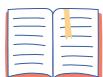


My Dream Day - Levels C & D

WRITTEN

To inspire positive thinking and optimism by encouraging students to imagine their perfect day, express it creatively, and set small goals to make aspects of it a reality.



Learning Intentions

Use Imagination Creatively:

For students to imagine and describe what their perfect day would look like, exploring creativity and self-expression.

Set Positive Goals:

For students to identify small, achievable steps to bring part of their dream day to life.

Reflect on Special Moments:

For students to consider what makes a day feel meaningful and how they can create positive moments.



Success Criteria

Students can imagine and share ideas about their dream day.

Students can write, draw, or describe their dream day using creative expression.

Students can reflect on how they could make part of their dream day happen in real life.



My Dream Day - Levels C & D

WRITTEN

Duration: 15–20 minutes

Objective

To inspire positive thinking and optimism by encouraging students to imagine their perfect day, express it creatively, and set small goals to make aspects of it a reality.

What You Need

- Paper or a notebook.
- Pencils or coloured pencils.
- Optional: stickers or magazines for collage.

Gameplay

1. **Set the Scene** – Tell students they are going to imagine their “Dream Day.” This can be realistic, imaginative, or even completely made up.
2. **Imagine Your Dream Day** – Guide them with prompts:
 - Who would you spend it with?
 - What activities would you do?
 - Where would you go?
 - What would make it extra special?
3. **Write or Draw** – Students record their dream day by writing, drawing, or both. Encourage big ideas and creativity.
4. **Reflect on Making It Happen** – Ask students to think of **one part** of their dream day they could make happen soon (e.g., spending time with a friend, enjoying a favourite hobby, or visiting a place they love).
5. **Share (Optional)** – In pairs or groups, students share highlights of their dream days, listening respectfully and celebrating each other’s ideas.

Debrief

- “What was the best part of your dream day?”
- “How could you make part of your dream day happen in real life?”
- “How do you feel when you think about your dream day?”



My Dream Day - Levels C & D

WRITTEN

For Wheelchair Users / Accessibility

- Dream days can include any activity, real or imagined, ensuring prompts encourage inclusion (e.g., “What makes you happiest?” rather than “Where would you run or play?”).
- Provide voice recorders or digital tools for those who prefer speaking over writing.
- Drawing can be adapted using larger markers, stencils, or collage materials for students with fine motor challenges.
- Sharing can be verbal, visual, or through assistive communication devices.

Notes for Inclusion

- Students can choose whether to write, draw, or verbally describe their ideas.
- Emphasise that all dreams are valid, whether realistic or imaginative.
- Encourage peer support (e.g., drawing partners, scribing for peers who need it).
- Celebrate diversity by highlighting the different types of dream days shared.

Variations

- **Children's Edition:** Provide sentence starters or visual prompts like “My dream day would start with...” or “In my dream day, I would...”.
- **Group Edition:** Students collaborate to create a shared “class dream day” and illustrate it on a large poster.
- **Future Edition:** Students think of a dream day 5-10 years from now, linking imagination with long-term goals.

