

Moving & Shaking (Levels A-B)

PLAY

To help students strengthen social interaction and early memory skills by participating in simple, fun greeting routines with different partners.



Learning Intentions

Explore Simple Greetings:



Students will learn and practise 1 - 2 simple, playful greeting actions with partners.

Build Social Connection:

Students will connect with peers through shared movement and supported interaction.

Enjoy Movement and Fun:

Students will participate in a rhythmic, engaging activity that encourages laughter and togetherness.



Success Criteria

Students attempt at least one greeting movement with a peer (e.g., wave, tap, smile).



Students repeat their greeting when prompted with visual or verbal cues.



Students show enjoyment, smiles, vocal sounds, gestures, eye contact, or movement.



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PLAY



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Duration: 5 - 8 minutes

Objective

To help students strengthen social interaction and early memory skills by participating in simple, fun greeting routines with different partners.

What You Need

Visual greeting cards (wave, high five, fist bump, thumbs up, smile) (found in PDF resource)

AAC devices with symbols such as: "hi," "hello," "friend," "wave," "tap," "my turn," "your turn"

Setup

- 1. Print and cut out a set of visual greeting cards, one set per pair.
- 2. Two options, pair students together or pair a student with an educator (take turns if there are not enough educators for students)
- 3. Teacher models simple greetings with a student or fellow educator, start with one greeting and then demonstrate a two greeting combo (e.g., wave + thumbs up).
- 4. Emphasise that greetings can be done seated or standing.
- 5. Adults support movement as needed.

Gameplay / Activity Steps

Step 1: Partner One Greeting

- 1. Students are paired with a nearby classmate or educator (teacher assigns for support).
- 2. With strong modelling, each pair chooses **one simple greeting** card to begin with and practices the greeting together with their partner so that both people are doing the same greeting.
- 3. Rotate through a few turns, practicing a few different greetings together before moving onto step 2.



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Step 2: Partner Two Combo Greetings

1. Students now attempt to combine two greetings in a sequence together, with teacher guidance where needed.
2. Students pick two greetings cards, place them in front of themselves in an order. They aim to complete the first greeting followed directly by the second greeting.

Examples:

- wave + smile
- smile + thumbs up
- high five + fist bump
- wave + high five

3. Celebrate any and all efforts to copy the greetings on the cards and the efforts to complete the two step combo.

Step 3: Recall/Memory Practice

This is an optional step, the students select two greetings cards, look at them, process them, and then flip them over so they are facing down. The pair attempts to remember the two greetings by performing them with and to each other.

Celebrate the wins if they get it right and celebrate the efforts regardless of a successful memory recall.

If feeling brave, no harm in trying three greeting cards to recall and perform!

Step 4: Partner Three (Optional)

If students are engaged and regulated, the teacher may add a third partner or swap partners so students are now working with someone new.

Step 5: Group Challenge (Optional)

The teacher stands out the front of the students who are in a semicircle formation. The teacher selects one greeting card and performs the movement, the students attempt to copy the greeting the teacher is demonstrating. The teacher can then start to add combo's in for the students to remember and mimic.



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Debrief / Reflection

Use simple visuals and prompts:

- “Which greeting did you like?” (show 2–3 options)
- “Show me your favourite one!”
- “How did it feel to say hi to friends?”
- “Do you want to make a new greeting next time?” (yes/no visuals)

Any gesture, look, smile, or AAC activation counts as participation.

Sensory-Seeking Learners Variation

1. Add Movement-Based Greetings

- wave + stomp
- clap + spin arms
- touch hands + jump (or seated bounce)
- fist bump + shoulder wiggle

These support regulation and proprioceptive input.

2. Add Rhythm or Music

Play light, upbeat music.

Students create greetings in time with the rhythm.

Teacher uses drum taps for cueing.

3. Tactile Greeting Cards

Provide greeting cards with textures:

- soft for “wave”
- bumpy for “fist bump”
- smooth for “thumbs up”

Students choose greetings by touch.

