

Three Things I Love About Me (Leyels A-B)

WRITTEN

To help students build confidence and positive self-awareness by choosing things they love about themselves and sharing them in simple, supported ways.



Learning Intentions

Recognise Personal Strengths:

Students will explore simple, positive things about themselves.

Express Confidence:

Students will show or communicate something they like or feel proud of.

Build Self-Love:

Students will learn that thinking about their strengths can help them feel happy and confident.



Success Criteria

Students identify at least one thing they love about themselves.



Students communicate their ideas using drawing, pointing, gestures, vocalisation, or AAC.

Students show enjoyment or pride, smiling, sharing, or engaging in the activity.



Three Things I Love About Me (Levels A-B)

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Duration: 10 - 15 minutes

Objective

To help students build confidence and positive self-awareness by choosing things they love about themselves and sharing them in simple, supported ways.

What You Need

Paper or notebooks

Pencils or coloured pencils

Character Strength visual cards (kindness, helpful, strong, good friend, good listener, brave, fast, creative, intelligence, fun) (found in PDF resource)

AAC vocabulary: *I like, me, happy, strong, kind, brave, good, my turn, fun, help, brave, listen.*



Setup

Print out a set of character strength cards, one set per student.

Create a calm, supportive space for reflection.

Show students the character strength cards of positive qualities.

Teacher models:

“I love that I am KIND.” (points to self + kind card)

“I love that I am BRAVE.” (show character card)

Keep language simple and positive.

Gameplay / Activity Steps

Step 1: Choose One Thing You Love About Yourself

To begin with, have the students select one character strength card they think best describes them.

Students select one by:

- pointing to the card
- eye gaze towards the card
- picking up a card
- vocalising
- pressing an AAC button

Teacher narrates gently:

“You chose Brave!”

“You love your kindness!!”



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Step 2: Draw or Show It

Students cut out the card and stick it onto their page or notebook. Allow the students to decorate their card by:

- drawing on or around it.
- colouring a symbol to help represent their chosen strength
- acting it out (show strong muscles, show kindness with a hug gesture or pointing to their heart)
- pressing AAC ("I am happy," "I am kind," "I am strong")

Adults may scribe matching words or symbols if helpful.

Step 3: Choose a Second and Third Strength (With Support)

Repeat selection steps, students pick up to three strengths.

••••• If needed, students can choose the same symbol again to show preference or comfort.

Teacher encourages gradually:

"What else do you like about YOU?"

Step 4: Self-Love Reminder

Teacher explains simply:

"When we feel sad, we can remember all the good things about ME."

Step 5: Share (Optional and Supported)

Students hold their strength cards, pictures, or drawings against their chest and show the rest of the class their three chosen character strengths.

Encourage students to use actions to help share their strengths with their peers.

The group responds with an inclusive celebration by clapping and cheering.

Reflection Prompts (visual supported)

- "Show me something you LOVE about YOU!"
- "Does this make you feel HAPPY?" (happy/sad visuals)
- "Point to your favourite strength."
- "Do you want to remember this when you feel sad?" (yes/no visuals)

Any communication is accepted.



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Sensory-Seeking Learners Variation

1. Strength Movement Actions

Pair each "I love..." idea with a movement:

- strong → flex arms
- happy → big stretch
- kind → gentle hug motion
- brave → superhero pose
- fast → arm wiggle

2. Tactile Strength Cards

Use textures for sensory input:

- soft felt = kind
- shiny foil = brave
- bumpy foam = strong
- smooth card = calm

Students choose based on touch preference.

3. Sensory Expression

Instead of drawing, students may:

- squeeze a sensory ball
- place stickers
- press a textured shape

to represent something they love.

4. Mirror or Camera Feedback

Students look at themselves smiling or acting out their strength—supports body awareness and confidence.



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AAC-Specific Supports

1. Prepare Vocabulary

Include symbols for:

I am, I like, me, kind, happy, strong, brave, good, friend, helpful, more, finished

2. Aided Language Input

Teacher models on AAC:

“I am happy.”

“I like me.”

“I am strong.”

“You chose kind.”

3. Choice-Making Support

Present two visuals:

“Do you love that you are KIND or STRONG?”

Students use pointing, AAC, or eye gaze.

4. Sentence Builders

Support students to create short AAC messages:

“I am ____.”

“I like ____.”

“Me happy.”

5. Reflection via AAC

Students press symbols such as:

- *happy*

- *good*

- *I like me*

- *more*

Celebrate any activation as successful communication.

