

Social-Emotional Learning: The "Three A" Approach to Appreciation Activity

Consider this "Three A" Approach to Appreciation:

1. What do you want to acknowledge?

Sometimes taking the time to reflect on the faces, places, and activities that we take for granted can make all the difference in changing our attitudes about ourselves, others, and our lived experiences.

Take a moment to pause and breathe deeply. Check-in with yourself. What emotions or memories are coming up for you? Next, take the time to write down your reflections in the space below:

What do you appro	eciate or like about yourself	?
What do you appre	eciate or like about your fan	nily or friends?
		. ,
	eciate about your communi place, club, or place of wor	





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This might include simple actions or gestures that can show this appreciation.

As before, check-in with yourself and write down your reflections in the space below:

How can you <i>show</i> appreciation	for yourself?		
How can you <i>show</i> appreciation	for your family	or friends?	
How can you <i>show</i> appreciation	for your comm	nunity?	





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3. What is the action you may want to take?

This action might include replicating these feelings of appreciation for people of all cultural traditions and communities, even those you don't belong to.

How might you learn more about these individuals or communities?	
Through personal engagement (such as through conversation or relationship building discover what we appreciate in others, and through these experiences, we learn more ourselves.	•
How can we model or share our deep appreciation for their rich cultures and contributions to the world with others?	5

Could you embrace the actions and gestures you listed above for "aspire"? What different steps might you take? Consider how learning and building empathy might be valuable for appreciation across cultures and communities.

When we focus on the beautiful aspects of people and other cultures and ethnicities, we see how rich the world is and invite more of that richness into our own lives.

