GRATITUDE AND NOTICING OTHERS

Activity Pack -- FREE Resource

Ages 5-8 | No Prior Reading Required
Classroom, Library and Home Use

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Who Helps My Day?

How many people help make your day possible? Most of us only think of a few -- but the list keeps growing when we really look. Lots of people in our community help us every day.

Activity 1: Match the Helper to the Job

Write the letter of the right job next to each helper.

Helper	Letter	Jobs
Crossing guard	____	A. Cleans the classrooms before we arrive
School cleaner	____	B. Drives us safely to school
Kitchen staff	____	C. Keeps us safe when we cross the road
Librarian	____	D. Gets breakfast ready before anyone else arrives
Bus driver	____	E. Looks after the books and makes displays

Activity 2: My Day Map

Who helps you at each part of your day? Write or draw them.

Part of My Day	Who Helps Me?	How Do They Help?
Morning at home		
Getting to school		
At school		
After school		

Think About It

* Who is one helper you had never really noticed before?

* Why do you think some helpers work where we don't see them?

Counting the Leaves

A class cuts two hundred paper leaves for a thank-you tree. Counting that many leaves one at a time would take ages -- so let's skip count!

Activity 1: Skip Counting

Fill in the missing numbers.

Count by										
10s	10	20	_____	40	_____	_____	70	_____	_____	100
5s	5	10	_____	20	_____	30	_____	_____	45	_____
2s	2	4	_____	8	_____	12	_____	_____	18	_____

Activity 2: Leaf Puzzles

1. Each basket holds 10 leaves. How many leaves are in 5 baskets? _____ leaves

2. A branch has 2 leaves of each colour. There are 6 colours. How many leaves? _____ leaves

3. There are 200 leaves. 100 are on the tree. How many are still in the baskets? _____

4. Count by 100s: 100, _____, 300, _____, 500

Think About It

* Why is skip counting faster than counting by ones?

* If you made a thank-you tree, how many leaves would your class need?

Design a Gratitude Tree

A gratitude tree is a big paper tree where people pin thank-you messages on paper leaves. Good designers think about what it is made from, where it goes and how people will use it.

Activity 1: What Does the Tree Need?

Tick the things a gratitude tree needs. Cross the things it does not need.

Part	Needs it	Doesn't need it
Strong branches to hold the leaves	[ ]	[ ]
Paper leaves and pens	[ ]	[ ]
A sign that tells people what to do	[ ]	[ ]
A place where everyone walks past	[ ]	[ ]
A locked door so nobody can see it	[ ]	[ ]
Baskets for spare leaves	[ ]	[ ]

Activity 2: Draw Your Design

DRAW YOUR GRATITUDE TREE. LABEL WHAT IT IS MADE FROM:

I would put it: _____

Think About It

* Why does it matter where you put a gratitude tree?

* What would your sign say to get people to write a leaf?

How Thank You Feels

Note to students:
This worksheet explores personal feelings. There are no right or wrong answers -- your thoughts are your own. Sharing is always optional. If any question brings up big feelings, please talk with a trusted adult.

When someone really notices what we do and says thank you, it can be a big feeling. Saying thank you can feel good too.

Activity 1: Feeling Check-In

Circle the words that show how you feel.

When someone thanks me for something, I feel:
Happy Proud Shy Warm Surprised Other: _____

When I say thank you to someone, I feel:
Good Kind Shy Happy Other: _____

When nobody notices my help, I feel:
Sad Okay Invisible Fine Other: _____

Activity 2: Someone Who Helped Me

DRAW A TIME SOMEONE HELPED YOU:

How I felt: _____

Think About It

* Why might a thank-you note mean a lot to someone?

* How could you help someone feel noticed this week?

Gratitude: Say It Specifically

Gratitude isn't just a feeling -- it's a practice. A quick 'thanks' is nice, but a specific thank-you shows someone you really noticed what they did.

Activity 1: Automatic or Specific?

Tick whether each thank-you is automatic (quick) or specific (shows you noticed).

Thank-You	Automatic	Specific
'Thanks.'	[ ]	[ ]
'Thank you for keeping us safe at the crossing every morning.'	[ ]	[ ]
'Thanks for everything.'	[ ]	[ ]
'Thank you for the note in my lunchbox -- it made me smile.'	[ ]	[ ]

Activity 2: My Gratitude Leaves

Think of three people who help you. Write each one a specific thank-you.

Leaf 1 -- Name: _____ I'm grateful for: _____

Leaf 2 -- Name: _____ I'm grateful for: _____

Leaf 3 -- Name: _____ I'm grateful for: _____

Think About It

* What is the difference between saying thank you automatically and saying it specifically?

* Why might the people who help us most be the ones we forget to thank?

My Gratitude Goals

Here is a challenge: thank three people who help you -- specifically, and out loud. When we appreciate the people around us, everyone grows stronger.

Activity 1: My Gratitude Goals

Write or draw one goal for each time.

Goal Tier	My Goal	How I Will Do It	When I Will Start
THIS WEEK			
THIS TERM			
THIS YEAR			

Activity 2: Gratitude Challenge Tracker

Colour a star each day you do it.

I did it!	Mon	Tue	Wed	Thu	Fri
I said a specific thank-you out loud	*	*	*	*	*
I noticed someone helping	*	*	*	*	*
I thanked a helper we don't often see	*	*	*	*	*
I wrote a thank-you note	*	*	*	*	*
I helped someone without being asked	*	*	*	*	*

Think About It

* Who are three people you feel grateful for but haven't told yet?

* Write your own gratitude motto in 10 words or fewer.