Notes for Inclusion

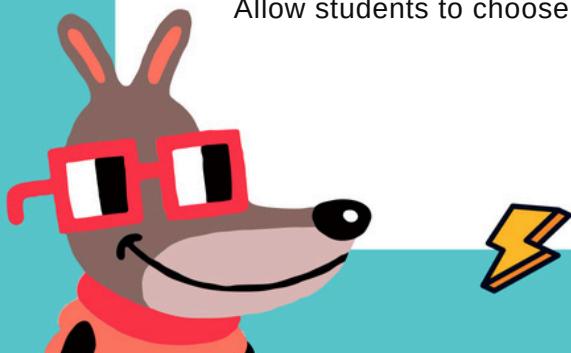
Accept all expressions, drawn, gestured, spoken, symbolic, or AAC.

Provide extra time for processing and responding.

Ensure students can select and share from seated or wheelchair positions.

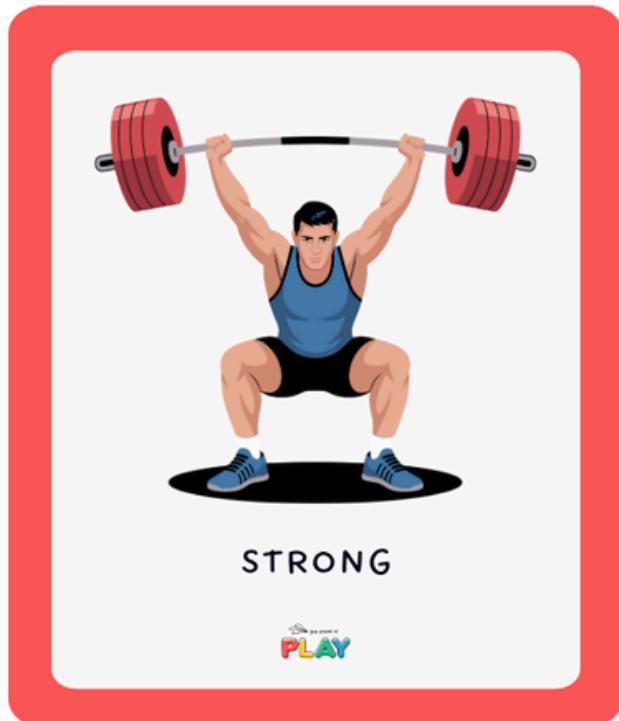
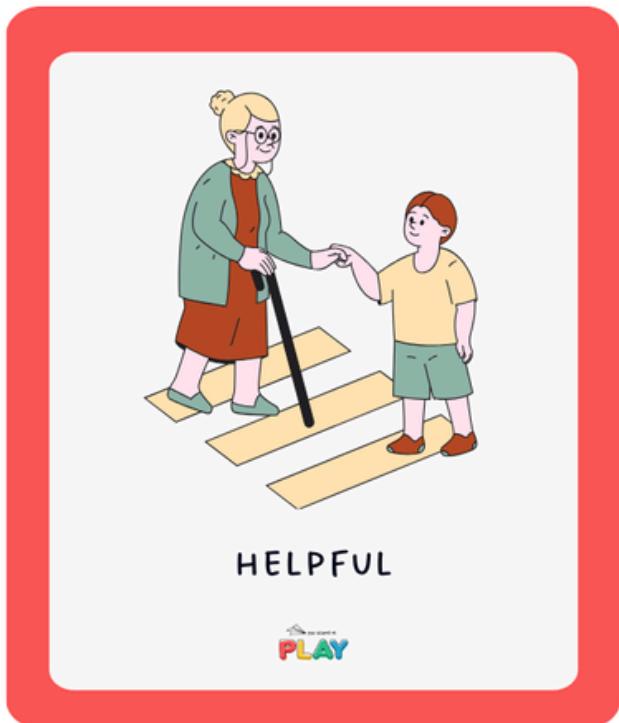
Focus on confidence and pride, not complexity or clarity of explanation.

Allow students to choose only one or two qualities if three is overwhelming.



CHARACTER STRENGTH CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS PICK UP TO THREE CARDS, THEN POINT, HOLD, GESTURE, DRAW, ACT, OR USE AAC TO SHOW WHY THEY CHOSE THEM. SUPPORT STUDENTS TO STICK OR PLACE THEIR CHOSEN CARDS IN FRONT OF THEM. KEEP THE PROCESS CALM, SHORT, AND FOCUSED ON CONFIDENCE.



CHARACTER STRENGTH CARDS



BRAVE



FAST



CREATIVE



GOOD LISTENER



CHARACTER STRENGTH CARDS



INTELLIGENT



FUN



CARING



PATIENT

