

The Gratitude Game (Levels A-B)

PLAY

To help students notice positive moments in their day and express gratitude using simple communication methods, while building connection and joy within the group.



Learning Intentions

Notice Positive Moments:

Students will explore something that made them happy or feel good.

Express Gratitude in Their Own Way:

Students will use gestures, vocalisations, pictures, AAC, or drawings to share their idea.

Participate in a Group Routine:

Students will practise taking turns, listening, and celebrating peers.



Success Criteria

Students respond to a gratitude prompt using a picture, gesture, sound, word, or AAC.



Students take part in turn-taking by rolling the dice (or communicating a roll choice).

Students respond positively when peers share their gratitude (smile, clap, gesture).



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Duration: 10 minutes

Objective

To help students notice positive moments in their day and express gratitude using simple communication methods, while building connection and joy within the group.

Materials

1 dice (large foam dice is perfect if you have one).
Gratitude Question Cards with simple visuals (found in PDF resource)
Paper and coloured pencils (optional)
AAC devices with core words (*happy, friend, help, good, excited, more, finished*)

Setup

Print and cut out enough Gratitude question cards, one for each player or one between two works well.

As the teacher, explain each question on the cards using gestures and AAC if required.

Gameplay / Activity Steps

Step 1: Roll the Dice

Create playing pairs or play as a whole class. If playing as a whole class have the students set up in semicircle formation with the teacher standing or sitting at the front of the group.

A student or teacher rolls the dice, match the number to the gratitude card question.

Step 2: Gratitude Prompt

The teacher reads the relevant gratitude question to the group or to the playing pair.

- 1 – **Happy:** Show or point to something that make you feel happy.
- 2 – **Proud:** Show or point to something you did well or are proud of.
- 3 – **Fun:** Show or point to something fun you like to play.
- 4 – **Friend:** Who is one of your friends?
- 5 – **Excited:** What is something that excites you?
- 6 – **Helping:** Who is someone who has helped you?

Use simple language and visuals for clarity.



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Step 3: Student Responses (Choice-Based)

Students respond using ANY method: If playing in a group or whole class setting each student makes the response for the same number that was initially rolled by the teacher.

Gesture: smile, thumbs up, pointing to the relevant person or object.

Picture choice: student attempts to draw their response (eg, a basketball for fun).

Vocalisation: making a happy or excited sound or saying the persons name.

AAC: "happy," "friend," "fun," "help," "I like..."

All responses are celebrated equally.

Reflection Prompts (visual supported)

- "Which number did you like the most?" (students point or eye gaze or hold up a number using their fingers)
- "Do you want to play again?" (AAC *more / finished*)

Sensory-Seeking Learners Variation

1. Movement Gratitude

Each number includes a movement expression:

- 1 – Happy → two big arm stretches
- 2 – Proud → superhero pose
- 3 – Fun → quick spin or wiggle
- 4 – Friend → two claps
- 5 – Excited → jump or seated bounce
- 6 – Helping → tap chest "me help"

2. Sensory Dice

Use a soft, textured, oversized die for tactile input.

3. Sensory Expression Options

Students may show gratitude by:

- squeezing a sensory ball
- tapping the floor
- shaking a ribbon
- choosing from textured picture cards



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4. Calm Space Support

Some students may prefer responding from a designated calm spot and rejoining after.

AAC-Specific Supports

1. Core Vocabulary to Preload

happy
friend
help
excited
good
more
finished
my turn
your turn
I like...

2. Aided Language Input

Teachers model using AAC while speaking:

“You said HAPPY.”
“My turn.”
“You feel GOOD.”
“You like FRIEND.”

3. AAC Response Choices

Provide two-picture choices:

“Did you feel HAPPY or EXCITED today?”

Students respond through:

- pressing a button
- pointing
- eye gaze

4. Turn-Taking via AAC

Students press:

- “my turn” to roll
- “your turn” for peers



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5. Reflection via AAC

Students respond with:

- “good”
- “fun”
- “more”
- “finished”

Notes for Inclusion

Allow slow processing time.

Accept all communication: gestures, pictures, sounds, AAC, eye gaze.

Provide physical modelling and hand-under-hand support where appropriate.

Ensure the Gratitude Wall is low and accessible for wheelchairs.

Avoid pressuring students, passing is always okay.



GRATITUDE CARDS

GIVE EACH STUDENT THE SAME CARD TO KEEP DURING THE GAME. STUDENTS ROLL A DICE, FIND THE MATCHING NUMBER ON THEIR CARD, AND RESPOND IN ANY WAY. CELEBRATE EVERY RESPONSE EQUALLY AND ALLOW PASSING IF A STUDENT NEEDS IT. KEEP THE GAME SHORT, UPBEAT, AND FINISH WITH A CLASS THUMBS-UP OR SMILE.

