

# Gratitude Charades - Levels C and D

# GRATITUDE

To encourage students to reflect on gratitude while building creativity, teamwork, and communication through a fun and interactive charades game.



## Learning Intentions

### Gratitude Reflection:

Students aim to think about things they are grateful for in their lives.

### Non-Verbal Communication:

Students aim to act out gratitude prompts using body language and gestures.

### Teamwork and Playfulness:

Students aim to work with their group to guess and celebrate each other's efforts.



## Success Criteria

I can act out a gratitude idea without using words.

Non-Verbal Communication: Students aim to act out gratitude prompts using body language and gestures.

Teamwork and Playfulness: Students aim to work with their group to guess and celebrate each other's efforts.



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**Duration:** 10–15 minutes

## Objective

To encourage students to reflect on gratitude while building creativity, teamwork, and communication through a fun and interactive charades game.

## Players

Small groups or teams (4–8 per team works well).

## Materials

- Slips of paper with gratitude prompts
- A hat, jar, or bowl to hold prompts
- Space for students to act out charades

## Setup

- As a class brainstorm a list of gratitude prompts.
- Write gratitude prompts on slips of paper (e.g., “helping a friend,” “playing with family,” “receiving a gift,” “sharing lunch,” “saying thank you”).
- Place the slips into a hat or bowl.
- Split students into two or more teams.

## Gameplay / Activity Steps

### 1. Choose a Player

- One student from a team draws a prompt from the bowl.

### 2. Act It Out

- Without speaking, the student acts out the gratitude prompt using body language, gestures, and expressions.
- Example: If the prompt is *helping a friend*, the student might pretend to lift something heavy with someone.

### 3. Guessing

- The team has 30–60 seconds to guess what the prompt is.
- If they guess correctly, they earn one point.

### 4. Swap Teams

- The next team takes their turn with a new player acting.

### 5. Continue the Game

- Rotate through teams so every student gets a chance to act out and guess.



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## Reflection Prompts

- How did it feel to act out something you were grateful for?
- What did you notice about how your team worked together?
- Why is it important to share gratitude in different ways?

## Winning the Game

- **Option One:** The team with the most correct guesses wins.
- **Option Two:** Remove scoring and focus on playing for fun and connection, with everyone being successful for participating.

## Variations

- **School Edition:** Use prompts that connect to school life (e.g., “a teacher helping you,” “sharing stationery,” “playing at recess”).
- **Family Edition:** Adapt prompts to include family-based gratitude moments (e.g., “family dinner,” “a hug from mum or dad”).

## For Wheelchair Users / Accessibility

- Provide prompts that can be acted out using facial expressions or hand gestures only.
- Allow students to describe or draw their gratitude idea if movement is difficult.
- Ensure all acting space is safe, clear, and accessible.

## Notes for Inclusion

- Celebrate effort over performance, every attempt should be met with encouragement.
- Offer sentence starters or visual symbols to support students who may find gratitude reflection challenging.
- Remind the group that there are many different ways to show gratitude, and all are valuable.



# GRATITUDE CHARADES CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT PICKS ONE CARD AND ACTS OUT THE GRATITUDE IDEA USING MOVEMENTS, GESTURES, OR SOUNDS WHILE OTHERS WATCH OR JOIN IN. ADULTS SUPPORT BY NAMING THE ACTION AND LINKING IT TO FEELING THANKFUL.



# GRATITUDE CHARADES CARDS



UNWRAPPING A  
BIRTHDAY PRESENT



PLAYING AT THE  
PARK



LISTENING TO MUSIC

