

Shape Stretch (Levels A-B)

STAY
ACTIVE

To develop early motor awareness, imitation, and creativity by exploring shapes through simple, accessible body movements suited to Levels A-B learners.



Learning Intentions



Body Awareness:

Students will explore simple body positions using arms, hands, or whole-body movement.

Balance and Coordination:

Students will practise holding short poses with adult modelling and support.

Creativity and Engagement:

Students will experiment with shapes in ways that feel fun and comfortable.



Success Criteria

Students copy or attempt at least one teacher-led shape.



Students hold a pose briefly (1 - 3 seconds) with or without support.

Students show engagement, smiling, looking at the teacher, moving their body, or trying their own shape.



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Duration: 5 minutes

Objective

To develop early motor awareness, imitation, and creativity by exploring shapes through simple, accessible body movements suited to Levels A-B learners.

What You Need

No materials required

Optional: large shape visuals (circle, star, line, triangle)

Optional: tactile shapes (foam pieces, soft mats)

AAC systems with symbols for "circle," "star," "up," "wide," "stretch," "more," "stop," "happy"

Setup

1. Students spread out safely or sit in a large circle.
2. The teacher shows 2 - 3 shape visuals and models each action slowly.
3. Provide hand-over-hand or side-by-side demonstration for students needing additional support.
4. Ensure AAC devices are open to action and shape vocabulary.

Gameplay

1. Teacher-Led Shapes

Introduce one shape at a time with simple actions:

- **Circle** → arms round in front or above
- **Star** → arms wide, legs apart (or arms wide for seated students)
- **Line** → stand or sit tall, arms straight by sides
- **Triangle** → arms above head forming a point (or hands together overhead)

Teacher says:

"Make a circle... hold... 1, 2, 3!"

Students hold the pose in any way they can.

2. Partner/Group Shapes (Simplified for Levels A-B)

Pairs sit or stand opposite each other and copy the same shape of their partner at the same time. Take turns for the students to model a shape and their partner then attempts to copy the chosen shape.

Options:

- both make a circle
- both make a star
- both sit tall like a line

Focus is on *shared action* rather than forming a new combined shape.



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3. Create Your Own Shape

Invite students to make any shape with their body: Another option is for the students to try and work in pairs to create a shape together using their arms and/or legs. They can also do this with an educator.

Some ideas are:

- wiggle arms like a squiggly line
- curl up small like a ball
- stretch tall to make an arrow or rectangle
- twist to one side just like a twisting slide.

Teacher affirms:

"You made a new shape! Great creation!"

Students may also point to a shape card to "choose" their shape.

Debrief / Reflection

Use visuals or gesture options:

- "Show me your favourite shape!"
- "Did you like circles or stars?"
- "How does your body feel?" (use happy/calm visuals)
- "Do you want to try more shapes?" (yes/no visuals)

Celebrate all participation.

Sensory-Seeking Learners Variation

1. Larger, Dynamic Movements

- Circle → big arm sweeps
- Line → stretch tall on tiptoes
- Star → full-body jump-into-star (or seated arm bursts)
- Triangle → slow reaching overhead

2. Tactile Cues

Provide shapes to touch before making them:

- soft circle ring
- star cut-out
- long foam strip for "line"

Students can match touch → action.



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3. Extra Regulation Input

Between shapes, allow:

- body squeezes
- weighted lap item
- wall push
- wiggle break

Then return to holding poses.

4. Choose-Your-Movement Option

For students who crave movement, offer:

“Big shape or small shape?”

“Fast arms or slow arms?”

This supports autonomy and positive regulation.

AAC-Specific Supports

1. Prepare Relevant Vocabulary

Include:

- circle
- star
- up
- wide
- stretch
- line
- more
- stop
- happy

2. Aided Language Input

Teacher models on AAC while demonstrating:

“Circle.”

“Star.”

“Stretch up.”

“More.”



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3. Choice-Making With AAC

Ask:

“Which shape?”

Students choose by:

- tapping a symbol
- pointing
- eye gaze
- partner-assisted scanning

4. AAC Participation During Play

Students can press:

- “go” → to start a shape
- “stop” → to finish
- “again” → repeat a favourite shape

5. AAC Reflection

Students respond with:

- “happy”
- “like”
- “more shapes”
- “circle/star/line”



VISUAL CARDS

PRINT AND CUT OUT THE SHAPE CARDS FOR STUDENTS TO COPY. BEGIN BY MODELLING A FEW SIMPLE SHAPES, THEN CALL OUT OR HOLD UP A CARD FOR STUDENTS TO CREATE WITH THEIR BODIES.



VISUAL CARDS

