

# My Gratitude List (Levels A-B)

# GRATITUDE

To help students recognise the positive things in their lives and express gratitude in simple, enjoyable ways that build emotional awareness and connection.



## Learning Intentions

### Notice Happy Things:



Students will begin to recognise people, activities, or objects that make them feel happy or safe.

### Express Gratitude Simply:

Students will show their gratitude through pictures, colouring, pointing to visuals, or using AAC.

### Feel the Benefits of Gratitude:

Students will learn that thinking about happy things can help us feel calm, positive, and connected.



## Success Criteria

Students choose or show 3 happy things they are grateful for today (using pictures, drawing, gestures, or AAC).



Students show how these things make them feel (point to “happy,” “calm,” or “excited,” or show a smile/gesture).

Students participate in the reflection routine at their own level.



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**Duration:** 10 - 15 minutes

## Objective

To help students recognise the positive things in their lives and express gratitude in simple, enjoyable ways that build emotional awareness and connection.

## What You Need

A3 or A4 Paper or notebooks

Coloured pencils

Gluesticks

Visual gratitude cards (family, friend, teacher, pet, toy, outside play, music, favourite food, favourite activity) (found in PDF resource)

AAC devices with vocabulary such as: "happy," "thank you," "family," "friend," "play," "more," "finished"

## Setup

1. Print and cut out a set of Visual Gratitude cards (one set per student).
2. Provide students with paper, decorating materials and gratitude cards.
3. Teacher introduces gratitude simply:  
"Gratitude means thinking about the things that make us HAPPY."
4. Model a simple gratitude example using visuals:  
"I am grateful for my **dog**. He makes me **happy**!"

## Gameplay / Activity Steps

### Step 1: Rank Gratitude cards

Each student will aim to rank or list each of the gratitude cards in their preferred order of what makes them the most happy through to the least happy. Students do this by moving the cards into a specific order. You can choose to stick them into a book or onto another piece of paper or poster paper (A3 is fine).

Students can do this by:

- pointing to the first picture card they want to highlight as making them happy!
- selecting on AAC ("family," "play," "friend")
- reaching for a card
- vocalising when shown a choice



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- looking toward a preferred picture card

Teacher labels each choice:

"You chose FRIEND."

"That makes you happy!"

"Which one is your next favourite thing that makes you happy?"

## Step 2: Draw or Colour (optional)

Students can decorate their gratitude cards in anyway they would like to, they can use stamps, stickers, colouring pencils etc.

## Step 3: Share (Optional)

Students show their paper or lists to the group, adult, or partner.

Sharing can be:

- holding up the paper
- pointing to each card in the order
- AAC ("happy," "friend," "I like")
- making a vocal sound
- giving a thumbs up

Celebrate every contribution.

## Reflection Prompts

Use visuals and simplified questions:

- "What makes you happy?" (show 2 - 3 options at a time)
- "How do these things make you feel?"
- "Do you want to add more gratitude?" (yes/no visuals)
- "Show me your happy face!"

Any response is valid.

## Sensory-Seeking Learners Variation

### 1. Sensory Gratitude Sheets

Use:

- textured stickers
- soft materials
- scented markers
- dot markers
- glitter glue

Students add these to their gratitude pictures for sensory engagement.



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## 2. Movement-Based Gratitude

After choosing each gratitude item, students perform a simple movement:

- clap (for joy)
- stretch to the sky (for proud)
- stomp lightly (for excited)
- hug themselves (for calm or safe)

## 3. Gratitude Basket

Provide real objects or sensory items:

- soft toy
- ball
- music shaker
- textured card

Students choose gratitude items by touching or picking up objects.

## 4. Sensory Break Between Choices

Allow regulation activities:

- deep pressure hug with cushion
- rocking
- wall push
- breathing with visual
- weighted item on lap

## AAC-Specific Supports

### 1. Prepare Vocabulary

Add:

- happy
- family
- friend
- play
- good
- thank you
- more
- finished

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## 2. Aided Language Input

Teacher models consistently:

"I am grateful."

"I like this."

"This makes me happy."

"You choose family."

## 3. Choice-Making

Offer 2-picture choices:

"Friend or family?"

"Play or music?"

Students respond using AAC, pointing, or eye gaze.

## 4. AAC Expression

Students press symbols to express gratitude:

- "happy"
- "thank you"
- "friend"
- "good"

Adults can write these on the paper to represent their list.

## 5. AAC Reflection

Students use AAC:

- "more"
- "finished"
- "good"
- "happy"



# GRATITUDE CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT SELECTS ONE CARD AT A TIME AND NAMES IT, POINTS TO IT, OR USES AAC TO SHOW WHAT THEY FEEL GRATEFUL FOR. SUPPORT THEM TO GLUE OR PLACE 3-5 CHOSEN CARDS ON A PAGE TO CREATE A SIMPLE "MY GRATITUDE LIST." CELEBRATE EACH CHOICE.



# GRATITUDE CARDS



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