

SEPTEMBER G-FORCE G STANDS FOR GRATITUDE

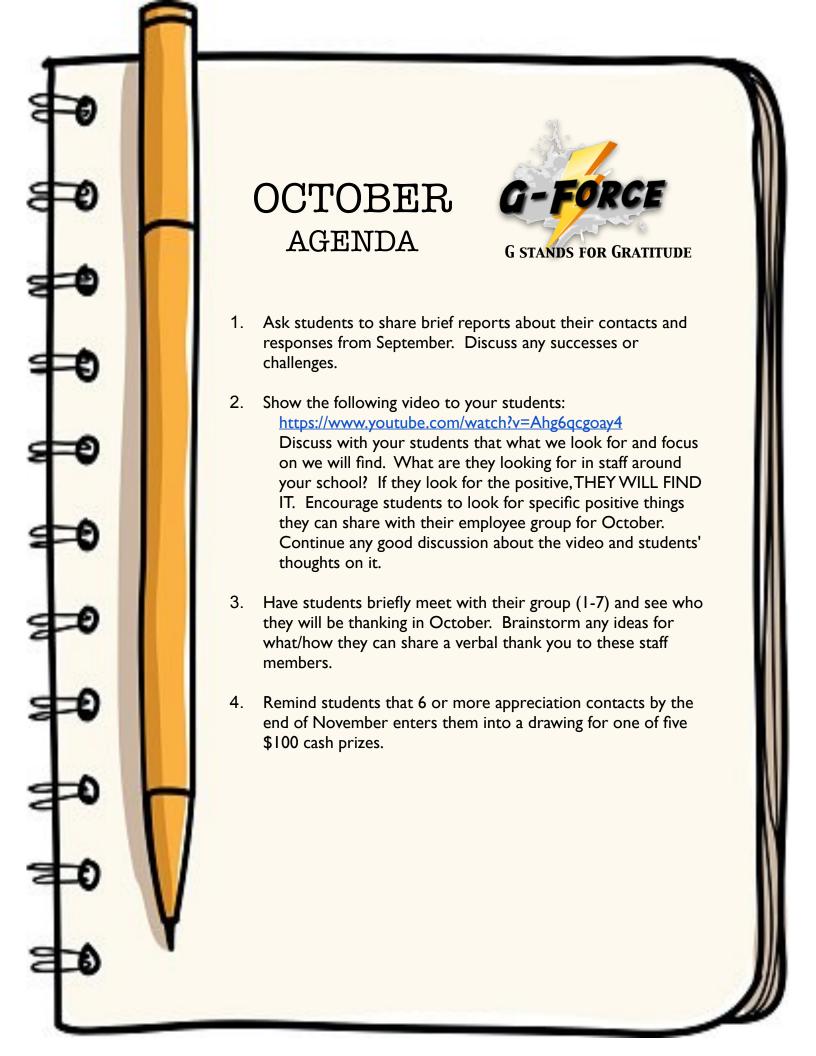
- Explain responsibilities. Show video (https://youtu.be/0rF8 Te69gw) and or distribute description of responsibilities (https://utrust.org/tcg/wp-content/
- Explain method of communication (google classroom or posting info). Utrust
- Inform G-Force members to which group they've been assigned (Group 1-7)
- Encourage G-Force members to update their chart or google classroom entry so they have a chance to win \$100 each semester by recording two personal contacts and two successful contacts by a classmate you have tagged each month. There will be five (5) \$100 prizes given out each semester. (See the "G-Force Report of Employees Contacted" chart included in this packet.)
- Play the Gratitude Game with the G-Force students:

