

My Super Self-Shield - Levels A & B

CREATIVE

To support students to experience confidence and pride through creating a personalised shield. Students explore what makes them feel good, safe, or happy using symbols and colours, building early self-awareness and belonging. Linked to the Jupiter theme from The Playful Astronaut, the activity reinforces that everyone has strengths and that feeling proud helps us shine.



Learning Intentions



Students aim to experience positive feelings about themselves during a creative activity.

Students aim to make choices that represent things they like or feel good about.

Students aim to participate in a shared routine that celebrates each person as special.



Success Criteria

I can take part in making a shield with support.

I can choose or respond to pictures, colours, or symbols that represent me.

I can show or share my shield by looking, pointing, holding, or using AAC.

I can stay with the activity for part or all of the time.



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Duration: 10 - 15 minutes

Objective

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Players

Whole class or small groups

Suitable for 3 - 16 students

Students work individually with adult support, with optional sharing

What You Need

A4 or A3 paper

Optional: blank shield template (found in PDF resource)

Coloured pencils

Optional: stickers, foam shapes, shiny paper, glue

AAC devices, switches, or communication boards as required

Setup

Prepare calm, accessible workspaces using tables, trays, lap desks, or floor spaces.

Ensure materials are within easy reach.

Introduce the activity using simple, positive language:

"This is a shield."

"It shows something special about you."

"You can choose colours or pictures you like."

Briefly connect to the Jupiter theme in accessible terms:

"Jupiter reminds us that everyone shines."

Model enthusiasm without pressure.

Confirm AAC devices are switched on and open to basic describing or feeling words.



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Gameplay

Step 1: Adult Modelling

The teacher models creating a shield.

Hold up a blank shield and say:

"This is my super shield."

Choose one colour or symbol and add it to your shield as a demonstration.

Say:

"I like the colour green, I want to make my shield green."

or

"This shield makes me feel brave."

Activate or point to a matching AAC symbol while speaking.

Keep modelling short and concrete.



Step 2: Student Creation

Invite students to explore and decorate their own shield.

Students may participate by:

- Scribbling or colouring on their shield
- Choosing between two colours to use for decorating their shield
- Placing stickers or symbols or stamps on their shield
- Touching or holding materials whilst the teacher helps to decorate their shield
- Directing an adult using gesture or AAC

Adults support by:

- Offering limited choices
- Hand-over-hand guidance if needed
- Modelling alongside the student
- Narrating positively

Use language such as:

"You chose a great colour."

"This is your super shield."



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Step 3: Optional Sharing and Noticing

Sharing is optional and brief.

Students may:

- Hold up their shield and show the class
- Point to a colour or symbol on their shield
- Show it to an adult only
- Use AAC to indicate like, me, or finished

Adults model respectful responses:

"Thank you for showing your shield."

Shields may be displayed, placed on desks, or kept with the student.

Debrief / Reflection

Keep reflection short and concrete.

Ask one question at a time with wait time:

"Do you like your shield?"

"What is your favourite colour?"

"Does your super shield make you feel brave?"

Accept responses through eye gaze, gesture, AAC, facial expression, or movement.

Reinforce the key message:

"You are special and your shield is awesome."

Winning the Game

There are no winners or losers.

Success is shown through participation, choice-making, and positive engagement.

Sensory-Specific Learner Variation

Purpose: To support regulation, comfort, and engagement.

Adjustments may include:

Using textured or foam stickers for tactile input.

Allowing short work periods with breaks.

Providing pre-cut symbols to reduce fine motor load.

Offering a quieter workspace.

Allowing verbal, digital, or adult-directed creation instead of drawing.



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AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: me, like, happy, kind, good, finished.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols when naming choices and feelings.

Accessibility and Inclusion Notes

Ensure all materials are accessible for seated or standing participation.

Provide adaptive grips or tools if required.

Allow digital creation on tablets if preferred.

Accept all forms of expression equally.

Avoid comparison between students' work.

Teacher Notes

“My Super Self-Shield – Levels A & B” supports early self-awareness, confidence, choice-making, and belonging. The activity is not about naming strengths accurately, but about experiencing pride and positive identity in a safe, supportive way. Linked to the Jupiter theme, it reinforces that every student has something special and deserves to feel seen, valued, and confident.



SHIELD TEMPLATE

