

Mingle Mingle Mingle - Levels A - B

STAY ACTIVE

To support early social interaction, joint attention, and a sense of belonging by engaging students in a simple, repetitive group activity that encourages movement, choice-making, and shared experiences.



Learning Intentions

Students are working towards:



Participating in a shared movement and social routine

Attending to peers and adults during group play

Expressing simple preferences or choices with support



Success Criteria

Students demonstrate success when they:

Move safely or remain calmly in the space during the activity

Indicate a choice or preference using words, gestures, pictures, or AAC

Join or observe a group moment with adult support



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Duration: 5 - 8 minutes (can be repeated regularly)

Objective

To support early social interaction, joint attention, and a sense of belonging by engaging students in a simple, repetitive group activity that encourages movement, choice-making, and shared experiences.

Players

Whole class, small group, or reduced group size as needed
(1:1 adult support for some students)

Materials

- Visual category choice cards (found in PDF resource)
- Optional floor markers or spots to show grouping areas

Setup

1. Print and cut out the category visual choice cards
2. Clear a safe, defined space for movement.
3. Create a space for 3 different choice cards to be where the students will move to.
4. Explain and model the routine using simple language and actions.
5. Explain the first category you will use and explain the three choices within the category the students will have to choose from.

Gameplay / Activity Steps

Step 1: Mingle

- The teacher models (moves around the space) and says, "Mingle, mingle," using a calm, rhythmic voice.
- Students move around the space in their own way, such as walking, stomping, or jumping.
- Some students may remain in one spot and watch, which is acceptable.

Step 2: Stop Cue

- The teacher gives a clear stop signal, such as clapping once and saying "Stop."
- Visual stop cues can be shown.
- Students are supported to pause or freeze and listen to the teacher.

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Step 3: Make a Choice

- The teacher presents one category, for example, "Your favourite colour!." And places the three category choice cards around the room or simply spaced out evenly in front of the group movement space (ensure they are clearly visible for the students to see).
- Students choose their favourite colour out of the options provided or indicate a preference using:
 - Pointing to the relevant colour card
 - Moving to stand or sit next to the relevant colour card
 - Saying a word such as "blue"
 - Using AAC to help explain

Step 4: Group Together

- Adults support students to move toward others with the same choice, or
- Students may stay where they are while adults name the grouping aloud and the students can raise their hand or vocalise that that is their preferred choice for that category.
- Adults narrate, for example, "These friends all chose blue."

Step 5: Acknowledge and Celebrate

- The group responds with gentle clapping, smiling, or thumbs up.
- The teacher highlights inclusion, for example, "Everyone belongs and sometimes we have things in common."

Step 6: Repeat

- Repeat for 3 rounds using the three different categories provided or play for longer and add in your own categories (depending on attention and regulation).

Reflection

Using visuals, gestures, or AAC, prompt gently:

- "Did you like moving?"
- "Did you choose?"
- "Show me happy or okay."

Reflection may be adult-narrated where appropriate.

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Sensory-Specific Learner Variations

For sensory-seeking learners:

- Add a simple movement during mingling, such as marching or arm swings
- Allow faster movement within clear safety boundaries
- Use floor spots to move between

For sensory-sensitive learners:

- Allow students to stay in one safe spot
- Reduce noise by removing chanting or singing
- Use quiet verbal cues instead of clapping
- Offer 1:1 or small-group participation

AAC and Communication Supports

- Provide AAC buttons such as “go,” “stop,” “me,” “same,” “again,” “finished”, “colours”
- Use visual choice boards with 2 options only
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently throughout the activity

Notes for Inclusion

- Participation may include moving, choosing, observing, or listening
- Adults may physically guide movement or grouping as needed
- Students are not required to verbally share
- Celebrate all choices equally, including unique ones
- Maintain predictable routines and a calm, playful tone



VISUAL CATEGORY CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS MINGLE UNTIL A STOP CUE IS GIVEN, THEN MOVE TO THE CARD THAT MATCHES THEIR PREFERENCE. ADULTS SUPPORT GROUPING BY NAMING CHOICES AND HELPING STUDENTS MOVE OR RESPOND IN PLACE. CELEBRATE ALL CHOICES AND REPEAT WITH A NEW CATEGORY.

FOODS



PASTA



FRUITS



APPLES



FRUITS



BANANAS



FRUITS



GRAPES



VISUAL CATEGORY CARDS

SWEETS & TREATS



CHOCOLATES



SWEETS & TREATS



LOLLIES



PLACES



SCHOOL



PLACES



PARK



VISUAL CATEGORY CARDS

PLACES



BEACH



COLOURS



BLUE



COLOURS



RED



COLOURS



GREEN

