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Launch Guide

Before you start:

☑ Your school needs to be in the GiveThx system.

☑ You should be comfortable with the app. Assign a General Thx reflection task to the Staff Class.

☑ Initial core staff team need to be made into facilitators *(email amy@givethx.org to make sure this is done)*

☑ You will need your staff class code *(on slide 15)*

☑ **Print or share** the [Implementation Checklist worksheets](#) and fill out as you go through this guide. Look for ⭐ to indicate decisions to record in the worksheets.

Welcome to GiveThx:
Helpful Information

General

Website: GiveThx is a web app accessible from any browser

Demo Doc: An overview with **the ability to log into practice accounts and explore**

Overview Slide Deck: Reviews the science, theory of action, & basics

Curriculum

Practices: 1-pager guide and links to ready-made slide decks for facilitation

Distance Learning Guide: Support for remote learning

Implementation Checklist: Steps for rolling out a pilot

Impact

GiveThx Impact Research

GiveThx Research Base

Student Pre-Survey - please make a copy

Student Post-Survey - please make a copy

More Context

GiveThx in 120 Seconds: Student & teacher voices

GiveThx in 60 Seconds: Quick overview

EdSurge, Greater Good Science Center, GettingSmart

Privacy & Terms: What we collect & how we use it

Agenda:

1. Review **gratitude science**..10 minutes

2. Log in and **practice** together..20 minutes

3. Define **social-emotional competencies**..20 minutes

4. Identify **anchor times** and **routines**...20 minutes

5. Review and **schedule practices**...35 minutes

6. Set up **classes** in GiveThx...5 minutes

7. Plan for **assessment**..10 minutes

Total Time

110 minutes

Launch Goals

Participants will be able to:

1. **Identify** key stakeholders
2. **Understand** importance of gratitude practice
3. **Define** anchor times and routines (for staff and students)
4. **Plan** rollout (for staff, students, school)
5. **Design** program assessment

★ ***Use** the Implementation Checklist worksheets to summarize your planning (tasks are outlined in the slides throughout and noted with the star).*

Who's on Board?

Discuss and record the following in the **School Educator Lead**, **Staff Collaborators**, and **Administrator Supporter** areas of your Implementation Worksheet:

★ **Who is the school educator lead?**

★ **Who are the core staff collaborators?**

★ **Who is the administrator supporter?**

Gratitude Science
(10 min)

"It helps people feel better and that's what makes me feel better."
- Erica, 2nd Grade

Gratitude

Directions: Read the slides in the Gratitude Science section as a group. Take turns reading aloud.

- ❖ Feeling thanks and appreciation for good things in the world and the benefits we receive from them.
- ❖ We can be grateful for **things** like our health, having enough to eat, being done with a test, etc.
- ❖ We can be grateful to other **people** for things they do for us and our community.

Robert Emmons, UC Davis

Gratitude Science

Robert Emmons,
UC Davis

Giacomo Bono, CSU
Dominguez Hills

Expressing Gratitude

- ❖ Increases Happiness
- ❖ Strengthens Relationships
- ❖ Builds Self-Esteem
- ❖ Reduces Stress & Anxiety
- ❖ Rewires Brain for Resilience

Research-Based Practices

- ❖ Journaling
- ❖ Letter Writing
- ❖ Strengths Inventory

What is GiveThx?

❖ A **curriculum** & **web app** that strengthens student wellbeing and social-emotional skills

❖ A student **and** staff practice of sending digital thank yous and completing reflections to recognize & reinforce prosocial behaviors, belonging, and community

❖ A **schoolwide, student-centered, positive behavior recognition system** integrated into classes, advisories, staff meetings, etc.

Why use Technology?

❖ **Equitable Access**: An identity safe way to transcend social barriers like race, class, gender, language, age, popularity, role (student/teacher).

❖ **Learning**: What could you learn seeing all your thank yous in one place? GiveThx reveals impact patterns, building self-esteem & culture.

