

Try Again Towers - Levels A & B

PLAY

To support early resilience and emotional regulation by helping students experience trying again in a safe, playful way. Through supported building and rebuilding, students learn that changes and "mistakes" are part of play. Linked to the Uranus theme from The Playful Astronauts, this activity reinforces that when things tip or change, we can pause, adjust, and continue.



Learning Intentions

Students aim to experience trying again with adult support when something changes or falls over.

Students aim to remain regulated with support when an activity does not go as expected.

Students aim to take part in shared play alongside peers or adults.



Success Criteria

I can take part in building by stacking, touching, choosing, or watching.

I can take part in building by stacking, touching, choosing, or watching.

I can stay with the activity when the tower falls with adult support.

I can try again with help from an adult or peer.



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Duration: 8 - 12 minutes

Objective

To support early resilience and emotional regulation by helping students experience trying again in a safe, playful way. Through supported building and rebuilding, students learn that changes and “mistakes” are part of play. Linked to the Uranus theme from *The Playful Astronauts*, this activity reinforces that when things tip or change, we can pause, adjust, and continue.

Players

Individual students with adult support, or pairs
Suitable for 2 - 16 students

What You Need

Simple, stable building materials (choose one type only):

- Lego blocks
- Plastic cups
- Soft stacking blocks
- Wooden blocks or jenga blocks

Flat surface, table, tray, or floor mat
Optional: non-slip mat
AAC devices, switches, or communication boards as required

Setup

Prepare building materials in small, manageable piles.

Ensure tables or floor spaces are clear and uncluttered.

Introduce the activity using calm, concrete language:

“We are building towers today.”

“Sometimes our towers might fall.”

“That is okay.”

Link to the Uranus theme simply:

“Uranus is different to the other planets.”

“When things change, we try again.”

Model calm hands and slow movement.

Confirm AAC devices are switched on and open to basic words such as again, help, build, stop.



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Gameplay

Step 1: Build Together

Students build their towers with adult support.

Participation may include:

- Placing a block
- Choosing the next piece
- Watching an adult stack
- Touching or holding materials

Adults narrate positively:

“Great stacking.”

“Can you place that block on top?”

Step 2: When the Tower Falls

If the tower falls (naturally or gently tipped by the adult if need be):

Pause briefly.

Model a calm response:

“It fell.”

“That’s okay.”

Pause for one slow breath.

Use simple language:

“Let’s try again.”

Immediately begin rebuilding with the student.

There is no waiting, fixing, or analysing at this level. The goal is continuity and emotional safety.

Step 3: Repeat and Reinforce

Repeat building and falling several times within the session.

Adults consistently model:

“Let’s build it again.”

“Great building together.”

End while students are still regulated and engaged.



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Debrief / Reflection

Keep reflection minimal and concrete.

Ask one simple prompt:

“How tall did our tower get?”

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

Reinforce:

“Trying again is a good thing.”

Winning the Game

There are no winners or losers.

Success is shown through participation and returning to the activity after change.

Sensory-Specific Learner Variation

Purpose: To support regulation and predictability.

Adjustments may include:

Using heavier or larger blocks for stability.

Limiting tower height to 2 - 3 pieces.

Building on a non-slip surface.

Keeping the same build-fall-build routine each time.

Allowing students to observe only and join later.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: again, build, fall, help, stop, finished.

Single-message switches (again, help) are highly appropriate.

Model AAC Consistently

Adults activate AAC symbols while narrating actions:

“Fall.” → “Again.”



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Accessibility and Inclusion Notes

Allow students to participate through directing, choosing, or observing.

Ensure materials are lightweight and easy to handle.

Provide seated or floor-based options.

Accept emotional responses and offer regulation support as needed.

End the activity before frustration escalates.

Teacher Notes

“Try Again Towers – Levels A & B” introduces resilience as a felt experience, not a concept to explain. The predictable build–fall–rebuild cycle, paired with calm adult modelling, helps students learn that change is safe and manageable. Linked to the Uranus theme, the activity reinforces that doing things differently and continuing after change is a valuable and achievable skill for all learners.