Teacher's Companion

No Prior Reading Required
This pack is fully standalone. No book or characters are referenced. Any student can complete these worksheets without prior reading. Suitable for classroom, library, and home learning programmes. This pack is an excerpt of a full book-specific learning pack available with purchase at **learningsmart.au**

Australian Curriculum Alignment

Learning Area	Strand	Year Level	Content Description (summary)
English	Language for Interaction	F-Yr 2	Use specific, polite language to thank and appreciate others (WS5)
HASS	History / Civics	F-Yr 2	Identify people who help in the school and local community (WS1)
Mathematics	Number	F-Yr 2	Skip count by 2s, 5s, 10s and 100s; solve simple problems (WS2)
Design and Technologies	Design Processes	F-Yr 2	Plan and draw a design that meets a purpose (WS3)
Health and PE	Personal, Social and Community Health	F-Yr 2	Describe feelings when helping and being helped (WS4)
Gen. Capabilities	Personal and Social Capability	F-Yr 2	Recognise and appreciate the contributions of others
Gen. Capabilities	Critical and Creative Thinking	F-Yr 2	Sort and compare examples; plan a design (WS3, WS5)

16 Key Gratitude and Noticing Others Lessons

#	Lesson
1	Many people help make each day possible.
2	The people who help us most are often the ones we forget to thank.
3	Slowing down helps us notice the people around us.
4	Gratitude isn't just a feeling -- it's a practice.
5	A specific thank-you shows someone you really noticed.
6	'Thanks for everything' is nice, but 'thank you for this' means more.
7	Some helpers work quietly in the background.
8	Being noticed can make someone's whole day.
9	Saying thank you out loud takes a little courage.
10	Writing a thank-you lets someone keep your words.
11	One good idea, shared with friends, can grow into something big.
12	Everyone in a school helps it run -- not just the teachers.
13	Gratitude can change how a whole school feels.
14	Noticing others makes the world feel full of kindness.
15	Anyone can make space for thank-yous to be written.
16	Motto: When we appreciate the people around us, everyone grows stronger.

Answer Keys and Discussion Guidance

WS1 -- Match the Helper (Answers)
Crossing guard = C; school cleaner = A; kitchen staff = D; librarian = E; bus driver = B. Day Map: no right answers -- encourage students to list helpers they don't usually see.

WS2 -- Counting the Leaves (Answers)
10s: 30, 50, 60, 80, 90. 5s: 15, 25, 35, 40, 50. 2s: 6, 10, 14, 16, 20. Puzzles: 1. 50 leaves; 2. 12 leaves; 3. 100; 4. 200, 400.

WS3 -- What Does the Tree Need? (Answers)
Needs: strong branches; paper leaves and pens; a sign; a place where everyone walks past; baskets for spare leaves. Doesn't need: a locked door.

WS4 -- Sensitivity Note for Educators
Some children may feel unnoticed or have limited support at home. Do NOT require students to share. Offer drawing or private writing. If a student discloses a concern, follow your school's wellbeing and child safety protocol.

WS5 -- Automatic or Specific? (Answers)
Automatic: 'Thanks.' and 'Thanks for everything.' Specific: the crossing thank-you and the lunchbox note. Both are kind -- specific thank-yous show you noticed.

WS6 -- Challenge Tracker
There are no correct scores. Celebrate every attempt; any day left blank is a chance for a gentle reminder, not correction.

Upsell Note for Educators
This generic pack is based on the Learning Smart book series. The full book-specific learning pack -- which references the characters, story moments, and adventure narrative -- is available with book purchase or subscription at **learningsmart.au**. Book-specific packs significantly increase student engagement and reading motivation.

Differentiation Strategies

Level	Strategy	Example Application
Below Level (support)	Reduce written output; use sentence starters; allow verbal responses; pair with peer.	WS2: use a hundreds chart or counters to skip count. WS4: use feeling faces instead of writing.
On Level (standard)	Complete all activities as written. Use discussion partner for Think About It sections.	Standard completion with class debrief of Think About It questions.
Extension (enrichment)	Write and deliver a specific thank-you card to a school helper; interview a helper about their job.	WS1: map all the helpers in your school. WS3: build a real class gratitude tree.

7 Discussion Questions

1. What might we notice if we slowed down and looked around our day?
2. How do you think a helper feels when they get a thank-you note?
3. What is the difference between saying thank you automatically and saying it specifically?
4. Who are three people in your life you feel grateful for -- but haven't told yet?
5. Could a thank-you tree change how a school feels? How?
6. Who are the helpers at our school that we hardly ever see?
7. How can our class make thank-yous part of every day?

Classroom Display Ideas

Class Gratitude Tree: Students add specific thank-you leaves for people who help them.

Helpers Around Us: A labelled map from WS1 showing who helps at school and in the community.

Skip Count Leaves: A number line of paper leaves counting by 10s to 200.

Thank-You Words Wall: Specific thank-you sentence starters: 'Thank you for... It helped me...'

Tree Design Gallery: Display the WS3 designs and vote on one to build.

Noticing Notebook: A class book where students record a helper they noticed each day.

Want the Full Adventure?

This free activity pack is inspired by the **Learning Smart book series** -- everyday adventures about character, confidence and growing into a kind, capable leader.

The Full Book-Specific Learning Pack Includes:

* Worksheets tied directly to the book's characters and story moments
* Story-based Think About It questions that deepen reading comprehension
* A Teacher's Companion with book-specific discussion questions
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Books in the Learning Smart Series

Title	Topic
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Professor Bee's Body Expedition	Human Body and Science
Belinda and James: Beach Smart	Sun and Water Safety
Guardians of the Web	Internet Safety
The Magical ABC Adventures: Letters A-F	Early Literacy and Phonics

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