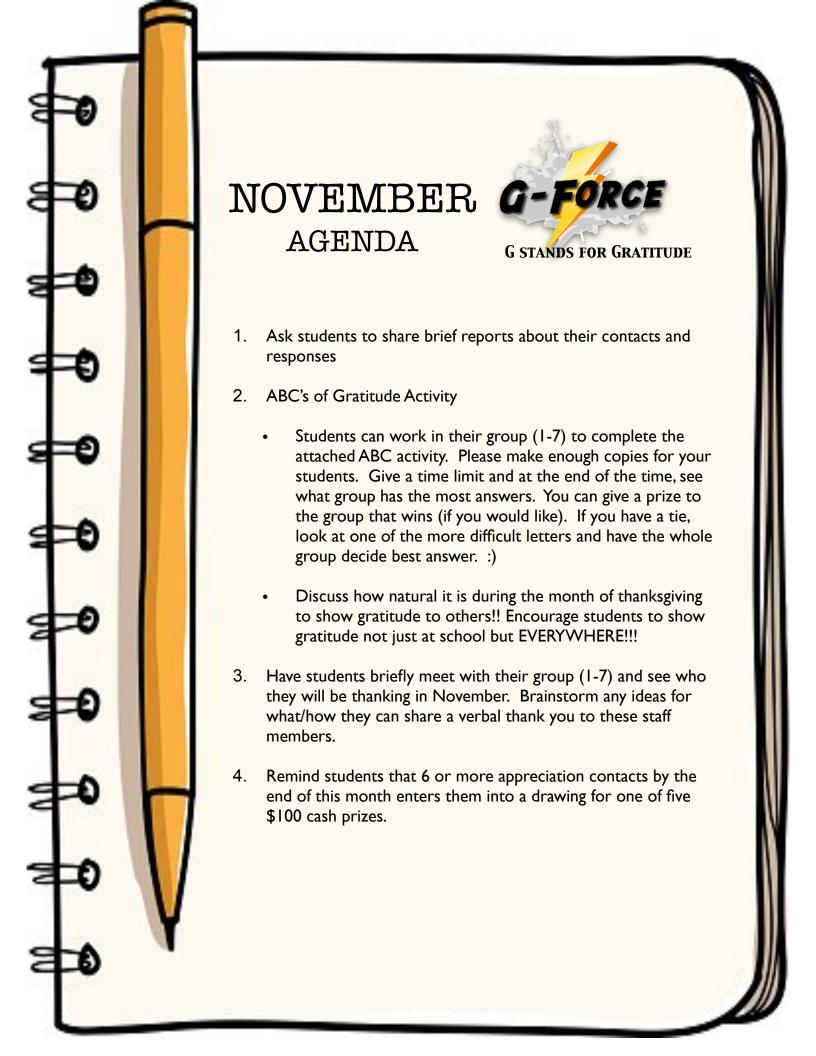
Supplies needed: individual snack size Skittles (or M&Ms)

Each student gets a snack pack of skittles. Have students sit with their group (1-7). Have them go around and share the following according to the skittles colors they have (you may want to write

Yellow - Something they are thankful for

- Have students briefly meet with their group (1-7) and see who they will be thanking in October. Brainstorm any ideas for what/how they can share a
- Remind students that 6 or more appreciation contacts by the end of November enters them into a drawing for one of five \$100 cash prizes.
- Have G-Force members make a list of students in their class and determine which students they will invite to express thanks to which employee each month of the semester. Try to involve every student in your class sometime
- Talk to the G-Force members about tools to thank the employees. For more information, see the chart in the G-Force packet entitled "Chart 3: G-Force" Monthly Mission: What to Look for and Compliment by Employee Group".





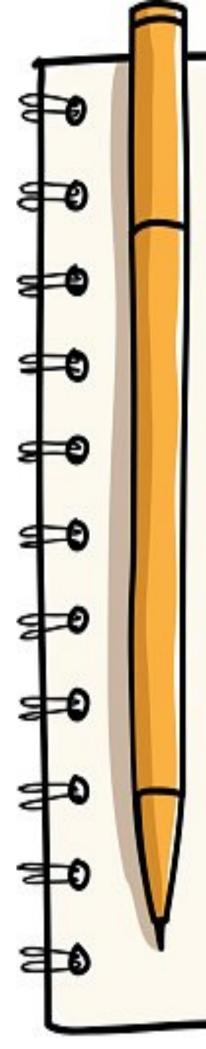
GRATITUDE from A to Z!

