

# Proud Star Wall - Levels A - B

# WRITTEN

To support early self-awareness, positive self-esteem, and connection with others by helping students notice, share, and celebrate simple proud moments in a safe, predictable group activity.



## Learning Intentions

Students are working towards:



Noticing and recognising something they have done or experienced

Expressing pride or enjoyment in a simple, supported way

Feeling a sense of belonging by sharing space and attention with others



## Success Criteria

Students demonstrate success when they:

Participate in choosing or creating a star with adult support

Indicate something they like or feel proud of using words, gestures, pictures, or AAC

Attend to the group celebration in their own way



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**Duration:** 5 - 10 minutes (can be repeated across the week)

## Objective

To support early self-awareness, positive self-esteem, and connection with others by helping students notice, share, and celebrate simple proud moments in a safe, predictable group activity.

## Players

Whole class, small group, or 1:1 with an adult  
(Adapt group size based on student comfort and regulation)

## Materials

- Star-shaped paper or card (found in PDF resource)
- Pencils or coloured pencils
- Optional stickers, stamps or textures for stars to be decorated
- Wall, board, or display space at accessible height
- Optional visuals showing "I am proud" or simple emotion faces

## Setup

1. Print and prepare the stars for each student.
2. Prepare a clear space on a wall or board for the Proud Star Wall.
3. Give each student one star.
4. Sit together in a calm, predictable group space.
5. Show a completed example star and model simple language, such as "I am proud, I tried something new."

## Gameplay / Activity Steps

### Step 1: Choose or Create a Proud Star

- Students are supported to:
  - Draw on their star, or
  - Choose a sticker or colour, or
  - Indicate a preferred image or symbol to go on their star
- Adults narrate choices aloud, for example, "You chose blue, you like blue."

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## Step 2: Identify a Proud Moment

- With adult prompting, students indicate something they feel proud or happy about.
- Examples may include:
  - “I helped someone.”
  - “I tried something new.”
  - “I played with my friend.”
- Responses can be shown through gesture, pointing, facial expression, or AAC.

## Step 3: Add the Star to the Wall

- Students place their star on the Proud Star Wall, or
- An adult assists while naming the student and their moment, for example, “This is Sam’s star, he is proud of....”

## Step 4: Celebrate Together

- The group celebrates each star using calm, inclusive actions such as clapping, smiling, waving, or gentle cheering.
- The teacher models joy and belonging, for example, “We are proud together.”

## Reflection

Using visuals, gestures, or AAC, prompt gently:

- “Did you like making your star?”
- “Show me happy.”
- “Whose star did we see?”

Teachers reinforce with narration rather than questioning if needed.

## Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use textured stars, stickers, or raised shapes
- Allow movement breaks between turns
- Add a short movement celebration, such as arms up or marching on the spot

## For sensory-sensitive learners:

- Offer quiet celebration options
- Allow students to observe before participating
- Reduce noise and visual clutter around the wall
- Provide a calm 1:1 version if group work is overwhelming

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## AAC and Communication Supports

