



TEACH GIFT-RECEIVING SKILLS WITH AN INCLUSIVE SEL TOOLKIT

This completely updated resource combines an engaging social story with SEL tools and activities designed to help children understand gifts, notice their feelings, manage disappointment or uncertainty, and respond in ways that feel authentic and kind.

Children learn that receiving a gift can bring many different thoughts and feelings. Through discussion, guided practice, reflection, and real-life application, children learn to:

- Understand that a hope is not a promise.
- Notice thoughts, feelings, and body clues when receiving a gift.
- Understand that more than one feeling can be true.
- Use calming and coping tools when needed.
- Find an authentic way to show appreciation.
- Ask for help when they are unsure what to do.
- Practice gift-receiving skills at home, at school, and in the community.

oneGiggle at a time

KEEP SCROLLING TO SEE WHAT'S INCLUDED!



WHAT'S INSIDE THIS RESOURCE



Designed for school, home, counseling, special education, homeschool, and SEL groups

A SUPPORTIVE APPROACH TO RECEIVING GIFTS

Making room for hopes, feelings, gratitude, and authentic responses.

Children may have many different thoughts and feelings when receiving a gift.

Instead of assuming how a child should feel, adults can help children consider:

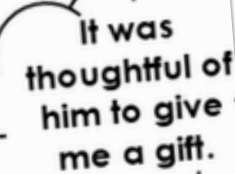
- What was I hoping for?
- What am I noticing?
- What am I feeling?
- What might help me right now?
- How would I like to respond?
- Do I need help?

oneGiggle at a time

Skill Spotlight

Two Feelings Can Be True

Teaching Point: I can have more than one feeling at the same time. I might appreciate someone thinking of me AND feel disappointed, surprised, or unsure about the gift.



Skill Spotlight

A Hope Is Not a Promise

Teaching Point: A hope is something I would like to happen. It does not tell me what will be inside a gift.

Hope Open Notice Pause Response



People show gratitude in different ways. Some people smile or talk a lot. Some people speak quietly or use few words. Some people communicate with gestures, pictures, signs or a device. Some people need more time before they respond. There is not just one way to show gratitude.



Let's Practice Receiving a Gift!

An Unexpected Gift

You are at a club, team, party, or community event. Someone gives you a small gift that you were not expecting.

Hope

What might you hope for?
Draw or write.

Open

What did you receive?
Draw or write.

Notice

What might you notice?
☐ Happy
☐ Excited
☐ Surprised
☐ Unsure
☐ Disappointed
☐ Something else

Pause

Would a pause help?
☐ I am ready to respond
☐ A pause might help
☐ I am not sure
What could help?

The goal isn't a perfect reaction. It's building understanding and skills children can use when receiving gifts.

Supporting self-awareness, communication, gratitude, flexibility, and connection.

HOPE • OPEN • NOTICE • PAUSE • RESPOND

A flexible routine children can use when receiving a gift.

HOPE

I may have an idea about what I hope the gift will be.

OPEN

I find out what the gift is.

NOTICE

I notice my thoughts and feelings.

