

Guess the Action - Levels A - B

PLAY

To support early communication, social awareness, and confidence by engaging students in a simple, structured activity where everyday actions are acted out and noticed together.



Learning Intentions

Students are working towards:

Exploring simple actions through movement or gesture

Attending to others during shared play

Participating in turn-taking and group routines with support



Success Criteria

Students demonstrate success when they:

Participate by acting, gesturing, watching, or choosing an action

Respond to an action using words, gestures, pictures, or AAC

Show enjoyment or engagement during the activity in their own way



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Duration: 3 - 5 minutes

Objective

To support early communication, social awareness, and confidence by engaging students in a simple, structured activity where everyday actions are acted out and noticed together.

Players

Whole class, small group, or 1:1 with an adult
(Group size adjusted based on student regulation and needs)

Materials

- Action cards (sleeping, eating, brushing teeth, jumping) (found in PDF resource)
- Optional object props (spoon, cup, pillow, toothbrush)

Setup

1. Print and cut out the Action Cards
2. Seat students in a circle or semi-circle with clear visibility.
3. Show and model each action before starting the activity.
4. Explain that students can act, gesture, or simply watch.

Gameplay / Activity Steps

Step 1: Choose an Action

The teacher selects one of the action cards and models acting it out to the students.

Step 2: Act the Action

The students then aim to act out the same action in a way that suits them.

- This may include:
 - Full body movements
 - Upper-body or hand movements only
 - Facial expressions

Step 3: Act the Action again

The teacher selects another action card and repeats the process of demonstrating whilst the students mimic or copy their movements or sounds.

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Step 4: Memory challenge

Two options:

The teacher selects an action card and holds it up for the class to see or verbalises the action on the chosen card. The students then try to act the action out without the teacher giving a demonstration. Or....

The teacher acts out the action and the students try to guess what action is being acted out by the teacher.

Step 5: Repeat and play as many times as you like.

Repeat the game using a combination of all three game styles listed above.

Reflection



Using visuals, gestures, or AAC, prompt gently:

- "Did you like to act the action out?"
- "Which action is your favourite?"

Reflection may be adult-narrated where appropriate.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Allow bigger, more energetic actions
- Use props to increase engagement
- Repeat favourite actions

For sensory-sensitive learners:

- Allow acting while seated or from one spot
- Reduce noise and cheering
- Offer observation as valid participation
- Limit group size



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AAC and Communication Supports

- Provide AAC buttons such as "eat," "sleep," "jump," "again," "finished"
- Use visual choice boards with 2 options only
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during the activity

For Wheelchair Users / Accessibility

- Select actions that can be shown with upper-body movement or facial expression
- Allow students to act using props or gestures
- Ensure action cards and visuals are at eye level
- No requirement to move across the space

Notes for Inclusion

- Participation may include acting, guessing, observing, or choosing
- Adults may model or co-act with students
- Accuracy is not required for success
- Celebrate effort, confidence, and engagement equally
- Keep routines predictable, calm, and emotionally safe



ACTION VISUAL CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS TAKE TURNS ACTING OUT THE ACTION ON THE CARD WHILE OTHERS WATCH OR GUESS. ADULTS MODEL THE ACTION AND NAME IT ALOUD TO SUPPORT UNDERSTANDING. CELEBRATE EACH ATTEMPT BEFORE MOVING TO THE NEXT CARD.

