

# Star Performer - Levels F-3

# PLAY

To help students practise confidence by giving them the opportunity to perform or share something of their choice in front of their peers. Jupiter, the largest planet, reminds us that we all have a light inside of us and when we shine that light bravely, others are inspired to shine too.

## Learning Intentions

Students will practise showing something they are proud of in front of others. This encourages confidence, personal strength, and a willingness to try.

Students will learn to cheer for and support others when it's their turn to shine. This builds empathy, positive peer interaction, and classroom unity.

Students will practise taking turns and being brave during their special moment. This supports self-belief and emotional courage.

## Success Criteria

I can think of something I want to show or share with the group. This helps students recognise their own strengths and abilities.

I can have my special turn while others watch and support me. This nurtures bravery, presence, and confidence in a safe space.

I can clap, cheer, and make my classmates feel good during their turn. This encourages kindness and helps build a positive classroom culture.



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## Objective:

To help students practise confidence by giving them the opportunity to perform or share something of their choice in front of their peers. Jupiter, the largest planet, reminds us that we all have a light inside of us and when we shine that light bravely, others are inspired to shine too.

## Players:

Ideal for 4–26 students, taking turns one at a time.

## Materials:

- A “stage” area (a mat, rug, or special space)
- A pretend torch or spotlight (e.g. a flashlight or paper torch)
- A timer (e.g. 30 seconds)
- Optional: music for dancing, costume box for fun props

## Time Required:

15–20 minutes (depending on class size)

## Setup:

Begin by reading the Jupiter page from *The Playful Astronauts*. Talk about the “beaming torchlight” and what it means to shine with confidence. Set up a safe space in the room as the “stage.” Explain to students that each of them will get a special 30-second moment to be a *Star Performer* and everyone else will be their supportive audience.

## Gameplay:

### Step 1 – Introduce the Idea:

Explain:

“Today, you get a chance to shine like a torchlight on Jupiter! You can show us a dance, tell a joke, do a cool move, or just give us a big smile whatever makes you feel confident and happy!”

Reassure them:

“There’s no wrong way to be a star. You can be silly, serious, loud, quiet, or anything in between.”



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## Step 2 – Perform and Cheer:

One by one, students come to the stage and perform for 30 seconds. Use the timer to keep things moving and keep it light-hearted.

Before each turn, the group says:

“3... 2... 1... Shine bright!”

After each performance, lead a big round of applause or a cheer:

“You’re a star!” / “Amazing!” / “Great confidence!”

## Step 3 – Reflect and Celebrate:

Once everyone has had a turn, sit in a circle and ask:

- “How did it feel to share your special moment?”
- “What helped you feel brave?”
- “Why is it important to support others when they’re being confident?”

## Winning the Game:

There is no winner. Every student who steps up and gives it a go is a *Star Performer*. The joy of being seen, supported, and celebrated is the goal, just as Jupiter teaches us to shine our light and believe in ourselves.

### Variations:

#### Pair or Group Performances:

For students who may feel shy, allow them to perform in pairs or groups of three to four. This helps build courage through teamwork.

#### Themed Performances:

Give each round a theme, e.g. “Show us your best laugh,” “Your happiest dance,” or “Something that makes you smile.”

#### Mini Show Format:

Turn the activity into a short class performance for another class or for families. Every student gets a moment to shine on a “bigger stage.”

#### Star Cards:

After each turn, classmates can write or draw one positive thing about the performer on a small star-shaped card. Collect these for a “Wall of Stars.”

#### Classroom Continuation:

Nominate a *Star Performer of the Week* where students can share something special during circle time throughout the term.



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## For Wheelchair Users / Accessibility:

- Ensure the performance space is fully accessible with clear entry and exit pathways.
- Adapt performances to include all kinds of expression, gestures, facial expressions, or creative storytelling count just as much as movement or dance.
- Provide props (scarves, puppets, light-up toys) to support visual or tactile participation.
- For students with speech or communication challenges, allow the use of assistive devices, music, or non-verbal expression (e.g. holding up artwork, miming, or showing a smile).
- Keep the “stage” height consistent with all students, avoid raised platforms that separate performers with mobility needs.
- Encourage peers to celebrate every form of performance equally and enthusiastically.

## Notes for Inclusion:

- Reinforce the idea that *every act of courage is worth celebrating*, whether it's a song, a smile, or simply standing up.
- Model vulnerability by sharing something yourself (e.g. telling a joke or dancing a few steps).
- Encourage supportive language among students, such as:
- *“That was brave!”* or *“I loved how you smiled!”*
- For students who prefer not to perform, allow them to take a helper role, such as operating the “spotlight” torch or leading the countdown.
- End the session with a shared affirmation:
- *“We all shine when we support each other.”*

## Additional Notes:

“Star Performer” is a celebration of self-belief. It shows that confidence isn’t about being perfect. It’s about being brave enough to try and joyful enough to share. Just as Jupiter glows brightly in the sky, this activity helps every student feel seen, valued, and proud.

