

Gratitude Pictionary (Levels A-B)

GRATITUDE

To help students begin to develop gratitude by recognising something positive in their world and sharing it through supported drawing, visuals, or AAC.



Learning Intentions

Emotional Literacy:

Students will explore recognising something that makes them feel happy, safe, or calm.

Social Awareness:

Students will listen to and notice what others enjoy or appreciate.

Communication:

Students will use drawing, gesture, pointing, or AAC to share something they feel grateful for.



Success Criteria

Students can choose or show one thing they like or feel happy about.

Students attempt to share their gratitude item through drawing, pointing, picture selection, gesture, or AAC.

Students look towards or attend to another student's picture when shared.





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Duration: 8–10 minutes

Objective

To help students begin to develop gratitude by recognising something positive in their world and sharing it through supported drawing, visuals, or AAC.

What You Need

Paper or small whiteboards

Coloured pencils, or whiteboard markers

Gratitude visual-choice cards (e.g., family, pet, toy, food, outdoor play) (found in PDF resource)

Optional: sensory tools to support participation (fidget, weighted toy, textured surface)

Optional: students' AAC systems (communication book, Podd, speech device, single-switch)

Setup

1. Seat students in a semicircle or at tables where they can see both the teacher and visual prompt cards.
2. Display 4 - 6 simple gratitude visuals on a board or on the table in front of the students.
3. Provide each student with paper or a whiteboard and a writing tool suited to their motor needs.
4. Open AAC devices to a page that includes "like," "happy," "thank you," or relevant mixed-topic vocabulary.

Gameplay

1. Choose a Gratitude Item

Present or select 2 - 4 visuals at a time (family, pet, toy, favourite food).

Teacher says:

"Choose one thing that makes you feel happy."

Students may choose by:

- pointing
- touching a picture
- looking at the card for 2+ seconds
- selecting symbol on AAC
- holding up the item (if object-based)



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2. Draw or Mark the Gratitude Item

Students attempt to represent their chosen idea through:

- drawing it on their paper or whiteboard
- tracing a stencil
- selecting and sticking in a picture of the visual
- teacher hand-over-hand drawing support

The teacher labels the drawing verbally: "You chose your dog. Your dog makes you happy."

3. Show

Students hold up their picture or place it in front of them.

Teacher or peers look at the drawing and respond positively:

"Oh! You chose something special!"

4. Supported Sharing

Teacher prompts each student one at a time:

"Tell us about your picture."

Students may respond with:

- gesture (pointing at their drawing)
- vocalising
- using AAC ("dog," "happy," "I like it")
- smiling or showing excitement

Teacher models a simple sentence:

"You are grateful for your dog."

5. Gratitude Display

Place all drawings on a classroom wall or poster titled "Our Gratitude Board."

Students watch their picture being added to reinforce belonging and pride.

Debrief / Reflection

Ask one question at a time with visuals or gestures:

- "Point to a picture you liked."
- "Show me what happiness looks like."
- "Does looking at your picture make you feel good?"

Reinforce any attempt to respond:

"Great choosing!"

"You noticed your friend's picture!"





GRATITUDE

Sensory-Seeking Learners Variation

Purpose: To support students who regulate through movement, tactile input, or rhythm while engaging in gratitude learning.

1. Movement-Based Gratitude Choosing

Place gratitude visuals around the room.

Say: "Walk to something that makes you happy!"

Students move, crawl, hop or slide to their choice.

2. Tactile Gratitude Tools

Match each gratitude concept with a sensory item:

- Pet → soft fur fabric
- Family → warm beanbag
- Food → textured sensory mat
- Toy → squishy ball

Students pick the emotion through the sensory object if visuals are not engaging.

3. Drawing Through Sensory Input

Allow alternatives to pencils:

- paint sticks
- chunky crayons
- finger tracing in sand tray
- drawing on textured paper

The goal is participation, not accuracy.

4. Deep Pressure Break

If students become overstimulated, offer:

- a squeeze hug (if appropriate)
- weighted lap toy
- slow breathing prompt

Return to the activity with one simple visual choice.



