

# Gratitude Cards (Levels A-B)

# GRATITUDE

To nurture early gratitude and positive connection by helping students choose a simple prompt and express something they enjoy by using highly supported communication.



## Learning Intentions

### Notice positive things:

Students aim to recognise something they like or enjoy (a person, place, toy, activity).

### Express thanks in simple ways:

Students aim to show gratitude through pointing, gesture, drawing, sound, or AAC.

### Share with others:

Students aim to participate in a short turn-taking routine with peers.



## Success Criteria

I can choose or point to something I like.

I can show my idea using a gesture, a picture, or my AAC.

I can take part in the group when it is my turn.



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**Duration:** 5 - 8 minutes

## Objective

To nurture early gratitude and positive connection by helping students choose a simple prompt and express something they enjoy by using highly supported communication.

## What You Need

- A small set of picture-based “gratitude cards”, printed and cut out, you may want to print and cut out a few copies of each one to cater for multiple student selections (found in PDF resource).
  - **Person I like**
  - **Toy I like**
  - **Place I like**
  - **Fun thing I did**
- Paper and coloured pencils
- AAC devices or choice boards with:
  - *like, happy, friend, family, friend, toy, park, game, camping, plane, sport, party, yes/no*

## Setup

- Students sit in a circle or small group.
- Place 2 - 4 visual gratitude cards in the centre.
- Teacher models the routine:
  - “Pick a card... show something you like... we all celebrate!”

## Gameplay / Activity Steps

### 1. Introduce the Gratitude Pictures

Teacher shows each card with a short script and explains that today we are focussing on what makes us happy, or what makes us smile. Short script examples are:

- “Someone I like.” (family picture card or friend picture card or teacher picture card)
- “A toy I like.” (toy picture card)
- “A place I like to visit.” (Camping picture card, playground picture card)
- “A fun thing I did or like to do.” (Sport picture card, dancing picture card, playground picture card, plane picture card, camping picture card, party picture card)



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## 2. Gameplay option 1 - Share Their Gratitude

Students show one thing they are grateful for by:

- Pointing to a picture card (e.g., friend, teacher, family, playground)
- Selecting a picture card and sharing it with the rest of the class (turn taking)
- Drawing something simple and placing it next to a picture card
- Using AAC (“friend”, “park”, “happy”)
- Gesturing or making a sound (e.g., excited squeal for favourite activity)

Adults support by narrating:

“You like the park, that makes you happy!”

## 3. Gameplay option 2

Students show 2 or 3 things they are grateful for by:

- Selecting 2 or 3 of the picture cards and placing them in front of them on the table or floor.
- Attempt to rank them in an order of their most liked thing to do by arranging the cards accordingly (teacher to model this first)(optional).

## 4. Gameplay option 3

The teacher holds up a picture card and asks the students to show if they like it, students demonstrate this by:

- Gentle claps
- Thumbs-up
- Tapping knees
- Happy vocalisations or AAC “yay”

Positive, consistent reinforcement is key.

## Reflection / Debrief

Use visuals or AAC buttons for simple reflection:

- “Show me your favourite picture card.”
- “What would you like to do soon?”

Accept pointing, eye gaze, gesture, sound, or AAC.



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## AAC-Specific Supports

Include or model:

- like
- happy
- friend
- toy
- park
- Game
- Camping
- Sport
- dancing
- more
- again

## For Wheelchair Users / Accessibility

- Place cards on trays, low tables, or stands for easy reach or eye gaze.
- Students may tap their wheelchair tray to select, or direct an adult to pick a card.
- Gratitude expressions can include:
  - Facial expressions
  - Upper-body gestures
  - Single-button AAC messages
  - Drawing with adapted tools
  - Pointing to symbols on a board

Ensure peers use similar seated movements for inclusion.

## Notes for Inclusion

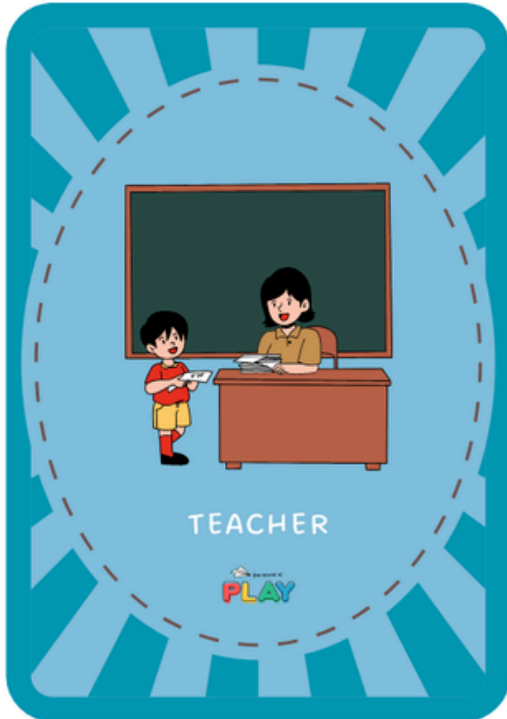
- All communication counts, sounds, gestures, eye gaze, AAC, drawing, pointing.
- Keep language simple and visuals prominent.
- Reinforce every attempt with warm, positive acknowledgment.
- Focus on connection and belonging rather than accuracy.
- Link directly to Levels A-B SEL: early self-awareness, emotional expression, shared routines, and positive social interaction.





# GRATITUDE CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS CHOOSE ONE AND SHARE WHAT THEY ARE GRATEFUL FOR BY POINTING, SPEAKING, DRAWING, ACTING, OR USING AAC. CELEBRATE EACH RESPONSE TOGETHER TO BUILD CONNECTION AND POSITIVE REFLECTION.



# GRATITUDE CARDS



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