

My Dream Day Levels F-3

WRITTEN

To support young learners in imagining a positive "dream day," expressing their ideas in a simple way, and recognising small moments that make them happy.



Learning Intentions

Use Imagination:

Students begin to imagine what a special or fun day could look like.

Express Ideas in Simple Ways:

Students practise sharing ideas through words, pictures, or gestures.

Recognise Positive Moments:

Students learn that days can be filled with enjoyable moments, big or small.



Success Criteria

Students can share one idea about their dream day.

Students use drawing, words, or gestures to show their ideas.

Students reflect on something simple that could make tomorrow a happier day.



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Duration: 10–15 minutes

Objective

To support young learners in imagining a positive “dream day,” expressing their ideas in a simple way, and recognising small moments that make them happy.

What You Need

- Paper or large drawing sheets.
- Coloured markers or coloured pencils.
- Optional: picture cards or visual prompts (e.g., food, family, places, activities).

Gameplay

1. **Set the Scene** – Tell students: “Today, we are going to dream up our perfect day, the best day ever!”
2. **Imagine Your Dream Day** – Provide simple guiding prompts:
 - Who would you spend time with?
 - What would you eat?
 - What fun thing would you do?
 - Where would you like to be?
 - What is the weather going to be like?
3. **Draw or Share** – Students draw their dream day. Please encourage them to add people, places, and favourite activities. For those who prefer, they can say or act out their ideas instead of drawing.
4. **Reflect on Making It Happen** – Ask: “What’s one little thing from your dream day that you could do tomorrow?” (e.g., play outside, eat a favourite snack, read a story).
5. **Share Together (Optional)** – Students share their picture or one idea from their dream day with a partner or the group.



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Debrief

- “What’s the best part of your dream day?”
- “Who makes your dream day special?”
- “What’s one small thing from your dream day you could do soon?”

For Wheelchair Users / Accessibility

- Provide large drawing tools or collage materials for students with fine motor challenges.
- Offer visual support (picture cards or communication boards) for students with limited verbal skills.
- Allow students to point, gesture, or use assistive technology to share their dream day.
- Ensure prompts are inclusive, focusing on feelings and enjoyment rather than physical ability.

Notes for Inclusion

- Students may choose to draw, say, act out, or use symbols to describe their dream day.
- Encourage peers to help one another (e.g., buddy scribing or sharing materials).
- Reinforce that dream days can be simple or imaginative, all answers are celebrated.

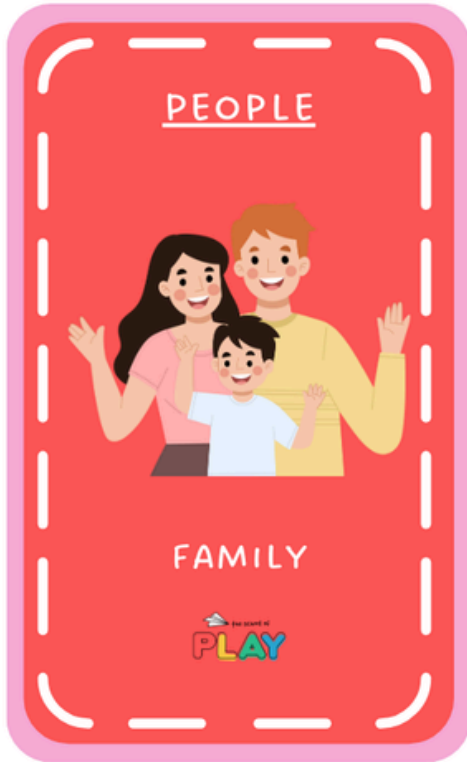
Variations

- **Group Edition:** Students combine ideas to create a “class dream day” poster.
- **Storytelling Edition:** The teacher writes a short class story about everyone’s dream day combined.
- **Home Edition:** Families can create “dream day drawings” together and share them at home.



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



PLACES



BEACH



PLACES



PLAYGROUND



PLACES



BACKYARD



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

