

Gratitude Cards - Levels F-3

GRATITUDE

To strengthen students' ability to express gratitude with increasing complexity, reflect on its meaning, and connect positively with peers.



Learning Intentions

Deepen Gratitude Practice:

Students build on early gratitude skills by connecting prompts to personal experiences and reflecting on their importance.

Strengthen Verbal Expression:

Students practise articulating gratitude with more detail and confidence.

Encourage Peer Connection:

Students listen, respond, and connect with similarities in their gratitude responses.



Success Criteria

Students draw a card and share a gratitude response in a complete sentence.

Students explain why their chosen person, place, or thing makes them feel grateful.

Students listen attentively, acknowledge others' responses, and make positive links when possible.



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Duration: 10–20 minutes

Objective

To strengthen students' ability to express gratitude with increasing complexity, reflect on its meaning, and connect positively with peers.

What You Need

- A standard deck of playing cards.
- Paper and pencils for written/drawn responses.

Gameplay

1. Teacher reviews the card prompts:
 - **Hearts** = someone you are grateful for
 - **Diamonds** = something you are grateful to own
 - **Spades** = a place you are grateful for
 - **Clubs** = an experience or activity you are grateful for
2. A student selects a card.
3. The student shares their gratitude by:
 - Saying it aloud in a full sentence,
 - Drawing a picture and explaining it, or
 - Write a short response to read aloud.
4. Peers listen, then share if they have something similar they are also grateful for.
5. The group responds with clapping, cheering, or positive comments.
6. Continue until all students have had a turn or the time is up.

Debrief

- "Which suit was easiest to respond to? Why?"
- "What did you notice about what we are grateful for as a group?"
- "How does hearing other people's gratitude make you feel?"

For Wheelchair Users / Accessibility

- Students can use AAC devices, visuals, or communication boards to select and share their response.
- Drawing or pointing may be used in place of writing or speaking.
- Ensure physical materials (cards, pencils, visuals) are within reach or distributed by peers.



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Notes for Inclusion

- Provide multiple ways to respond: speaking, drawing, writing, pointing.
- Model full-sentence responses for students who need language support.
- Encourage peer encouragement and ensure respectful listening.
- Allow extra time for students who need support in formulating their ideas.

Variations

- **Children's Edition:** Use simpler prompts (e.g., Hearts = "a person you love," Clubs = "a game you like").
- **Fitness Edition:** After sharing, students complete a fun movement (e.g., star jumps or stretches) as a celebration.
- **Teamwork Edition:** Students pair up, one draws the card, the other helps them build a full gratitude sentence, then they share together.