

# One Wish for the World Levels A & B

# WRITTEN

To support early empathy, social awareness, and emotional connection by helping students express simple hopes for themselves or others and explore small, concrete actions linked to kindness.



## Learning Intentions

Students are working towards:



Noticing that other people have feelings and needs

Expressing a simple preference or hope with support

Experiencing connection and belonging through shared reflection



## Success Criteria

Students demonstrate success when they:

Indicate a wish, preference, or idea using words, gestures, pictures, or AAC

Participate in the activity with adult support

Attend to others while wishes are shared, in their own way



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**Duration:** 5 - 10 minutes

## Objective

To support early empathy, social awareness, and emotional connection by helping students express simple hopes for themselves or others and explore small, concrete actions linked to kindness.

## Players

Individual work with optional sharing in pairs, small groups, or whole class (1:1 adult support where needed)

## Materials

- Paper or notebooks
- Pencils or coloured pencils
- Optional visuals showing simple ideas such as people, helping, happy, nature
- Optional choice cards or symbols

## Setup

1. Print and cut out the My Wish visual cards, one per pair is ok or one set if you are playing this game as a whole class.
2. Prepare a calm, predictable workspace.
3. Give each student paper and drawing or decorating materials.
4. Introduce the idea using simple language, for example:  
"We are going to think about something nice for the world."  
Model a very simple example, such as drawing a smiley face and saying, "My wish is for people to feel happy."

## Gameplay / Activity Steps

### Step 1: Think About a Wish

- Students are supported to choose or indicate one simple wish.
- Wishes may be concrete and immediate, for example:
  - People are kind
  - Friends feel happy
  - Animals are safe
- Students may draw, scribble, point to a picture, or choose a symbol.



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## Step 2: Share the Wish

- Students share their wishes in a way that suits them.
- This may include:
  - Showing their picture to their peers
  - Adult support to help explain their My Wish picture to the class
  - Using a single word or AAC button
- Adults narrate or scribe if needed, for example, “You chose for people to be happy!”

## Step 3: Create a wishing moment

- With adult support, students are guided to send their wishes off into the world. This can be done by holding a ‘wishing ceremony’ where all students and educators hold their My Wish cards to their hearts (chest) and say together “1, 2, 3 make our wishes come true!” On the “true” command extend your arms and hands out in front of you whilst holding your My Wish cards. Pushing them out to the sky is the symbol for sending their wishes out into the world to come true.
- Adults clearly link the action to the wish using simple language.

## Step 4: Acknowledge and Celebrate

- The group responds with gentle clapping, smiling, vocalising or thumbs up.

## Reflection

Using visuals, gestures, vocalising or AAC, prompt gently:

- “Do you like your wish?”
- “Show me what your wish looks like.”
- “Did we send happiness to the world?”

Reflection may be adult-narrated where appropriate.

## Sensory-Specific Learner Variations

For sensory-seeking learners:

- Allow movement breaks between steps
- Use textured paper or drawing tools
- Pair sharing with a simple movement, such as standing or reaching

For sensory-sensitive learners:

- Offer quiet 1:1 sharing instead of group sharing
- Reduce visual clutter
- Allow students to observe before participating
- Use calm, low-volume responses rather than clapping

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## AAC and Communication Supports

- Provide AAC buttons such as “wish,” “happy,” “help,” “kind,” “me”
- Use simple sentence frames, for example, “I wish...”
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently throughout the activity

## Notes for Inclusion

- Participation may include observing, choosing, or responding with support
- Wishes may be very simple and concrete
- Adults may interpret and narrate student intent
- All wishes are celebrated equally
- Emphasis is on connection and emotional safety, not explanation or depth