

My Cheer Squad – Levels F-3

GRATITUDE

To help students recognise and celebrate their own resilience and that of others. Inspired by Uranus's strength in spinning differently, this activity reminds students that overcoming challenges, big or small, is something to be proud of, and that we grow stronger when we lift each other up.



Learning Intentions

Students will learn to reflect on something they kept trying to do, even when it was hard. This supports resilience and self-awareness.

Students will practise sharing their story with the class and feeling proud of their effort. This promotes confidence and emotional bravery.

Students will learn to give kind words and applause to celebrate others' successes. This nurtures empathy, gratitude, and community spirit.



Success Criteria

I can name a challenge I have worked to overcome.
This supports personal reflection and pride in effort.



I can share my experience and accept applause from my peers.
This builds resilience and positive risk-taking.

I can cheer on others for their efforts and successes.
This encourages gratitude and giving to others through praise.



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Objective:

To help students recognise and celebrate their own resilience and that of others. Inspired by Uranus's strength in spinning differently, this activity reminds students that overcoming challenges, big or small, is something to be proud of, and that we grow stronger when we lift each other up.

Players:

Ideal for whole-class participation in a circle

Materials:

- A quiet, safe space for group sharing
- A soft object or astronaut plush for taking turns (optional)
- A "Cheer Chart" or poster for students who'd like to write their names afterwards (optional)

Time Required:

10–15 minutes

Setup:

Begin by reading the Uranus page from *The Playful Astronauts* and asking:

- "Can you remember a time when something felt hard, but you kept trying?"
- "How do you feel when someone says 'Well done' or cheers for you?"

Explain that everyone has done something amazing by trying again, and today, we're going to cheer each other on for being brave and strong.

Gameplay:

Step 1 – Circle Time Sharing:

Students sit in a circle. Pass around a soft object to take turns speaking.

Invite each student to:

- Share something they kept trying to do (e.g., "I zipped my jacket," "I kept going when my tower fell," "I didn't give up when I felt sad")
- Then, everyone gives them a round of applause or a cheer (e.g., clapping, jazz hands, rocket sounds)

Let students know it's okay to pass if they don't want to share today.



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Step 2 – Celebrate the Courage:

As students share, affirm their effort:

- “That was brave to tell us.”
- “You worked hard on that!”
- “Your try-again moment helps others try too.”

Step 3 – Group Gratitude:

Finish the session by saying:

- “Let’s say thank you to our class for cheering us on.”
- “We’re all part of each other’s cheer squad!”

Winning the Game:

Everyone wins when they feel seen and supported. Uranus teaches us that the best kind of strength comes when we encourage each other through life’s little challenges.

Variations:

Mini Cheer Teams:

Divide the class into small groups (4–6 students). Each group becomes a “mini cheer team” where everyone shares one thing they’re proud of and cheers for each other before switching groups.

Compliment Echo:

After each student shares, have one classmate repeat their effort out loud, followed by a group cheer.

“You kept trying to ride your bike!” (Group: “Go [name]!”)

Space Shoutouts:

Students write or draw their “try-again moment” on sticky notes and place them on a wall titled *Our Class Cheer Squad Galaxy*.

Family Connection:

Send home a note inviting families to continue the activity by sharing “try-again stories” together at dinner or bedtime, practising family gratitude for effort and growth.



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For Wheelchair Users / Accessibility:

- Ensure the circle space is wide enough for wheelchair access.
- Allow students to use gestures, visuals, or communication devices to share their stories.
- For those with communication challenges, a peer or teacher can read their note aloud with permission.
- Offer tactile or visual symbols (e.g. stars, pom-poms, ribbons) for students who prefer non-verbal cheering.
- Adapt physical cheering (clapping, jazz hands) to what is comfortable and accessible for all.

Notes for Inclusion:

- Emphasise *effort over outcome*, all achievements count, no matter how small.
- Model vulnerability by sharing a “try-again” moment from your own life.
- Use gentle praise that recognises bravery in sharing:
 - “It takes courage to talk about challenges.”
 - “We’re proud of you for giving it a go.”
- Encourage active listening and respectful responses, every student deserves a full cheer.
- If a student feels shy, let them whisper their story to the teacher or show a drawing instead of speaking.
- End the session with a positive class affirmation inspired by Uranus:
 - “We are brave, we keep trying, and we cheer for each other every day!”

Additional Notes:

My Cheer Squad gives students the chance to reflect, share, and feel supported by their peers. It reinforces the idea that resilience is not a solo journey. It's something we grow with encouragement. Just like Uranus, students learn they can spin their own way and still shine, as long as they're surrounded by kindness and cheers.

