

Star Performer - Levels A & B

PLAY

To support students to experience confidence, pride, and belonging through a highly supported sharing routine. Students learn that everyone has something special to offer and that being seen and celebrated helps us feel safe and valued. Linked to the Jupiter theme from The Playful Astronauts, the activity reinforces that confidence grows when people feel supported by others.



Learning Intentions

Students aim to experience being the focus of positive attention in a safe group setting.

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

Students aim to respond to others with kind, supportive actions.



Success Criteria

I can take part by showing, choosing, or sharing something with support.

I can have a special turn while others watch or support me.

I can respond to others by clapping, smiling, or showing interest.

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

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Duration: 10 - 15 minutes

Objective

To support students to experience confidence, pride, and belonging through a highly supported sharing routine. Students learn that everyone has something special to offer and that being seen and celebrated helps us feel safe and valued. Linked to the Jupiter theme from *The Playful Astronauts*, the activity reinforces that confidence grows when people feel supported by others.

Players

Whole class or small groups

Suitable for 3 - 16 students

Students take turns one at a time with adult support

What You Need

A clearly marked "special space" (mat, rug, or taped area)

Optional: pretend torch or soft spotlight prop

Optional: simple props (scarf, soft toy, picture)

AAC devices, switches, or communication boards as required

Setup

Prepare a calm, predictable group space where all students can see the special area.

Ensure the space is accessible for seated, standing, or wheelchair participation.

Introduce the activity using simple, reassuring language:

"This is our special space."

"Everyone gets a turn."

"We are kind and supportive."

Briefly connect to the Jupiter theme in accessible terms:

"Jupiter reminds us we all shine in our own way."

Model what a turn looks like and reassure students that watching or helping is also okay.

Confirm AAC devices are switched on and open to basic turn-taking or feeling words.



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Gameplay

Step 1: Adult Modelling

The teacher models the first turn.

Stand or sit in the special space and show something very simple, for example:

- A wave or a smile
- A body movement or a static pose
- Holding up a picture

Say:

“This is my turn.”

Invite the group to respond with gentle clapping or thumbs up.

Model calm, positive audience behaviour.

Step 2: Student Turns

Invite one student at a time to the special space.

Students may participate by:

- Making a movement or pose
- Smiling or making a sound
- Holding or pointing to an object whilst the teacher completes a move
- Activating AAC (e.g. my turn, happy)
- Sitting in the space while an adult narrates or performs

Adults support by:

- Walking with the student or moving with the student
- Modelling alongside them
- Narrating what the student is showing

Each turn lasts only a short time (10–20 seconds).

After each turn, the adult leads a gentle celebration:

“Clapping.”

“Well done.”

“Thank you for sharing.”

Step 3: Supporting Roles

Students who are not ready to perform may:

- Hold the spotlight
- Help clap or smile
- Press an AAC button for “clap” or “finished”
- Choose who goes next using a photo or symbol

All roles are equally valued.



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Debrief / Reflection

Keep reflection brief and concrete.

Ask one question at a time with wait time:

“Did you like your turn?”

“Who was on the stage?”

“Do you want to clap again?”

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

Reinforce the message:

“Everyone is special and brave.”

Winning the Game

There are no winners or losers.

Every student who participates or supports others is a Star Performer.

Sensory-Specific Learner Variation

Purpose: To support emotional safety and regulation during group focus.

Adjustments may include:

Allowing students to perform with an adult or peer.

Reducing the group size or audience.

Keeping lights and noise low and predictable.

Using the same routine and language each turn.

Allowing students to pass and return later if needed.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: my turn, finished, happy, clap, like.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols when starting and finishing turns and during applause.



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Accessibility and Inclusion Notes

Ensure the special space is fully accessible and level.
Allow seated, standing, or assisted participation.
Accept all forms of expression equally.
Provide alternative roles for students who prefer not to perform.
Celebrate effort and presence rather than performance content.

Teacher Notes

“Star Performer – Levels A & B” supports early confidence, joint attention, emotional safety, and a sense of belonging. The activity is not about performance skill, but about experiencing being seen, valued, and celebrated. Linked to the Jupiter theme, it reinforces that confidence grows in environments where kindness, patience, and encouragement are consistent.

