

# Star Performer - Levels C & D

# PLAY

To support students to build confidence and courage by giving them a safe opportunity to perform or share something of their choice.

Inspired by Jupiter in the Playful Astronauts journey, this activity reinforces that everyone has something special inside them, and when one person shines, it encourages others to shine too.



## Learning Intentions

Students aim to show something they feel proud of in front of others.



Students aim to practise encouraging and supporting their peers.

Students aim to take turns and demonstrate bravery during a shared group activity.



## Success Criteria

I can choose something I want to show or share.

I can take my special turn while others watch and support me.

I can cheer, clap, or show kindness when others perform.



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**Duration:** 15 - 20 minutes

## **Objective**

To support students to build confidence and courage by giving them a safe opportunity to perform or share something of their choice. Inspired by Jupiter in the Playful Astronauts journey, this activity reinforces that everyone has something special inside them, and when one person shines, it encourages others to shine too.

## **Players**

Whole class

Suitable for 4 - 26 students

Students take turns one at a time

## **What You Need**

A clearly defined "stage" space (mat, rug, or marked area)

A pretend torch or spotlight (paper torch or flashlight)

Timer (approximately 30 seconds per student)

Optional: music, scarves, simple props, or costume items

AAC devices or communication boards as required

## **Setup**

1. Read or revisit the Jupiter page from *The Playful Astronauts*.
2. Discuss the idea of shining your light and being proud of yourself.
3. Set up the stage area in a space that is visible and accessible to all students.
4. Explain expectations clearly:
  - One performer at a time
  - Everyone else is a kind, supportive audience
5. Reassure students that performances can look many different ways.



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## Gameplay

### Step 1: Introduce the Activity

Explain to students:

"Today, everyone will get a turn to be a Star Performer."

"You can show us anything that makes you feel proud or happy."

Give examples:

- A dance or movement
- A funny face or smile
- A trick or pose
- Sharing a picture or object
- Pressing a button or using AAC to say something

Reassure students:

"There is no wrong way to shine."



### Step 2: Perform and Celebrate

1. Call one student at a time to the stage.
2. Begin each turn with the group countdown:  
3. "3... 2... 1... Shine bright!"
4. The student performs or shares for up to 30 seconds.
5. After each turn, lead a big, positive response:
  - Clapping
  - Thumbs up
  - Verbal praise

6. Repeat until all students who wish to participate have had a turn.

Students who do not wish to perform may:

- Help hold the spotlight
- Lead the countdown
- Choose the next performer

## Debrief / Reflection

Gather students together and ask one question at a time:

- "How did it feel to be a Star Performer?"
- "What helped you feel brave?"
- "How did it feel to cheer for others?"

Reinforce the message:

"When we support each other, everyone feels stronger."



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## Sensory-Specific Learner Variation

**Purpose:** To support emotional safety and regulation during performance.

Adjustments include:

- Allow pair or small-group performances.
- Reduce audience size for some students.
- Keep lighting and noise levels low and predictable.
- Offer visual supports and clear expectations before each turn.
- Allow students to pass and return later if needed.

## AAC-Specific Supports

### 1. Prepare AAC in Advance

- Pages with: my turn, finished, like, proud, happy, clap

### 2. Model AAC Use

- Teacher models using AAC to share something simple

### 3. Supported Performance Options

- Students may:
  - Use AAC to share a message
  - Press a button to play a sound
  - Show a picture or object
  - Perform through gesture or expression

### 4. AAC Reflection

- Ask: "How did that feel?"
- Students respond using AAC, gesture, or pointing

## Accessibility and Inclusion Notes

- Ensure the stage area is fully accessible and level.
- Accept all forms of expression equally.
- Allow seated, standing, or assisted performances.
- Celebrate effort and courage rather than performance type.
- Provide alternative roles for students who prefer not to perform.

## Teacher Notes

"Star Performer – Levels C & D" builds confidence, self-belief, and a supportive classroom culture. Linked to the Jupiter theme, it reinforces that bravery and encouragement help everyone shine. This activity works well as a celebration, confidence-builder, or closing ritual that leaves students feeling seen, valued, and proud.

