

Get Excited - Levels A - B

WRITTEN

To support early self-awareness, emotional wellbeing, and a sense of security by helping students notice and express simple things they enjoy or are looking forward to.



Learning Intentions

Students are working towards:

Noticing things they enjoy or like

Expressing anticipation or positive feelings with support

Experiencing a sense of safety and positivity by looking forward to familiar events



Success Criteria

Students demonstrate success when they:

Indicate something they like or are excited about using words, gestures, pictures, or AAC

Participate in the activity with adult support

Show engagement or positive affect when discussing future events



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Duration: 5 - 10 minutes

Objective

To support early self-awareness, emotional wellbeing, and a sense of security by helping students notice and express simple things they enjoy or are looking forward to.

Players

Individual reflection with optional sharing
(1:1 adult support encouraged for many learners)

Materials

- Paper or notebooks
- Pencils or coloured pencils
- Exciting Things visual cards showing familiar events (home, school, play, people, christmas, birthday) (found in PDF resource)

Setup

1. Print and cut out each of the Exciting Things visual cards
2. Create a calm, predictable space for the activity.
3. Create a 'route' or a 'track' for students to move through or around.
4. Along the route, evenly place one of the Exciting Things visual cards.
5. Explain the topic and the game. "We are thinking about fun and exciting things we get to do in our lives."
6. Model one simple example, such as arriving at the playground card and saying, "I am excited to play on the swings today." Complete a joyful, swinging body action to mimic being on a swing (act out being on a swing). Smile and make sounds as you do so.

Gameplay / Activity Steps

Step 1: Move through the Exciting things route or track

- Students are supported to move through the designated route or track with the Exciting Things cards spread out along the journey.



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Step 2: Name or Show the Excitement

- As students come to an Exciting Things card, students share their excitement for the event by acting out what happens or what they like to do for each exciting thing. They can also:
 - vocalising their excitement
 - Pointing to or picking up the card and smiling or giving a thumbs up/clapping etc
 - Using a single word or AAC button to show their excitement
- Adults narrate or scribe if needed, for example, "You are excited to see Mum" or "You love to open presents!"

Step 3: Connect to Feelings

- Adults help link the future event to a feeling using visuals or modelling.
- For example:
 - "Thinking about play makes you feel happy."
- Students may point to an emotion picture or show a facial expression or use their AAC device to help explain their feelings.

Step 4: Celebrate and Resume

The students and the adults celebrate their pit stop and move on to the next Exciting Things card along the route, repeating the process.

Reflection

Using visuals, gestures, or AAC, prompt gently:

- "Does this excite you?"
- "Which pit stop was your favourite?"

Reflection may be adult-narrated where appropriate.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Pair the activity with movement, such as body spins or squats
- Allow brief movement breaks between pit stops

For sensory-sensitive learners:

- Offer 1:1 support
- Reduce visual clutter around the route or track
- Keep voice calm and volume low
- Allow students to observe before participating



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AAC and Communication Supports

- Provide AAC buttons such as "excited," "happy," "me," "again," "finished"
- Use simple sentence starters, for example, "I like..." or "I want..."
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during the activity

For Wheelchair Users / Accessibility

- Ensure materials are at accessible height
- Allow drawing, pointing, eye gaze, or AAC instead of acting things out
- Sharing can be done seated, with no movement expectations

Notes for Inclusion

- Participation may include observing, choosing, or responding with support
- Future thinking is kept concrete and familiar
- Adults interpret and narrate student intent as needed
- All contributions are celebrated equally
- Emphasis is on emotional safety, positivity, and connection



EXCITING THINGS VISUAL CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS MOVE THROUGH THE ROUTE AND STOP AT EACH CARD, SHOWING THEIR EXCITEMENT. ADULTS MODEL LANGUAGE BY NAMING THE EVENT AND LINKING IT TO A POSITIVE FEELING. CELEBRATE EACH RESPONSE BEFORE MOVING ON TO THE NEXT CARD.



BEING AT HOME



GOING TO SCHOOL



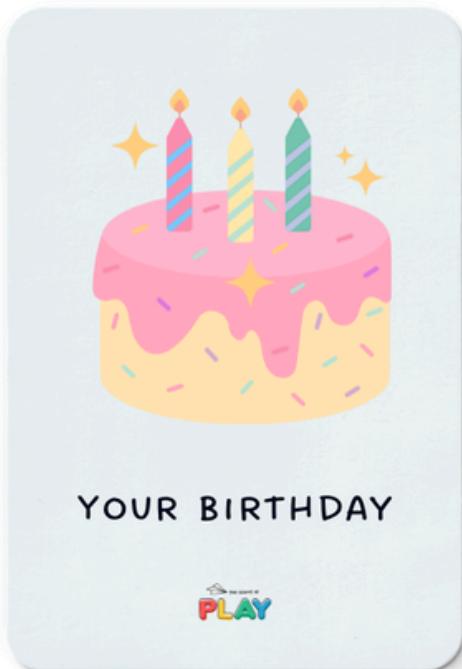
PLAYING AT
THE PARK



HANGING OUT
WITH FAMILY



EXCITING THINGS VISUAL CARDS



EXCITING THINGS VISUAL CARDS



PLAYING
WITH TOYS



WATCHING A
FAVOURITE SHOW



EATING A
FAVOURITE FOOD



CELEBRATION
OR PARTY

