



# THE GRATITUDE PROJECT

BY ZAID PHILANDER AND ANGELA KATSCHKE  
FOR A GROUP OF 12-16 CHILDREN FROM THE AGE OF 8 YEARS





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# I. THEME AND NEEDS ADDRESSED

"Nowadays, the feeling of gratitude is underestimated. Gratitude connects people with the world, makes them feel part of the world. If one guides the child in such a way that it can develop gratitude for even the most unimportant or trivial things it meets in life, then that child does not close itself off from the world in egotism, then it becomes altruistic, it feels itself to be a part of the environment.

And when one has imparted to the child the feeling of gratitude, then one will realise that the basis for moral education has been planted. Because if one has taken care of this feeling of gratitude and gratitude is experienced as compatible with all knowledge, then the feelings of the child will easily be penetrated by the love that the human being must have for all the rest of humanity and ultimately for all the creatures of the world. One can develop love in the best possible way through gratitude."

These qualities cannot be obviously taught. They are modelled by the adult and imitated by the young child. These qualities must "live" within the parents and educators. Young children learn through imitation. A child growing up in child-headed household, or with parents neglecting their parental responsibilities or on its own on the street misses the needed role models to develop a grateful attitude and expression of gratitude. Gratitude is the beginning of the development of morality in a child. The practice of gratitude also builds resilience and grows coping mechanisms which are needed in difficult and traumatic times. It enables us to endure and grow immunity to negative circumstances. When faced with trauma, practicing gratitude provides us with a perspective to not become so overwhelmed.

This art project was designed to grow gratitude in children from 8 years on for their own well-being. The exploration of their own feelings of gratitude through guided art activities and gratitude practice exercises will give them an opportunity to grow stability, sound values, goals, mature traits, beliefs and a sense of purpose with non-verbal media.

Each child will learn skills in fabric painting, hand sewing, embroidery and other forms of needlework to create a 38cm x 44cm square fabric that depicts what they are

most grateful for. These squares will be sewn together for a large sized wall hanging.

The rhythmic, and repetitive tasks needed in order to sew or crochet are proven to have therapeutic benefits, improving mental health and emotional wellbeing. The practice of sewing increases serotonin production in the brain and induces a natural state of mindfulness.

The project encourages group work and promotes a spirit of inclusion within diverse groups, fosters team work, breaks down social barriers and builds trust what is important to relate to peers and others.

Combining the components of art and sewing, working in a group and applying an overall theme of gratitude, addresses the needs of children growing up in disadvantaged communities suffering from the effects of traumatic events due to violence, abuse, neglect and lack of safety.

The art project was designed for 8 sessions of 1,5 hours each according to the Butterfly Art Project Method (BAP). This is a teaching guideline developed by BAP for therapeutic art projects for children in disadvantaged communities in South Africa.



<sup>1</sup> Rudolf Steiner – GA 297a – Erziehung zum Leben – Selbsterziehung und pädagogische Praxis – The Hague, November 4, 1922 (page 159-160), translated by Nesta Carsten-Krüger

# II. CURRICULUM OVERVIEW FOR 8 LESSONS

Title of Lesson	Main Activities	Objective	Time in minutes
<b>1. King Midas and the Golden Touch</b>	<b>Ring time</b> - Welcome - Verse - The Gratitude Game	Children ground themselves and settle into the group	10
	<b>Story time</b> Listening to the story: King Midas and the Golden Touch	Introduction to the theme	20
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	10
	<b>Assessment drawing on square paper</b> What are you most grateful for in your life?	Baseline for child development assessment tool	30
	<b>Review of the art work and conversation about gratitude</b>	Practicing reflection and appreciation	15
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	3
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2
<b>2. Gratitude and Fabric Paint, Part 1</b>	<b>Ring time</b> - Welcome - Verse - The Gratitude Game	Children ground themselves and settle into the group	5
	<b>Story time</b> - Listening to the story: King Midas and the Golden Touch - Reflection: What happened in the story?	Feeling and thinking about the theme	15
	<b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.	Group bonding and practicing gratitude	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	5
	<b>Introduction into the theme of the art work</b> - Children revisit the drawings from last week - Facilitator shows example of the art work planned and explains it will end up being a group work - Conversation about symbols and symbolism in art with showing examples - Conversation about colour expressing feelings in painting	Understanding the art project and group work component	10
	<b>Fabric painting</b> - Introduction to the technique and importance of the background - Painting the background with watered down paint on their square fabric pieces - Sketching in one slightly thicker colour onto the background what they are most grateful for in images or abstract art	Getting to know fabric painting techniques  Practicing developing concepts for a future art work	30
	<b>Review of the art work and appreciation in the group</b>	Practicing reflection and appreciation	8
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	5
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2

Title of Lesson	Main Activities	Objective	Time in minutes
<b>3. Gratitude and Fabric Paint, Part 2</b>	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> -Telling the story: King Midas and the Golden Touch -Reflection: Why did the king have that wish? Could you have a wish like this?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.	Group bonding and practicing gratitude	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	
	<b>Explanation of further steps for the art work</b> Two more elements will be added: embroidery and mixed media. Therefore not everything needs to be painted.	Grasping the concept of the art work once more	5
			3
	<b>Fabric painting</b> Participants paint their second layer of paint onto their squares	Deepening fabric painting skills	40
	<b>Review of the art work and appreciation in the group</b>	Practicing reflection and appreciation	5
<b>4. Gratitude and Needlework, Part 1</b>	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	10
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2
	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: How must his daughter have felt after her father had turned her into gold? Do you know such feelings?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.	Group bonding and practicing gratitude	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	5
	<b>Hand Sewing and Embroidery</b> -Children learn how to sew by hand -Children cut out elements from fabric that are depicted in their drawings. These are sewn on as additional appliqué onto their fabric squares.	Learning skills in hand sewing and embroidery	40
	<b>Review of the art work and appreciation in the group</b>	Practicing reflection and appreciation	8
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	10
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2



