

Wellness Guess Who- Levels F-3

GRATITUDE

To help students reflect on and share positive memories or things they are grateful for, while building empathy, understanding, and stronger classroom connections.



Learning Intentions

Reflect on Gratitude:

Students aim to think about and share something that makes them happy or thankful.

Work Together:

Students aim to collaborate by guessing who shared each memory.

Build Connections:

Students aim to listen to each other's stories to learn more about their classmates.



Success Criteria

Students can write, draw, or communicate something they are thankful for.



Students actively take part in guessing and listening to others' stories.

Students share their memory clearly and respectfully with the group.



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Duration: 10–20 minutes

Objective

To help students reflect on and share positive memories or things they are grateful for, while building empathy, understanding, and stronger classroom connections.

What You Need

- Paper, pencils or coloured pencils.
- Sticky notes or small pieces of paper.
- A jar, hat, or bowl to collect the notes or drawings.
- Optional: printed visual prompts (pictures of toys, family, school, food, pets).

Gameplay

1. **Write or Draw:** Each student writes or draws something they are grateful for (e.g., a favourite toy, a kind friend, a fun day at school, a pet).
2. **Collect Notes:** Students fold their paper and place it into the jar, bowl, or hat.
3. **Guessing Game:** One student pulls out a note and reads it aloud (or shows the drawing). The group guesses who wrote or drew it.
4. **Reveal and Share:** The author reveals themselves and explains a little more about why they are grateful.
5. **Continue Play:** Repeat until all notes have been shared.

Debrief

- “What kinds of things are we most thankful for?”
- “How did it feel to share your memory?”
- “Did you learn something new about a classmate?”

For Wheelchair Users / Accessibility

- Students can use drawings, communication devices, or gestures instead of writing.
- Ensure all materials (jar, paper, pens) are at an accessible height.
- A peer helper or teacher can assist with reading or drawing if needed.



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Notes for Inclusion

- Students can choose whether to write, draw, or use visuals.
- Teachers should model examples of gratitude to support understanding.
- Encourage and celebrate every answer to make all contributions valued.
- Provide extra time for students who need it.

Variations

- **Children's Edition:** Focus on simple, concrete things (e.g., "my teddy," "ice cream," "playing on the swings").
- **Fitness Edition:** Students act out their gratitude memory with a simple movement (e.g., running in place for "playing soccer").
- **Teamwork Edition:** Students work in pairs to guess together, building collaboration and support.