G-FORCE

Use every letter of the alphabet to think of something you are grateful for

G STANDS FOR GRATITUDE

A	
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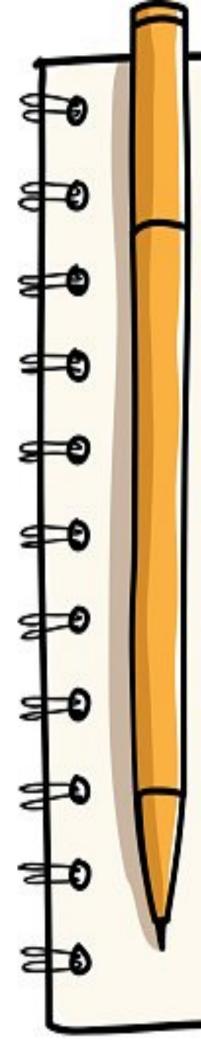


DECEMBER G-FO



G STANDS FOR GRATITUDE

- 1. Ask students to share brief reports about their contacts and responses
- 2. Celebrate the contacts made by the students in the previous months and G-Force. Adviser, please thank the G-Force students for their work.
- 3. Honest Thank You's Activity:
 - -Supplies needed any random gift items that your students might receive for Christmas (but it may not be something they really like for ex. sweater, socks, silly toy, etc)
 - -With Christmas around the corner, you will all be receiving gifts. But what about a gift you may not be thrilled with. Discuss that you can still say an HONEST thank you. Practice looking for the positive. You can do this by playing a game:
 - Hold up something (one of the gift items)
 - Ask your students what they could say if someone gave them this item as a gift?
 - Brainstorm 3-5 positive expressions. Create a word cloud or list.
 - Whoever comes up with the most ways to be thankful wins!
 - Winner gets to pick the next time.
 - Have fun and remind students to focus on thought and not just the gift.
- 4. Have students briefly meet with their group (1-7) and see who they will be thanking in December. Brainstorm any ideas for what/how they can share a verbal thank you to these staff members.



