

# Circle Swap (Levels A-B)

STAY  
ACTIVE

To build early social connection, name recognition, and group participation by having students share something they like and move safely within a circle.



## Learning Intentions

### Recognise and Share Names:

Students will practise noticing their own name and responding when they hear it.

### Connect With Peers:

Students will explore simple things they like and notice when others like the same thing.

### Participate in Group Movement:

Students will join in a safe, supported movement when they connect with another student's idea.



## Success Criteria

Students respond to their name with a gesture, sound, or AAC.

Students show or choose one thing they like (picture, object, gesture).

Students participate in a simple movement and swap places or swap visuals with support.

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**Duration:** 10 - 15 minutes

## Objective

To build early social connection, name recognition, and group participation by having students share something they like and move safely within a circle.

## Players

Whole class or small groups (6 - 12 students recommended)

## Materials

A spacious area for a circle

My Favourite visual cards of favourite items or categories (animals, foods, toys, colours, activities, people, music, movies/tv, games, outdoor activities)

AAC devices with symbols for:

..... *my name, I like, me too, friend, happy*

## Setup

Print out one set of the My Favourite visual cards, cut them out and place them in the middle of the circle.

Students form a circle, standing, sitting, or in wheelchairs.

Teacher models:

"My name is Sarah. I like DOGS." (moves to the middle of the circle and takes the dog picture card back to their spot and places it in front of them on the floor)

Students practice responding "Me too!" with:

- pointing to the card
- smiling at Sarah
- waving to Sarah
- pressing "me too" on AAC

## Gameplay / Activity Steps

### Step 1: Introduce Yourself

The students take turns, the first student says their name OR responds to teacher support:

- says their name
- presses their name button on AAC
- points to their name card
- smiles when teacher names them

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Then they choose one of the My Favourite picture cards from the middle of the circle and takes it back to their spot in the circle.

Example:

"My name is Sam, I like **music**." (student presses AAC "music" or holds the card up for everyone to see).

## Step 2: Me Too!

Any student who also likes that item responds by moving from their place in the circle to sit or stand next to student A who made the first choice. This indicates that they too like that item and they have something in common with their peers (teacher support is recommended here).

Alternative methods to moving from their place in circle can be:

- putting their hand up
- pointing to the same card
- smiling or waving or vocalising in any way they feel comfortable.
- pressing AAC "me too!"

## Step 3: New Person chooses a card, repeat the process.

A new student moves (or is guided) into the centre of the circle:

They repeat the steps:

- share their name
- choose one thing they like
- let peers respond

Continue until several students have had a turn.

The teacher can respond by saying "look at what you have in common with your friends."

## Reflection Prompts (Visual Supported)

- "What did YOU like today?" (students point to a picture)
- "Who liked the same thing as you?" (point to peer or "friend" symbol)
- "How did it feel when someone said 'me too!'?" (choose happy/calm cards)
- "Do you want to play again?" (AAC *more / finished*)

## Sensory-Seeking Learners Variation

### 1. High-Energy Movements

Replace simple movements with optional sensory-friendly ones as they move across or into the middle of the circle:

- big arm circles
- stomping
- gentle jumping or bouncing
- walking on tippy toes

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## 2. Sensory Item Swap

Instead of swapping spots, students:

- swap sensory objects (soft toy, pompom, textured card)

## 3. Movement Choices Board

Students choose their movement from a visual board:

- clap
- stretch
- wiggle
- stomp
- roll arms

## 4. Reduced Movement Option

For students sensitive to movement, they may:

- show a thumbs up
- hold up their picture card
- tap table or wheelchair tray
- press AAC "yes"

## AAC-Specific Supports

### 1. Core Vocabulary

*my name, I like, me too, friend, happy, same, go, finished*

### 2. Aided Language Input

Teacher models:

"My name is Sam."

"I like dogs."

"You like dogs too!"

"Friend!"

"You said 'happy.'"

### 3. Choice-Making

Present two pictures:

"Do you like BLUE or RED?"

Students choose with pointing, AAC, or eye gaze.