❖ **Intervention**: Seeing evidence at individual, class, and school levels helps coach practice and identify and support isolated students.

"You get to tell people how you feel about them. You don't have to tell everybody out loud."

- Matt, 2nd Grade Student

"For people you don't usually talk to, don't have a good connection with, you can send a friendly message and maybe have a better friendship together."

- Julia, 2nd Grade Student

"GiveThx encourages children to find the good within each child in their community. It encourages compassion, kindness and gratitude while fostering one's self esteem and image in a positive way."

- Ms. S, 2nd Grade Teacher

Why use GiveThx?

Practice Together
(20 min)

"It gives students the chance to become more aware of themselves and of their peers and to communicate those feelings appropriately."
- Ms. H, 4th Grade Teacher

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Program   Stories   Impact & Research   Sign In

Build community one thank you at a time

GiveThx is a digital program that strengthens student **wellbeing & social-emotional skills** using gratitude science

Request a demo   Our program

New Practices Support social emotional learning from home   Distance Learning Guide

Build a healthy learning community with gratitude
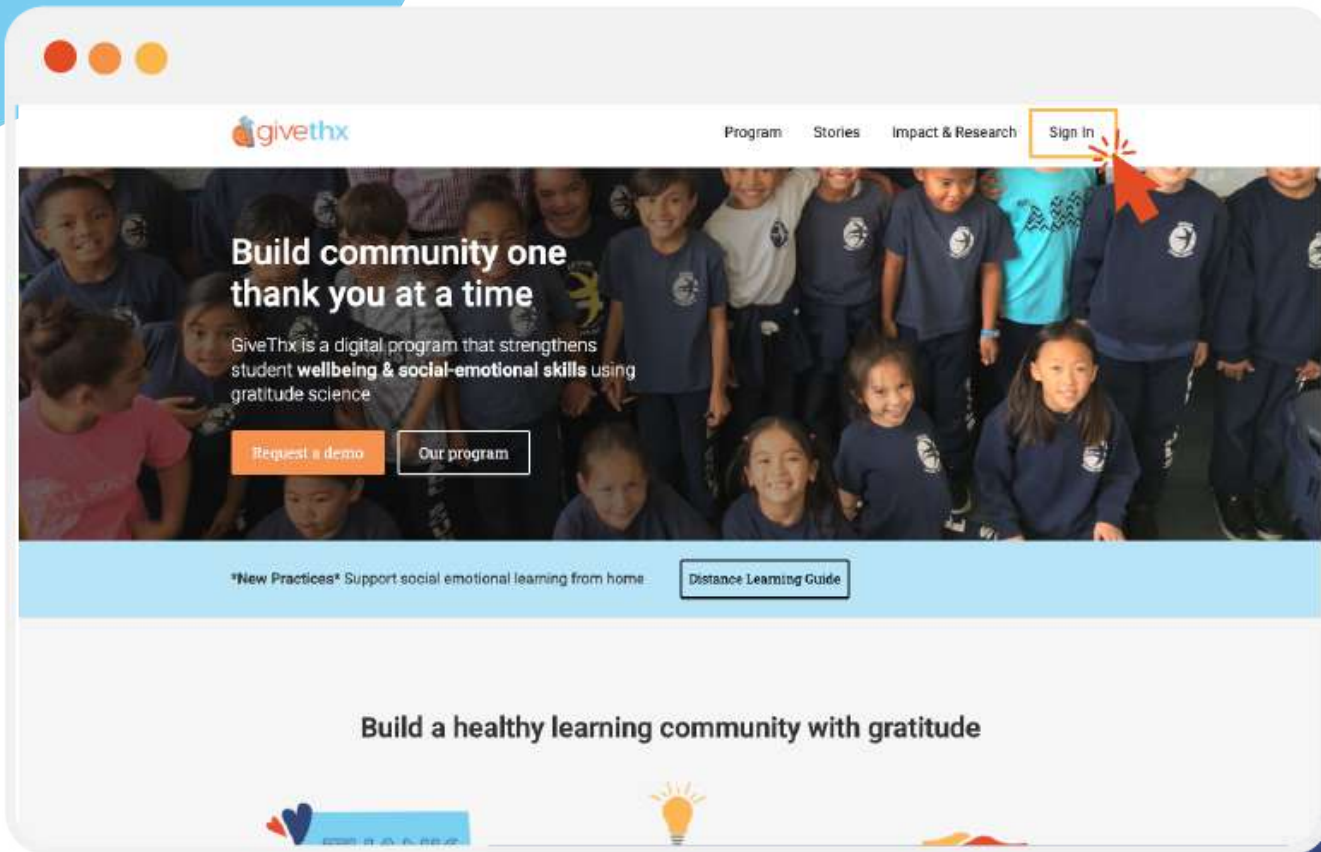
www.givethx.org