JANUARY AGENDA



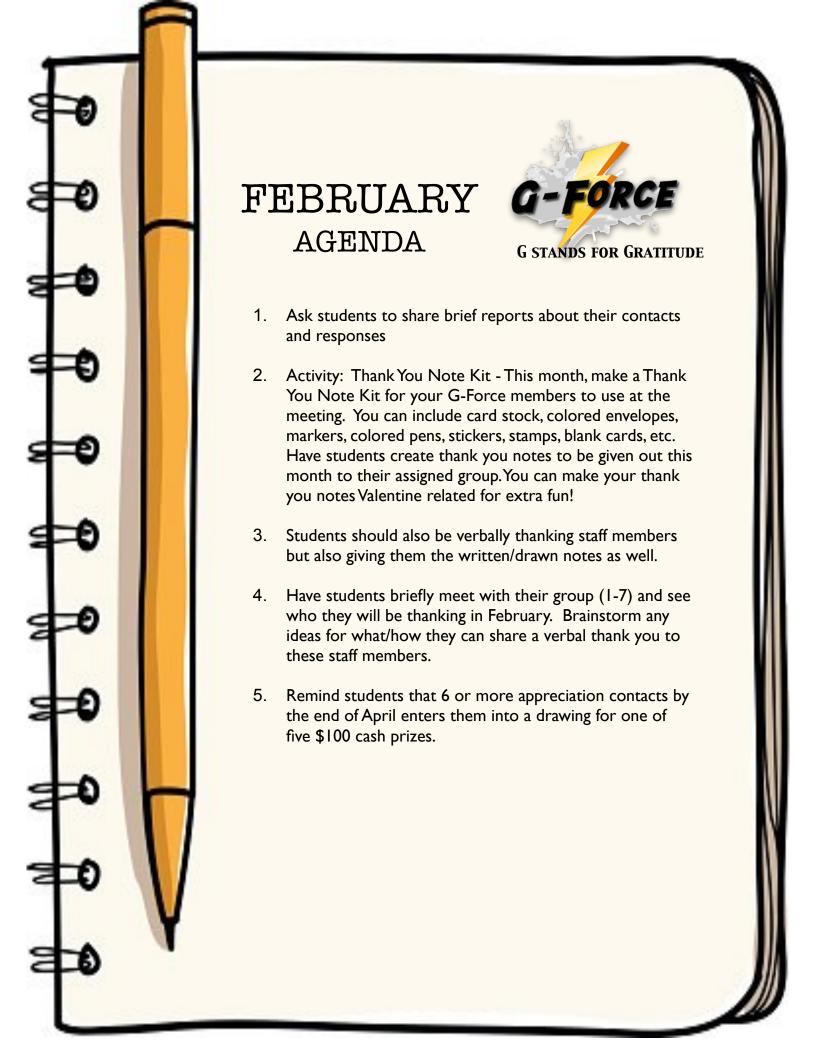
G STANDS FOR GRATITUDE

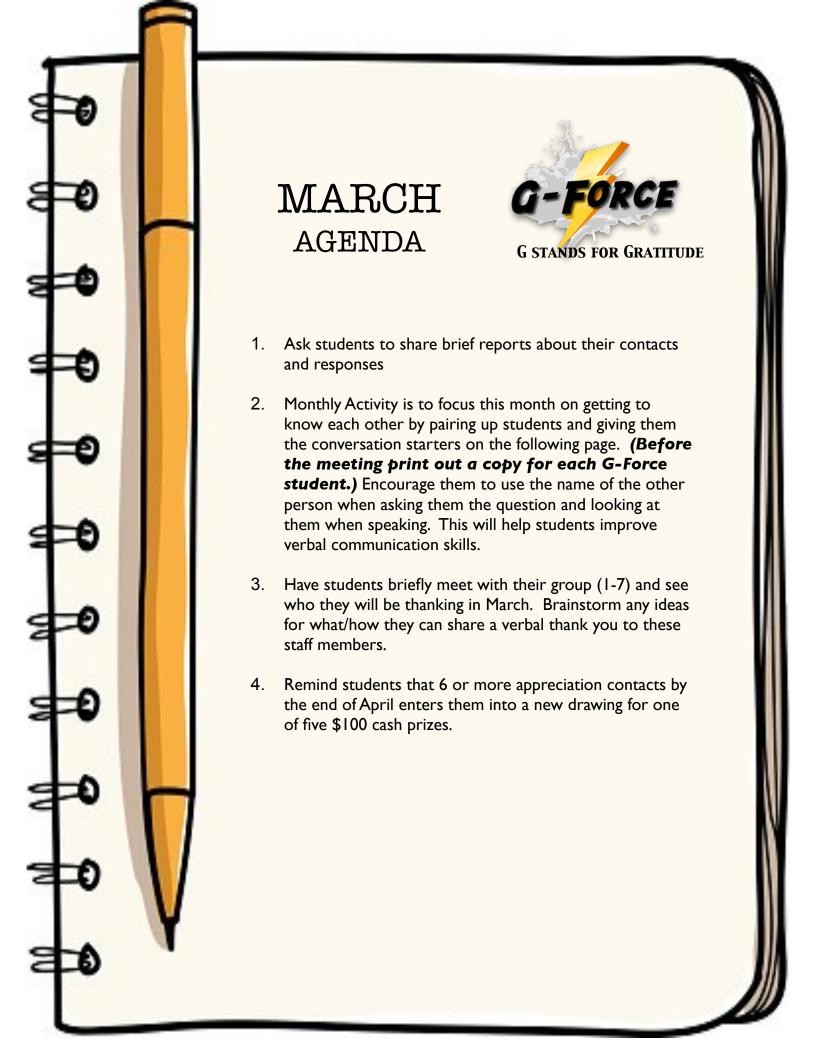
- 1. Jump right into the team building activity it takes a bit of time.
- 2. Team Building Activity: The objective is to use a bag of balloons and roll of masking tape to build the tallest freestanding tower possible in the time allotted. Divide students into their groups (1-7) and give each group one bag of balloons and one roll of masking tape.
- 3. Allow a couple of minutes of brainstorming and planning. When you say "Go!" the tower building can begin. Let the teams build for 10 minutes (depending on how much time you have), giving time announcements at