Title of Lesson	Main Activities	Objective	Time in minutes
<b>5. Gratitude and Needlework, Part 2</b>	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: What is the happy end of the story?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> - Each child express gratitude with gestures and symbols for what has happened in the past week - Facilitators asks children to share observations of change in their life focusing more on being grateful	Practicing gratitude and reflecting on impact	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	5
	<b>Hand Sewing and Embroidery</b> - Children continue to sew by hand. - Children continue to attach their cut outs and sew them onto their squares as additional appliqué.	Widening skills in hand sewing and embroidery	45
	<b>Review of the art work and appreciation in the group</b>	Practicing reflection and appreciation	8
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	5
<b>6. Gratitude and Mixed Media, Part 1</b>	<b>Farewell of the group</b>	Practicing gratitude and farewell	2
	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: What makes you think today?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> - Each child expresses gratitude with gestures and symbols for what has happened in the past week - Facilitators asks children to share observations of change in their life focusing more on being grateful	Practicing gratitude and reflecting on impact	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	5
	<b>Mixed Media</b> - Children add more 3D elements to their gratitude squares such as beads, motifs, appliqués, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and sewing skills	Introduction to mixed media	45
	<b>Review of the art work and appreciation in the group</b>	Practicing reflection and appreciation	8
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	5
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2

Title of Lesson	Main Activities	Objective	Time in minutes
<b>7. Gratitude Mixed Media Part 2</b>	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> - Telling the story: King Midas and the Golden Touch - Reflection: Anything new you hear?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> - Each child expresses gratitude with gestures and symbols for what has happened in the past week - Facilitators asks children to share observations of change in their life focusing on being more grateful	Practicing gratitude and reflecting on its impact	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude	5
	<b>Mixed Media</b> - Children add more 3D elements to their gratitude squares such as beads, motifs, appliques, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and sewing skills - Children learn a humming tune of the mending song	- Introduction to mixed media and using up-cycled items. - Further decoration and creativity techniques.	40
	<b>Review of the art work and appreciation in the group</b> Children lay out their squares in a possible order for future quilt and play around with various assemblies	Practicing reflection and appreciation Preparing for last step of art work	13
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	5
<b>8. Mending and Group work celebration</b>	<b>Farewell of the group</b>	Practicing gratitude and farewell	2
	<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
	<b>Story time</b> - Telling the story: King Midas and the Golden Touch - Reflection: Anything new you hear?	Feeling and thinking about the theme	10
	<b>Gratitude circle</b> - Each child express gratitude with gestures and symbols for what has happened in the past week - Facilitators asks children to share observations of change in their life focusing more on being grateful	Practicing gratitude and reflecting on impact	10
	<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude, celebration	10
	<b>Mending the quilt</b> - Facilitator guides the children to lay out their squares and attach their squares together with masking tape. Whilst doing this task, the group is encouraging to chant the humming song they have created - The facilitator starts sewing the quilt together on a domestic machine. Children engage in observing	Completion and celebration of the quilt	30
	<b>Review of the art work and appreciation in the group</b> - Children share what they have been grateful for during these 8 sessions - Facilitator gives loving and grateful feedback to each child about their qualities and skills	Practicing reflection and appreciation	18
	<b>Pack away – clean up</b>	Practicing taking responsibility and volunteering	5
	<b>Farewell of the group</b>	Practicing gratitude and farewell	2

# III. THE GRATITUDE PROJECT: LESSON 1-8

## Lesson 1: King Midas and the Golden Touch

Schedule of activities	Objectives	Approximate timing (Minutes)
<b>Ring time</b> -Welcome -Verse -The Gratitude Game	Children ground themselves and settle into the group	10
<b>Story time</b> Listening to the story: King Midas and the golden touch	Introduction to the theme	20
<b>Fruit circle and saying grace</b>	Nourishment and practising gratitude	10
<b>Assessment drawing on square paper</b> What are you most grateful for in your life?	Baseline for child development assessment tool	30
<b>Review of the art work and conversation about gratitude</b>	Practising reflection and appreciation	15
<b>Pack away – clean up</b>	Practising taking responsibility and volunteering	3
<b>Farewell of the group</b>	Practising gratitude and farewell	2
<b>Flexible time</b>		0
<b>Total time</b>		90 min

### Materials:

1. Grapes for fruit circle, about 10 for each child
2. A4 paper 80g, 2 pages per child
3. Colour pencils, a set for 2 children each
4. Prestik to hang up art work

### Instructions

The tables are already set with paper and coloured pencils at each work station for each child. The chairs are placed in a circle before children come in.

### Ringtime

Welcome:

After the facilitator has made the children line up outside the classroom door, they are allowed to enter and are greeted one by one. Then participants form a circle and facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

Appendix B gives many alternatives for prayers and verses.

The Facilitator can choose best for the children.

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child will repeat the gesture and speak out what they are grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator has learnt the Greek tale by heart. The children listen to the story: King Midas and the golden touch. Please find Appendix A for the story (You can use any other story relating to gratitude)

### Fruit circle and saying grace

Children sit in a circle. The Facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then speak the grace for the children.  
Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,  
Thank you, God, for everything.

### Assessment drawing on square paper

What are you most grateful for in your life? Children are encouraged to express this with coloured pencils on paper (38cm x 44cm).