Welcome back!
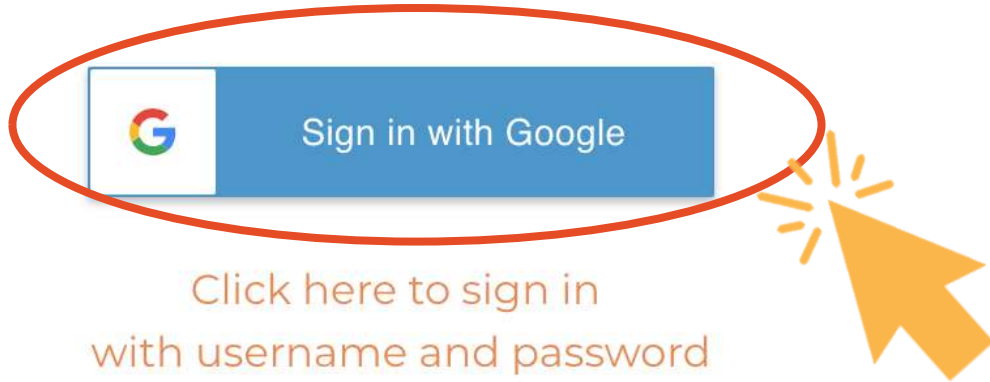
G Sign in with Google

Click here to sign in
with username and password

Create Account

Enter your staff class code **here**

Give & Review

Partner Gratitude

❖ Individual: Send a thx note to someone you worked with today in your group. Thank them for something they shared or a way they participated in the partner work to make it successful.

Finished early? Send another Thx note to whomever you like.

Give & Review

Partner Gratitude Debrief

Individual: Review the thx note you received *(scroll down on your home page).*

Popcorn:
- ❖ Is this general or interpersonal gratitude?
- ❖ Where might this practice fit during a class?
- ❖ How might it impact behavior, relationships, self-esteem?

Using Reflections

General Reflection

❖ <u>Individual</u>: Complete the assigned reflection. What are you currently feeling gratitude for in your own professional experience?

Reflect

General Reflection Debrief

Popcorn:
- ❖ Is this general or interpersonal gratitude?
- ❖ Where might this practice fit during a class?
- ❖ How might it impact behavior, relationships, self-esteem?

Teacher Experience

1. Monitor
2. Coach
3. Intervene

Monitor & Coach

Monitor all Thx notes and remove anything inappropriate.

Coach students to write more meaningful notes.

Coach & Intervene


Heroes's Task Details **AXMRYQ**

🗑 **DELETE TASK** ✏ **EDIT TASK**

| 📋 In Progress | **3 Good Things** Think of three things that went well for you today. For each thing, what happene... more | **Assigned:** Nov 28, 2:05 PM **Due:** Nov 30, 8:00 AM | 3 / 10 |

Student Tasks

STATUS	STUDENT NAME	RESPONSE	SUBMITTED
☑	Allen, Barry	Today I my team won the soccer game in gym. I felt great because this is the first time we won and we tried hard. I also got called on and got the answer right in math today, which made me feel good because I was nervous. I also get to see my friend after... more	Nov 29, 11:24 AM
📋	Banner, Bruce		
☑	Kent, Clark	Maria shared her candy with me today. I really wanted some and it made me happy that she shared. I finished my book. It took me two weeks and I'm proud because it's the longest book I've ever read. Today we did dancing in class and I love dancing. It make... more	Nov 29, 11:27 AM

Use reflections to **coach** students to make meaning from their data.

