

Confidence Hearts - Levels A & B

GRATITUDE

To support students to experience confidence and positive self-feelings through creating a personalised Confidence Heart. Students explore colours, symbols, and simple choices that represent themselves, building early self-awareness and pride. Linked to the Jupiter theme from The Playful Astronauts, the activity reinforces that everyone has strengths and that feeling good about yourself helps you shine.



Learning Intentions

Students aim to experience positive feelings about themselves during a creative activity.

Students aim to make simple choices that represent something they like or feel good about.

Students aim to participate in a shared routine that celebrates each student as special.



Success Criteria

I can take part in making a heart with support.

I can choose or show something that is about me.

I can show interest or enjoyment in my heart by looking, holding, or responding.

I can stay with the activity for part or all of the time.



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Duration: 8 - 12 minutes

Objective

To support students to experience confidence and positive self-feelings through creating a personalised Confidence Heart. Students explore colours, symbols, and simple choices that represent themselves, building early self-awareness and pride. Linked to the Jupiter theme from *The Playful Astronauts*, the activity reinforces that everyone has strengths and that feeling good about yourself helps you shine.

Players

Whole class or small groups

Suitable for 3 - 16 students

Students work individually with adult support, with optional sharing

What You Need

Pre-cut heart-shaped cards or simple heart outlines

Coloured pencils

Optional: textured stickers, foam shapes, shiny paper, glue

Optional: envelopes or folders

AAC devices, switches, or communication boards as required

Setup

Prepare calm, accessible workspaces using tables, trays, lap desks, or floor spaces.

Ensure all materials are within easy reach.

Introduce the activity using simple, positive language:

"This is a heart shape."

"This heart is about you."

"You can choose the colours or pictures you like."

Briefly connect to the Jupiter theme in accessible terms:

"Jupiter reminds us we all shine."

Model calm encouragement without pressure.

Confirm AAC devices are switched on and open to basic feeling or self-reference words.



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Gameplay

Step 1: Adult Modelling

The teacher models creating a Confidence Heart.

Hold up a blank heart and say:

"This is my confidence heart."

Choose one colour or sticker/symbol and add it to your heart shape as a demonstration.

Say:

"I like this colour because....."

or

"This symbol makes me feel happy."

Activate or point to a matching AAC symbol while speaking.

Keep modelling short and concrete.



Step 2: Student Creation

Invite students to explore and decorate their own heart.

Students may participate by:

- Scribbling or colouring on their heart
- Choosing between two colours to use
- Placing stickers or symbols or stamps on their heart
- Touching or holding materials as the teacher help decorate their hearts
- Directing an adult using gesture or AAC

Adults support by:

- Offering limited choices of materials
- Hand-over-hand guidance if needed
- Modelling alongside the student
- Narrating positively

Use language such as:

"You chose this colour."

"That heart is yours."



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Step 3: Optional Sharing and Keeping

Sharing is optional and brief.

Students may:

- Hold up their heart in front of their class
- Point to a colour or symbol on their hearts
- Show it to an adult or peer
- Use AAC to indicate like, me, or finished

Hearts may be placed into envelopes, folders, or student bags, or displayed in the classroom.

Debrief / Reflection

Keep reflection short and concrete.

Ask one question at a time with wait time:

"Do you like your heart?"

..... Accept responses through eye gaze, gestures, AAC, facial expression, or movement.

Reinforce the key message:

"Your heart is special."

Winning the Game

There are no winners or losers.

Success is shown through participation, choice-making, and positive engagement.

Sensory-Specific Learner Variation

Purpose: To support regulation, comfort, and engagement.

Adjustments may include:

Using textured or foam hearts for tactile input.

Allowing short work periods with breaks.

Providing pre-cut symbols to reduce fine motor demands.

Offering a quieter workspace.

Allowing verbal, digital, or adult-directed creation instead of drawing.

▲ AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: me, like, happy, good, finished.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols when naming choices and feelings.



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Accessibility and Inclusion Notes

Ensure all materials are accessible for seated or standing participation.

Provide adaptive art tools if required.

Allow digital creation on tablets if preferred.

Accept all forms of expression equally.

Avoid comparison between students' work.

Teacher Notes

“Confidence Hearts – Levels A & B” supports early self-awareness, confidence, choice-making, and belonging. The activity is not about identifying achievements or explaining pride, but about experiencing positive self-feelings and being celebrated. Linked to the Jupiter theme, it reinforces that confidence can be gently built through small choices, creative expression, and feeling seen and valued.