

Well-being Skittles – Levels A - B

GRATITUDE

To support early social awareness, emotional connection, and a sense of belonging by exploring kindness through a simple, structured, and supportive group activity.



Learning Intentions

Students are working towards:

Experiencing and recognising kind actions

Expressing enjoyment, comfort, or preference in response to kindness

Participating in a shared group routine that focuses on positive social connection



Success Criteria

Students demonstrate success when they:

Participate in choosing a colour or token with support

Indicate a response related to kindness using words, gestures, pictures, or AAC

Attend to others during the group activity in their own way



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

Objective

To support early social awareness, emotional connection, and a sense of belonging by exploring kindness through a simple, structured, and supportive group activity.

Players

Small group, whole class, or 1:1 with an adult
(Group size adjusted based on regulation and attention)

Materials

- Coloured Skittles or M&Ms (with allergy-safe alternatives), or
- Coloured tokens, cards, or stickers (non-food option recommended)
- Bowl or container
- Colour kindness chart with symbols or pictures (found in PDF resource)
- Optional emotion visuals (happy, calm, proud)

Setup

1. Place coloured tokens or Skittles in a bowl where students can see them.
2. Display a simple colour chart using visuals and minimal language.
3. Sit together in a calm, predictable space.
4. Adults model the activity first using very simple language.

Gameplay / Activity Steps

Step 1: Choose a Colour

- Each student chooses one colour with adult support.
- Students may point, reach, eye gaze, or activate a switch to choose.
- Adults name the colour aloud, for example, "You chose yellow."

Step 2: Connect Colour to Kindness

Each colour links to a very simple kindness idea:

- Red: Someone was kind to me
- Orange: I helped someone
- Yellow: I saw something nice
- Green: I was gentle or kind
- Brown/Purple: Something kind I can do



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Students respond in any way, such as:

- A single word spoken
- A gesture or facial expression
- Pointing to a picture or drawing a picture (hand over hand support is encouraged)
- Using AAC device
- Adults may narrate on behalf of the student if needed and provide a few options for each category for the students to choose between.

Step 3: Acknowledge and Celebrate

- After each response, the group acknowledges with:
- Clapping
- Smiling
- Thumbs up

If using food, students may eat the Skittle if appropriate, or keep their token.

Step 4: Repeat

Repeat for two or three rounds only, depending on attention and regulation.

Reflection

Using visuals, gestures, or AAC, prompt gently:

- "Did that feel nice?"
- "Show me your favourite colour."
- "Who was kind to you?"

Teachers may narrate reflection rather than expecting verbal responses.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use textured tokens or raised stickers
- Allow movement breaks between turns
- Pair the activity with a short movement, such as standing to choose a colour

For sensory-sensitive learners:

- Use a non-food version only
- Reduce group size
- Allow the student to observe before joining
- Offer quiet acknowledgement instead of clapping



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AAC and Communication Supports

- Provide AAC buttons such as "kind," "happy," "me," "you," "again," "finished"
- Use simple sentence starters like "Kind" or "I like"
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently throughout the activity

Notes for Inclusion

- Participation may include choosing, observing, or responding with support
- Students are not required to share personal stories
- Kindness can be immediate and concrete, for example, "You shared," "You waited"
- Adults scaffold meaning and language
- Celebrate effort, presence, and engagement equally



COLOUR KINDNESS CHART

