

My Gratitude List - Levels C and D

GRATITUDE



Learning Intentions

Reflect on gratitude:

I can think about the people, experiences, and opportunities I am thankful for.

Explain my gratitude:

I can describe why I am grateful for each item on my list.



Recognise the benefits of gratitude:

I can understand how being thankful improves my mood and outlook.



Success Criteria

I can write down at least five things I am grateful for today.

I can explain the reasons why I am grateful for each item.

I can reflect on how practising gratitude helps me feel happier and more positive.



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Duration: 10–15 minutes

Players

Individual activity, with optional sharing in pairs or groups.

Materials

- Paper or notebooks
- Pencils or coloured pencils

Setup

- Provide each student with writing materials.
- Create a calm, reflective space for the activity.
- Begin with a short discussion about gratitude to stretch student thinking beyond material possessions. Encourage them to consider people, opportunities they have had or are coming up in the near future, challenges, and moments they look forward to in the future.

Gameplay / Activity Steps

Step 1: Write a Gratitude List

- Students list or draw five things they are grateful for today.
- Examples: family, friends, fun activities, opportunities to help someone, or personal qualities like resilience or kindness.

Step 2: Explain Why

- For each item, students write or draw a short explanation of why they are grateful for it.
- Example: "I am grateful for my friend because they always make me laugh when I feel down."

Step 3: Reflect on Gratitude's Impact

- Students reflect on how practising gratitude makes them feel.
- Encourage them to connect it to a real situation where being thankful lifted their mood.

Reflection Prompts

- "How does practising gratitude help you feel better?"
- "Can you think of a time when being thankful made you happier?"
- "Why is it important to focus on the positive things in life?"



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Winning the Game

There are no winners. The reward is recognising positive aspects of life and learning how gratitude strengthens emotional well-being and resilience.

Variations

- **Classroom Edition:** Students share one item from their list with the class or display their gratitude on a "Gratitude Wall."
- **Family Edition:** Families create gratitude lists together at home and share during meals or meetings.
- **Modified Edition:** Younger or less confident writers can draw their gratitude items instead of writing them.

For Wheelchair Users / Accessibility

- Students may draw, speak, or use digital devices to record their lists.
- Provide visual prompts (pictures or symbols) to support reflection.
- Allow for partner or adult scribing if needed.

Notes for Inclusion

- Accept lists in different forms (written, drawn, spoken, or symbol-based).
- Offer sentence starters such as: "I am grateful for... because..."
- Encourage a respectful environment where all contributions are celebrated equally.



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.



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