### Review of the art work and conversation about gratitude

All artwork gets stuck to the wall and children gather on chairs in front of it. Review the session by naming all happenings backwards through time. The children are asked to mention their highlights, looking at their art work, bearing in mind the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators help together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Try to gather the children one last time. Thank them for contributing to a good session and speak the verse with gestures:

I thank the earth beneath me (Hover hands over the floor in a circular motion, bending forward)

For there I stand and walk.

(Stand up straight and motion a two-step walk movement on one spot)

I thank the air around me

(Stretch arms out to the sky reaching up in a jumping jack body shape)

Which helps me breathe and talk. (Bring arms inward towards chest as if to hug oneself)

I thank the sun so warm and bright (Create binocular hand gesture and look up to the sky)  
So far away in Heavens height (Reach arms up to the sky, creating a jumping jack body shape)  
To keep me safe 'til morning light. (Bring arms inward towards chest as if to hug oneself)

### Review

Fill in the child development assessment tool for each child. Appendix C

Look at all drawings with Goethean observation method.

Discuss the children who concern you with colleagues, bring to child case study hub or contact your mentor.



## Lesson 2: Gratitude and Fabric Paint, Part 1

Schedule of activities	Objectives	Approximate timing
<b>Ring time</b> - Welcome - Verse - The Gratitude Game	Children ground themselves and settle into the group	5
<b>Story time</b> - Listening to the story: King Midas and the golden touch - Reflection: What happened in the story?	Feeling and thinking about the theme	15
<b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.	Group bonding and practising gratitude	10
<b>Fruit circle and saying grace</b>	Nourishment and practising gratitude	5
<b>Introduction of the theme for the art work</b> - Children revisit the drawings from last week - Facilitator shows example of the art work planned and explains how it will end up being a group work - Conversation about symbols and symbolism in art with showing examples - Conversation about colour expressing feelings in painting	Understanding the art project and group work component	10
<b>Fabric painting</b> - Introduction to the technique and importance of background - Painting the background with watered down paint on their square fabric pieces - Sketching in one slightly thicker colour onto the background what they are most grateful for in images or abstract art	Getting to know fabric painting techniques  Practising to develop a concept for a future art work	30
<b>Review of the art work and appreciation in the group</b>	Practising reflection and appreciation	8
<b>Pack away – clean up</b>	Practising taking responsibility and volunteering	5
<b>Farewell of the group</b>	Practising gratitude and farewell	2
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials:

- Grapes for fruit circle, about 10 for each child
- A4 paper 80g, 2 pages per child
- Colour pencils, a set for 2 children
- Pages of colours for feeling exercise
- 2 different sized brushes per child
- Water containers
- Painting board or newspaper to protect the tables
- Cloth to wipe the brush
- Fabric piece to paint on (38cm x 44cm) - calico cotton/cotton duck
- Fabric paint
- Palette plates to mix the fabric paint on
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for fabric paint. Each child got its own space, tools and materials.

The chairs are placed in a circle before children come in.

### Ring time

Welcome:

After the facilitator has made the children line up outside the classroom door, they are allowed to enter and are greeted one by one. Then participants form a circle and the facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child will repeat the gesture and speak out what it is grateful for today. Repeat till everybody had a chance.

### Story time

The facilitator retells the Greek tale by heart. The children listen to the story: King Midas and the golden touch.

The facilitator asks a reflective question: What happened in the story?

### Fruit circle and saying grace

Children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then the facilitator says the grace for the children. Thank you for the world so sweet, Thank you for the food we eat;

Thank you for the birds that sing,

Thank you God for everything.

Introduction into the theme of the art work  
Children revisit the drawings from last week by looking at them seated at their work space. Facilitator supports the process by recapping last week's task.

Facilitator shows examples of the art work planned to be created in this art project. It's important to point out that it will become a group work and that the children will not take anything home in the end.

Facilitator leads a conversation about symbols and symbolism in art with showing examples from art history. Please research for your own preparation the following links: [http://www.historyofpainters.com/symboles\\_symbolism.htm](http://www.historyofpainters.com/symboles_symbolism.htm)

[https://en.wikiversity.org/wiki/Analyzing\\_art/Symbols](https://en.wikiversity.org/wiki/Analyzing_art/Symbols)

<https://www.theartstory.org/movement/symbolism/>

And maybe you can find more

Let the children scribble on paper different symbols they know and like.

Facilitator leads a conversation about expressing feelings using colour in painting: each colour has a different way of being and like different friends, evokes different feelings in us. How do you feel looking at this dark blue? Facilitator holds up a large page of indigo blue. It's the darkest colour we have...

How do you feel looking at this bright yellow? It's the lightest colour we have....

How do you feel looking at this balanced green?.....

Which colour do you feel like today?...

What colours would you use to express gratitude?

### Fabric painting

#### For tie dye and ink options:

For Fabric painting techniques and ideas: <https://www.youtube.com/watch?v=K-OSB2dodow>

#### Introduction to the technique and importance of the background:

Show the children some examples of art works with backgrounds.

Show them how to water down paint with their brush and water from water container on their palette plate: Painting the background with watered down paint on their square fabric pieces.

Then they can sketch onto the background, using one slightly thicker colour, what they are most grateful for in either images or abstract art.

#### Review of the art work and appreciation in the group

All artwork gets hung up on wall and children

gather on chairs in front of it.

Review the session by naming all the happenings backwards through time.

Children are then asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators help together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me

For there I stand and walk.

I thank the air around me

Which helps me breathe and talk.

I thank the sun so warm and bright

So far away in Heavens height

To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for next session?

