

# Master Chef Group Gratitude (Levels A-B)

To build early gratitude awareness and social connection by helping students notice and express appreciation for important people in their lives, using a playful Master Chef-style sensory experience.



## Learning Intentions

### Noticing Kindness:

Students will explore recognising people who help them, make them happy, or show kindness.

### Express Gratitude Simply:

Students will communicate gratitude through pictures, gestures, AAC, or selecting visuals.

### Connecting With Others:

Students will enjoy sharing or showing their gratitude creation with peers or adults.



## Success Criteria

Students choose one or more people they are grateful for using pictures, gestures, or AAC.

Students participate in creating a simple “Gratitude Recipe” using drawing, sticking, colouring, or object placement.

Students show a response, smile, look, gesture, AAC prompt to indicate how thinking about gratitude made them feel.



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**Duration:** 20 - 30 minutes

## **Objective**

To build early gratitude awareness and social connection by helping students notice and express appreciation for important people in their lives, using a playful Master Chef-style sensory experience.

## **What You Need**

Paper or a notebook page

Coloured pencils

Gratitude visual cards - visual cards of familiar people (family, friends, teacher, brother or sister, pet, grandparent) (found in PDF resource)

Simple gratitude visuals (happy, helpful, kind, fun)

AAC devices with words like "thank you," "friend," "happy," "love," "help"

Optional sensory props (plastic bowls, spoons, pretend cooking utensils) for engagement

## **Setup**

1. Print out and cut out a set of gratitude visual cards, one set per student.
2. Create a "Master Chef Gratitude Kitchen" area, tables or floor space where students can "mix" their gratitude ingredients (note, no actual kitchen equipment required, this is make believe).
3. Display visual cards of people students may feel grateful for.
4. Teacher models gratitude:  
"I feel grateful for my friend because they make me happy."
5. Prepare AAC devices with gratitude vocabulary.
6. Provide sensory "cooking tools" for engagement (optional).

## **Gameplay**

### **Step 1: Reflect on Gratitude (Simple Choice-Making)**

The teacher shows and explains the gratitude visual cards one at a time to the students and asks: Think about....

"Who makes you happy?"

"Who helps you?"

"Who do you love spending time with?"

Students choose anywhere between 1 - 3 people by:

- pointing to the relevant picture cards
- looking towards the relevant picture cards



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- touching or picking up the relevant picture cards
- selecting on AAC
- reaching for a sensory item placed near the card

Teacher labels the choice:  
"You chose MUM."  
"You chose your FRIEND."  
"That person makes you HAPPY!"

## Step 2: Cooking Up Gratitude (Create a Simple Recipe)

Students turn their chosen people into a "Gratitude Recipe."

They may:

- Draw the people they selected on a separate page
- Colour hearts, smiley faces, or symbols on the picture cards they selected
- Paste the picture cards onto a page or in their books
- Place items in a pretend mixing bowl ("mixing gratitude")
- Do hand-over-hand colouring with support
- Use AAC to say "thank you," "love," or "happy"

Teacher narrates:

"We are making a GRATITUDE RECIPE! We add people who make us feel good!"

Suggested simplified recipe structure: Ask students to select a picture card/person based on the recipe below...

- Ingredient 1: Someone who helps me
- Ingredient 2: Someone who makes me smile/laugh
- Ingredient 3: Someone I love

Students "mix" their recipe by drawing swirls or lines that link each person, or by colouring them in using different colours or sticking them all on a page together and decorating the page around the pictures.

## Step 3: Share Your Gratitude Creation

Students share their creations in any way meaningful to them:

- showing their paper to their peers or teachers by holding it up
- pointing to their pictures
- smiling or vocalising as a teacher shares their creations
- selecting an AAC message ("thank you," "friend")
- giving a wave or high-five (if appropriate)

Peers and staff respond with:

"Wow!"

"You made something lovely!"

"You chose special people!"

"We love your Gratitude mix!"



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GRATITUDE

## Debrief / Reflection

Use simple visuals and one question at a time:

- “Point to someone who makes you HAPPY.”
- “How do you feel thinking about your special people?”  
(students choose happy/calm/excited visual)
- “Do you want to make more gratitude?” (yes/no visuals)

All responses, eye gaze, gesture, sound, AAC are valid.

## Sensory-Seeking Learners Variation

### 1. Sensory Cooking Props

Provide bowls, spoons, cooking utensils or soft items.

Students can “mix,” “sprinkle,” or “pour” gratitude ingredients into their bowls.

### 2. Movement Ingredients

Each gratitude choice triggers a movement:

- “Friend” = clap
- “Family” = stretch
- “Pet” = wiggle
- “Teacher” = big wave

This keeps the activity energising.

### 3. Textured Gratitude Cards

Use textures to represent people or feelings:

- fluffy = love
- bumpy = strong
- shiny = happy

Students choose through touch instead of visuals.

### 4. Regulation Support

Offer breaks between ingredients:

- wall push
- rocking
- squeeze ball
- breathing with visual prompt



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GRATITUDE

## AAC-Specific Supports

### 1. Prepare Key Vocabulary

Include:

- thank you
- happy
- love
- friend
- help
- good
- more
- finished

### 2. Aided Language Input

Teacher models:

- “Thank you.”
- “I feel happy.”
- “Friend.”
- “You choose mum.”
- “Good recipe!”

### 3. AAC Recipe Building

Students select symbols to build their recipe:

- “happy + friend”
- “love + family”
- “help + teacher”

Teacher writes/draws these onto their page.

### 4. AAC Reflection

Students may express:

- “happy”
- “I like this”
- “more”
- “finished”
- “thank you”



# FAMILIAR PEOPLE

PRINT AND CUT OUT THE CARDS. ASK STUDENTS TO PICK 1-3 PEOPLE THEY FEEL GRATEFUL FOR. THEY TURN THEIR CHOICES INTO A "GRATITUDE RECIPE" BY DRAWING ON THE CARDS, STICKING THEM ON PAPER, OR MIXING THEM IN A PRETEND BOWL. FINISH BY ASKING THEM TO SHOW HOW IT FEELS.



# FAMILIAR PEOPLE



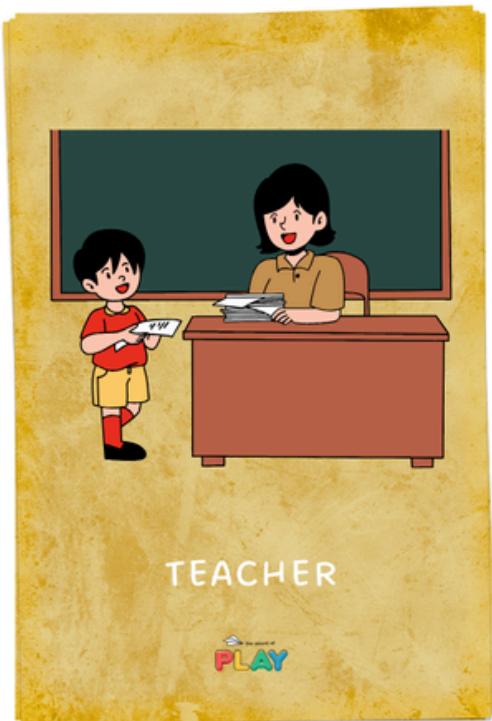
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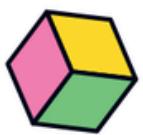
GRANDMA



GRANDPA



TEACHER



# FAMILIAR PEOPLE