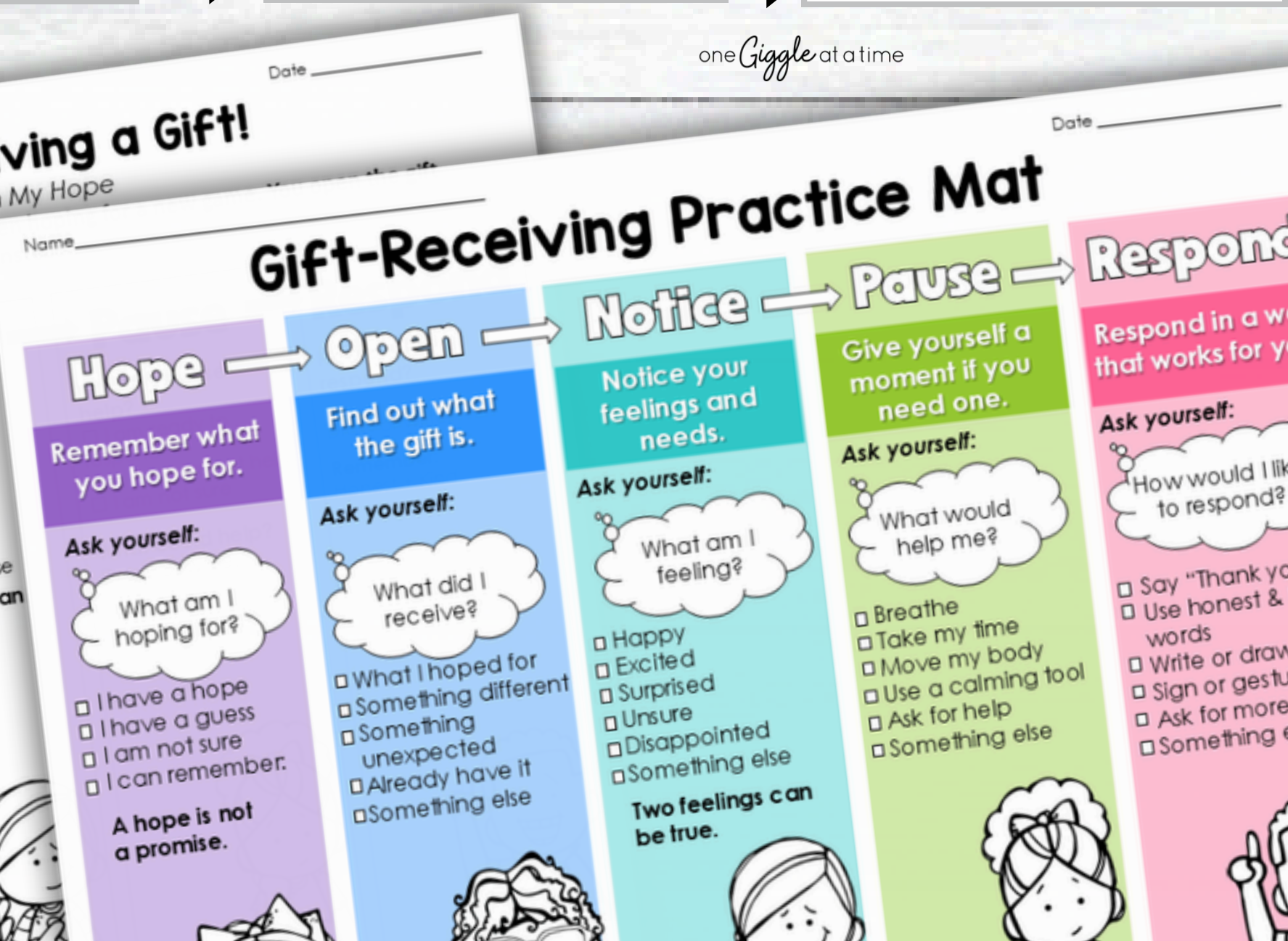
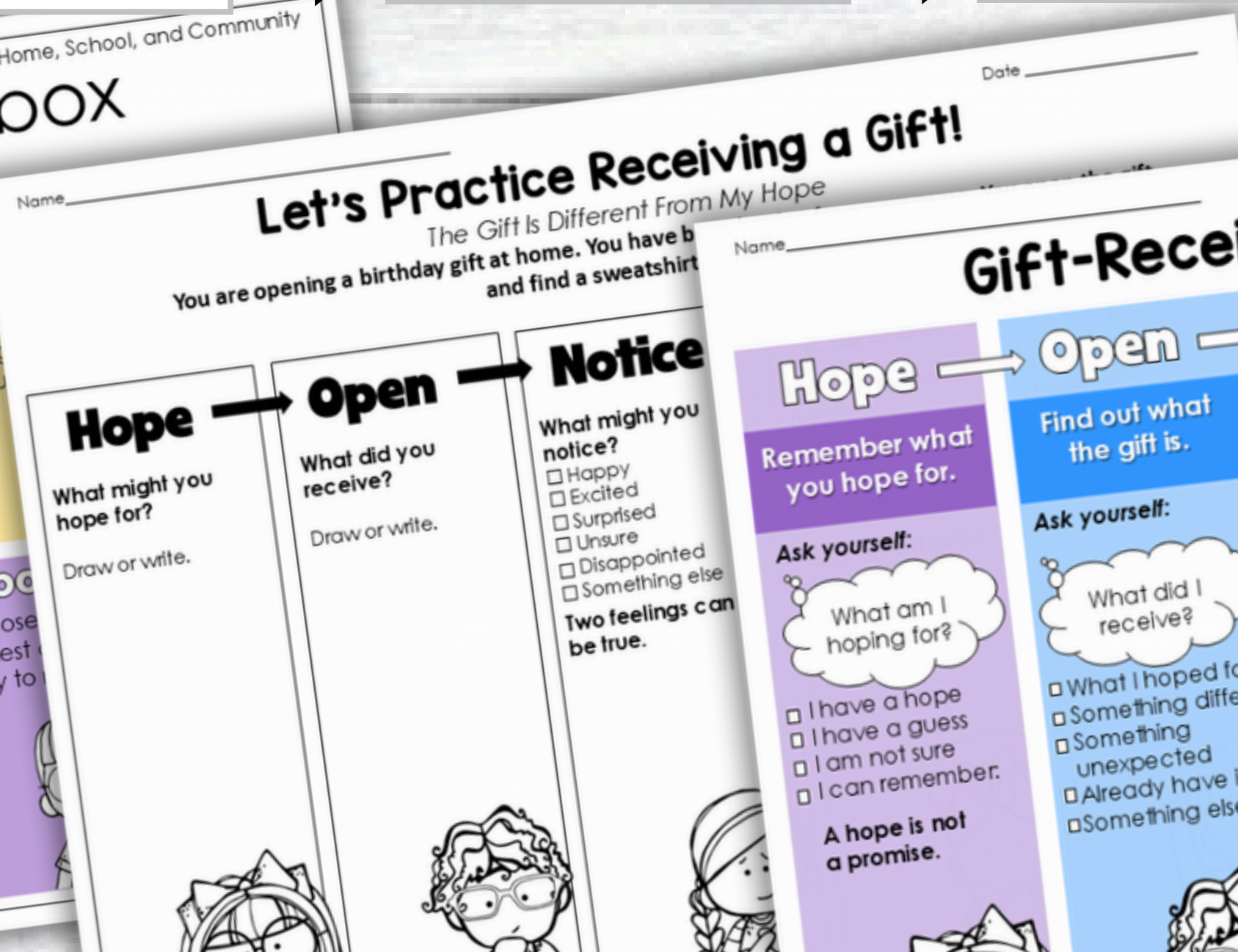
PAUSE

