

Heads and Tummies (Levels A-B)

PLAY

To support early social interaction, body awareness, and participation through a simple, predictable movement game where all students can join in using gesture, modelling, or AAC.



Learning Intentions



Participate in a shared game:

Students aim to join in with a simple group routine using one clear action.

Develop body awareness:

Students aim to explore basic body parts (head, tummy) through guided touch or gesture.

Engage socially:

Students aim to notice peers, take short turns, and celebrate together.



Success Criteria

I can touch my head or tummy (or use an adapted gesture).



I can join in the countdown or respond when the group says "Go!"

I can connect with others by smiling, looking, gesturing, or celebrating.



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Duration: 4–6 minutes

Objective

To support early social interaction, body awareness, and participation through a simple, predictable movement game where all students can join in using gesture, modelling, or AAC.

What You Need

- No equipment required
- Optional visuals: picture cards for head and tummy (found in PDF resource)
- AAC devices programmed with: “head”, “tummy”, “go”, “yes”, “match”

Setup

- Students sit or stand in a circle with clear visibility of peers and educators.
- Teacher models both gestures slowly:
 - “This is head...” (touches head)
 - “This is tummy...” (touches tummy)

Gameplay / Activity Steps

1. Warm-Up: Point to Body Parts

Teacher prompts:

“Touch your head.”

“Touch your tummy.”

Students imitate, point, or gesture.

Celebrate all attempts.

2. Countdown Routine

Teacher leads:

“Ready? 3... 2... 1... Go!” (on the “Go” command, students will choose a body part to touch)

Use visual countdown cards if helpful.

3. Choose a Gesture

Students choose **head** or **tummy** by:

- Touching their head
- Touching their tummy
- Pointing to a visual
- Using AAC (“head” / “tummy”)
- Using an adapted movement (see accessibility section)



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PLAY

4. Match and Celebrate

Teacher scans the group and identifies matches:

"Look! Three students chose HEAD! Let's clap!"

Celebrate with group claps, tapping knees, or gentle cheers.

5. Reset and Repeat

Students do a small transition action before the next round:

- Wiggle fingers
- Stretch arms
- Tap knees
- Repeat countdown for 3–5 rounds.

Reflection / Debrief

Use 1 simple question:

- "Which one did you choose the most?" (Show visuals and let students point or tap AAC.)
- "Which one did most of the students choose?" (Students identify through touching their heads or tummies, or pointing, or verbalising).
- "Did you like playing?" (Offer happy/sad visuals.)

Encourage simple gestures like a nod, smile, or pointing.

Variations

1. Copycat Version (Highly Supported)

The teacher chooses the head or tummy first.

Students simply copy the movement.

This builds joint attention and success experiences.

2. Single-Choice Version (Reduced Load)

Instead of choosing, students touch only one body part for the entire round (e.g., always head).

Then switch for a new round.

Good for learners overwhelmed by choice.



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PLAY

3. Sensory-Seeking Movement Break

Before each "Go," add a movement burst:

- Clap hands
- Stretch up tall
- Push hands together
- Wiggle shoulders
- Then choose head or tummy.
- Supports regulation and engagement.

4. Visual Cue Leader

A student or adult holds up a **HEAD** or **TUMMY** card. Students respond by touching the matching body part. Helps learners who rely on visual modelling.

AAC-Specific Supports

Program or provide buttons for:

- "head"
- "tummy"
- "go"
- "match"
- "again"

Model AAC at each step:

"3... 2... 1... **Go!**" (tap "go")

Provide wait time for selection.

For Wheelchair Users / Accessibility

If touching the tummy is difficult, students may choose:

- Touch head / touch shoulders
- Tap side of wheelchair
- Raise a hand
- Tap chest with back of hand
- Eye gaze toward the head or tummy visual

Match celebrations may include:

- High-fives → replaced with air-fives
- Clapping → replaced with tapping the chair
- Group cheer or wiggle

Ensure students are positioned where they can see peers easily.