Think about your children:

- Research their temperaments
- Roles in groups
- Their constitution, looking at Thinking, Feeling and Willing

Discuss children who concern you with colleagues, bring to child case study hub or contact your mentor.

If necessary report children to parents, team leader, police, mentor or teachers.



## Lesson 3: Gratitude and Fabric Paint, Part 2

Schedule of activities	Objectives	Approximate timing
<b>Ring time</b> - Welcome - Verse - The Gratitude Game	Children ground themselves and settle into the group	5
<b>Story time</b> - Listening to the story: King Midas and the Golden Touch - Reflection: Why did the king have that wish? Could you have a wish like this?	Feeling and thinking about the theme	10
<b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.	Group bonding and practising gratitude	10
<b>Fruit circle and saying grace</b>	Nourishment and practising gratitude	5
<b>Explanation of further steps for the artwork</b> Two more elements will be added: embroidery and mixed media. Therefore not everything needs to be painted.	Grasping the concept of the artwork once more	3
<b>Fabric painting</b> Participants paint their second layer of paint onto their squares	Deepening fabric painting skills	40
<b>Review of the art work and appreciation in the group</b>	Practising reflection and appreciation	5
<b>Pack away – clean up</b>	Practising totaking responsibility and volunteering	10
<b>Farewell of the group</b>	Practising gratitude and farewell	2
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials:

- Grapes for fruit circle, about 10 for each child
- A4 paper 80g, 2 pages per child
- Colour pencils, a set for 2 children
- Pages of colours for feeling exercise
- 2 different sized brushes per child
- Water containers
- Painting board or newspaper to protect the tables
- Cloth to wipe the brush
- Fabric piece to paint on (38cm x 44cm) - calico cotton/cotton duck
- Fabric paint
- Palette plates to mix the fabric paint on
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for fabric paint. Each child got its own space, tools and materials.

The chairs are placed in a circle before children come in.

### Ring time

Welcome:

After the facilitator has made the children line up outside the classroom door, they are allowed to enter and are greeted one by one. Then participants form a circle and the facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child will repeat the gesture and speak out what it is grateful for today. Repeat till everybody had a chance.

### Story time

The facilitator retells the Greek tale by heart. The children listen to the story: King Midas and the golden touch.

The facilitator asks a reflective question: What happened in the story?

### Fruit circle and saying grace

Children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then the facilitator says the grace for the children. Thank you for the world so sweet, Thank you for the food we eat;

Thank you for the birds that sing,

Thank you God for everything.

Introduction into the theme of the art work  
Children revisit the drawings from last week by looking at them seated at their work space. Facilitator supports the process by recapping last week's task.

Facilitator shows examples of the art work planned to be created in this art project. It's important to point out that it will become a group work and that the children will not take anything home in the end.

Facilitator leads a conversation about symbols and symbolism in art with showing examples from art history. Please research for your own preparation the following links:

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And maybe you can find more

Let the children scribble on paper different symbols they know and like.

### Facilitator leads a conversation about expressing feelings using colour in painting:

each colour has a different way of being and like different friends, evokes different feelings in us. How do you feel looking at this dark blue? Facilitator holds up a large page of indigo blue. It's the darkest colour we have...

How do you feel looking at this bright yellow?

It's the lightest colour we have...

How do you feel looking at this balanced green?...

Which colour do you feel like today?...

What colours would you use to express gratitude?

### Fabric painting

#### For tie dye and ink options:

For Fabric painting techniques and ideas:

<https://www.youtube.com/watch?v=K-OSB2dodow>

### Introduction to the technique and importance of the background:

Show the children some examples of art works with backgrounds.

Show them how to water down paint with their brush and water from water container on their palette plate: Painting the background with watered down paint on their square fabric pieces.

Then they can sketch onto the background, using one slightly thicker colour, what they are most grateful for in either images or abstract art.

### Review of the art work and appreciation in the group

All artwork gets hung up on wall and children gather on chairs in front of it.

Review the session by naming all the happenings backwards through time.

Children are then asked to mention their

highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators help together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me

For there I stand and walk.

I thank the air around me

Which helps me breathe and talk.

I thank the sun so warm and bright

So far away in Heavens height

To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for next session?

### Think about your children:

- Research their temperaments
- Roles in groups
- Their constitution, looking at Thinking, Feeling and Willing

Discuss children who concern you with colleagues, bring to child case study hub or contact your mentor.

If necessary report children to parents, team leader, police, mentor or teachers.



## Lesson 4: Gratitude and Needlework, Part 1

Schedule of activities	Objectives	Approximate timing
<b>Ring time:</b> - Welcome - The Gratitude Game - Verse  <b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: How might the daughter have felt after her father had turned her into gold? Do you know such feelings?  <b>Gratitude circle</b> Each child expresses gratitude with gestures and symbols for what has happened in the past week.  <b>Fruit circle and saying grace</b>  <b>Hand Sewing and Embroidery</b> - Children learn how to sew by hand - Children cut out elements from fabric that are depicted in their drawings. These are sewn on as additional appliqué on the fabric squares.  <b>Review of the art work and appreciation in the group</b>  <b>Pack away – clean up</b>  <b>Farewell of the group</b>	Children ground themselves and settle into the group   Feeling and thinking about the theme   Group bonding and practising gratitude   Nourishment and practicing gratitude  Learning skills in hand sewing and embroidery   Practising reflection and appreciation  Practising taking responsibility and volunteering  Practising gratitude and farewell	5   10   10   5  40   8  10  2
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>



### Materials:

- Grapes for fruit circle, about 10 for each child
- Needles size (a pt 14, 16 and 18 needles per child)
- Pins
- Embroidery threads and cottons (diverse colours- 12 primary and secondary colours)
- Diverse fabric pieces
- Paper for sketches
- Coloured pencils
- Pencils
- Fabric piece to paint on from last session
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for fabric paint. Each child has their own space, tools and materials.  
The chairs are placed in a circle before children come in.

