

My Astronaut Journey Poster - Levels C - D

CREATIVE

To support students to reflect on and consolidate their learning by creating a visual timeline of the nine-week Playful Astronauts journey. Through drawing and symbols, students demonstrate recall, understanding, and pride in their personal growth.



Learning Intentions

Students aim to recall the planets they visited and the life skills explored during the astronaut journey.

Students aim to represent their learning visually through drawing and symbols.

Students aim to communicate something they learned or enjoyed from the journey with others.



Success Criteria

I can recognise and name the planets from our space journey.

I can match planets with the life skills we learned.

I can share one thing I enjoyed or learned using pictures, words, gesture, or AAC.



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Duration: 15 - 25 minutes

Objective

To support students to reflect on and consolidate their learning by creating a visual timeline of the nine-week Playful Astronauts journey. Through drawing and symbols, students demonstrate recall, understanding, and pride in their personal growth.

Players

Individual activity with optional partner or whole-class sharing.

Materials

A3 or large A4 paper

Planet Station matching life skills visual sheet (found in PDF resource)

Coloured pencils

Optional: stickers, cut-out shapes, textured materials

Optional: pre-printed planet icons or templates

AAC devices or communication boards

Setup

1. Display the nine planets with their life skills clearly on the board or wall:

- Earth – Kindness
- Mercury – Conflict
- Venus – Vulnerability
- Mars – Play
- Jupiter – Confidence
- Saturn – Gratitude
- Uranus – Resilience
- Neptune – Empathy
- Pluto – Adaptability

2. Review the list together using simple language, gestures, and visuals.

3. Explain the task clearly:

- “We are making a poster of our space journey.”
- “Each planet shows a life skill we learned.”

4. Model a simple example of one planet with a matching symbol.



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Gameplay / Activity Steps

Step 1 – Plan the Journey

- Students receive their poster paper.
- They draw the sun and the planets in any order that makes sense to them.
- Students may:
 - draw freely
 - trace templates
 - place stickers or cut-outs
- Adults support with modelling or hand-over-hand guidance if required.

Step 2 – Match Planets and Life Skills

- For each planet, students add a simple picture or symbol to show the life skill.
- Symbols may be suggested or student-chosen.
- Adults can prompt with questions or visuals:
 - “What did we learn on Earth?”
 - “Which picture shows kindness?”
- Students may label with words, initials, symbols, or AAC-selected text.

Step 3 – Decorate and Personalise

- Students add stars, astronauts, lines, or colours to personalise their poster.
- Encourage creativity and choice.
- Emphasise that effort and meaning matter more than neatness.

Step 4 – Share the Journey

- Students share their poster with a peer, small group, or the class.
- Sharing may include:
 - pointing to a planet
 - naming a life skill
 - selecting a symbol on AAC
 - adult-supported explanation
- Prompt gently:
 - “Which planet did you like?”
 - “What did you learn there?”



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Debrief / Reflection

Ask one reflective prompt at a time:

- "Which planet was your favourite?"
- "Which life skill helped you?"
- "How do you feel about your journey?"

Acknowledge all responses:

- "You remembered a planet."
- "You showed your learning."
- "You shared your idea."

Sensory-Specific Learner Variations

Purpose: To support engagement, regulation, and access during creative reflection.

- Offer textured paper, foam stickers, or raised outlines.
- Allow students to work standing, seated on the floor, or at a quiet table.
- Play soft background music or offer a calm workspace option.
- Break the task into short chunks with movement breaks between steps.
- Allow students to complete fewer planets if needed, focusing on quality over quantity.

AAC-Specific Supports

1. Prepare Key Vocabulary

2. Include or model:

- planet
- learn
- like
- happy
- proud
- kind
- brave
- help

3. Model AAC Consistently

4. Adults model AAC while speaking:

- "Earth – kind."
- "I like Mars."
- "Proud."



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5. Supported Choice-Making

6. Students may:

- choose a planet symbol
- select a life skill icon
- indicate yes / no
- use eye gaze or partner-assisted scanning

7. Sharing with AAC

8. Prompt:

- "Show me your favourite planet."
- "What did you learn?"

Accessibility and Alternative Participation

- Provide lap desks, clipboards, or accessible-height tables.
- Offer pre-drawn templates or symbol matching for students with fine motor challenges.
- Allow students to dictate ideas while an adult or peer records them.
- Digital drawing or slide-based alternatives are appropriate.
- Focus on communication and reflection rather than drawing accuracy.

Inclusion Notes

- Reinforce that every journey is different and equally valuable.
- Pair students thoughtfully for peer support.
- Use visuals and simple language to reduce cognitive load.
- Celebrate effort, choice, and persistence.
- Respect different ways students understand and represent life skills.

Additional Notes

My Astronaut Journey Poster provides Levels C–D students with a meaningful way to consolidate learning across the Playful Astronauts program. By combining art, memory, and communication, the activity strengthens recall, reinforces life skills, and supports pride in personal growth, while honouring each student's unique learning journey.



PLANET VISUALS

