

Thank You Cards for Helpers – Levels A & B

GRATITUDE

To support students to experience gratitude and giving through a simple, supported card-making activity. Students learn that saying thank you and sharing kindness helps people feel safe and connected. Linked to Venus in the Playful Astronauts journey, where warmth, kindness, and openness help relationships grow.



Learning Intentions

Students aim to participate in a creative activity that shows kindness and gratitude.

Students aim to recognise or choose a person who helps or cares for them.

Students aim to respond to feelings of gratitude using pictures, actions, gesture, or AAC.



Success Criteria

I can take part in making a thank you card with support.

I can choose or show who my card is for.

I can show or respond to kind or thankful feelings during the activity.

I can stay with the activity for part or all of the time.



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Duration: 12 - 15 minutes

Objective

To support students to experience gratitude and giving through a simple, supported card-making activity. Students learn that saying thank you and sharing kindness helps people feel safe and connected. Linked to Venus in the Playful Astronauts journey, where warmth, kindness, and openness help relationships grow.

Players

Whole class or small groups

Suitable for 3 - 16 students

Students work individually with adult support, then share briefly if appropriate

What You Need

Blank cards or folded A5 paper (to make a small card)

Coloured pencils

Stickers, heart shapes, stamps, decorating materials

Optional: envelopes

AAC devices, switches, or communication boards as required

Setup

Prepare calm workspaces using tables, trays, lap desks, or floor spaces.

Seat students comfortably on the floor, chairs, or in wheelchairs.

Introduce the activity using simple, reassuring language:

“We are making thank you cards.”

“A thank you card shows kindness.”

Briefly connect to the Venus theme in accessible terms:

“Venus reminds us that kind words help us feel close to others.”

Explain clearly that students can give the card or keep it.

Confirm AAC devices are switched on and open to basic people or thank you words.

Gameplay

Step 1: Choosing a Helper

Hold up a blank card and model the idea:

“This card is for...”

Ask the students to think about someone they want to make a card for. Offer two clear choices at a time using visuals or gestures, for example:

- Teacher / Family
- Friend / Teacher



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Students may respond by:

- Pointing to the card
- Verbalising their choice or asking an adult to help narrate
- Touching a sticker/stamp they wish to use
- Activating AAC

Adults narrate the choice clearly and positively:

“This card is for your Dad.”

“This card is for your teacher.”

Step 2: Creating the Thank You Card

Invite students to decorate their card.

Students may participate by:

- Scribbling or colouring on their cards
- Choosing which colours can be used for their cards
- Placing stickers or symbols on their cards
- Touching or holding materials to assist the educators to decorate their card

Adults support through:

- Hand-over-hand guidance if needed
- Offering limited choices to reduce cognitive load
- Modelling alongside the student and helping to decorate the cards
- Narrating calmly as the card is being created

Use simple language such as:

“You have chosen kind colours.”

“This is a beautiful thank you card.”

Step 3: Adding a Message

Messages are optional and supported.

Students may add a message by:

- Choosing a symbol (thank you, heart, happy)
- Activating AAC
- Dictating a word or phrase for an adult to scribe

Examples include:

“Thank you.”

“Kindness.”

“You make me happy.”



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Step 4: Giving or Keeping the Card

Students choose what happens to their card:

- Give it to the person now
- Take it home to give later
- Place it in a classroom gratitude basket
- Keep it with their belongings

All choices are valid and respected.

Debrief / Reflection

Keep reflection brief and concrete.

Ask one question at a time with wait time:

“Did you enjoy making your card?”

“Who is your card for?”

“How do you feel after making your card?”

Accept responses through eye gaze, gesture, AAC, facial expression, or movement.

Reinforce the message:

“Sending kindness into the world makes us feel good.”

Winning the Game

There are no winners or losers.

Success is shown through participation, kindness, and shared attention.

Sensory-Specific Learner Variation

Purpose: To support comfort, regulation, and engagement.

Adjustments may include:

Using textured stickers or paper for tactile input.

Allowing students to work in a quieter space.

Reducing the task to choosing a helper only.

Offering short movement or breathing breaks.

Allowing observation-only participation if needed.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: thank you, kind, friend, family, teacher, happy.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols whenever they say “thank you” or name helpers.



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Accessibility and Inclusion Notes

- Ensure all materials are within reach and easy to handle.
- Provide adapted drawing tools or grips if required.
- Allow digital card creation if preferred.
- Support scribing or partnered creation without removing student ownership.
- Accept all forms of expression equally.

Teacher Notes

“Thank You Cards for Helpers – Levels A & B” supports early gratitude, emotional awareness, joint attention, and relationship-building. The activity is not about recalling detailed experiences of vulnerability, but about experiencing appreciation and kindness in a safe, supported way. It works beautifully as a Venus-themed activity, reinforcing that saying thank you is a gentle but powerful way to connect with others and build a caring classroom community.

