

One, Two, Three (Levels A-B)

PLAY

To support emerging rhythm skills, imitation, and social connection through a simple movement sequence that can be adapted for each learner's developmental and sensory needs.



Learning Intentions

Movement and Coordination:



Students will explore simple, supported actions (clap, nod, arms up) through imitation and modelling.

Attention and Joint Play:

Students will practise looking, listening, and responding to a predictable sequence with a partner or adult.

Social Connection:

Students will enjoy a short, playful interaction involving rhythm, copying, turn-taking, and shared fun.



Success Criteria

Students attempt at least one movement from the sequence (clap, nod, arms up).

Students look toward their partner or teacher during at least part of the activity.

Students show enjoyment, smiles, vocalisations, eye contact, or movement participation.



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Duration: 5–8 minutes

Objective

To support emerging rhythm skills, imitation, and social connection through a simple movement sequence that can be adapted for each learner's developmental and sensory needs.

What You Need

No physical materials required

Optional: visual cards showing each action (Clap, Nod, Arms Up)(found in PDF resource)

Optional: sensory-friendly tools (fidget, textured mat, beanbag)

AAC systems with movement/action words ("clap," "up," "go," "more," "stop")

Setup

1. If required, print and cut out the action cards (Clap, nod, arms up)
2. Students sit or stand facing a partner or staff member.
3. Teacher models the movements one at a time:
 - Clap → clap hands once
 - Nod → gentle head nod or tap chin
 - Arms Up → raise arms overhead or outward
4. Provide multiple demonstrations with slow, predictable rhythm.
5. Place action visuals in front of the students for clarity.
6. Ensure AAC devices are open to action verbs and core words.

Gameplay

Round One – Exploration

Teacher leads students through each movement slowly and individually:

"Clap... nod... arms up."

Students copy in any way they can (gesture, partial movement, eye gaze, hand-over-hand).

Round Two – Simple Pattern

Teacher introduces a basic 3-step sequence:

"Clap → nod → arms up."

Students perform the sequence with as much support as needed.

Staff model side-by-side or use physical prompts if appropriate.

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Round Three – Predictable Rhythm

Add rhythm by tapping knees or counting slowly:
“Clap (pause)... nod (pause)... arms up (pause).”
Students join at their own pace.

Round Four – Partner Play

In pairs, one partner performs the sequence while the other tries to copy their movements.

Swap roles after one full cycle.

Teacher narrates:

“Your turn.”

“My turn.”

“Copy me.”

Optional Fitness Version (Adapted for Levels A-B)

Replace an action with a single, simple movement:

- Clap → tap knees
- Nod → shoulder shrug
- Arms up → reach to the sky

Avoid multi-step fitness tasks; keep it simple and achievable.

Debrief / Reflection

Use visuals or gestures to support understanding:

- “Show me your favourite movement!”
- “Did you like playing with your partner?” (use yes/no visuals)
- “Which movement made you smile?”

Praise all attempts, eye gaze, sound, gesture, or movement.

Sensory-Seeking Learners Variation

1. Add Extra Movement Input

- Clap becomes **big clap**
- Nod becomes **gentle head rock** side to side
- Arms up becomes **stretch tall standing on tippy toes** or **reach arms out wide**

2. Use Sensory Props

- soft scarf for “arms up”
- small beanbag to tap for “clap”
- textured mat to touch for “nod”



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3. Add Rhythmic Cues

Use a drum beat, tapping on a table, or clapping rhythm to set the pace. Predictable, repetitive rhythm supports regulation.

4. Provide Deep-Pressure Alternatives

If overstimulated, allow:

- weighted toy on lap
- slow squeezes on shoulders (if appropriate)
- wall push before rejoining the game

AAC-Specific Supports

1. Prepare AAC Pages

Include symbols for:

- clap
- up
- nod
- more
- stop
- again
- happy

2. Aided Language Input (Teacher Modelling)

Teacher taps symbols while speaking:

“Clap.”
“Nod.”
“Up.”
“More.”
“Again.”

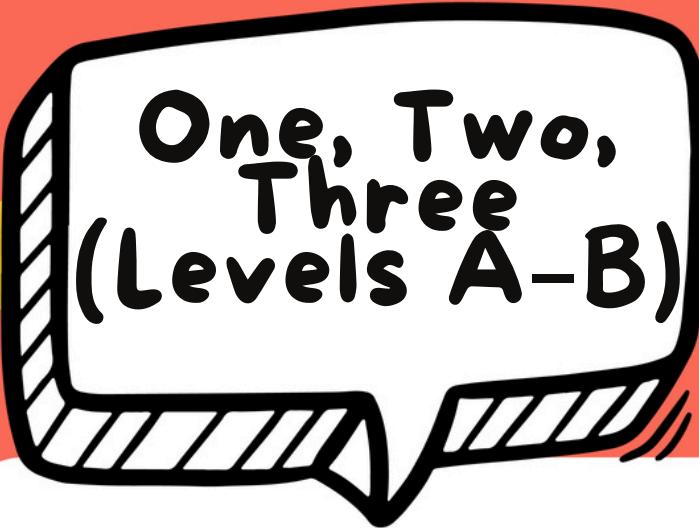
3. AAC Choice-Making

Offer choices:

“Do you want to clap or arms up?”

Students respond by tapping symbol, looking, pointing, or vocalising.





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4. AAC Participation

Students can press:

- "go" to begin
- "stop" when they need a break
- "again" for repetition
- "happy" to express enjoyment

5. AAC Reflection

Model and support:

"I like clap."

"That was fun."

"More play."



VISUAL SUPPORT CARDS

PRINT AND CUT OUT THE VISUAL SUPPORT CARDS TO GUIDE STUDENTS THROUGH THE SEQUENCE. MODEL EACH ACTION CLEARLY, THEN HAVE STUDENTS PRACTISE IN PAIRS.