Identify student concerns and **intervene** via reflections.

Intervene

	Today	Last Week	This Week	This Month	All Time

Thx Tally

Student ⬆	Given ⬇	Received ⬆	Reflection ⬆
Diana Prince	22	4	8
T'Challa Wakanda	4	6	0
Tony Stark	3	6	1
Steve Rogers	3	3	1
Clark Kent	3	4	2
Peter Parker	3	3	1
Bruce Wayne	3	7	0
Bruce Banner	2	5	1
Pepper Potts	2	4	1
Barry Allen	0	0	1
Natasha Romanova	0	5	0

Identify socially isolated students with the social heat map and **intervene** to increase their inclusion and belonging.
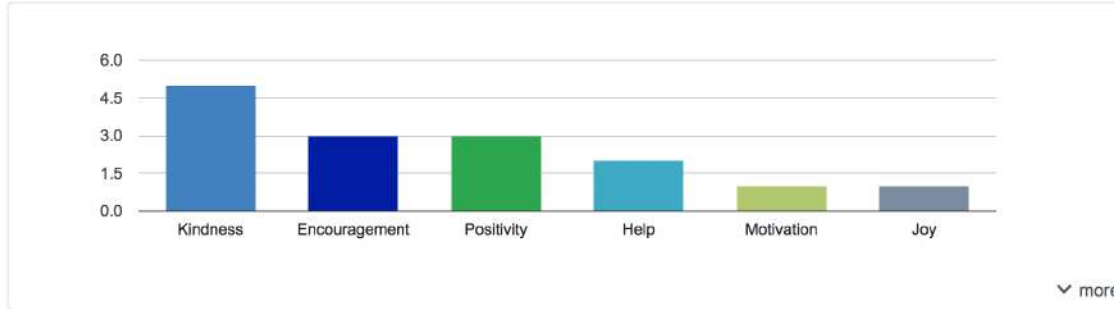
Coach

Thx Tags given by Heroes students.

Last Mo... ▾

Given

Reflection Prompt

What are we most grateful for as a class? Why do you think that is?
What are some things we have not been as grateful for? Why do you think that is?
Be prepared to share with a partner and the class.

Coach students to improve their practice using individual and class data.

Social-Emotional Competencies
(20 min)

"It gives students the chance to become more aware of themselves and of their peers and to communicate those feelings appropriately."
- Ms. H, 4th Grade Teacher

Social-Emotional Competencies

In small groups, discuss:

❖ What are SEL competencies we already focus on? *(for example, have a set of 5 principles of a good learner)*

❖ What are SEL competencies we want to focus on?

Our most popular are:

Caring, Commitment, Compassion, Cooperation, Courage, Encouragement, Friendship, Generosity, Help, Honesty, Humor, Kindness, Listening, Patience, Positivity, and Respectfulness

Social-Emotional Competencies

Decide:

❖ Write down the top contenders from each group *(on a flip chart or in a shared doc)*. Now, each participant should check off the top 5 they want to focus on as a community.

❖ Select the top 10 as a whole group

★ Record the top 10 competencies you want to use in your Implementation Checklist. Send these to amy@givethx.org to set up in your account.

Anchor Times & Routines

(20 min)

"The best part was receiving thanks from other classmates. It made me feel like I was welcomed in the community and it made me feel happy."