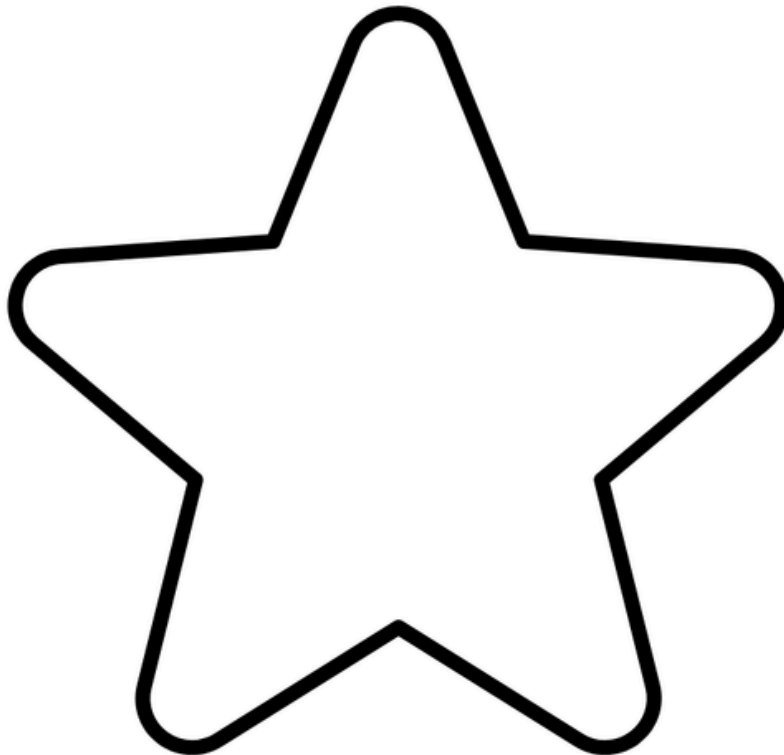
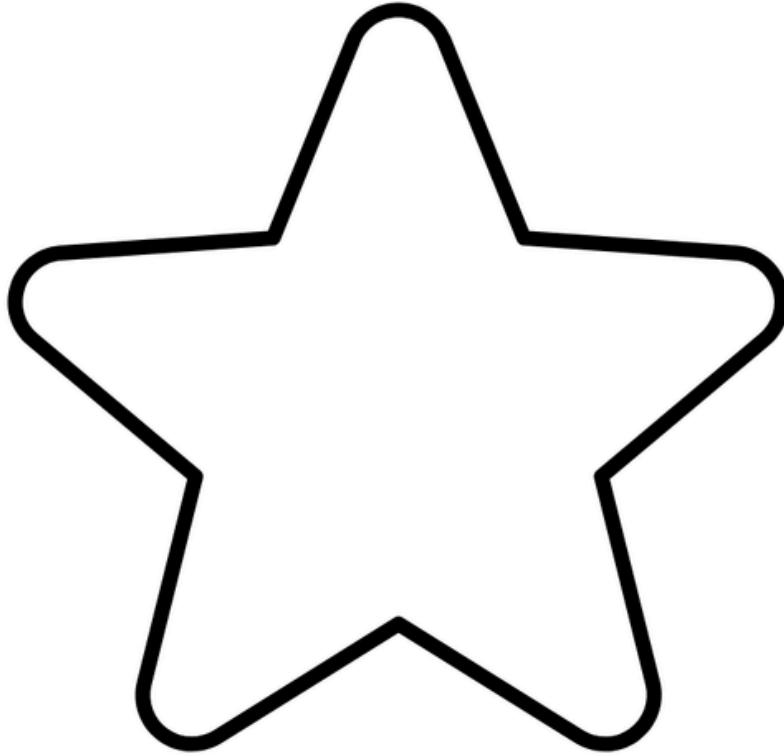
- Provide AAC buttons such as “proud,” “happy,” “me,” “star,” “again”
- Use simple sentence frames on devices, for example, “I am proud”
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during the activity

## Notes for Inclusion

- All responses are valid, including observation or minimal engagement
- Proud moments may be very small and immediate
- Adults may scribe, interpret, or narrate on behalf of students
- Celebrate participation, presence, and effort equally
- Keep routines predictable to support emotional safety and belonging

# STAR TEMPLATE

PRINT AND CUT OUT ONE BLANK STAR FOR EACH STUDENT AND GIVE THEM TIME TO DECORATE IT. SUPPORT STUDENTS TO SHOW OR INDICATE SOMETHING THEY FEEL PROUD OF WHILE WORKING ON THEIR STAR. ONCE COMPLETE, STUDENTS PLACE THEIR STAR ON THE PROUD STAR WALL. CELEBRATE EACH STAR.



# STAR TEMPLATE

