

Adapt & Appreciate - Levels C - D

GRATITUDE

To support students to build gratitude, emotional awareness, and adaptability by reflecting on a recent surprise or change that they adjusted to and enjoyed. Students learn that flexibility can help them notice positive moments, even when things begin differently than expected.



Learning Intentions



Students aim to recognise and reflect on a change or surprise that led to a positive experience.

Students aim to identify and communicate how they felt when something unexpected happened.

Students aim to practise gratitude by expressing appreciation for moments that turned out well after adapting.



Success Criteria

I can identify something that changed and became enjoyable or positive.

I can show or communicate how I felt about that experience.

I can share something I am grateful for using drawing, words, gesture, or AAC.



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Duration: 10 - 15 minutes

Objective

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Players

Individual reflection with optional partner, small-group, or whole-class sharing.

Materials

A5 or A4 paper

Coloured pencils

Optional: stickers, stamps, textured materials

Optional: visual prompt cards (happy, surprised, different, fun)

AAC devices or communication boards

Setup

1. Seat students in a calm, comfortable workspace with access to materials.
2. Revisit the Pluto idea using simple language and visuals:
 - "Pluto is different."
 - "Change can feel surprising."
 - "Sometimes change can be good."
3. Link to a recent shared experience (e.g. Obstacle Switcheroo or a class routine change).
4. Explain clearly:
 - "We are thinking about a change."
 - "We are finding something to appreciate."



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Gameplay

Step 1 – Think About a Change

- Invite students to think about a recent moment when something changed or surprised them.
- Prompt gently with visuals and examples:
 - a different game
 - a new routine
 - a kind surprise
- Students may respond silently, point to a picture, or indicate “yes/no.”

Step 2 – Show Appreciation

- Students draw, colour, act out or create a simple picture about the moment.
- Encourage symbols of happiness or appreciation (smiles, stars, hearts).
- Adults may scribe a title or short sentence based on the student’s communication.
- Emphasise meaning over detail.

Step 3 – Share (Optional)

- Students share their work in a way that suits them:
 - showing the picture
 - pointing to a part
 - using AAC
 - adult-supported explanation
- Suggested prompts:
 - “What changed?”
 - “How did it feel?”
 - “What was good about it?”

Debrief / Reflection

Ask one prompt at a time, with visuals where possible:

- “Was the change easy or tricky at first?”
- “What helped you enjoy it?”
- “What are you thankful for?”

Acknowledge all attempts:

- “You noticed something good.”
- “You shared how you felt.”
- “That shows gratitude.”



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Sensory-Specific Learner Variations

Purpose: To support regulation, comfort, and engagement during reflection.

- Offer textured paper, stickers, or tactile items to represent ideas.
- Allow students to reflect while seated on the floor, standing, or moving gently.
- Provide calming sensory supports (weighted item, fidget) during discussion.
- Reduce verbal demands by using picture selection or matching.
- Allow students to complete only part of the activity if attention fluctuates.

AAC-Specific Supports

1. Prepare Key Vocabulary

2. Include or model:

- happy
- surprised
- different
- like
- fun
- thank you

3. Model AAC Use

4. Adults model language while speaking:

- "Different but fun."
- "I like this."
- "Happy."

5. Supported Responses

6. Students may communicate by:

- selecting symbols
- eye gaze
- partner-assisted scanning
- yes / no responses

7. Reflection Using AAC

8. Prompt simple choices:

- "Good / not good"
- "Again / finished"
- "Like / don't like"

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GRATITUDE

Accessibility and Alternative Participation

- Students may dictate their idea while an adult or peer draws or writes.
- Digital drawing or voice-to-text options are appropriate alternatives.
- Sharing can occur one-on-one rather than in a group if preferred.
- Focus on reflection and appreciation rather than drawing ability.

Inclusion Notes

- Normalise mixed emotions: "It's okay if it felt tricky first."
- Celebrate all forms of communication equally.
- Pair students thoughtfully for sharing, ensuring emotional safety.
- Model your own example of a positive surprise.
- Reinforce that everyone adapts in their own way.

Additional Notes

Adapt & Appreciate helps Levels C–D students connect adaptability with gratitude. By reflecting on small moments of positive change, students strengthen emotional awareness, flexible thinking, and appreciation for the unexpected. Over time, this supports resilience and a more optimistic approach to change, just like Pluto following its own unique path.

