

# I Can Try Booklet - Levels A & B

CREATIVE

To support early resilience by helping students experience and represent “trying” in a safe, positive way. By creating a simple “I Can Try” booklet with adult support, students begin to associate effort with pride and encouragement. Linked to the Uranus theme from The Playful Astronauts, the activity reinforces that learning looks different for everyone and that continuing to try is what matters.



## Learning Intentions

Students aim to experience trying an activity with adult support.



Students aim to engage with simple creative actions that represent effort and persistence.

Students aim to take part in a shared routine that values trying and participation.



## Success Criteria

I can take part by drawing, choosing, touching, or watching.

I can help create a simple booklet with support.

I can show or respond to “trying” using actions, visuals, or AAC.

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



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**Duration:** 8 - 12 minutes

## **Objective**

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## **Players**

Individual activity with adult support  
Suitable for 3 - 16 students

## **What You Need**

Pre-made mini booklets (recommended for Levels A–B)  
(2–3 pages maximum)  
Coloured pencils  
Optional: stickers, stamps, textured shapes  
Optional: printed picture choices (e.g. play, blocks, writing, packing up)  
AAC devices, switches, or communication boards as required

## **Setup**

Prepare booklets in advance to reduce fine motor demands.  
Set students up at tables, trays, or lap desks with minimal visual clutter.  
Introduce the activity using simple, concrete language:  
“This is your I can try book.”

“This book is about trying as best you can.”

Link gently to the Uranus theme:

“Uranus is different to the other planets.”

“When things are different, we try new things.”

Show a completed example booklet and allow students to touch or look through it.

Confirm AAC devices are switched on and open to words such as try, again, help, me, good.



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## Gameplay

### Step 1: Personalise the Book

Give each student their booklet.

Support students to place their name or photo on the front.

Title the booklet together:

"I Can Try"

Students may participate by:

- Scribbling
- Placing a sticker
- Pointing to their name/photo
- Watching while an adult assists

Narrate positively:

“This is your I can try book.”

### Step 2: Fill One Page at a Time

Explain clearly:

“This page shows something you can try my best to do.”

Offer limited, supported choices, for example:

- Playing with a friend
- Building something such as a tower
- Writing my name
- Helping packing up in class
- Asking for help

Students add content by:

- Drawing or scribbling
- Choosing a picture or symbol to add
- Placing a sticker
- Directing an adult where to draw

Adults narrate meaning without pressure:

“You are trying.”

“You can try again.”

Students do not need to complete all pages.



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## Step 3: Decorate and Close the Book

Allow brief decorating time using colours or stickers.

Close the booklet together and say:

“You tried really hard today.”

“Great trying with your booklet.”

Students may:

- Hold the book
- Look through pages
- Place it in a personal tray or bag

## Debrief / Reflection

Keep reflection short and concrete.

Ask one simple prompt:

“Do you like to try new things?”

..... Accept responses through gesture, AAC, eye gaze, or movement.

Reinforce:

“Trying new things is good for us.”

## Winning the Game

There are no winners or losers.

Success is shown through participation and experiencing effort with support.

## Sensory-Specific Learner Variation

Purpose: To support regulation and engagement.

Adjustments may include:

Using a one-page booklet only.

Completing one page per session.

Offering textured materials for tactile feedback.

Allowing frequent breaks.

Reducing writing or drawing expectations.

## AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: try, again, help, me, finished, good.

Single-message switches (try, again) are highly appropriate.

Model AAC Consistently

Adults activate AAC while narrating:

“Try.”

“Again.”



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## Accessibility and Inclusion Notes

Provide pre-made booklets as standard.  
Accept drawing, choosing, watching, or directing as valid participation.  
Ensure materials are reachable and stable.  
Offer digital alternatives (photo book or tablet) if preferred.  
Allow students to keep their booklet private if they choose.

## Teacher Notes

“I Can Try Booklet – Levels A & B” frames resilience as a felt experience, not a cognitive reflection. The booklet acts as a gentle visual reminder that trying is valued, supported, and safe. Linked to the Uranus theme, the activity reinforces that differences, changes, and continued effort are all part of learning and growth.

