

# Roll & Move (Levels A-B)

STAY  
ACTIVE

To introduce early movement skills and social participation through a simple dice-based movement game where students watch, copy, and enjoy group actions together.



## Learning Intentions

**Practise simple movement:**

Students aim to explore one or two basic movements with adult modelling.

**Take part in a shared routine:**

Students aim to join the group when it is time to move.

**Engage with peers:**

Students aim to participate alongside others through shared actions and celebrations.



## Success Criteria

I can take a turn rolling, touching, or choosing the dice (with help).

I can copy or attempt at least one movement.

I can participate with the group using gesture, movement, or AAC.



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**Duration:** 4–6 minutes

## Objective

To introduce early movement skills and social participation through a simple dice-based movement game where students watch, copy, and enjoy group actions together.

## What You Need

- Soft foam dice or picture-based dice
- Movement picture cards for each action (found in PDF resource)
- AAC device or choice boards with movement icons (clap, stomp, stretch, etc.)

## Setup

- Students sit or stand in a circle or semicircle.
- Teacher shows each movement card with clear modelling:
  - Clap
  - Stomp / Tap
  - Spin / Arm circles
  - Touch toes / Reach down
  - Jump / Arm lifts
  - Stretch
- Place the dice and cards in the centre.

## Gameplay / Activity Steps

### 1. Warm-Up: Try the Movements

The teacher models each action slowly.

Students respond by:

- Copying
- Watching
- Smiling
- Using AAC (“clap”, “go”)

Celebrate all attempts.

### 2. Take a Turn Rolling

One student rolls the dice by:

- Pushing it
- Dropping it
- Rolling it
- Touching it so an adult rolls for them
- Indicating a card instead of rolling (if preferred)

The teacher names the result and shows the matching picture.



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### 3. Group Action Together

All students do the movement:

- 1 = Clap (single clap or tap)
- 2 = Stomp / Tap feet or chair sides
- 3 = Spin / Arm circles / Wheel turn
- 4 = Touch toes / Reach down / Touch lap
- 5 = Jump / Arm raise / Bounce in seat
- 6 = Stretch arms up

The teacher models the movement at the same time.

### 4. Repeat with New Turns

Continue for 3–5 rounds.

Teacher uses supportive language:

- “Your turn.”
- “Let’s all move together!”
- “Great trying!”

### Reflection / Debrief

Use visuals to prompt:

- “Which one did you like? Clap or stretch?”
- “Show me your favourite movement.”
- “How do you feel?” (happy / tired / excited)

Allow pointing, eye gaze, AAC or gesture responses.

### Variations

#### 1. Picture Dice Version (Highly Supported)

Use dice with pictures instead of numbers.

Students match the rolled picture with the movement card.

#### 2. Sensory-Seeking Edition

Add bigger movements before each round:

- Shake hands
- Wiggle
- Stretch high
- Useful for students who need extra sensory input.



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### 3. Station Walk / Roll

Place movement cards in different parts of the room.  
Roll the dice → group moves to the matching station.  
Great for early mobility exploration.

### 4. Hand-Only Version (Low Motor Demand)

Students stay seated and use small actions:

- Tap lap
- Finger wiggle
- Arm stretch
- Perfect for learners with limited mobility or sensory overwhelm.

#### AAC-Specific Supports

Recommended buttons:

- clap
- stretch
- go
- more
- happy
- again

Model AAC use each round, e.g.:

“Let’s do... *clap!*”

Provide slow, calm wait time.

#### For Wheelchair Users / Accessibility

Replace movements with accessible equivalents:

- **Clap:** tap tray or tap fingertips
- **Stomp:** tap the wheelchair side
- **Spin:** half-turn or arm circle
- **Touch toes:** reach down to lap or touch wheels
- **Jump:** strong arm lifts or bounce gently in seat
- **Stretch:** reach arms upward or outward

Encourage peers to try adapted versions so movements feel shared and inclusive.



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### Notes for Inclusion

- Accept any form of participation, movement, eye gaze, sound, smile, AAC.
- Provide very clear modelling with one instruction at a time.
- Keep rounds short and predictable.
- Praising effort increases belonging:
- "You tried! That's great moving!"
- Links with Levels A-B SEL: joint engagement, simple turn-taking foundations, body awareness, and positive peer interaction.



# MOVEMENT PICTURE CARDS



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