### Ring time

Welcome:

The facilitator ensures that the children line up outside the classroom door. The children are then allowed to enter and are greeted one by one. The participants form a circle and the facilitator then thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above,  
(stretch the arms upwards)

And here I stand – so straight and strong,  
(One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, and then the beanbag is thrown to a child. The child will repeat the gesture and say what they are grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator retells the Greek tale of King Midas and the golden touch to the children. The facilitator asks a reflective question: How might the daughter have felt after her father had turned her into gold? Do you know such feelings?

Fruit circle and saying grace

Children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. The facilitator then says grace for the children.

Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,

Thank you, God, for everything.  
Hand Sewing and Embroidery

Children learn how to sew by hand. They will learn three kinds of embroidery: dolphin stitch, mattress/blanket stitch and cross stitch. For references to these stitches, please follow these videos:

Embroidery stitches: <https://www.youtube.com/watch?v=Ff9-1ZPAAdSs>

Mattress Blanket stitch: <https://www.youtube.com/watch?v=S9zegUYdPmg>

The facilitator hands out needles and fabric pieces. The children cut out elements from fabric that are depicted in their drawings. These need to be drawn on the wrong side of the fabric so that the intended image shows right side up after cutting out. Images, drawings or fabric cuttings that are cut out of fabrics can be glued with fabric glue or applied using appliqué glue. These are sewn on as additional appliqué on the fabric squares. For more ideas on appliqué work and techniques, follow this 8 part series: <https://www.youtube.com/watch?v=VZLKebFFzBA>

Once fabric cut outs are glued or pinned down, one can then use embroidery to add more character and decoration to the entire panel.

### Review of the art work and appreciation in the group

All artwork gets hung up or stuck to the wall and the children gather on chairs in front of it. Review the session by naming all the

happenings backwards through time. Children are then asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators work together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me  
For there I stand and walk.  
I thank the air around me  
Which helps me breathe and talk.  
I thank the sun so warm and bright  
So far away in Heavens height  
To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for next session?

How is your group doing? Are the children starting to form a productive strong group? Do you need to support that process? How?

Discuss the children who concern you with colleagues, bring to child case study hub or contact your mentor.

If necessary, report children to parents, team leader, police, mentor or teachers.







### Materials:

- Grapes for fruit circle, about 10 for each child
- Needles size (a pt 14, 16 and 18 needles per child)
- Diverse fabric pieces
- Embroidery threads and cottons (diverse colours- 12 primary and secondary colours)
- Pins
- Paper for sketches
- Coloured pencils
- Pencils
- Fabric piece to paint on from last session
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for the fabric paint. Each child has their own space, tools and materials. The chairs are placed in a circle before children come in.

### Ring time

Welcome:

After the facilitator has the children line up outside the classroom door, they are allowed to enter and are greeted one by one. Then participants form a circle and the facilitator

thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child repeats the gesture and says what they are grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator retells the Greek tale learnt by heart to the children: King Midas and the golden touch.

The facilitator asks a reflective question: What is the happy end of the story?

### Fruit circle and saying grace

The children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. The facilitator then says grace for the children.

Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,  
Thank you, God, for everything.

Hand Sewing and Embroidery  
Children continue to sew by hand as in session 4. Children continue to attach their fabric cut-outs and sew them onto their squares as additional appliqué.

### Review of the art work and appreciation in the group

All the artwork gets hung up on wall and children gather on chairs in front of it. Review the session by naming all the happenings backwards through time. Children are asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators work together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me  
For there I stand and walk.  
I thank the air around me  
Which helps me breathe and talk.  
I thank the sun so warm and bright  
So far away in Heavens height  
To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for in next session?

How are the children's artworks doing? Are the children experiencing success in being creative and producing beautiful art work? What extra support do they need?

Was there anything different about the children today?

Write down any quotes or your own observations of the children which indicates a change of behaviour in them.

Discuss the children who concern you with colleagues, bring to child case study hub or contact your mentor.

If necessary, report children to parents, team leader, police, mentor or teachers.





## Lesson 6: Gratitude and Mixed Media, Part 1

Schedule of activities	Objectives	Approximate timing
<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: What makes you think today?	Feeling and thinking about the theme	10
<b>Gratitude circle</b> - Each child expresses gratitude with gestures and symbols for what has happened in the past week - Facilitators ask children to share observations of change in their life focusing more on being grateful	Practising gratitude and reflecting on impact	10
<b>Fruit circle and saying grace</b>	Nourishment and practising gratitude	5
<b>Mixed Media</b> - Children add 3D elements to their gratitude squares such as beads, motifs, appliques, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and sewing skills	Introduction to mixed media	45
<b>Review of the art work and appreciation in the group</b>	Practising reflection and appreciation	8
<b>Pack away – clean up</b>	Practising taking responsibility and volunteering	5
<b>Farewell of the group</b>	Practising gratitude and farewell	2
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>



### Materials:

- Grapes for fruit circle, about 10 for each child
- Diverse fabric pieces
- Paper for sketches
- Coloured pencils
- Pencils
- Fabric piece to paint on from last session
- Beads
- Motifs
- Appliqués
- Jewels
- Recycling materials and any other mixed media items
- Embroidery threads and cottons (diverse colours- 12 primary and secondary colours)
- Fabric glue or appliqué glue (iron on)
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for the fabric paint. Each child has their own space, tools and materials.