I can take a moment if I need one.

RESPOND

I can choose a response that works for me.

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A supportive routine for noticing feelings, coping, communicating, and responding authentically.

TWO FEELINGS CAN BE TRUE

Children learn that receiving a gift can bring more than one feeling.

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APPRECIATIVE + DISAPPOINTED

I can appreciate that someone thought of me AND wish the gift were different.

HAPPY + OVERWHELMED

I can like my gift AND need a quiet moment.

SURPRISED + UNSURE

I may need time to understand how I feel.

Skill Spotlight

Notice How I Feel

Teaching Point: Noticing my thoughts, feelings, and body clues can help me understand what I need.

Hope Open Notice Pause Respond



Think Together! What might you notice when a gift brings a big feeling?

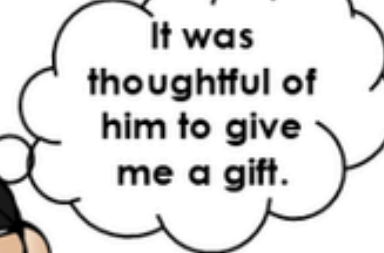
Gift Receiving & Gratitude

Let's Talk About It SEL Teaching Cards

Skill Spotlight

Two Feelings Can Be True

Teaching Point: I can have more than one feeling at the same time. I might appreciate someone thinking of me AND feel disappointed, surprised, or unsure about the gift.



Think Together! What are two feelings someone might have at the same time?

Gift Receiving & Gratitude

Let's Talk About It SEL Teaching Cards

HONOR THE FEELING. TEACH THE SKILL.

GIFT-RECEIVING SKILLS GROW WITH PRACTICE

Multiple opportunities help children understand, practice, reflect, and use new skills in real life.



READ

Explore gift-receiving through a relatable social story.



DISCUSS

Talk about hopes, feelings, gratitude, and different perspectives.



PRACTICE

Work through realistic gift-receiving situations.



REFLECT

Think about feelings, responses, and what might help.



CONNECT

Continue learning with family resources and home activities.



GROW

Build confidence receiving gifts over time.

oneGiggleat a time

When I Get a Gift

I may have a hope.
I may have a guess.
I open the gift—
what happens next?
I **NOTICE** my feelings.
Whatever they are.
Happy or unsure,
big feelings or small.
Two feelings can happen.
Both can be true.
I can **PAUSE** for a moment
if I need to.
I don't have to pretend.
I can take my time.



Gratitude does not mean I have to love every gift.
Gratitude can mean noticing the **kind action** behind it.
Someone chose to give something to me. I can appreciate their
thought or effort even when the gift isn't right for me.



Thank you for the
new pajamas.

When I Receive a Gift

A Social Story About Gifts, Feelings, and Gratitude



MY GIFT-RECEIVING PROMISE

I promise to:

- ☐ Remember that a **HOPE** is not a promise.
- ☐ **NOTICE** how I am feeling.
- ☐ Remember that **two feelings** can be true.
- ☐ **PAUSE** when I need a moment.



