

Gratitude Cards - Levels C & D

GRATITUDE

To foster gratitude, connection, and self-expression by linking simple card prompts to personal experiences.



Learning Intentions

Express Gratitude in Different Ways:

Students practise sharing thanks for people, places, things, and experiences.

Build Positive Connections:

Students listen to and celebrate each other's expressions of gratitude.

Use Multiple Forms of Communication:

Students choose how they express gratitude, speaking, drawing, acting, or pointing.



Success Criteria

Students take turns drawing a card and sharing a gratitude response.

Students express gratitude through words, actions, or pictures.

Students listen respectfully and encourage peers by clapping, cheering, or giving a thumbs up.



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Duration: 5–15 minutes

Objective

To foster gratitude, connection, and self-expression by linking simple card prompts to personal experiences.

What You Need

- A deck of playing cards.
- Paper and pencils for students who may wish to draw.

Gameplay

1. The teacher introduces the card prompts:
 - **Hearts** = someone you love
 - **Diamonds** = something you own
 - **Spades** = somewhere you like
 - **Clubs** = something fun you've done
2. A student picks a playing card.
3. The student shares their gratitude response by:
 - Saying it aloud,
 - Drawing it,
 - Acting it out, or
 - Pointing to a picture or visual card.
4. Peers listen, guess, or add suggestions if appropriate.
5. The group celebrates each response with clapping, cheering, or a positive gesture.
6. Continue until all students have had a turn or time is up.

Debrief

- “Which card was easiest to share gratitude for?”
- “Did anyone have similar answers?”
- “Why might people be grateful for different things?”



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For Wheelchair Users / Accessibility

- Students can use gestures, facial expressions, communication cards, or AAC devices to respond.
- Gratitude prompts can be displayed at eye level.
- Physical actions (like acting out) can be replaced with drawing, sound effects, or simple verbal responses.

Notes for Inclusion

- Students choose their preferred way to express gratitude.
- Teachers model actions and encourage peer support.
- Emphasise that all answers are valued — there are no “wrong” ways to be grateful.
- Ensure respectful listening and equal opportunities to participate.

Variations

- **Children’s Edition:** Use visuals or picture cards for “family,” “toy,” “park,” and “game.”
- **Fitness Edition:** Add gentle movements to responses (e.g., stretch arms wide when sharing a place you like).
- **Teamwork Edition:** Work in pairs where one student draws or acts out their gratitude, and the partner guesses.