The chairs are placed in a circle before children come in.

### Ring time

Welcome:

Once the facilitator has the children line up outside the classroom door, they are allowed to enter and are greeted one by one. Participants then form a circle and the facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child will repeat the gesture and says what they are grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator retells the Greek tale, learnt by heart, which the children listen to: King Midas and the golden touch.

The facilitator asks a reflective question: What does this make you think of today?

### Fruit circle and saying grace

The children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then the facilitator says the grace for the children.

Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,  
Thank you, God, for everything.

Explanation of further steps for the art work  
Two more elements will be added: embroidery and mixed media. Thus, not everything needs to be painted. The facilitator shows examples of art work or sketches on the black board for

visual explanation.

### Mixed Media

Children add 3D elements to their gratitude squares such as beads, motifs, appliqués, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and learnt sewing skills.

Children should be guided one on one how to enhance their fabric panel. This can be done either by selecting the mixed media pieces and illustrating to each child what they could do. For example: adding a cross stitch border right around the panel works well and takes some time. Illustrate the first few stitches and then allow the child to continue with their best. Just adding beads can be an easy way to enhance lines and details in fabric cut-outs.

### Review of the art work and appreciation in the group

Once all the artworks are hung up on wall, the children can gather on chairs in front of it. Review the session by naming all the happenings backwards through time. Children are asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators work together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children a last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me  
For there I stand and walk.  
I thank the air around me  
Which helps me breathe and talk.  
I thank the sun so warm and bright  
So far away in Heavens height  
To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for next session?

How are the children's artworks doing? Are the children experiencing success in being creative and producing beautiful art work? What extra support do they need?

The children, who concern you, discuss with colleagues, bring to child case study hub or contact your mentor.

If necessary, report children to parents, team leader, police, mentor or teachers.





## Lesson 7: Gratitude and Mixed Media, Part 2

Schedule of activities	Objectives	Approximate timing
<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: Anything new you heard?	Feeling and thinking about the theme	10
<b>Gratitude circle</b> - Each child expresses gratitude with gestures and symbols for what has happened in the past week - Facilitators asks children to share observations of change in their life focusing more on being grateful	Practising gratitude and reflecting on impact	10
<b>Fruit circle and saying grace</b>	Nourishment and practising gratitude	5
<b>Mixed Media</b> - Children add more 3D elements to their gratitude squares such as beads, motifs, appliques, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and sewing skills - Children learn a humming tune of the sewing song	Introduction to mixed media and using upcycled items. Further decoration and creativity techniques.	40
<b>Review of the art work and appreciation in the group</b> Children lay out their squares in a possible order for future quilt and play around with various assemblies	Practising reflection and appreciation Preparing for last step of art work	13
<b>Pack away – clean up</b>	Practising taking responsibility and volunteering	5
<b>Farewell of the group</b>	Practicing gratitude and farewell	2
<b>Flexible time</b>		0
<b>Total time</b>		90 min



### Materials:

- Grapes for fruit circle, about 10 for each child
- 2 different sized brushes per child
- Water containers
- Painting board or newspaper to protect the tables
- Cloth to wipe the brush
- Fabric piece to paint on from last session
- Fabric paint
- Palette plates to mix the fabric paint on
- Prestik to hang up art work

### Instructions

The tables are already set with the work stations for fabric paint. Each child has their own space, tools and materials. The chairs are set in a circle before children arrive.

### Ring time

Welcome:

Once the children have lined up outside the classroom door, they can enter and are greeted one by one. Then the participants form a circle and the facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag is thrown to a child and the child repeats the gesture and says what they are grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator retells the Greek tale of King Midas and the golden touch to the children. The facilitator asks a reflective question: Anything new you heard?

### Fruit circle and saying grace

Children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then the facilitator says the grace for the children.

Thank you for the world so sweet,

Thank you for the food we eat;

Thank you for the birds that sing,

Thank you, God, for everything.

Explanation of further steps for the art work

Two more elements will be added: embroidery and mixed media. Therefore, not everything needs to be painted. Facilitator shows example

of art work or sketches on the black board for visual explanation.

### Mixed Media

Children add more 3D elements to their gratitude squares such as beads, motifs, appliqués, jewels, recycling materials and any other mixed media items using glue guns, fabric glue and sewing skills

Children learn a humming tune of the sewing song

### Review of the art work and appreciation in the group

All artwork gets hung up on wall and children gather on chairs in front of it.

Review the session by naming all the happenings backwards through time.

Children are asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators work together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me

For there I stand and walk.

I thank the air around me

Which helps me breathe and talk.

I thank the sun so warm and bright

So far away in Heavens height

To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for in the next session?

Think about your children:

- Research temperaments
- Roles in groups
- Their constitution looking at Thinking, Feeling and Willing

Discuss the children who concern you with colleagues, bring to child case study hub or contact your mentor.

If necessary, report children to parents, team leader, police, mentor or teachers.