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AAC-Specific Supports

1. Prepare AAC in Advance

Ensure devices or books are on pages with:

- "happy"
- "like"
- "thank you"
- common nouns (dog, family, food, ball)

2. Aided Language Input

When modelling gratitude, teacher uses AAC too:

Teacher selects "happy"

"You feel happy about your dog."

3. Two-Choice AAC Responding

Provide a visual or device-based choice:

"You are grateful for... **dog** or **ball**?"

Accept any indicator (touch, look, gesture).

4. Supported Sentence Starters

Use AAC to model:

"I like..."

"I am happy about..."

"My favourite is..."

5. AAC in the Reflection

Teacher models:

"What picture do you like?" tap "like"

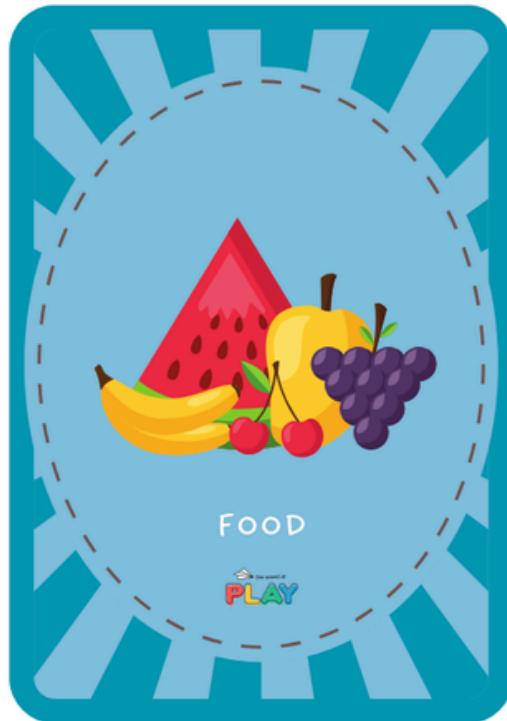
"Happy." tap happy symbol

Students respond with gesture, look, or device activation.

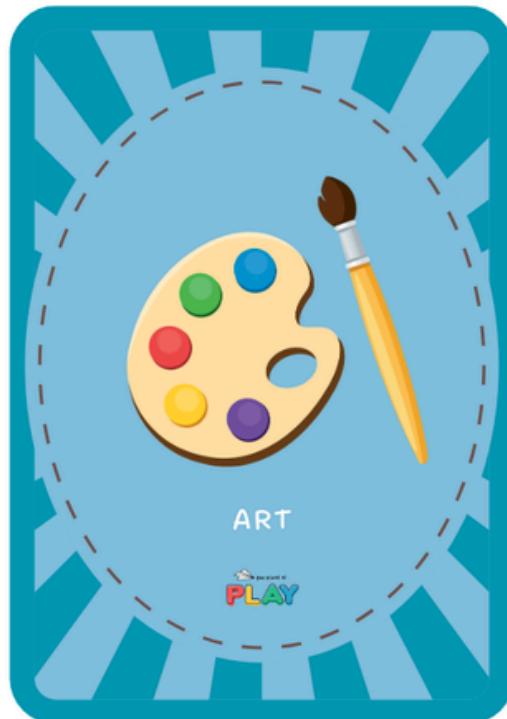
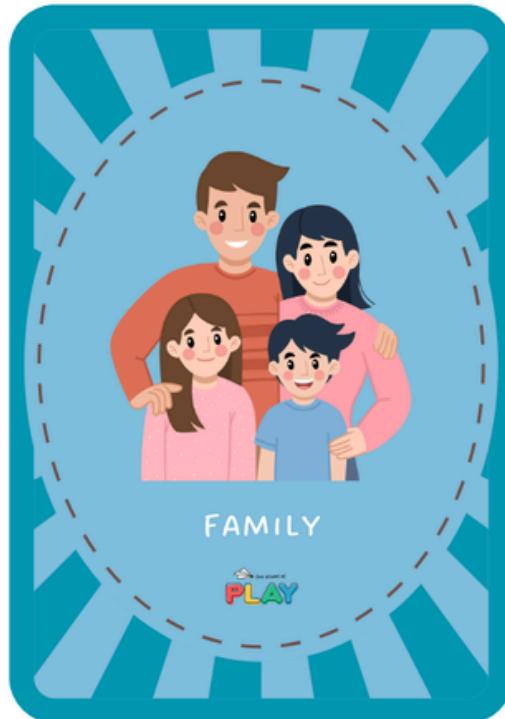
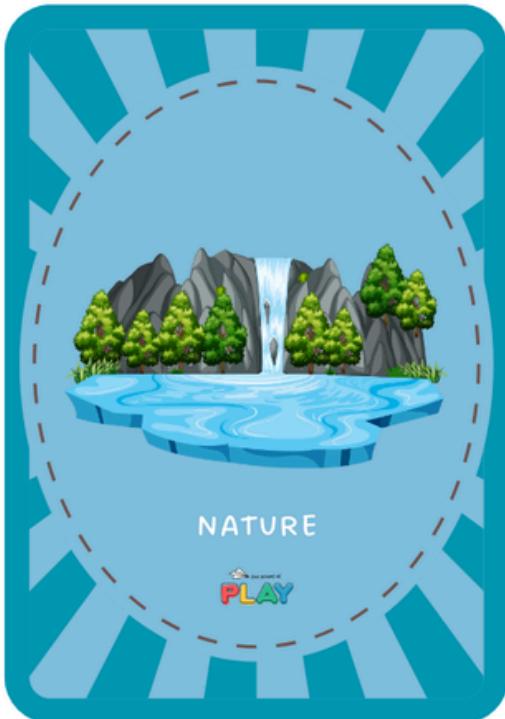


