

Vulnerability Wall of Learning - Levels A - B

GRATITUDE

To support early emotional safety, self-awareness, and resilience by helping students notice that challenges are part of learning and that they are supported when things feel hard.



Learning Intentions

Students are working towards:



Noticing that things can be tricky sometimes

Feeling safe to share or show a learning moment with support

Experiencing connection and reassurance when adults and peers listen



Success Criteria

Students demonstrate success when they:

Participate by choosing, showing, or sharing a learning moment

Engage with the group during sharing or listening time

Respond to reassurance and encouragement in their own way



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Duration: 5 - 10 minutes (can be revisited regularly)

Objective

To support early emotional safety, self-awareness, and resilience by helping students notice that challenges are part of learning and that they are supported when things feel hard.

Players

Whole class, small group, or 1:1 with an adult
(Sharing is always optional)

Materials

- Wall or board space labelled “Our Learning Wall”
- Sticky notes or small pieces of paper
- Coloured pencils

Setup

1. Prepare a wall or board space titled “Our Learning Wall” or “Things We Are Learning”.
2. Sit students in a calm, predictable group space.
3. Explain using simple language, for example:
“Sometimes things are tricky. We can learn from that.”
4. Model a very gentle example as the teacher, such as:
“I tried something and it was hard. I tried again.”

Gameplay / Activity Steps

Step 1: Choose a Learning Moment

- Adults prompt the students to think about something they find tricky or challenging with very simple options, such as:
 - “Do you find getting dressed hard?”
 - “Do you find it hard to cut your food up yourself?”
- Students may respond by:
 - vocalising when they agree with the teacher's statement or giving a thumbs up to agree.
 - Using AAC
- Adults may interpret and narrate on the student's behalf and use hand over hand drawing to assist.

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Step 2: Create a Note

- Students draw, scribble, or select a sticker/stamp to represent their learning moment that they find tricky.
- Writing is not required.
- Adults scribe simple language if appropriate, for example: "Learning to wait" and then help the student to draw it.

Step 3: Share (Optional)

- Students may show their note to the group or just to an adult.
- Adults share gently for the student if needed.
- Group response is calm and supportive, such as smiling or clapping once.

Step 4: Add to the Wall

- The note is placed on the wall with adult support.
- Adults reinforce safety and belonging, for example: "We are all learning."

Reflection

Using visuals, gestures, or AAC, prompt gently:

- "Was that tricky?"
- "Did you try?"
- "Show me okay or proud."

Reflection may be fully adult-narrated where appropriate.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use textured paper, stickers, or stamps
- Allow standing or movement while sharing
- Pair the activity with a brief calming movement afterwards

For sensory-sensitive learners:

- Keep the activity 1:1 or very small group
- Reduce noise and attention during sharing
- Allow students to place their note quietly without sharing



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AAC and Communication Supports

- Provide AAC buttons such as “hard,” “try,” “help,” “again,” “finished”
- Use visual symbols for “learning” and “tricky”
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently

For Wheelchair Users / Accessibility

- Ensure wall or board is reachable or allow adults to place notes
- Allow drawing, pointing, eye gaze, AAC, or voice-to-text
- No movement is required to participate

Notes for Inclusion

- Participation may include observing, choosing, or responding with support
- Sharing is never forced
- Adults normalise difficulty and model calm responses
- Focus is on safety, reassurance, and belonging
- Celebrate bravery, effort, and presence equally