

Old MacDonald Had a Fitness Farm (Levels A-B)

STAY ACTIVE

To provide an engaging movement experience where students listen, copy actions, engage in pretend play, and participate in a shared group routine that supports coordination, imagination, and social engagement.



Learning Intentions

Join in with movement:



Students aim to copy or attempt simple whole-body or upper-body actions during the story.

Engage in imaginative play:

Students aim to pretend to be farm animals using movement, gestures, or sounds.

Participate in a shared routine:

Students aim to stay involved in the group activity with adult support.



Success Criteria

I can join in with one or more movements.

I can show or communicate an animal through sound, gesture, or movement.



I can participate in the story with my group.



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Duration: 6–8 minutes

Objective

To provide an engaging movement experience where students listen, copy actions, engage in pretend play, and participate in a shared group routine that supports coordination, imagination, and social engagement.

What You Need

- Open space (indoor or outdoor)
- Optional: animal picture cards (cow, horse, pig, duck)(found in PDF resource)
- Device, speaker or portable speaker to play the “Old MacDonald” tune (can use the video tutorial or simply use spotify or youtube version)

Setup

- Position students in a semicircle or spaced safely around the room.
- Show visuals or model movements before starting each animal.
- Ensure AAC devices include: “go”, “stop”, “more”, “cow”, “horse”, “pig”, “duck”, “happy”.
- Review the routine: “We will listen, move like animals, and then rest at the farm.”

Gameplay / Activity Steps

1. Warm-Up: Old MacDonald Tune

Teacher begins:

“Old MacDonald had a farm...”

Students gently sway, tap knees, or wiggle as a warm-up.

Teacher models a simple action:

- “Let’s tap our knees to the beat.”
- “Let’s sway side to side.”

2. Introduce the First Animal (Cow)

Show a picture of a cow or say: “Cow, moo!”

Model movement:

- Lower body slightly into a gentle squat or bend forward and tap the floor with hands.
- Students copy or attempt in their own way.
- Allow gestures, low squats, tapping chair arms, or simply making the sound.

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3. Horse Movement

Show picture: horse.

Model a gentle gallop on the spot (up on tippy toes, gently bouncing from one leg to the other)

Students can:

- Gallop
- Step side to side
- Push wheels rhythmically backwards and forwards
- Tap thighs to make "clip-clop" sounds

Teacher narrates:

"Great moving! You are horses in the big farm field!"

4. Pig Movement

Show the pig card.

Model marching with high knees or gentle knee lifts.

Students may lift arms, wiggle, tap feet, or snort like a pig.

Teacher reinforces:

"Any movement is great! We're being pigs together!"

5. Duck Movement

Model flapping arms or wrist movements.

Students flap arms, tap hands on lap, or make quacking sounds.

Encourage imaginative engagement:

"Can you flap fast? Can you flap slowly?"

6. E-I-E-I-O Movement

Students twist gently side to side or sway their arms left and right in front of themselves.

AAC option: tap "E-I-E-I-O" button if programmed.

7. Cool Down: Rest on the Farm

Students:

- Take a seat or stay still in place.
- Pretend to "rest under a tree" by stretching arms up then placing hands on laps.

Teacher:

- "Our animals are resting. Slow breathing in... and out."

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Reflection / Debrief

Use one or two simple prompts:

- "Which animal did you like the most?" (Offer pictures, gestures, or AAC.)
- "Show me how that animal moves and/or sounds."
- "How do you feel now?" (Offer happy, tired, calm pictures.)

Variations

1. Small-Space Classroom Version

Movements become seated or small:

- Cow: tap knees, both hands at the same time
- Horse: alternate tapping hands on legs to "clip-clop"
- Pig: wiggle/shrug shoulders
- Duck: flap hands and arms
- Perfect for crowded rooms or sensory-regulated students.

2. Sensory-Seeking Big-Movement Version

For students needing high sensory input:

- Run to each animal cone/station
- Do 5 - 10 seconds of a big movement (gallop, flap, stomp)
- Return to the teacher for "E-I-E-I-O" action and give a high five before returning to starting position
- Use upbeat music to maintain engagement or calming music if this is what your students prefer (you know them best!)

3. Sensory-Friendly Low-Noise Version

For students sensitive to sound:

- No singing
- Use visuals or body movements only
- Students copy slow movements with calming narration
- Replace animal sounds with tapping or hand signals

AAC-Specific Supports

Include buttons for:

- "go"
- "stop"
- "more"
- "again"
- "cow", "horse", "pig", "duck"
- Model AAC use during each animal cue.
- Allow students to select the next animal by tapping the icon.

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For Wheelchair Users / Accessibility

- Replace galloping with: wheel pushes, arm circles, torso twists, or rhythmic tapping.
 - Squats can be replaced with leaning forward or tapping chair sides.
 - Duck flaps can be wrist or elbow movements.
 - Allow students to lead an animal movement using their preferred gesture or AAC.
- Celebrate all attempts equally.

Notes for Inclusion

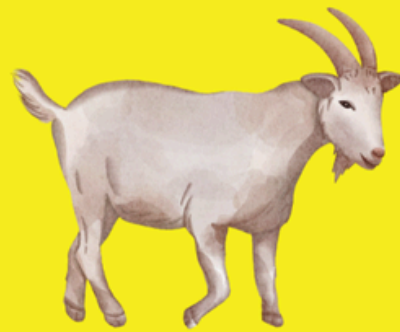
- Accept any movement attempt: eye gaze, flap, sound, or facial expression.
- Provide one instruction at a time.
- Use visual supports to reduce cognitive load.
- Keep the pace slow and predictable to build confidence and a sense of safety.
- Reinforce belonging: "We are all moving together on the farm."



FARM-ANIMAL PICTURE-CARDS



ROOSTER



GOAT



DOG



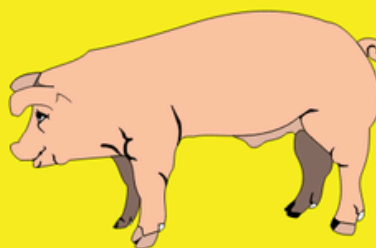
CHICK



FARM-ANIMAL PICTURE-CARDS



COW



PIG



HORSE



SHEEP

