



TOPIC

Appreciating & Valuing

LEVEL

Sixth Grade

THEME

The Power of Appreciation

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand the importance of appreciation and valuing others.
- Explore how appreciation impacts relationships and mental health.
- Practice giving and receiving meaningful appreciation.

MATERIALS

- Soft talking ball
- Chart paper or whiteboard
- Markers
- "Appreciation Graffiti Wall" large paper
- Sticky notes
- Appreciation Challenge Cards
- Optional: music for background during activities

ESSENTIAL QUESTIONS

- What does it mean to appreciate someone?
- How does valuing others strengthen our Aavidum community?
- How does appreciation impact mental health and belonging?
- What are ways we can express appreciation every day?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Welcome back, everyone! Today, we're talking about something powerful that connects directly to Aavidum: appreciation and valuing. Aavidum means 'I've got your back,' and one way we live that out is by noticing and celebrating the good in each other."

Pass the talking ball:

Say: "Say your name and share one thing or person you appreciate today."

- Responses can be light and fun like "I appreciate pizza!" to warm them up.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Put the word APPRECIATION on the board.

Ask:

- "What comes to mind when you hear the word appreciation?"
- "How does it feel when someone shows appreciation for you?"
 - After 2 or 3 answers, provide the definition: "Appreciation means enjoyment of the good qualities of someone. It's noticing what's good and saying it out loud."

Put VALUING on the board.

Ask:

- "What about valuing? How is that different?"
 - After a few answers, provide the definition: "Valuing means to consider someone important and have a high opinion of them. When we value someone, we treat them with respect and care because they matter to us."

Say: "When we appreciate and value each other, we make our school a place where everyone feels like they belong and know someone's got their back."

ACTIVITY: APPRECIATION ACTIVITIES (20 MINUTES)
Instructions:

- Tape a large sheet of poster paper labeled “Appreciation Graffiti Wall” on the wall.
- Say: “Now we’re going to create an Appreciation Graffiti Wall. Each of you will grab a sticky note and write an appreciation for someone in this room. It could be about something kind they’ve done, a positive quality they have, or just something you like about them. Be specific. You don’t have to include your name. All responses must be kind.”
- Play upbeat music. Give students time to write their appreciations and stick them on the wall. Allow students to write multiple notes if time permits. Monitor for appropriate responses.
- Have everyone return to their seats, and read a few notes aloud.
- Ask:
 - “How did it feel to see the wall fill up?”
 - “What happens when we take time to notice each other’s good qualities?”
 - “Did anyone feel uncomfortable complimenting someone in the room? Why do you think that is?”
- Use this to initiate a conversation. Say, “Sometimes saying thank you or telling someone how much you appreciate them can feel a little weird or even embarrassing. You might worry about what others will think or feel shy about speaking up. But showing appreciation is really important because it helps people feel seen and cared for. Imagine if you never told someone how much they mean to you. Later, you might wish you had. So even if it feels a little funny at first, sharing your appreciation is a kind and brave thing to do, and it can make a big difference for both you and the person you’re thanking.”
- Print out and cut up the Appreciation Challenge Cards
- Scenarios:
 - Your classmate lent you a pencil.
 - A friend invited you to join a game.
 - A teacher stayed after school to help you.
 - Someone stood up for you when someone else was being unkind.
 - Someone helped you understand a difficult homework problem without expecting anything in return.
 - A classmate always listens carefully when you talk and supports your ideas in group work.
 - The school janitor keeps your classroom clean and comfortable every day.
 - Someone shared their lunch with you when you forgot yours.
 - A teammate encouraged you during a tough game or competition.
 - A classmate cleaned up the classroom without being asked.
 - Someone gave you a compliment that made you feel confident.
 - A sibling or family member helped you with a chore or project at home.
- Break students into pairs. Have each student draw a card and role-play how they would express appreciation. Remind them that not all appreciation has to be verbal. There are ways we can show appreciation verbally, nonverbally, and through our actions. Encourage them to be specific and look the person in the eye when they say it.
- After role-playing, discuss:
 - “What felt natural about showing appreciation?”
 - “What felt awkward or hard?”
 - “How do you think the other person would feel hearing that?”

WRAP-UP (5 MINUTES)

Say: “Appreciation and valuing others don’t just help them. They help us too! When we focus on what we’re grateful for and the good qualities in others, we feel happier and more connected. That’s what Aavidum is all about.”

- Ask:
 - “What’s one new thing you learned today about appreciation?”
 - “Who will you show appreciation to this week, and how?”

Challenge: “Your challenge this week: Give at least three genuine appreciations to people in your life. These can be friends, family, teachers, or anyone. Notice how it makes them feel and how it makes YOU feel!”