PROMPT CARDS

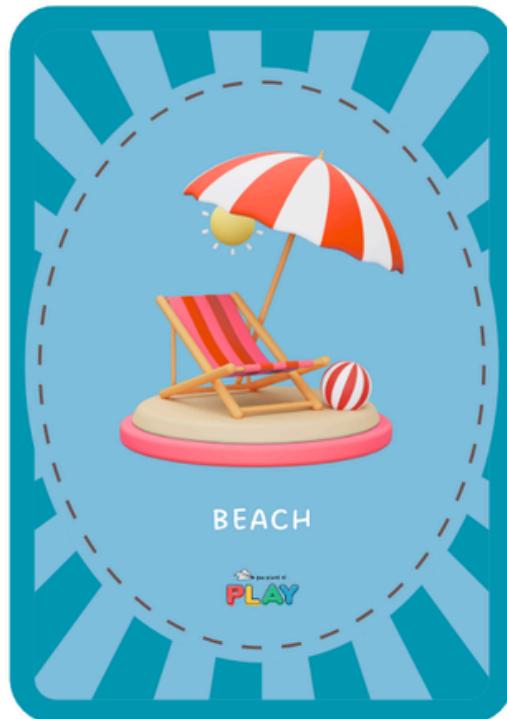
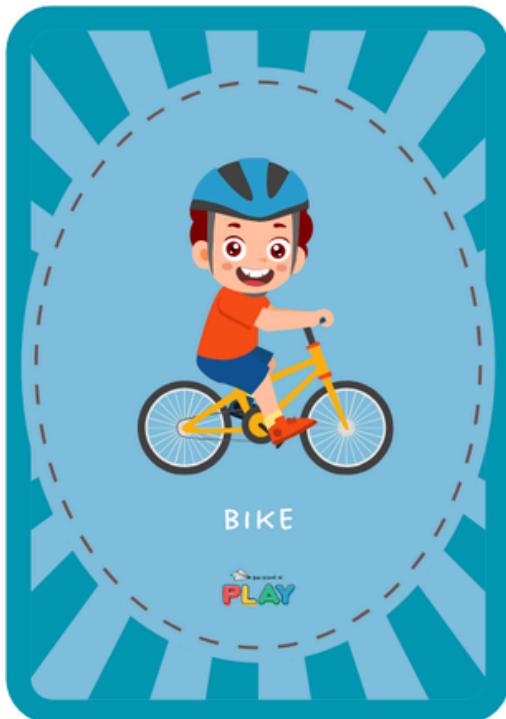
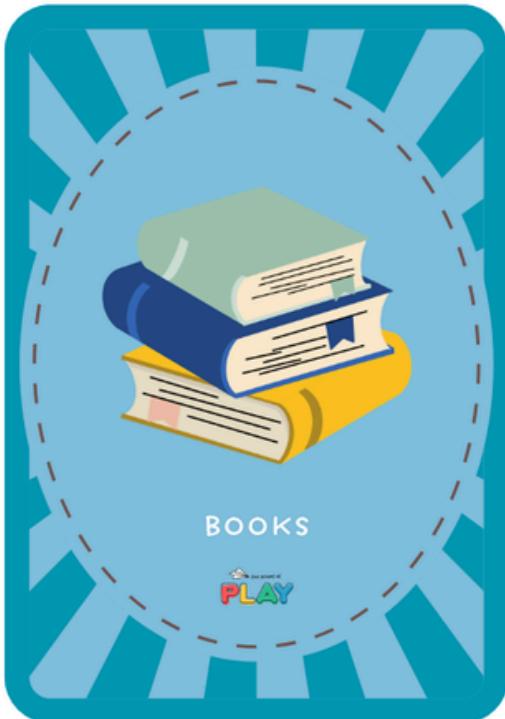
PRINT AND CUT OUT THE VISUAL PROMPT CARDS. LET STUDENTS PICK A CARD TO SPARK IDEAS BEFORE DRAWING. REMIND THEM THEY CAN SHARE WITH WORDS, SIGNS, OR GESTURES WHY THEIR CHOSEN ITEM MAKES THEM HAPPY.



