

My Super Self-Shield - Levels C & D

CREATIVE

To empower students to identify and celebrate their strengths by creating a Super Self-Shield. Inspired by Jupiter in the Playful Astronauts journey, where confidence shines brightly, this activity supports self-belief, pride, and positive identity. Students imagine their shield being sewn onto their spacesuit before launch, carrying their strengths wherever they go.



Learning Intentions

Students aim to recognise and reflect on what makes them strong and special.

Students aim to express their strengths using symbols, colours, and drawings.

Students aim to feel proud of who they are and practise sharing confidence with others.



Success Criteria

I can create a shield that shows my strengths or qualities.

I can explain or show what the symbols on my shield mean.

I can share my shield with others or listen respectfully when others share.



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Duration: 15 - 20 minutes

Objective

To empower students to identify and celebrate their strengths by creating a Super Self-Shield. Inspired by Jupiter in the Playful Astronauts journey, where confidence shines brightly, this activity supports self-belief, pride, and positive identity. Students imagine their shield being sewn onto their spacesuit before launch, carrying their strengths wherever they go.

Players

Whole class or small groups
Suitable for 4 - 26 students
Students work individually, with optional sharing

What You Need

A4 or A3 paper
Optional: blank shield template (found in PDF resource)
Coloured pencils
Optional: stickers, shiny paper, glue, scissors
AAC devices or communication boards as required

Setup

1. Read or revisit the Jupiter page from *The Playful Astronauts*.
2. Discuss confidence using simple language:
 - "Jupiter reminds us that we all have strengths."
 - "Our strengths help us feel brave and proud."
3. Explain the activity clearly:
 - "Today you will design your own Super Self-Shield."
 - "Your shield shows what makes you special."
4. Reassure students:
 - "Everyone's shield will be different."
 - "There are no right or wrong ideas."
5. Set up accessible workspaces and place materials within easy reach.
6. Confirm AAC devices are on and open to strengths, feelings, or describing words pages.



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Gameplay

Step 1: Design the Shield

1. Give each student a shield template or blank paper.
2. Invite students to think about:
 - "What are you good at?"
 - "What makes you feel proud?"
 - "What helps you be brave or kind?"
3. Students decorate their shield using:
 - Symbols (heart for kindness, star for effort, rocket for bravery)
 - Colours that feel strong or happy
4. Adults support by:
 - Offering choices
 - Scribing words
 - Modelling alongside students

Step 2: Optional Sharing

Invite students to share if they choose. Students may:

- Hold up their shield
- Say one sentence
- Point to symbols
- Use AAC
- Share with a partner instead of the whole group

Example prompts:

- "This part shows..."
- "I am proud of..."

Model respectful listening and positive responses.

Step 3: Optional Wearing or Display

- Shields can be:
 - Taped or pinned to clothing
 - Placed on desks or chairs
 - Displayed on a wall or board
- Reinforce the idea that the shield travels with them, just like on a spacesuit.



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Debrief / Reflection

Ask one question at a time, allowing different response modes:

- "How did it feel to make your shield?"
- "What strength are you proud of?"
- "How can your strengths help you at school?"

Reinforce the message:

"Our strengths help us shine."

Winning the Game

There are no winners or losers.

Success is shown through self-reflection, creativity, and confidence.

Sensory-Specific Learner Variation

Purpose: To support regulation and comfort during self-expression.

Adjustments include:

- Use tactile materials such as foam shapes or textured stickers.
- Allow shorter work periods with breaks.
- Offer pre-drawn icons to reduce cognitive load.
- Provide a quiet space for students who prefer low stimulation.
- Accept verbal or digital creation instead of drawing.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: kind, brave, good at, proud, me, help, happy

2. Model AAC Use

- Teacher models describing their own shield using AAC

3. Supported Expression

- Students may:
 - Select symbols for strengths
 - Combine two symbols (e.g. *me* + *kind*)
 - Use eye gaze or pointing

4. AAC Reflection

- Ask: "What is your strength?"
- Students respond using AAC, gesture, or pointing

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Accessibility and Inclusion Notes

- Ensure all materials are accessible at seated or standing height.
- Provide adaptive tools for fine motor support.
- Accept all forms of expression equally.
- Avoid comparisons between shields.
- Encourage peer affirmation and respectful listening.

Teacher Notes

“My Super Self-Shield – Levels C & D” supports identity, confidence, and self-belief. Linked to the Jupiter theme, it reinforces that every student has strengths worth celebrating. This activity works well as a confidence-building session, a reflection task, or a creative way to reinforce positive self-concept and classroom belonging.



SHIELD TEMPLATE

