

# 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.

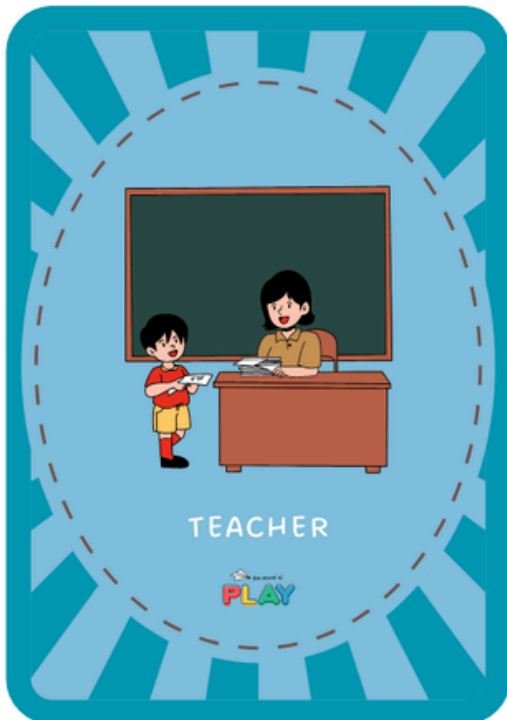
## Variations

- **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.



# 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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