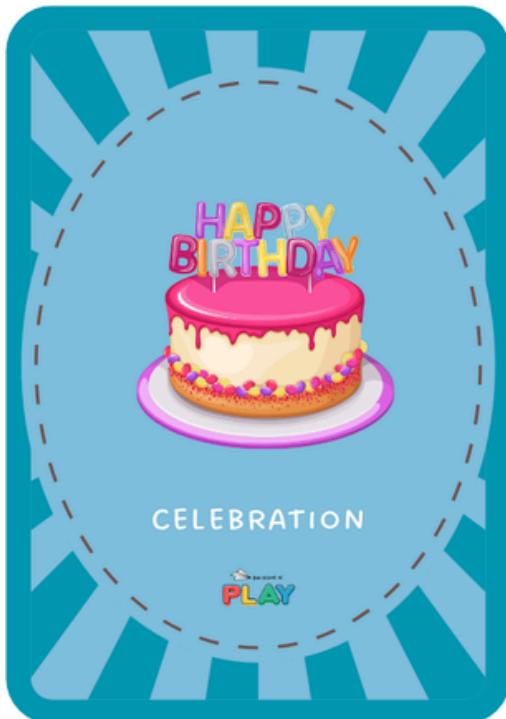
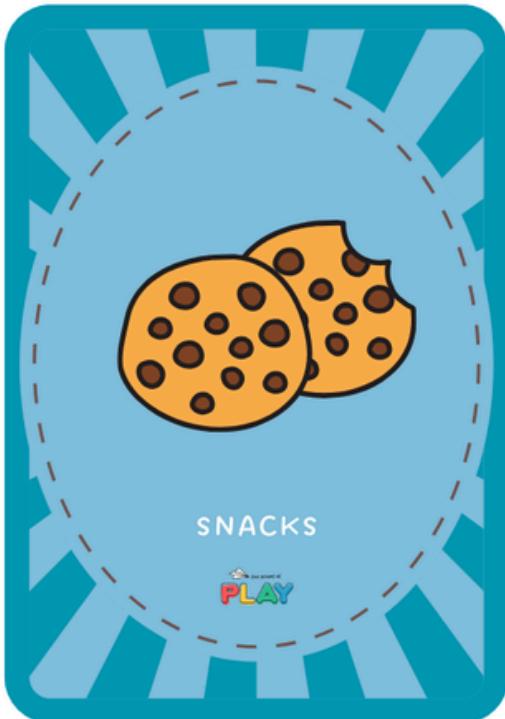
PROMPT CARDS



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