

Thank You Cards for Helpers – Levels C & D

GRATITUDE

To support students to recognise and reflect on moments of vulnerability and express gratitude to someone who offered care or help. By creating a thank you card, students practise appreciation, empathy, and connection, linked to Venus in the Playful Astronauts journey, where warmth, kindness, and openness help relationships grow.



Learning Intentions

Students aim to reflect on a time when someone helped them during a moment of vulnerability.

Students aim to express gratitude by creating a thank you card for someone who showed care or support.

Students aim to share appreciation using words, pictures, or symbols in a kind and respectful way.



Success Criteria

I can think about someone who helped me when I needed support.

I can create a thank you card using drawings, colours, or kind words.

I can give my card to someone with a kind message or action.



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Duration: 15 - 20 minutes

Objective

To support students to recognise and reflect on moments of vulnerability and express gratitude to someone who offered care or help. By creating a thank you card, students practise appreciation, empathy, and connection, linked to Venus in the Playful Astronauts journey, where warmth, kindness, and openness help relationships grow.

Players

Whole class or small groups

Suitable for 4 - 26 students

Students work individually, then share with a partner or group

What You Need

Blank cards or folded A5 paper

Coloured pencils

Optional: stickers, heart shapes, glue, glitter, stamps

Optional: envelopes

AAC devices or communication boards as required

Setup

1. Gather students in a calm circle and briefly revisit the Venus theme:
 - “Venus reminds us that kindness and care help us feel safe.”
2. Invite students to think quietly about a time when someone helped them feel better when they were:
 - Shy
 - Nervous
 - Sad
 - Unsure
3. Explain the activity clearly:
 - “Today we will make a thank you card for someone who helped us.”
4. Reassure students that sharing is optional and memories can stay private if they wish.
5. Prepare workspaces so all materials are within easy reach.
6. Confirm AAC devices are on and open to people, feelings, or thank you pages.



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Gameplay

Step 1: Choose a Helper

1. Ask students to think about who they would like to thank.
2. Offer prompts if needed:
 - “Who helped you feel safe?”
 - “Who made you feel better?”
3. Students may choose:
 - A friend
 - A teacher
 - A family member
 - A school staff member

Step 2: Create the Thank You Card

1. Give each student a card or folded paper.
2. Invite students to decorate their card using:
 - Drawings of themselves and the helper
 - Hearts, stars, or symbols of kindness
 - Colours that feel warm or happy
 - Stamps or magazine/newspaper images
3. Students add a message by:
 - Writing a short sentence
 - Dictating for an adult to scribe
 - Using symbols or AAC
4. Example messages may include:
 - “Thank you for helping me.”
 - “You made me feel better.”
 - “I felt safe with you.”

Step 3: Giving the Card

Students choose how to give their card:

- Handing it to the person
- Leaving it in a safe place
- Taking it home to give later
- Keeping it in a classroom gratitude basket



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Debrief / Reflection

Invite students to reflect using gentle questions:

- “How did it feel to make a thank you card?”
- “How do you think the other person will feel?”
- “Why is it good to say thank you?”

Reinforce the message:

“Saying thank you helps us feel connected and cared for.”

Winning the Game

There are no winners or losers.

The reward is recognising kindness and sharing gratitude.

Sensory-Specific Learner Variation

Purpose: To support comfort, regulation, and engagement.

Adjustments include:

- Use textured stickers or paper for tactile input.
- Allow students to work in a quiet space if needed.
- Reduce writing demands by using symbols or pictures only.
- Offer short movement or breathing breaks during the activity.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: thank you, help, kind, happy, safe, friend

2. Model AAC Use

- Teacher selects symbols while describing gratitude

3. Supported Expression

- Students may:
 - Select symbols
 - Point or eye gaze
 - Activate a single-message button

4. AAC Reflection

- Ask: “Who helped you?”
- Ask: “How do you feel?”



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Accessibility and Inclusion Notes

- Ensure all materials are accessible at seated or standing height.
- Provide adaptive art tools for grip or control needs.
- Allow digital card creation if preferred.
- Support scribing or partnered creation as needed.
- Accept all forms of expression equally.

Teacher Notes

“Thank You Cards for Helpers – Levels C & D” supports gratitude, emotional reflection, and relationship-building. It provides a gentle way for students to acknowledge moments of vulnerability and care. Linked to the Venus theme, this activity reinforces that expressing thanks is a brave and meaningful act that strengthens connection and community.

