

Pass the Clap (Levels A-B)

PLAY

To build early turn-taking skills, shared focus, working memory and social connection through a simple clap-passing routine in a circle.



Learning Intentions

Practise Turn-Taking:

Students will explore taking turns within a simple, supported group routine.

Use Simple Motor Actions:

Students will attempt a clap, tap, or gesture to pass the action along the circle.

Engage with the Group:

Students will notice peers, participate in the shared rhythm, and enjoy the group experience.



Success Criteria

Students attempt to clap, tap, or gesture at least once during the activity.

Students show awareness of whose turn is next (looking, pointing, reaching).

Students stay engaged and participate with smiles, sounds, gestures, or claps.



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PLAY

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Duration: 5 minutes

Objective

To build early turn-taking skills, shared focus, working memory and social connection through a simple clap-passing routine in a circle.

What You Need

No materials required

Optional:

- Visual cue card showing “clap”
- Visual cue card showing “your turn”
- AAC vocabulary: *my turn, your turn, clap, go, finish*

Setup

Students sit in a circle on the floor, in chairs, or in wheelchairs.

Teacher models:

- one clap or tap
- turning to the next person
- a gesture like pointing or nodding to show “your turn.”

Provide slow, clear modelling before the game begins.

Gameplay / Activity Steps

Step 1: Teacher Starts the Clap

Teacher claps once (or taps lap/table/armrest) and turns toward the next student.

Teacher models the cue:

“Your turn!” (spoken or shown on AAC/visual card)

Step 2: Student Passes the Clap

The student responds by:

- clapping once
- tapping lap/armrest/table
- patting their chest
- pressing AAC “clap” or “go”
- making a happy sound or gesture

Adult support may guide the student gently (hand-under-hand).



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Step 3: Continue Around the Circle

Each student passes the clap/tap to the next person.

Teacher narrates to maintain clarity:

“Now it goes to Sam...”

“Oh! Now it’s Mia’s turn!”

Celebrate every attempt.

Step 4: Memory edition (Optional)

If the group is ready, try:

- Student A turns to the person next to them and claps once.
- Student B receives the clap, claps once to mimic Student A’s choice and then Claps twice
- Student C receives the two claps, claps twice and then claps three times

The game progresses and continues until everyone has had a turn. See how many claps the team can get up to. The teacher or educators can assist and help to remind students of how many claps they are up to.

Stop anytime the group needs a reset and celebrate all attempts!

Reflection Prompts

Use visuals, gestures, and simple questions:

- “Did you like clapping?” (yes/no card)
- “Show me your clap!”
- “How did it feel when your friends clapped with you?”
- “Do you want to play again?”

Any response is accepted, eye gaze, smile, gesture, vocalisation, AAC.

Sensory-Seeking Learners Variation

1. Big Body Claps

Encourage larger actions for students needing sensory input:

- clap overhead
- reach arms out wide
- stomp then clap
- clap + wiggle



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2. Sensory Taps

Use different surfaces for tactile feedback:

- textured mat
- cushion
- soft drum
- table surface

Students choose what feels best.

3. Add a Rhythm Beat

Teacher uses a slow drum beat or hand tapping to help students anticipate when the next turn is coming.

4. Use Light or Sound Cues

Students pass a gentle sound (bell tap) or visual cue (shaking ribbon) instead of a clap.

AAC-Specific Supports

1. Prepare Vocabulary

- my turn
- your turn
- clap
- go
- finished
- good job
- friend

2. Aided Language Input

Teacher models on the device:

“My turn → clap.”

“Your turn.”

“You did it!”

3. AAC Choice-Making

Students choose:

“Clap or tap?”

They select by pointing, pressing AAC, or eye gaze.



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4. Participation Without Clapping

Students may:

- press “clap” on AAC
- nod
- tap their hand
- smile at the next person
- point to the next student

5. Reflection via AAC

Students respond using:

- “happy”
- “fun”
- “again”
- “finished”

Notes for Inclusion

Provide extra processing time between each turn.

Celebrate all forms of participation.

Allow gentle hand-under-hand support for students needing physical guidance.

Ensure the circle is spaced to include wheelchairs and mobility needs.

