

Get Fanatical (PAL Letter) - Levels A - B

WRITTEN

To support early self-awareness, positive self-esteem, and emotional safety by helping students notice, express, and revisit simple positive statements about themselves in a supportive and predictable way.



Learning Intentions

Students are working towards:

Noticing positive things about themselves or their family members with adult support

Experiencing pride and enjoyment in their own actions or qualities

Feeling safe, valued, and supported while engaging in self-reflection



Success Criteria

Students demonstrate success when they:

Participate in creating a PAL response (Proud, Admire, Love) in any form

Indicate something positive about themselves or their family using words, gestures, pictures, or AAC

Remain engaged or calm during the reflective activity



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Duration: 5 - 10 minutes

Objective

To support early self-awareness, positive self-esteem, and emotional safety by helping students notice, express, and revisit simple positive statements about themselves in a supportive and predictable way.

Players

Individual activity with 1:1 adult support
(Optional brief sharing if appropriate and safe)

Materials

- Paper or notebooks
- Pencils or coloured pencils
- Optional envelopes or folders to store PAL work
- Optional visuals or magazine/newspapers to cut out and use images to stick onto their PAL letters

Setup

1. Prepare a quiet, calm space for the activity.
2. Provide each student with paper or a notebook and drawing tools.
3. Prepare and distribute magazines/newspapers for students to cut images out of.
4. Introduce the activity using very simple language, for example:
“We are thinking about good things about ourselves and/or our families.”

Gameplay / Activity Steps

Step 1: Proud

The students will start to create their PAL letter or drawing by first focusing on what they are proud of (either themselves or their family members).

- With adult prompting, students identify something they have done or tried.
- Examples include:
 - “I tried to clean my room.”
 - “I helped someone pack up.”
 - “My mum always helps me.”
- Students may draw, scribble, point to a picture, choose a symbol, or use AAC to create their PAL letters.
- Adults narrate or scribe if needed, for example and help to draw hand over hand or cutting out images to be glued onto their pages.



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Step 2: Admire

- Students are supported to indicate something good about themselves or their families that they admire.
- Examples include:
 - Being kind to others
 - Being a good helper
 - Liking to play or create new things
- Adults narrate or scribe if needed, for example and help to draw hand over hand or cutting out images to be glued onto their pages.

Step 3: Love

- Students are supported to indicate something they love about themselves or their families.
- This may be:
 - A part of their body
 - A favourite activity
 - A way they interact with others
- Adults narrate or scribe if needed, for example and help to draw hand over hand or cutting out images to be glued onto their pages.

Step 4: Celebrate the finished PAL letters

- The PAL letter page is placed in a folder, envelope, or notebook.
- The PAL letter is proudly displayed in the classroom or given to the family

Reflection

Using visuals, gestures, or AAC, prompt gently:

- “Did you like thinking about yourself?”
- “What was your favourite thought, Proud, Admire or Love?”

Reflection may be adult-narrated where appropriate.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use textured paper, stickers, stamps or drawing tools
- Allow movement breaks between PAL steps
- Pair reflection with gentle movement (e.g., stand and point)



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For sensory-sensitive learners:

- Keep the activity short and 1:1
- Reduce visual clutter
- Use calm voice and slow pacing
- Allow observation before participation

AAC and Communication Supports

- Provide AAC buttons such as "me," "good," "proud," "like," "again", "love", "admire"
- Use visual symbols for Proud / Admire / Love
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC language consistently throughout the activity



For Wheelchair Users / Accessibility

- Ensure materials are at accessible height
- Allow drawing, pointing, eye gaze, AAC, or voice-to-text instead of writing
- No movement is required to participate

Notes for Inclusion

- Participation may include choosing, observing, or responding with support
- Adults interpret and narrate student intent as needed
- Responses may be very simple and concrete
- Celebrate effort, presence, and engagement equally
- Emphasise safety, warmth, and self-acceptance

