



EduTrend Contents

G4C · GRATITUDE AND POSITIVE THINKING GAMES · MIDDLE SCHOOL

Three Good Things Challenge

Notice three specific good things and why they happened, and compare vague and specific gratitude

Ages 11–13

Level: Intermediate

40 minutes

Individuals and pairs ·
up to 30

Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Three Good Things Challenge

Students compare vague entries, such as “my family”, with specific ones, such as “my brother helped me fix my bike”. They then write three specific good things from the past day and why each happened, including their own part. Pairs share one entry if they choose. Students plan a private week-long challenge and reflect at the end on what they noticed.

Learning outcomes

By the end of the session students can:

- notice specific good things;
- explain why they happened;
- distinguish vague and specific;
- reflect privately on the habit.

KEY WORDS

gratitude · specific · reason ·
journal · habit · reflect

CURRICULUM LINKS

PSHE: wellbeing habits. English:
reflective writing.

1**SETTLE**

Calm start

2**EXPLAIN**

One game, clear
rules

3**PLAY**

Invented
characters

4**NOTICE**

Clues and feelings

5**TALK**

Different views are
fine

6**CLOSE**

Calm and positive

Materials (per student)

- Private journal sheets
- Example entries
- Worksheets 1, 2 and 3

Before the session

- Prepare vague and specific examples.
- Print journal sheets.
- Explain privacy.
- Plan pairs.

SAFETY

Journals are private; sharing is optional.
Gratitude does not replace support if someone
is struggling.

ACTIVITY 03 · SESSION PLAN

Step by step

Avoid forcing positivity; hard days are real and allowed.

Time	What happens	Say or ask
0–8 min Settle	Vague versus specific.	<i>“Which is easier to picture?”</i>
8–25 min Write	Three good things and why.	<i>“What was your part in it?”</i>
25–35 min Share	Optional pair sharing.	<i>“What did you notice?”</i>
35–40 min Close	Plan the week.	<i>“When will you write?”</i>

CHALLENGE CARD (print or copy onto the board)

Notice three specific good things each day for a week and explain why each one happened.

ACTIVITY 03 · FACILITATOR NOTES

The gratitude game know-how in brief

Writing about specific good things and their causes is a well-known exercise in positive psychology research.

Specific entries tend to be more meaningful than vague ones, because they help people notice real details and the people involved.

Common ideas to listen for

- “Gratitude means ignoring problems.” Both can be true.
- “Only big things count.” Small things matter.
- “It must be shared.” It can stay private.

Adapting the activity

Support

Provide sentence starters.

Stretch

Add one thank-you action to the week.

WORKSHEET 1

Vague or specific?

Name: _____

Class: _____ Date: _____

Sort examples.

Vague or specific?

Entry	Vague	Specific

WORKSHEET 2

Three good things

Today.

Three good things

Good thing	Why it happened
1	
2	
3	

WORKSHEET 3

End of week

Reflect.

This week I noticed...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Writes specifically	Explains causes	Reflects honestly

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Three Good Things Challenge is a sample activity from the EduTrend Contents G4C Gratitude and Positive Thinking Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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