

Gratitude Pictionary (Levels F-3)

GRATITUDE

To help students build gratitude awareness and social connection by drawing, sharing, and reflecting on the things that make them feel thankful.



Learning Intentions

Students aim to think of something in their life that they are grateful for.



Students aim to use drawing and simple words to share their gratitude with others.

Students listen respectfully to their friends and celebrate their gratitude.



Success Criteria

I can draw and label at least one thing I am grateful for.

I can explain why I am grateful for it in simple words or sentences.

I can listen and respond positively when my classmates share.



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Duration: 8–10 minutes

Objective

To help students build gratitude awareness and social connection by drawing, sharing, and reflecting on the things that make them feel thankful.

Materials

- Paper or small whiteboards
- Pencils, coloured pencils or whiteboard markers.
- Visual prompt cards (e.g., people, pets, food, hobbies, places, activities)(found in PDF resource tab).

Gameplay

1. Think & Choose

Students close their eyes for a moment and think of one thing they are grateful for (e.g., “my family,” “my pet,” “my soccer ball”).

2. Draw & Label

Students draw their gratitude item and, if able, add a simple label or sentence (e.g., “My dog – he plays with me”).

3. Show & Guess

In small groups or a whole class, students hold up their drawing. Classmates guess what it is if it isn't labelled.

4. Share & Explain

Each student shares why they are grateful for their item. Teachers can model sentence starters such as:

- “I am grateful for ____ because ____.”

5. Gratitude Display

Collect drawings to create a class “Gratitude Wall” or booklet.

Reflection / Debrief

- What was something new you noticed about your classmates' drawings?
- How did it feel to share something you are grateful for?
- Why is it important to remember the things that make us happy?

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Variations

Partner Edition: Students share their drawing with a partner first before presenting to the group.

Active Edition: After showing their picture, students do a movement that represents their gratitude (e.g., jump for excitement, hug arms for family).

Teamwork Edition: Groups of 3–4 combine their drawings into a big poster that represents shared gratitude.

For Wheelchair Users / Accessibility

- Students may use verbal descriptions, stamps, stickers, or digital drawing tools if writing/drawing is challenging.
- Provide visual prompts and sentence starters to support expression.
- Allow peers or adults to assist with drawing or scribing.

Notes for Inclusion

- Ensure all contributions (spoken, drawn, or gestured) are celebrated equally.
- Provide extra time for students who need more processing or drawing time.
- Encourage respectful listening by practising positive responses such as clapping, smiling, or giving a thumbs up after each share.



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.



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