

Space Station Celebration - Levels C - D

PLAY

To support students to celebrate, reflect on, and feel proud of their growth across the nine life skills explored in The Playful Astronauts. This activity provides joyful closure, reinforces learning, and strengthens class connection as students finish their journey together.



Learning Intentions

Students aim to reflect on and recognise the life skills they have learned throughout their space journey.

Students aim to participate in a shared celebration, building connection, belonging, and joyful closure with peers.

Students aim to communicate something they enjoyed or learned during their time as a Playful Astronaut.



Success Criteria

I can identify or recognise at least one life skill from our space journey.

I can participate in the class celebration in a way that suits me.

I can share or communicate something I enjoyed about being a Playful Astronaut.



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Duration: 15 - 20 minutes

Objective

To support students to celebrate, reflect on, and feel proud of their growth across the nine life skills explored in *The Playful Astronauts*. This activity provides joyful closure, reinforces learning, and strengthens class connection as students finish their journey together.

Players

Whole class.

Materials

Streamers, balloons, recycled materials, or fabric to create a "space station"

Music player or speaker

Planet Station matching life skills visual sheet (found in PDF resource)

Optional: space-themed props (helmets, stars, tinsel)

Optional: printed or tactile astronaut graduation certificates

Visual cards showing each planet and life skill

Setup

1. Create a clear, accessible space for celebration, ensuring wide pathways and defined areas.
2. Display planet visuals with their matching life skills:
 - Earth – Kindness
 - Mercury – Conflict
 - Venus – Vulnerability
 - Mars – Play
 - Jupiter – Confidence
 - Saturn – Gratitude
 - Uranus – Resilience
 - Neptune – Empathy
 - Pluto – Adaptability
3. Read *The Playful Astronauts* from start to finish as a class.
4. Pause briefly at each planet and prompt with visuals and simple language:
 - "What did we learn here?"
 - "What did we practise?"
5. Explain clearly:
 - "Today we celebrate our journey."
 - "Everyone joins in their own way."



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Gameplay

Step 1 – Build the Space Station

- Students help decorate part of the room as a space station or rocket.
- Roles can include: hanging decorations, holding signs, choosing music, or directing placement.
- Display artwork or photos from previous weeks if available.

Step 2 – Celebration Time

Choose one or more celebration options:

- Countdown from 10 and “blast off” into music and movement.
- Movement circle where each student shows a pose, action, or gesture linked to a life skill (e.g. kindness wave, resilience stretch).
- Role-play flying to a favourite planet, with students naming or pointing to the planet visual.

Step 3 – Reflect and Share

Gather students in a circle or seated arrangement.

Ask one prompt at a time, with visual support:

- “Which planet did you like?”
- “What life skill helped you?”
- “What was fun about being an astronaut?”
- Students may respond using words, gesture, pointing, AAC, or supported choices.

Step 4 – Astronaut Graduation

- Present each student with a Space School or Astronaut School certificate.
- Name or point to one strength or life skill for each student.
- Celebrate with clapping, music, or visual applause (waving hands, star cards).

Debrief / Reflection

Use one final reflection prompt:

- “How do you feel about finishing our space journey?”
- “What are you proud of?”

Acknowledge all responses:

- “You showed pride.”
- “You remembered a life skill.”
- “You were part of the crew.”



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Sensory-Specific Learner Variations

Purpose: To support regulation and joyful engagement during celebration.

- Offer quiet celebration options (soft music, gentle lights, calm corner).
- Allow movement breaks or seated participation throughout.
- Provide sensory items such as ribbons, scarves, or weighted stars.
- Reduce noise by offering headphones or lowering music volume.
- Allow students to enter and exit the celebration space as needed.

AAC-Specific Supports

1. Prepare Key Vocabulary

2. Include or model:

- happy
- proud
- fun
- planet
- astronaut
- finished
- again

3. Model AAC Consistently

4. Adults model AAC during reflection and celebration:

- "Proud."
- "I liked Pluto."
- "Fun dance."

5. Supported Sharing

6. Students may communicate by:

- selecting a planet symbol
- choosing between two life skills
- eye gaze or partner-assisted scanning
- yes / no responses

7. Graduation Reflection with AAC

8. Prompt:

- "Show me what you liked."
- "How do you feel?"



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Accessibility and Alternative Participation

- Ensure all areas are wheelchair accessible with clear pathways.
- Replace dancing with gestures, clapping, lightstick waving, or seated stretches.
- Offer alternative roles such as DJ, announcer, certificate helper, or Mission Control leader.
- Provide tactile or adapted certificates if required.
- Focus on shared celebration and recognition rather than physical movement.

Inclusion Notes

- Ensure every student is named, noticed, and celebrated.
- Offer multiple ways to participate without pressure.
- Use visuals, gestures, and simple language to support understanding.
- Pair students thoughtfully for support and confidence.
- Reinforce the message that every astronaut belongs.

Additional Notes

Space Station Celebration provides meaningful closure to the nine-week Playful Astronauts journey. For Levels C–D students, it reinforces reflection, pride, and belonging while ending the program with joy, connection, and shared achievement. Students leave knowing they grew, they mattered, and they were an important part of the crew.



PLANET VISUALS

