

# Your Creativity, Your IMPACT

## Identifying the Good Things In Life

Practical activities to develop  
positive emotions and gratitude.

Por Eugenia Celina Giralda

**elevate**  
education to empower



**Eugenia Celina Giralda**

**Bio:** I am an EFL teacher who has been working at the high school level since 2017 in a bilingual institution, Colegio San Ignacio de Loyola, in Río Cuarto, Córdoba. I am currently pursuing a Master's degree in English with a specialisation in Applied Linguistics at Universidad Nacional de Río Cuarto, where I am developing my thesis proposal on Positive Language Education and well-being. My research explores how Positive Language Education can contribute to students' perceived well-being in EFL contexts. As part of this study, I have conducted an intervention consisting of five lessons focused on the PERMA model proposed by Seligman (2011). I am particularly interested in exploring the role of well-being in language learning contexts.



**Institution:** Universidad Nacional de Río Cuarto



**Level:** University Level – B1



**Location:** Río Cuarto, Córdoba, Argentina

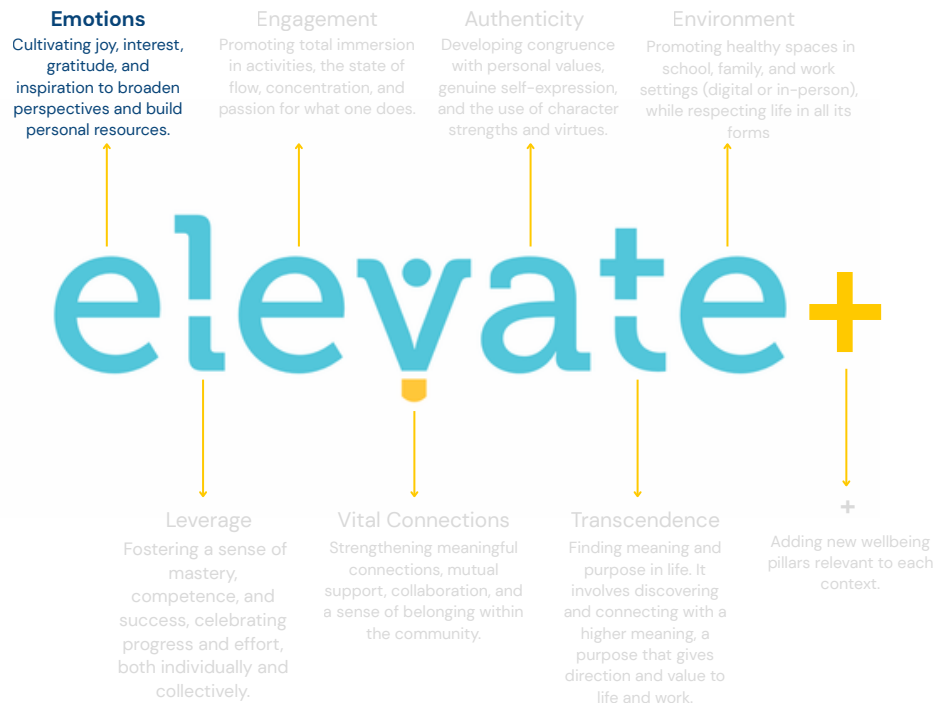


**Contact:** euge.c.giralda@gmail.com



## The ELEVATE+ Activity

### Which ELEVATE+ Pillar(s) does this address?



### Objetivo:

- 1) recognise, experience and express positive feelings.
- 2) reflect on the value of gratitude.
- 3) practice talking about gratitude using some prompts
- 4) brainstorm and express ideas they are grateful for
- 5) use specific phrases to express positive feelings and reflect on personal gratitude
- 6) get to know more about their classmates

- **Time Allotted:** 50/60 minutes
- **Materials Needed:** Handout, projector/TV



---

## Step-by-Step Description:

### Step 1: Warming up

**Time allotted:** 10 minutes

Begin the lesson by showing a short video about gratitude.

After watching, ask students to work in pairs and discuss the following questions:

- a) What makes you happy?
- b) What does gratitude mean?
- c) When do you experience gratitude?

Then, ask students to share some ideas with the whole class and write notes on the board.

### Step 2: Vocabulary to express gratitude

**Time allotted:** 5 minutes

Introduce key terms related to gratitude (e.g., grateful, thankful, gratitude).

Provide one or two examples (e.g., I'm grateful to be here with you / I feel gratitude for my family), and then ask students to match the words with their definitions.

Ask students to check their answers with classmates. If there are any questions, review them together as a class.

### Step 3: Expressing Gratitude

**Time allotted:** 10 minutes

Next, ask students to take a few minutes to think about their own lives and write down three things they are grateful for.

Encourage them to use the target language structures provided.

Then, ask students to share their ideas with a partner. Invite some students to share their ideas with the whole class if they feel comfortable.

---

## Step-by-Step Description:

### **Step 4: Daily Gratitude Reflection**

**Time allotted:** 15 minutes

Distribute or display a chart in which students reflect on positive experiences.

Ask students to complete it individually to express something good that happened today, something kind they observed, things that made them smile, and a person they appreciate.

Invite volunteers to share some of their responses with the class. They can choose one positive experience from their notes and express their gratitude to the whole class.

### **Step 5: Exit Ticket**

**Time allotted:** 5 minutes

To close the lesson, give each student an exit ticket to reflect on what they learned. If they wish, they can share their ideas before leaving the class.

**Ticket:** Which resources or expressions did you learn today that can help you experience and express gratitude?

## Impact & Reflection

**Student Impact:** This lesson created a positive and supportive atmosphere in the classroom from the very beginning. Students reported feeling grateful, and some mentioned that they had never reflected on the small things that make them feel this way.

During the activities, most students were willing to participate and share their ideas. Notably, several students expressed themselves more openly than usual, showing less hesitation or shyness when speaking in front of their peers. This suggests that the focus on positive emotions may have contributed to a safer and more trusting classroom environment.

In addition, there was a noticeable increase in peer attention and respect while others were speaking, which reinforced a sense of group cohesion and empathy among classmates.

**Teacher's Reflection:** Implementing this lesson had a positive impact on my own well-being as a teacher. Throughout the class, I felt a strong sense of gratitude and enjoyment. By the end of the lesson, I realized that I had been smiling most of the time, as it was genuinely rewarding to listen to students sharing positive and meaningful experiences.

This experience also reinforced my motivation to incorporate more activities focused on well-being, as it highlighted how fostering positive emotions can benefit both students and the teacher, creating a more engaging and emotionally supportive learning environment.

**A Tip for Others:** This activity can be easily adapted to work at any level



## Call for Submissions!

Do you have an activity that brings the ELEVATE+ pillars to life? Whether it's a 5-minute check-in or a full-hour project, we want to see it!

Submit your activity [here](#)  
let's elevate education together!



**Adelina Sánchez Centeno**



[elevateeducationtoempower](#)



[linkedin.com/in/adelinasanchezcenteno](https://www.linkedin.com/in/adelinasanchezcenteno)



[elevateeducationtoempower@gmail.com](mailto:elevateeducationtoempower@gmail.com)