## Lesson 8: Mending and Group Work Celebration

Schedule of activities	Objectives	Approximate timing
<b>Ring time:</b> - Welcome - The Gratitude Game - Verse	Children ground themselves and settle into the group	5
<b>Story time</b> - Telling the story: King Midas and the golden touch - Reflection: Anything new you heard?	Feeling and thinking about the theme	10
<b>Gratitude circle</b> - Each child express gratitude with gestures and symbols for what has happened in the past week - Facilitators asks the children to share observations of change in their life focusing on being more grateful	Practising gratitude and reflecting on impact	10
<b>Fruit circle and saying grace</b>	Nourishment and practicing gratitude, celebration	10
<b>Sewing the quilt</b> - Facilitator guides children to lay out their squares and sew their squares together with masking tape. Whilst doing this task, the group is encouraging to chant the humming song they have created - The facilitators start sewing the quilt on a domestic machine together. Children are watching.	Completion and celebration of the quilt	30
<b>Review of the art work and appreciation in the group</b> - Children share what they have been grateful for in their last 8 sessions - Facilitator gives loving and grateful feedback to each child about their qualities and skills	Practising reflection and appreciation	18
<b>Pack away – clean up</b>	Practising taking responsibility and volunteering	5
<b>Farewell of the group</b>	Practising gratitude and farewell	2
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials:

- Grapes for fruit circle, about 10 for each child
- 2 different sized brushes per child
- Water container
- Painting board or newspaper to protect the tables
- Cloth to wipe the brush
- Fabric piece to paint on from last session
- Fabric paint
- Palette plates to mix the fabric paint on
- Prestik to hang up art work

### Instructions

The tables are already set with work stations for the fabric paint. Each child has their own space, tools and materials.

The chairs are placed in a circle before the children arrive.

### Ring time

Welcome:

Once the facilitator has had the children line up outside the classroom door, they are allowed to enter and are greeted one by one. The participants then form a circle and the facilitator thanks the children for coming and shares what the plan is for today's session.

### Verse:

The earth is firm beneath my feet, (place the feet on the ground, stretch the arms downwards)

The sun shines bright above, (stretch the arms upwards)

And here I stand – so straight and strong, (One arm up, one arm down like the "I" gesture – then arms change)

All things to know and love. (arms bend to "O" gesture like hugging the whole world)

### The Gratitude Game:

The facilitator starts holding a beanbag in his hand against his heart and shares what he is grateful for, then the beanbag flies to a child and the child will repeat the gesture and speak out what it is grateful for today. Repeat till everybody had a chance.

### Story time

The Facilitator retells the Greek tale King Midas and the golden touch to the children.

The facilitator asks a reflective question: Is there anything new you heard?

### Fruit circle and saying grace

The children sit in a circle. The facilitator hands out the grapes and invites the children to look at them, smell them and appreciate them. Then the facilitator says grace for the children.

Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,  
Thank you, God, for everything.

Explanation of further steps for the art work  
Two more elements will be added: embroidery and mixed media. Thus, not everything needs to be painted. The facilitator shows example of art work or sketches on the black board for visual explanation.

### Sewing the quilt

The facilitator guides children to lay out their squares and attach their squares together with masking tape. Whilst doing this task, the group is encouraging to chant the humming song they have created

The facilitators start sewing the quilt on a domestic machine together. Children engage with observing.

### Review of the art work and appreciation in the group

The artwork gets hung up on wall and the children gather on chairs in front of it.

Review the session by naming all happenings backwards through time.

Children are then asked to mention their highlight looking at the art work, the theme "gratitude" and the review.

### Pack away – clean up

All children and facilitators work together to pack away, clean the tables and sweep the floor.

### Farewell of the group

Gather the children one last time. Thank them for contributing to a good session and say the verse with gestures:

I thank the earth beneath me  
For there I stand and walk.  
I thank the air around me  
Which helps me breathe and talk.  
I thank the sun so warm and bright  
So far away in Heavens height  
To keep me safe 'til morning light.

### Review

How was your teaching? What needs improvement? Any challenges to prepare for in the next session?

### Think about your children:

- Research temperaments
- Roles in groups
- Their constitution looking at Thinking, Feeling and Willing

The children, who concern you, discuss with colleagues, bring to child case study hub or contact your mentor.

If necessary, report children to parents, team leader, police, mentor or teachers.



# KING MIDAS AND THE GOLDEN TOUCH (A GREEK TALE)

Once upon a time there lived a king named Midas who loved gold. King Midas had a daughter named Goldie, whom he loved with all his heart. But Midas often neglected his child, for he spent all his time admiring his treasure rooms and counting his gold. "Father," Goldie would say, "come outside with me and see the flowers blooming."

"No time," Midas would answer, idly patting her head. "Here, my child, this dazzling golden necklace will amuse you."

Goldie did not care for jewels or gold. She loved walking barefoot in her simple clothes over grassy fields. She loved the feel of the wind in her hair, roses and bird songs, the light in the sky at dusk and dawn, the scent of wood smoke and lilacs. She often walked alone, wishing that her father would join her and learn to love the world as she did. One day as Midas sat in his treasure room counting his gold, a man appeared before him. He did not look like any ordinary man. He wore a leopard skin around his broad, bronzed shoulders and vines were twined around his head.

"Who are you?" Midas asked.

"I am Bacchus, god of wine and pleasure," the stranger said. "I have come to thank you for being kind to my old teacher, Silenus. The gods do not forget such kindness. I have come to grant you any wish you make."

"Ah yes," Midas said, for he remembered an old man who had appeared one night at the palace gates. Midas had given him food and shelter, and the old man had thanked him and promised he would be rewarded.

So a god had come to give thanks. Midas was thrilled. "Please be seated," Midas said, "and look at my beautiful coins."

Bacchus smiled weakly. "I prefer the way grapes glow when the sun shines down on them."

Midas laughed. "Grapes look best served on a golden platter," he said. "My only wish is for gold. I wish all that I touched would turn to gold." "Your wish is granted," Bacchus said with a frown on his face, and disappeared as quickly as he had appeared.

Just then Midas heard the bell calling him to eat. He turned to leave the room, but as he touched the door, he gasped, for it had turned to gold. He touched his robe, and it too turned to gold. He looked down and saw that his leather sandals were pure gold.