Gift-Receiving Practice Plan

Name _____ Date _____
Draw a picture and complete the sentence. Use the word bank to help.
It is one gift-receiving skill you would like to practice?

I receive a gift, I can practice by _____

Read • Discuss • Practice • Reflect • Connect • Grow

GIFT-RECEIVING SKILLS EVERYWHERE

Children practice skills they can use throughout everyday life.

AT HOME

Practice receiving gifts during birthdays, holidays, celebrations, and family traditions.

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AT SCHOOL

Use the skills during classroom celebrations, exchanges, rewards, or special events.

IN THE COMMUNITY

Practice responding when receiving gifts from friends, relatives, neighbors, teams, clubs, or community members.

Extending the Learning at Home- Gift Receiving & Gratitude

Family Discussion Questions
Talk Together
These conversation starters can help your family talk about receiving gifts, feelings, and gratitude **at home and in your community.**

- What are some feelings you might have when you receive a gift?
- What does "A hope is not a promise" mean?
- How can a hope make you feel?
- What does it mean when someone says "I hope"?
- Can you appreciate something you are disappointed about?
- What might help when you are disappointed?
- What are some honest ways to respond?
- How might receiving a gift make you feel?

Family Challenge
Try Together
Choose one or two activities to try together.

☐ Play "What's My Gift?" by talking about different gifts.

Home Connections: Gift Receiving & Gratitude

When I Get a Gift

I may have a hope.
I may have a guess.

I open the gift—
what happens next?

I **NOTICE** my feelings.
Whatever they are.

Happy or unsure,
big feelings or small.

Two feelings can happen.
Both can be true.

I can **PAUSE** for a moment
if I need to.

Family Time Activity

1. Read the poem together.
2. Talk about it!
 - What does "A hope is not a promise" mean?
 - What feelings might you have when you open a gift?
 - Can two feelings be true at the same time?
 - What could help if you need a moment?
 - What are some **honest and kind** ways to respond?

Let's Practice Receiving a Gift!
A Prize I Wouldn't Have Picked
Your class finishes a special challenge. Your teacher gives you a small prize. You were hoping for a different prize.

Hope → **Open** → **Notice** → **Pause** → **Respond**

Hope
What might you hope for?
Draw or write.

Open
What did you receive?
Draw or write.

Notice
What might you notice?
☐ Happy
☐ Excited
☐ Surprised

Pause
Would a pause help?
☐ I am ready to respond
☐ A pause might help

Respond
How could you respond?
Draw or write.

Let's Practice Receiving a Gift!
I Already Have One
A friend gives you a birthday gift. You open it and notice that you already have the gift at home.

Hope → **Open** → **Notice** → **Pause** → **Respond**

Hope
What might you hope for?
Draw or write.

Open
What did you receive?
Draw or write.

Notice
What might you notice?
☐ Happy
☐ Excited
☐ Surprised
☐ Unsure
☐ Disappointed
☐ Something else
Two feelings can be true.

Pause
Would a pause help?
☐ I am ready to respond
☐ A pause might help
☐ I am not sure

Respond
What could help?
Draw or write.

My Social Skills Reader

I Can Receive Gifts!

This book belongs to _____

I may receive a gift at school, at home, or in my community.
A gift may bring different thoughts and feelings.

Before I open a gift,
I might hope for something special.
A hope is not a promise.

I hope it is what I have been wishing for!

When I open a gift,
I find out what is inside.
It might be what I hoped for.
It might be something different.



Gift-receiving skills aren't just about saying "thank you."

Children can practice noticing, coping, communicating, and connecting wherever gifts are exchanged.

Building skills for self-awareness, communication, relationships, gratitude, and everyday life.

SUPPORT THE SKILL WITHOUT FORCING A FEELING

Practical guidance helps adults respond with curiosity, flexibility, and connection.

NOTICE

Make room for the child's real response.

GET CURIOUS

Consider what the child hoped for, noticed, felt, or needed.