4. Movement Break Between Partners

Short breaks help regulation:

- deep pressure hug with a cushion
- wall push
- stretch to the ceiling
- slow rocking



Moving & Shaking (Levels A-B)

AAC-Specific Supports

1. Prepare Key Vocabulary

Include:

- hi
- friend
- hello
- wave
- tap
- more
- finished
- good
- my turn / your turn

2. Aided Language Input

Teacher models:

“Hi friend.”

“Wave.”

“Your turn.”

“Good greeting.”

3. Greeting Choice via AAC

Students choose greeting cards by pressing:

- “wave”
- “tap”
- “hello”
- “friend”

Teacher models gestures alongside AAC.

4. AAC for Recall

Teacher asks:

“Show me Greeting One.”

Students press “wave” or “tap,” or look at the visual.

5. AAC Reflection

Students respond using:

- “happy”
- “good”
- “more”
- “finished”



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5. AAC Reflection

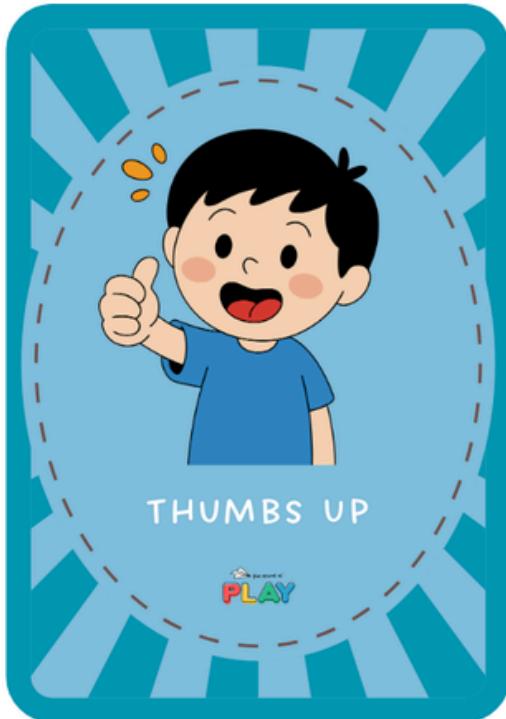
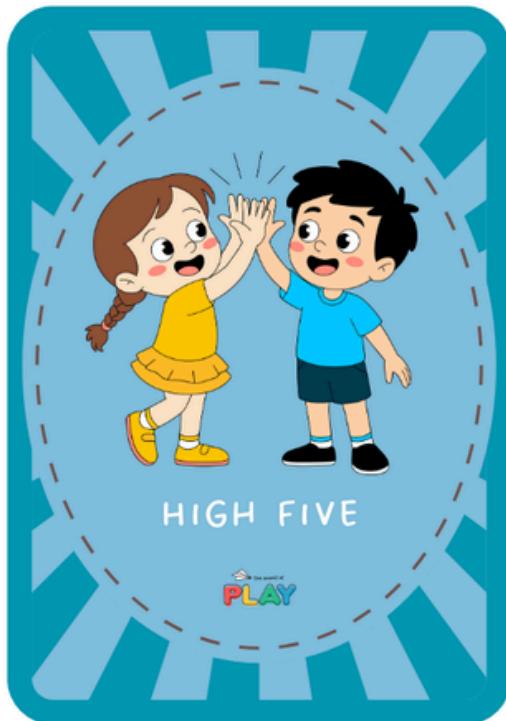
Students respond using:

- “happy”
- “good”
- “more”
- “finished”



GREETING CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS PICK A CARD, COPY THE GREETING WITH A PARTNER, AND THEN TRY SIMPLE TWO-CARD COMBOS. ADULTS SUPPORT MOVEMENT, GESTURES, OR AAC. KEEP IT PLAYFUL AND CELEBRATORY.



GREETING CARDS