- Maria, 7th Grade

Key Considerations

Giving

- ❖ 2nd grade and up can use GiveThx (basic reading & writing needed)
- ❖ Students may only send notes to people in classes they join
- ❖ Staff may send and receive notes to/from anyone in the school
- ❖ Students and staff may send notes at any time, not just during class
- ❖ Staff can turn off the ability to send Thx notes for an entire class
- ❖ Thx note tags should align to core school behaviors and values
- ❖ GiveThx is most effective when **all** staff participate

Monitoring

- ❖ Staff see every thx note and reflection of students in their classes
- ❖ Staff can remove messages and freeze a student's ability to send
- ❖ Staff can see giving/receiving, identify isolated students, & intervene

How will we use GiveThx as a Staff?

Directions:

Break into groups to discuss the prompts on the following slides. Groups could be by department, grade, division, etc.

- ❖ For expected impact, GiveThx should be a regular practice for students and staff:
  - ➢ ≥ 20 minutes / week with ≥80% students
  - ➢ ≥ 5 minutes / week by ≥50% staff
- ❖ The class/space/time needs to work for your community - this could be staff meetings, department meetings, PLC's…
- ❖ Usage could be all at once or multiple times a week.

How will we use GiveThx as a Staff?

Discuss in Groups:

What are ways we can use GiveThx to support **staff** wellbeing?

- ❖ What are practices we already have during staff time?
- ❖ How could this be helpful to me as an individual? As a member of this community?

- ★ Record your **Staff Routines** and **Staff Time/Day of Week** in the Implementation Checklist Worksheet

How will we use GiveThx with Students?

Discuss in Groups:

What are ways we can use GiveThx to support **student** wellbeing?

❖ What are practices and routines we already have during class time?
❖ Where are places we could anchor student practice?
❖ How could this be helpful to students as individuals and members of this community?

Remember your student routine ideas in the next section where you will plan which practices best compliment them

Review & Schedule Practices
(35 min)

"[GiveThx] allows me to say thank you to people confidently. I am really enjoying it and I feel like it has had a positive effect on us and made me feel closer to other students."
- Mark, 8th Grade

Review Practices

Directions:

Explore through the **GiveThx Practice Guide**. As you review the practices, consider which will compliment the student and staff routines you named. Note that practices include Thx Notes and Reflections.

Give

#	Title	⏱	👥	🚩	Description
1	Group Gratitude	5 min	All Grades	Process check	Write individual thx notes recognizing productive behaviors.
2	Partner Gratitude	4 min	All Grades	Process check	Write a partner a thx note recognizing a productive behavior of theirs.
3	L/R/Pick Gratitude	7 min	All Grades	Kinesthetic	Form a circle. Write thx notes to the people at left and right and a 3rd.
4	Gratitude Wave	4 min	All Grades	Intervention	Everyone sends a thx note to one person.
5	Behavior Challenge	6 min	All Grades	Challenge	Everyone sends thx notes only for one behavior.
6	Peer Gratitude	4 min	2nd & Up	Choice	Send thx notes to peers of your choice.
7	New Gratitude	4 min	2nd & Up	Intervention	Send thx notes to peers you have not sent to (or sent few to).
8	Write & Shoutout	5 min	All Grades	Modeling	Send thx notes and then share
9	Thank, Pair, Share	7 min	All Grades	Dialogue	Send thx note, discuss with partner, share out with class.
10	Grateful Moment	5 min	All Grades	Public Sharing	Form a circle and share grateful moments from the day.
11	Gratitude Letter	10 min	All Grades	Community	Create a handwritten thank you letter. Give it to the person. Reflect.
12	Face-to-Face Gratitude	10 min	All Grades	Interpersonal	Write a thx note to someone. Read it to them, face-to-face. Reflect.
13	Secret Agent Thx	5 min	2nd & Up	Observation	Observe a peer all day and thank them at the end for something.

