

My Dream Day (Levels A-B)

WRITTEN

To inspire early imagination, choice-making, and positive thinking by helping students create a simple picture or representation of their dream day and identify a small achievable element.



Learning Intentions

Imaginative Expression:



Students will explore imagining something they would like to do, see, or experience in a simple and supported way.

Positive Thinking:

Students will choose one activity, place, or person that makes them feel happy or excited.

Early Goal Setting:

Students will identify one part of their “dream day” that could happen soon, with adult support.



Success Criteria

Students select or show one idea they would like in their dream day using pictures, gestures, or AAC.



Students record their dream day by drawing, colouring, pasting a visual, or making marks or using stamps/stickers.

Students choose one part of their dream day they could try today or tomorrow.



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Duration: 15 - 20 minutes

Objective

To inspire early imagination, choice-making, and positive thinking by helping students create a simple picture or representation of their dream day and identify a small achievable element.

What You Need

Paper or a notebook page

Coloured pencils

Stamps or stickers (optional)

Visual prompts of dream-day ideas, such as: (found in PDF resource)

- people (family, friend, teacher)
- places (park, beach, playground, backyard)
- activities (swinging, playing, drawing, music, water play)
- favourite things (toy, food, animal)

Emotion visuals (happy, excited, calm)

AAC systems with core vocabulary ("play," "go," "like," "happy," "want," "friend," "yes/no")

Setup

1. Print and cut out a set of dream day visual prompt cards, one for each student or one per pair of students.
2. Students sit at tables or on the floor with adult support close by.
3. Display the visual prompts cards of common dream-day activities.
4. Model a simple dream day:
5. "My dream day is playing at the park, followed by eating food and finishing with spending time with my family"
6. Hold the visual cards up in order while speaking and place them on a desk in front of you in the right order.
7. Prepare drawing supports (hand-over-hand, stencils, stickers, stamps) as needed.
8. Ensure AAC devices are open to the appropriate pages.



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Gameplay

1. Set the Scene

Teacher says:

"Today we are going to imagine a DREAM DAY, a day that makes you feel happy and excited about!."

Show the happy visual while describing.

2. Choose Your Dream Day

Students choose 2 - 3 (or more) visual cards by using:

- pointing
- eye gaze
- handing the picture to the teacher or placing it in front of themselves on the desk or floor.

- selecting on AAC
- vocalising when shown the different visual cards

Optional - Teacher supports by offering only two choices at a time for clarity:

"Park or beach?"

"Friend or toy?"

3. Record the Dream

Students create their dream-day by arranging the visual cards in the order in which they would love to do things for their perfect dream day: (the correct order isn't the main focal point).

Students can also add to their dream day by:

- drawing on the visual cards
- colouring around them
- using stamps or stickers to decorate their chosen visual cards
- sticking their visual cards onto a page or notebook
- hand-over-hand drawing with an adult

Teacher narrates their idea:

"You chose the playground. That makes you happy."



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4. Reflect on Feelings

Ask:

"How does your dream day make you feel?"

Show visuals: happy, excited, calm.

Students respond by:

- pointing
- smiling
- selecting AAC feelings
- making gestures or vocalisations

Teacher models:

"You feel HAPPY when you play!"

5. Plan One Real-Life Happy Moment

Guide students to pick **one part** of their dream day they could do soon:

- playing outside
- drawing
- listening to music
- swinging
- spending time with a friend
- playing with a favourite toy

Students choose using visuals, AAC, or gesture.

Record it on their page:

"Tomorrow I want to ____."

6. Celebrate

Allow students to show their dream day (if comfortable) while peers:

- clap
- smile
- give thumbs up
- say "yay!"
- press AAC positive words ("good," "happy")

Debrief / Reflection

Use visuals and simple language:

- "Point to your dream day picture."
- "Show me how it makes you feel."
- "Point to what you want to do tomorrow."
- "Do you want more dream day ideas?" (yes/no)

All responses, eye gaze, gesture, vocalisation, AAC, are celebrated.



