

Lumps (Levels A-B)

STAY ACTIVE

To support early teamwork, movement, and listening skills by encouraging students to move in simple ways and then gather into small, supported groups called "lumps". Alternatively students will aim to gather items from around the room and lump them together.



Learning Intentions

Practise Moving in Different Ways:

Students will explore simple movement actions to stay active and engaged.

Explore Early Grouping Skills:

Students will begin recognising small groupings (1, 2, or 3) with visual and verbal prompts.

Build Social Connection:

Students will interact with peers by moving together and forming small "lumps" safely.



Success Criteria

Students move around the space using simple actions (walking, marching, rolling arms).

Students attempt to join a small group when the teacher calls "1," "2," or "3."

Students show enjoyment, awareness of peers, and effort in forming groups.



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Duration: 10 minutes

Objective

To support early teamwork, movement, and listening skills by encouraging students to move in simple ways and then gather into small, supported groups called “lumps”. Alternatively students will aim to gather items from around the room and lump them together.

What You Need

Classroom objects or anything that can be used as items for students to collect and lump together into groups of 1, 2 or 3 (eg, blocks, toy cars, lego pieces, books)

Optional:

- Visual number cards (1, 2, 3) (can be written on the board)
- AAC symbols: *go, stop, 1, 2, 3, friend, together, group*

Setup

Clear a safe, open space where students can move comfortably.

Ensure there are enough objects for students to pick up and use to form their number groups.

Teacher models how to:

- move during the “go” phase (can be any movement, walking on tippy toes, hands and knees, marching with high knees, jumping like a kangaroo).
- stop moving when the teacher calls “Lumps!” and then a number (1, 2 or 3).
- Two options for game play:
 1. When the teacher calls “Lumps!”, students join a group of 1, 2, or 3 other people depending on what number the teacher calls out after the word “Lumps!”.
 2. When the teacher calls “Lumps!” and then a number, the students need to try and collect the same amount of objects from around the room and place them in a pile in front of themselves.

Gameplay / Activity Steps

Step 1: Movement Phase

Students move around the area with a simple action:

- walking
- marching
- wiggle
- on tiptoes
- walking with arm circle motions

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Teacher uses visuals and narration:
"Let's march... march... march!"
"Keep moving... good!"

Step 2: Form a Lump

Teacher calls:

"Lumps of 1!"

"Lumps of 2!"

"Lumps of 3!"

Show a number card or hold up fingers for extra clarity.

Students respond by:

- joining one or two peers
- standing next to a friend
- pointing to the group they want to join
- collecting the right amount of objects needed (if using game play option 2)
- waiting for adult support to guide them

All attempts count.

Step 3: Support for Grouping

If a student needs help, teacher or peers gently guide them to a group.

A student may also:

- signal "1" and stay alone
 - point to a peer to join
 - use AAC *friend* or *together*
- Celebrate every grouping attempt.

Step 4: Repeat

Play 2 - 3 rounds, varying:

- movements
- group/lump sizes
- speed (slow vs fast)

Teacher encourages finding new friends or new objects each time.

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Reflection Prompts

Use visuals or yes/no choices:

- "Did you like moving?"
- "which number of lumps did you like the most?"
- "What was your favourite object you collected?" (point or AAC)
- "How did it feel to be in a group?" (happy/calm/excited cards)

Sensory-Seeking Learners Variation

1. Add High-Input Movements

Include optional sensory-rich movements:

- big stomps
- animal walks
- arm flaps
- spin-in-place (slow and safe)
- pushing hands together (deep pressure)

2. Sensory Group Signals

Instead of verbal cues, use:

- drum tap for "1"
- two taps for "2"
- three taps for "3"

OR use a coloured light or sound cue.

3. Tactile Numbers

Use textured number cards students can touch before choosing a group.

4. Weighted or Fidget Choices

Students may hold a fidget or weighted item during movement to help regulate participation.



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AAC-Specific Supports

1. Prepare Core Vocabulary

Include symbols:

- go
- stop
- 1
- 2
- 3
- friend
- together
- happy
- help

2. Choice-Making

Present two number cards:

"Do you want 1 or 2?"

Student points or presses AAC.

3. Expression Support

Students may say via AAC:

- "friend"
- "I join"
- "help"
- "happy"

4. Reflection with AAC

Students respond to visual or AAC prompts:

- "I liked move."
- "Again."
- "Finished."

Notes for Inclusion

All forms of participation are valid:

- gesture, pointing, eye gaze
- hand-over-hand support
- standing or seated participation
- joining groups or signalling from a distance

Prioritise safety, predictability, and joyful engagement.

Ensure space allows for wheelchair access into "lumps."