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## 4. Turn-Taking

Students press:

- “my turn”
  - “your turn”
- to participate.

## 5. Reflection

Students respond via AAC:

- “happy”
- “fun”
- “same”
- “friend”

Celebrate all communication attempts.

## Notes for Inclusion

All forms of expression are valid:

spoken words • pictures • gestures • AAC • eye gaze • vocalisations

Allow students to stay seated if needed.

Provide one-on-one support for students who need help choosing or sharing.

Ensure the circle is wide enough for wheelchair movement.

Model joyful, warm responses to every contribution.

Never pressure a student to speak, choice-based & multimodal responses always accepted.



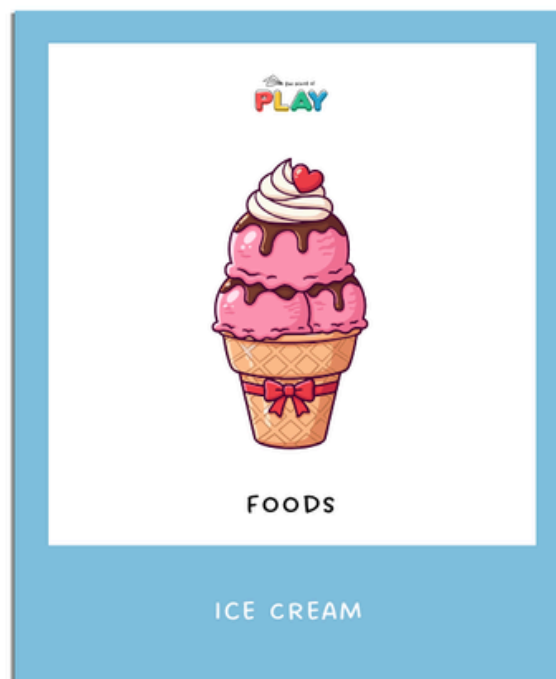


# MY FAVOURITE VISUAL CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT SELECTS A FAVOURITE CARD, AND SHOWS IT TO PEERS. ANYONE WHO LIKES THE SAME THING JOINS IN BY MOVING CLOSER, POINTING OR SAYING "ME TOO". KEEP SWAPPING TURNS UNTIL MULTIPLE STUDENTS HAVE SHARED A FAVOURITE.



# MY FAVOURITE VISUAL CARDS



# MY FAVOURITE VISUAL CARDS



ACTIVITIES

WATCHING TV



ACTIVITIES

DRAWING



ACTIVITIES

GOING TO THE PLAYGROUND



ACTIVITIES

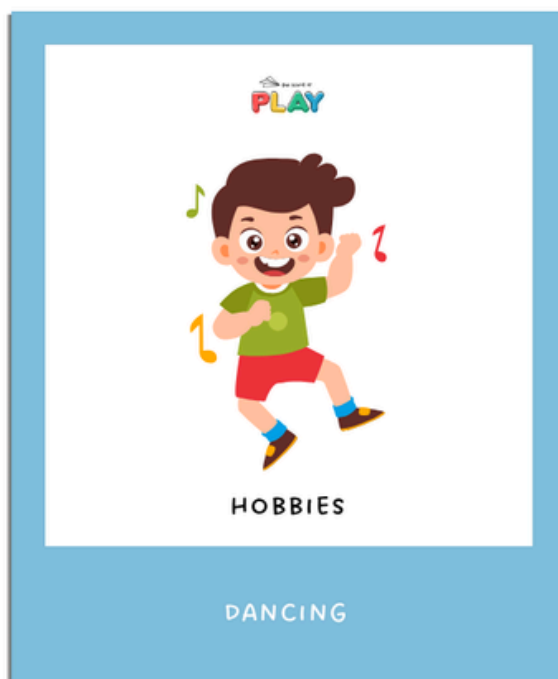
GOING TO THE BEACH



# MY FAVOURITE VISUAL CARDS



# MY FAVOURITE VISUAL CARDS



# MY FAVOURITE VISUAL CARDS