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Sensory-Seeking Learners Variation

1. Add Sensory Dream-Day Choices

Offer sensory-based prompts:

- bubbles
 - water play
 - sand texture
 - soft toy
 - music shaker
 - movement (jumping, swinging, spinning)
- Students choose by interacting with the object.

2. Incorporate Movement

Before choosing their dream day, allow movement breaks:

- stretch
- stomp
- wiggle
- bounce
- push against a wall

Movement supports regulation and engagement.

3. Create a Sensory Dream-Day Page

Instead of drawing, students may:

- glue textured materials
- use scented markers
- place stickers
- press stamps
- choose foam shapes

4. Sensory Reflection

Students show how the dream day makes them feel through:

- dancing
- rocking
- big smile
- squeezing a soft object
- selecting a sensory-feeling visual



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AAC-Specific Supports

1. Prepare AAC Vocabulary

Include:

- play
- go
- friend
- family
- happy
- excited
- want
- more
- finished

2. Aided Language Input

Teacher models using AAC while speaking:

"Dream day."

"I want to play."

"I feel happy."

"Tomorrow I want to go outside."

3. Supported Choice-Making

Use two-picture or two-symbol choices:

"Play or draw?"

"Friend or toy?"

"Beach or park?"

4. AAC for Recording

Students may use AAC to "write" their dream day idea by selecting multiple symbols:

"Play + friend + happy."

5. AAC Reflection

Model for students to imitate:

"I like this."

"More dream day."

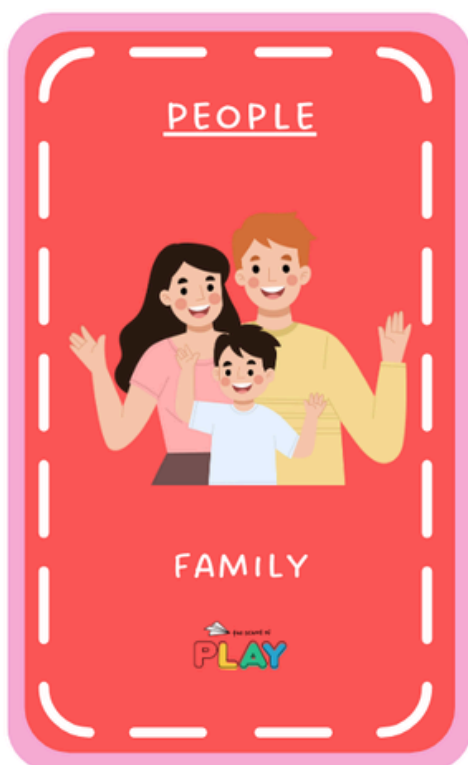
"Happy."

"That's good."

Any form of activation, partial, approximate, delayed, is acknowledged as success.

VISUAL PROMPT CARDS

PRINT AND CUT OUT. USE THE CARDS TO SUPPORT CHOICE-MAKING, IMAGINATION, COMMUNICATION, AND EARLY PLANNING. STUDENTS CREATE THEIR DREAM-DAY BY ARRANGING THE VISUAL CARDS IN THE ORDER OF THEIR PERFECT DREAM DAY.



VISUAL PROMPT CARDS

PLACES



PARK

the word of
PLAY

PLACES



BEACH

the word of
PLAY

PLACES



PLAYGROUND

the word of
PLAY

PLACES



BACKYARD

the word of
PLAY



VISUAL PROMPT CARDS

ACTIVITIES



PLAYING



ACTIVITIES



PICNIC



ACTIVITIES



DRAWING



ACTIVITIES



WATER PLAY



VISUAL PROMPT CARDS

FAVOURITE THINGS



TOY



FAVOURITE THINGS



FOOD



FAVOURITE THINGS



PETS



FAVOURITE THINGS



GAMES