He walked through the hallways, touching everything he passed. The columns turned to gold, as did the floor beneath his feet. By the time he reached the table, he was brimming with excitement. "Goldie!" he cried. "I am the happiest man in the world."

"But Father," Goldie said, "your robe is stiff."

"Solid gold!" Midas cried. "The gods have granted me the golden touch!"

"Look at your chair, Father," Goldie said unhappily. Sure enough, it was gold. And his napkin turned to gold with his touch. "We are the luckiest people in all the world," he said, reaching for a piece of bread. But to his horror, the bread had turned to gold.

"Oh no!" he cried. This was terrible indeed! He could not eat anything, for everything he touched turned to gold. Staring down at his golden plate, he wondered what to do.

"Oh Father, you will starve!" Goldie exclaimed. She ran to his side to comfort him.

"No! No!" he cried, but before he could stop her, she had thrown her arms around him, and now his precious daughter was hard and cold, a golden statue, no longer a child.

"Oh Bacchus," Midas cried. "Take this dreadful gift away. I want my child!" But Bacchus was far away by then. He did not hear the king's cry.

All that night the poor king wept, holding his daughter in his arms, wishing he could undo what he had done. "I will never be greedy again," he called to the gods. "Please send Bacchus to me. I will be different from now on."

At dawn Bacchus appeared. "Do you still love gold so much?" he asked the king.

"No! Take away my golden touch and give me back my child."

"Go to the river," Bacchus said. "Bathe yourself and you will be cured." Midas ran like lightning to the river and dived into the water. As he did, small golden pellets floated past, but Midas no longer cared for these. He scrubbed and prayed to the gods, and before long his clothing became soft and white again, and his sandals turned to soft leather.

He ran back to the palace and clasped his daughter to him. A moment later she began to grow soft and warm.

"Oh Father," she said, as her lips began to move. "Father, I dreamed I could not speak or move. I dreamed that all the world was gold." Midas held her close to him. "A terrible dream, my darling."

That night as Midas ate his dinner, he licked his lips. "Never have I tasted such wonderful food!" When he unfolded his napkin, he smiled at Goldie and said, "and this linen is so beautiful." He took Goldie's hands in his. "And you, my child. You are more precious than gold." "Will you walk in the woods with me tonight, Father?" Goldie asked. "I will, of course!" the king said with delight.

That evening Goldie and King Midas walked into the woods, and he found more happiness there than he had ever known. Now Midas understood what real treasures were.

<https://www.uexpress.com/tell-me-a-story/1997/8/17/king-midas-and-the-golden-touch>





## APPENDIX B

# BLESSINGS & PRAYERS

The earth is firm beneath my feet,  
The sun shines bright above,  
And here I stand – so straight and strong,  
All things to know and love.

Two eyes to see with,  
Two ears to hear with,  
A mouth to speak with,  
A mouth to eat with,  
Two hands to work with,  
Two hands to pray with.

Earth, we thank you for this food,  
For rest and home and all things good,  
For wind and rain and sun above,  
But most of all for those we love.

I thank the earth beneath me  
For there I stand and walk.  
I thank the air around me  
Which helps me breathe and talk.  
I thank the sun so warm and bright  
So far away in Heavens height  
To keep me safe 'til morning light.

Thank you for the world so sweet,  
Thank you for the food we eat;  
Thank you for the birds that sing,  
Thank you, God, for everything.

The sun in my heart,  
He warms me with his power,  
And wakens life and love,  
In bird and beast and flower.  
Oh, golden sun so great and bright,  
Warms the world with all its might.  
It makes the dark earth green and fair,  
Attends each thing with ceaseless care.  
It shines on blossom, stone and tree,  
On bird and beast, on you and me.  
Oh, may each deed throughout the day,  
May everything, we do and say,  
Be bright and strong and true,  
Oh, golden sun, like you!

My deeds I will do  
With my feet on the ground,  
My head will direct them  
That they may be sound.

Blessings on the blossom,  
Blessings on the root,  
Blessings on the leaf and stem,  
Blessings on the fruit.  
Blessing on this room of ours,  
Blessing on the garden flowers,  
Blessing on the birds and trees,  
On the butterflies and bees.

Blessing on the dolls and toys,  
On our quietness and noise.  
Blessing on the children dear,  
On the grownups who come here.

Blessing on our work and play,  
God be with us all each day.

For the golden corn and the apples on the trees,  
For the butter and the honey for our tea,  
For fruits and nuts and berries that grow beside the way,  
For birds and bees and flowers, we give our thanks today.

Blessings on our meal and our family.

As the light of the sun  
Nourishes the earth  
Life sprouts through the plant  
Allowing us to transform  
The earth's breath of life  
Into human deeds of light  
Replenishing the source.

The eagle gives thanks for the mountains,  
The fish gives thanks for the sea  
We give our blessings for the food  
We are about to receive.

Dear God, we thank you for the night,  
And for the pleasant morning light,  
For rest and food and loving care,

And all that makes the world so fair.  
Help us to do the things we should,  
To be kind to others and to be good  
In all we do and in all we say  
To grow more loving every day.

Father sky who gives us light  
And embraces all in sight  
Mother earth who makes a home  
For all who grow and roam  
We thank you for your kindly gifts  
The food, the air, the stone that sits,  
Fires which warm our hearts each day,  
And the rain in which we run and play.

Blessings! Blessings!  
To all we love,  
And blessings on our meal.  
As the light of the sun  
Nourishes the earth  
Life sprouts through the plant  
Allowing us to transform  
The earth's breath of life  
Into human deeds of light  
Replenishing the source

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