Reflect

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#	Title	⏱	👥	🚩	Description
1	Check-In	5 min	2nd & Up	Check-In	Students share one thing they want their teacher to know.
2	General Thx	5 min	All Grades	Journaling	Write about something general you are thankful for.
3	3 Good Things	10 min	All Grades	Challenge	Write down 3 things that went well that day & associated feelings.
4	Grateful by Subtraction	10 min	3rd & Up	Perspective	Think of the difference if an event or relationship did not happen.
5	Message Received	8 min	2nd & Up	Self-Awareness	Pick a favorite thx note received and explain why.
6	Message Given	8 min	2nd & Up	Social Awareness	Pick a favorite thx note given and explain why.
7	Strengths Inventory	15 min	2nd & Up	Self-Awareness	Analyze data & thx notes to identify personal character strengths.
8	Giving Inventory	10 min	2nd & Up	Social Awareness	Analyze data & thx notes to identify trends in gratitude to others.
9	Class Trends	5 min	2nd & Up	Class Data	Review class gratitude trends & consider the reasons behind them.
10	Gratitude Letter	15 min	All Grades	Community	Create a handwritten thank you letter. Give it to the person. Reflect.
11	Face-to-Face Gratitude	10 min	All Grades	Interpersonal	Write a thx note to someone. Read it to them, face-to-face. Reflect.
12	Gratitude Interview	20 min	3rd & Up	Reporting	Interview an adult about something they are grateful for. Reflect.

Schedule Practices

Directions:

Think of the competency tags you decided on, the student and staff routines you named as places for GiveThx, and the practices you just reviewed.

★ Create a monthly schedule in the **Schedule Decisions** area of the Implementation Checklist Worksheet (example below)

Month	Competency Tag	Routines (Students)	Routines (Staff)	Practice
Sept	Kindness	Morning Meeting	Staff Meeting Intro (staff)	Group Gratitude Reflect: Check-In
Oct	Commitment	Check-Out Task	Pre/Post Collaboration	Partner Gratitude Reflect: 3 Good Things
Nov	Cooperation	Homeroom	Weekly Newsletter Task	L/R/Pick Gratitude Reflect: Message Given

Set Up Classes
(5 min)

"I am really enjoying this project because I get to feel more connected with other students in my grade and it gives me a better opportunity to give gratitude to others during social distancing."
- Luis, 8th Grade

For Facilitators

1. Make sure you have been made a **facilitator**
2. Click on "My Classes" and "Add a Class"

For Staff

Compose a Thx note

Who would you like to thank today?

SEND

Avengers | Or | Search for an individual

Bruce Banner	Natasha Romanova	Peter Parker	Steve Rogers	T'Challa Wakanda	Tony Stark
You've given 5 thx.	You've given 10 thx.	You've given 6 thx.	You've given 5 thx.	You've given 3 thx.	You've given 10 thx.

GIVE THX

As a member of the **staff class**, you can thank/be thanked by anyone in the school. Start typing a name to find someone. You cannot facilitate classes (ask if interested).

Plan for Assessment
(10 min)

"I think that this activity would be helpful in all classes or just in life in general, because I have noticed over the past weeks I have done this, I feel a lot more appreciated and happy."
- Hema, 9th Grade

Program Impact

Usage

What is your usage goal? What percentage of students and staff should use GiveThx by year-end?

★ Student Goal: _____
★ Staff Goal: _____

GiveThx will provide you with the data over time so you can track your progress towards your goal.

Program Impact

Surveys

Schedule when to conduct pre and post student **surveys** to see impact and change over time:

- ❖ <u>Student Pre-Survey</u>
- ❖ <u>Student Post-Survey</u>

- ★ When and where will you facilitate these? _____
- ★ Which survey outcomes do you want to see the most positive change in? _____

Program Impact

Schedule when to facilitate tasks that show summative evidence of social-emotional growth:

- ❖ Gratitude Interview

- ❖ Strengthens and Giving inventories
- ❖ Gratitude letter and reflection

- ★ When and where will you facilitate these?
- ★ How can they show social-emotional growth?