nomination if he had won the St Oscar's Oscar?

YES

NO

Why do you say that?

Let's finish the story...

Mr da Silva read out all the nominations. He gave back the certificates and gave everyone a little bar of chocolate.

'Can we do the St Oscar's Oscars again, Mr da Silva?' said Sundip. 'I've really enjoyed it!'

'Yes, next time there will be different nominations and new winners. Of course we can do it again,' said Mr da Silva. 'Just as long as you all keep up the good work!'



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