

Try Again Towers - Levels C & D

PLAY

To develop the life skill of resilience through playful construction and rebuilding. Inspired by Uranus, this activity shows students that when things tip over or go differently than expected, we can adjust, try again, and grow stronger each time.

Learning Intentions

Students aim to practise trying again when something does not work the first time.

Students aim to stay calm and positive when plans change or mistakes happen.

Students aim to work with others to keep trying and enjoy learning together.

Success Criteria

I can build a tower and keep trying even if it falls over.

I can use calm strategies, like breathing or asking for help, when something is tricky.

I can celebrate effort and trying again, not just the finished tower.



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Duration: 10 - 15 minutes

Objective

To develop the life skill of resilience through playful construction and rebuilding. Inspired by Uranus, this activity shows students that when things tip over or go differently than expected, we can adjust, try again, and grow stronger each time.

Players

Pairs or small groups
Suitable for 2 - 26 students

What You Need

Building materials (choose based on student needs):

- Plastic cups
- Blocks or LEGO®
- Dice
- Wooden Jenga pieces
- Recycled items (cardboard tubes, lids, boxes)
- Flat surface or tables for building
- Optional: timer or simple challenge cards

Setup

1. Revisit the Uranus page from *The Playful Astronauts* using clear language:
 - "Uranus spins in a different way."
 - "Different doesn't mean wrong, it means we adjust and keep going."
2. Ask simple guiding questions:
 - "What can we do if something falls over?"
 - "How can we help our bodies stay calm?"
3. Show the building materials and explain:
 - "Our towers might fall, and that is okay."
 - "This game is about trying again."



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Gameplay

Step 1: Build the Tower

1. Students work in pairs or small groups.
2. Each group builds a tower using the materials provided.
3. Remind students:
 - "Build in your own way."
 - "There is no perfect tower."

Step 2: If It Falls

When a tower falls:

1. Pause together.
2. Take one slow breath.
3. Say a supportive phrase (model first):
 - "It's okay."
 - "We can try again."
 - "Let's fix it."
4. Begin rebuilding straight away.

Teachers model calm reactions and positive language throughout.

Step 3: Celebrate the Try

After several minutes of building and rebuilding, gather students and ask:

- "Who tried again today?"
- "What helped you keep going?"

Celebrate effort verbally and with gestures such as clapping or thumbs-up.

Winning the Game

There are no winners or losers.

Students are successful when they try again, stay calm, and keep building.



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Sensory-Specific Learner Variation

Purpose: Support regulation and confidence.

Adjustments may include:

- Using heavier or larger blocks for stability
- Limiting the number of pieces
- Building on a non-slip mat
- Allowing seated building
- Reducing noise and visual distractions

Students may build slowly or with adult support. Trying again is the goal, not speed.

AAC-Specific Supports

1. Prepare AAC Vocabulary

- try again, help, stop, fall, build, finished, happy

2. Model AAC Use

- Teacher models: “fall” → “try again”

3. Student Participation Options

- Directing where pieces go
- Choosing pieces
- Activating messages such as “again” or “help”

4. Celebrating Effort

- AAC messages like “I did it” or “keep going”

All AAC contributions are acknowledged and celebrated.

Accessibility and Inclusion Notes

- Provide table heights that suit all students.
- Use lightweight materials for easy handling.
- Allow partners to assist with physical stacking while students direct.
- Accept communication through speech, AAC, gestures, or facial expression.
- Offer quiet reset time if frustration builds.

Teacher Notes

“Try Again Towers – Levels C & D” normalises mistakes and reframes them as learning moments. The predictable structure and positive language help students practise emotional regulation and resilience in a safe, playful way. Linked to Uranus, the activity reinforces that doing things differently and continuing after setbacks is a powerful strength.