five minutes, two minutes and one minute remaining. At the end, whichever team has the tallest freestanding tower is the winner. Feel free to give prizes, then discuss these debrief questions:

- What worked for your group? What didn't? How did you know?
- What was challenging? How did you deal with those challenges?
- How do you feel about your finished tower?
- How is this activity like working as a team this year to show gratitude?
- 4. Have students briefly meet with their group (1-7) and see who they will be thanking in January. Brainstorm any ideas for what/how they can share a verbal thank you to these staff members.
- 5. Remind students that 6 or more appreciation contacts by the end of this April enters them into a new drawing for one of five \$100 cash prizes.







What has been the happiest day of your life so far? What is your favourite movie? Why?

CONVERSATION

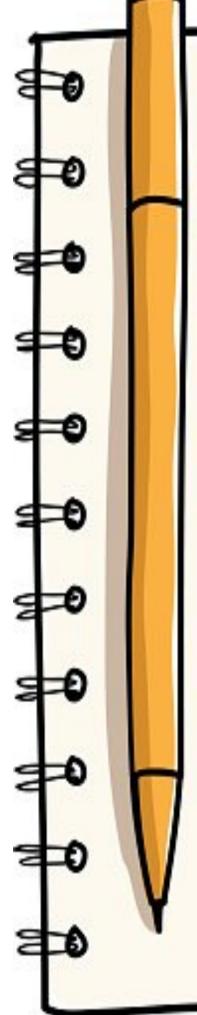
What kind of music do you like?

What is the best thing to do on a rainy day?

STARTERS

What job would you like when you are older?

What is the one thing you couldn't live without?



APRIL AGENDA



G STANDS FOR GRATITUDE

- 1. Ask students to share brief reports about their contacts and responses
- 2. Today our Activity is about Non-Verbal Communication and how we are always communicating even without words. We have an activity that requires no supplies, just instructions.
- 3. In this team-building exercise a group of students are told that they will have two minutes to line up in a particular order without speaking or making any noise. They will then be told to line up according to a certain criteria such as birthday, alphabetically by middle name, by height, by shirt color, etc. The leader should keep the instruction relatively vague and let the participants determine how to use the criteria and in which way the line should go. For example, if the leader says, "Line up by hair color," she should let the participants decide in what order the colors should go. This exercise can be repeated several times and often provides a fun way to encourage people to make decisions, communicate non-verbally and take on different leadership and organizational roles. With younger students you can allow them to talk if communicating non-verbally is too difficult.
- 4. Discussion questions to follow:
 - Was it hard to follow directions without being able to talk?
 - Why is nonverbal communication important?
 - When you are thanking someone, what kind of nonverbal communication is often used? How can that help someone believe you are truly thankful?
 - Can nonverbal communication be a barrier in thanking someone? If so, how? Consider your nonverbal communication as much as the words you are saying. Be sure you make eye contact, smile and speak clearly when you are showing gratitude to a staff member.
- 5. Have students briefly meet with their group (1-7) and see who they will be thanking in April. Brainstorm any ideas for what/how they can share a verbal thank you to these staff members.
- 6. Remind students that 6 or more appreciation contacts by the end of this month enters them into a drawing for one of five \$100 cash prizes.