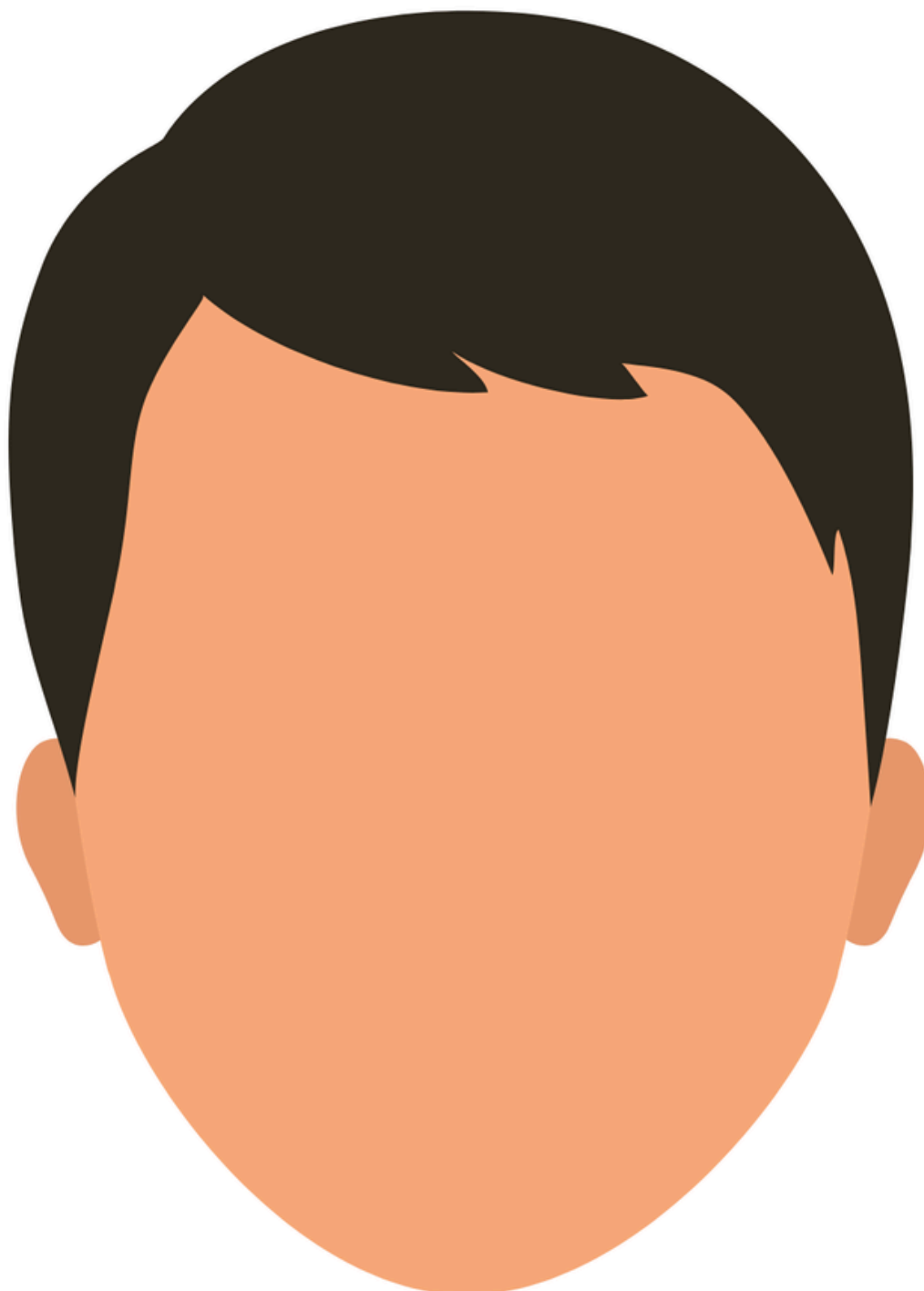
Heads and Tummies (Levels A-B)

PLAY

Notes for Inclusion

- Celebrate all communication methods: gesture, eye gaze, vocalisation, AAC, or imitation.
- Provide extended wait time for each gesture.
- Accept partial movements, any attempt counts.
- Emphasise group connection: smiling, noticing peers, shared celebration.
- Link to SEL focus areas: joint attention, participation in a routine, early social awareness, and a sense of belonging.

VISUAL CARD - HEAD



VISUAL CARD - TUMMY

