



Gratitude

Faculty Guide

FRAMING

The individual practice of gratitude will be presented as a way to orient your thinking that allows individuals to reflect well on the past and think about what is next in a helpful and hopeful way.

DEFINITION

Gratitude – a loving and thankful response for resources and relationships in our lives

STUDENT LEARNING OBJECTIVES

At the end of this lesson, students should be able to:

- Describe the practice of gratitude.
- Describe the implementation of gratitude in a team setting.

KEY CONCEPTS DISCUSSED IN STUDENT MATERIALS

- Gratitude provides an opportunity to reorient, from a focus on self to a focus on others, from a tendency toward comparison and dissatisfaction to an attitude of sincere thankfulness for the resources and relationships we have.
- Beginning each day with gratitude reminds us that we have enough.
- Gratitude also had the ability to bind us together as communities, reminding us of the gifts – whether these be material resources or knowledge or skills or insights or time – by others for our benefit as well as our duty to be a gift-giver.
- Robert Emmons, perhaps the world’s leading scientific expert on gratitude, argues that gratitude has two key components.
 - o First it is an affirmation of goodness. We affirm that there are good things in the world, gifts and benefits we’ve received.”
 - o Second, we recognize that the sources of this goodness are outside of ourselves. We acknowledge that other people—or even higher powers, if you’re of a spiritual mindset—gave us many gifts, big and small, to help us achieve the goodness in our lives.

STUDENT ASSIGNMENTS

- Commit to beginning each session together with gratitude. Before you begin your work, set aside a few minutes to take note of the things/people for which/whom you are grateful.
- Commit a little time each day to savor something good in your life rather than gloss over the beauty and pleasures (however small) that come your way.

Practices for Success in Teams: Gratitude



- Notice your tendency to make comparisons that result in feelings of dissatisfaction. Practice abstaining from comparative statements about what you don't have. Instead give thanks for what you do have.

STUDENT JOURNALING PROMPTS

- What is gratitude and what is its role in a team setting?
- What did you notice as you practiced gratitude? How did it shape your experience in this team?
- What practices related to gratitude (if any) might you be interested in continuing to try and why?

DISCUSSION QUESTIONS

- 1) Discuss the gratitude activities that students practiced. Consider the impact these practices had on student's attitudes and their relationships with others.
- 2) Discuss elements of gratitude practices that students would want to continue using and why they would choose to continue to use them.
- 3) Discuss the role of gratitude in competitive environments, where the tendency to compare yourself (skills, resources, etc.) is strong.