

# My Gratitude List - Levels F-3

# GRATITUDE

To help students notice and record things they are grateful for, building a positive habit that improves happiness, self-awareness, and emotional well-being.



## Learning Intentions

### Notice good things:

Students aim think of things in their life that make them happy.

### Show gratitude:

Students aim to say, write, or draw what they are thankful for.

### Feel positive:

Students can recognise how being thankful makes them feel better.



## Success Criteria

I can write, draw, or share at least three things I am grateful for today.

I can explain or show why these things are special to me.

I can reflect on how gratitude makes me feel happy or calm.



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**Duration:** 10–15 minutes

## Objective

To help students notice and record things they are grateful for, building a positive habit that improves happiness, self-awareness, and emotional well-being.

## Players

Individual activity, with optional sharing in pairs, groups, or as a class.

## Materials

- Paper or journals
- Crayons, markers, or pencils
- Optional: a display board or “Gratitude Wall”

## Setup

- Provide students with paper or journals and writing/drawing tools.
- Create a calm and supportive environment for reflection.
- Begin with a short brainstorm as a class about things we can be grateful for (e.g., friends, family, pets, fun activities, favourite foods, being kind, playing outside).

## Gameplay / Activity Steps

### Step 1: Make a Gratitude List

- Students write or draw three things they are grateful for today.
- Examples: “I am grateful for my friend,” “I am grateful for my pet,” “I am grateful for playing soccer.”

### Step 2: Explain or Show Why

- Students add a few words, a picture, or a sentence to show why each thing is important to them.
- Example: “I am grateful for my dog because he plays with me.”

### Step 3: Reflect and Share

- Encourage students to think about how writing their gratitude made them feel.
- Invite volunteers to share one item from their list with the class, a partner, or by adding it to a Gratitude Wall.

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## Reflection Prompts

- "How do you feel when you think about these things?"
- "Which gratitude on your list makes you the happiest?"
- "Why is it good to think about the things we are thankful for?"

## Winning the Game

There are no winners. Success is when students practise gratitude, share their ideas, and feel positive about the things that make them happy.

## Variations

- **Classroom Edition:** Create a "Class Gratitude Wall" where every student adds their list or one favourite drawing.
- **Family Edition:** Students can make a list at home and share it with their family at dinner or bedtime.
- **Drawing Edition:** For younger students, focus on drawing instead of writing to capture their gratitude.

## For Wheelchair Users / Accessibility

- Students may draw, dictate to an adult, or use stickers, symbols, or digital devices to record gratitude.
- Provide visual prompts (pictures of people, places, activities) to spark ideas.
- Allow sharing in multiple forms: spoken, shown through pictures, or digital display.

## Notes for Inclusion

- Accept lists in all forms (spoken, drawn, written, or symbol-based).
- Offer sentence starters such as: "I am grateful for..." or "Thank you for..."
- Celebrate all contributions equally to create a culture of respect and positivity.

