

# Thank You Cards for Helpers - Levels F-3

# GRATITUDE

To support students in reflecting on their experiences of vulnerability and expressing gratitude to someone who helped them. By making a thank you card, students practise the life skill of recognising kindness and sharing appreciation.

Just like on Venus, where warmth and compassion thrive, this activity encourages students to open their hearts and give thanks to those who care.



## Learning Intentions

Students will learn to think about a time someone helped them when they felt shy, scared, or sad. This builds emotional reflection and encourages vulnerability through gratitude.

Students will practise creating a card to say thank you to someone special who cared for them. This nurtures appreciation and strengthens relationships.

Students will learn to give with kindness by using words or pictures to show their thanks. This supports empathy and expressive communication through creative giving.



## Success Criteria

I can remember someone who helped me when I needed support.  
This helps students connect emotional memory to caring actions.

I can decorate a thank you card using kind words, colours, or drawings.  
This fosters creative expression and emotional literacy.

I can give my card to someone with a kind message or smile.  
This builds confidence and promotes positive social interactions.



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## Players:

Ideal for 4–26 students working independently and then sharing within the group or with others.

## Materials:

- Blank cards or folded A5 paper
- Coloured pencils
- Optional: stickers, heart cut-outs, glue, and glitter
- Envelopes (optional)

## Time Required:

15–20 minutes

## Setup:

Start with a gentle circle discussion after re-reading the *Venus* page in *The Playful Astronauts*. Ask students to think of a time when they felt:

- Nervous
- Sad
- Unsure
- Shy
- And someone made them feel better.

It could be a friend, a teacher, a parent, a sibling, or anyone else who showed care and helped them feel safe again.

## Gameplay:

### Explain the Activity:

Let students know they will be making *Thank You Cards for Helpers*. These cards are a way to say “thank you” to someone who supported them when they were having a hard moment.

Invite students to:

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- Draw a picture of themselves with the helper
- Use hearts, stars, or other symbols of kindness
- Write or dictate a short thank you message (e.g. "Thank you for helping me when I was sad" or "You made me smile when I felt shy")

Encourage students to think carefully about their colours and messages, reminding them that their words and drawings are a gift.

## Giving the Card:

Students can choose how to give their cards:

- Hand-deliver them in class or at home
- Leave them in someone's pigeon hole or bag
- Take them home to give to a family member or friend

If they'd rather not give the card yet, they can keep it in a special classroom basket or take it home later.

## Encourage Gratitude and Connection:

After the activity, invite a few volunteers to share who they made their card for and why. Use prompts like:

- "How did this person help you when you were feeling unsure?"
- "How do you think they'll feel when they see your card?"
- "Why is it important to say thank you when someone helps us?"

## Winning the Game:

There are no winners. The reward is the joy of giving thanks and recognising kindness during times of vulnerability. Just like Venus teaches us, it's brave to appreciate those who care for us.

## Variations:

### Younger Students:

Provide sentence starters like "Thank you for..." or "You helped me when..." for early writers. Students can also use drawings or stickers instead of words.

### Class Gratitude Wall:

Students who choose not to give their cards can display copies on a "Thank You Wall" for everyone to enjoy, building a shared culture of appreciation.

### School Helpers Edition:

Invite students to make cards for school staff (office workers, cleaners, teachers, or canteen staff) who help them every day.



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## Family Connection Edition:

Encourage students to take the card home and thank a family member. This promotes gratitude and positive communication beyond the classroom.

## Digital Version:

Students can create their card digitally using tablets or computers, then print or email it to their chosen helper.

## For Wheelchair Users / Accessibility:

- Ensure all materials (coloured pencils, decorations) are on accessible surfaces.
- Provide adaptive art tools with easy-grip handles or wider markers.
- Offer the option to create a digital or verbal thank-you message recorded on a tablet or class device.
- If writing is challenging, allow a partner or adult helper to scribe the student's dictated message.
- Ensure that all giving options (handing, displaying, or digital sharing) are inclusive and physically accessible.

## Notes for Inclusion:

- Begin by modelling gratitude, share your own short story of a time someone helped you and show your thank-you card example.
- Reinforce that everyone receives and gives help sometimes, it's part of being human.
- Use gentle language to support students who may recall emotional experiences: "You can keep your memory private if you'd like; what matters is that you felt cared for."
- Celebrate every student's effort, whether through drawings, writing, or spoken messages.
- Close with a class reflection or affirmation, such as:
- *"Thank yous make hearts grow, mine, yours, and ours."*

## Additional Notes:

"Thank You Cards for Helpers" is a powerful yet gentle way to link vulnerability with gratitude. It invites students to reflect on their personal emotional experiences and to celebrate the people who lift them up. Inspired by the warm and thoughtful lessons of Venus, this activity helps students learn that saying thank you is more than polite. It's a gift of love and strength.

