

Head Butt Tag - Levels A - B

STAY ACTIVE

To support early movement skills, spatial awareness, and shared play by engaging students in a simple, high-energy tag-style activity with clear structure and strong adult guidance.



Learning Intentions

Students are working towards:

Moving their body safely within a shared space

Attending to others during a group movement activity

Participating in simple cooperative play with adult support



Success Criteria

Students demonstrate success when they:

Move or travel within the space in a safe way

Respond to a simple prompt to stop, go, or change role

Join the game or observe calmly while remaining regulated



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Duration: 5 - 8 minutes

Objective

To support early movement skills, spatial awareness, and shared play by engaging students in a simple, high-energy tag-style activity with clear structure and strong adult guidance.

Players

Small groups of 4 - 8 students
(1:1 adult support encouraged for some learners)

Materials

- Cones or floor markers to show boundaries
- Visual command cue cards for "Go," "Stop," and "Change" (found in PDF resource)
- Optional coloured bands or stickers to show roles

Setup

1. Print and prepare the visual command cue cards. One set is needed.
2. Prepare a clearly defined play area using cones or floor markers.
3. Reduce the size of the space to support safety and predictability.
4. Assign simple roles using visuals:
 - "Heads" = hands on head
 - "Butts" (or "Tails") = hands on bottom or hips
5. Adults model movements and tagging before starting. Please note, if you are a "Heads" you need to move around the playing space with your hands on your head at all time. Vice versa for "Butts". Once tagged, you swap roles and move around the space as the opposite role to what you were. Eg, Heads, when tagged once, become Butts and so on.

Gameplay / Activity Steps

Step 1: Start the Game

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- The teacher says "Go" and shows the visual cue card for Go.
- Students move around the space in their own way, walking, rolling, or stomping.

Step 2: Tagging

- Adults or peers gently tag using a soft hand on the shoulder or back.
- Some students may be supported to do the tagging with hand-over-hand assistance.
- Tagging can also be replaced with:
 - Touching a cone near the player
 - Adult verbally naming "Tag"



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Step 3: Switching Roles

- When a student is tagged, an adult helps them switch roles.
- The adult names the change clearly, for example, "Now you are Heads."
- Visuals or coloured bands are updated if used.

Step 4: Pause and Reset

- The teacher pauses the game regularly using "Stop."
- Students return to a safe spot or boundary.
- The game restarts calmly after each pause.

The game continues for short bursts, focusing on engagement rather than outcomes.

Celebration

- Short, calm celebrations such as clapping, smiling, or thumbs up
- Adults verbally celebrate participation, for example, "You played safely."

Reflection

Using visuals, gestures, or AAC, prompt:

- "Did you like moving?"
- "Show me Heads!."
- "Did you tag anyone?"

Reflection may also be teacher-narrated for some students.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Increase movement opportunities, such as marching, spinning, or pushing against a wall between rounds
- Allow faster movement within clear safety rules
- Add heavy-work options like carrying a soft ball to a marker

For sensory-sensitive learners:

- Use walking-only or rolling-only rules
- Reduce the number of players
- Allow the student to be an observer, referee, or cone-holder
- Provide frequent breaks and a quiet exit space



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AAC and Communication Supports

- Provide AAC buttons such as “go,” “stop,” “tag,” “my turn,” “finished”
- Use visual role cards for “Heads” and “Butts/Tails”
- Accept all communication modes including pointing, eye gaze, switches, or vocalisation
- Adults model AAC use consistently during the game

Notes for Inclusion

- Participation may include moving, observing, or assisting an adult
- Adults may control pace, tagging, and role switching
- Safety and emotional regulation take priority over rules
- Celebrate effort, presence, and safe movement equally
- Keep language simple, routines predictable, and tone playful



VISUAL COMMAND CUE CARDS

PRINT AND CUT OUT THE CARDS. THE TEACHER HOLDS UP A CARD WHILE NAMING THE COMMAND. STUDENTS RESPOND BY MOVING, STOPPING, OR SWAPPING ROLES. PAUSE OFTEN USING THE STOP CARD TO RESET, REGULATE, AND KEEP THE GAME SAFE AND PREDICTABLE.