SUPPORT

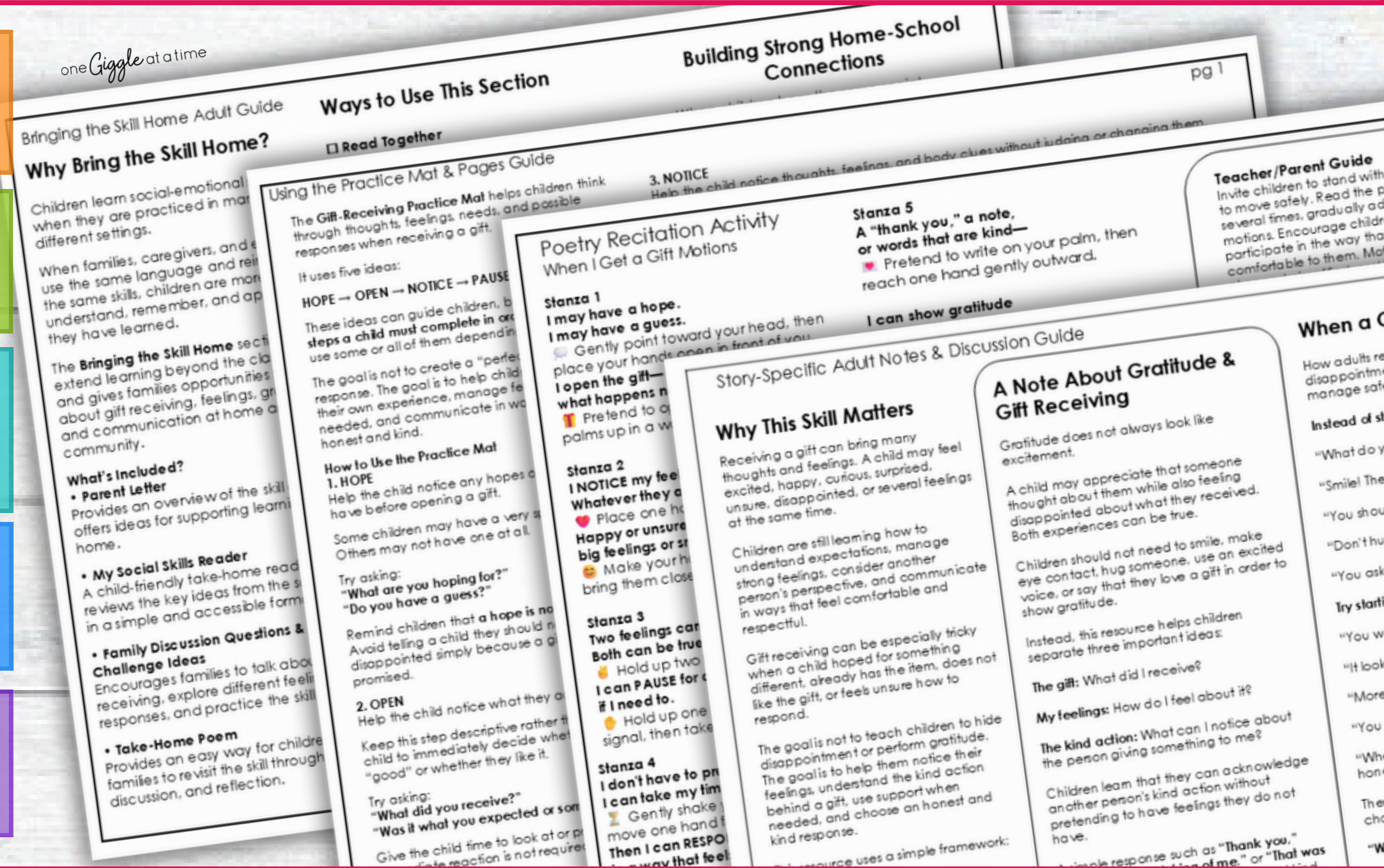
Offer regulation or communication tools when helpful.

TEACH

Practice responses that are authentic and kind.

CONNECT

Remember that gratitude and difficult feelings can exist together.



Real feelings + supportive teaching + opportunities to practice and grow.

ABOUT ONE GIGGLE AT A TIME



Diane Romo is an elementary educator, children's author, and SEL resource creator dedicated to helping adults support children's social, emotional, and behavioral growth.

Her resources are designed for teachers, counselors, interventionists, and families who want practical, engaging tools that build confidence, strengthen relationships, and help children succeed across school, home, and community settings.



onegiggleclassroom.com



diane@onegiggleresources.com



bit.ly/onegiggletp



[instagram.com/onegiggle](https://www.instagram.com/onegiggle)



bit.ly/onegigglefb

one giggle at a time is a passionate supporter of:

- ♥ Helping teachers create classroom communities that foster positive relationships.
- ♥ Helping students unlock their potential for greatness.
- ♥ Helping parents provide support for young learners to set them up for success.
- ♥ Making learning FUN!

one *Giggle* at a time



social emotional learning



classroom community



parent/family connection



classroom management



teaching ideas



seasonal activities