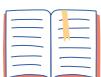


# Walk, Stop, Name, Clap - Levels F-3

# PLAY

To strengthen listening, reaction, and social skills while fostering an energetic, fun, and cooperative atmosphere.



## Learning Intentions

### Promote Social Interaction and Teamwork:

Students will develop active listening and quick reaction skills.

### Movement and Coordination:

Students will practise movement control, timing, and physical coordination.

### Social Interaction:

Students will build confidence by saying names, encouraging peers, and celebrating group success.



## Success Criteria

Students accurately follow the given commands.

Students show confidence in using their voice or gestures when responding.

Students engage positively with peers by listening, naming, and celebrating participation.

the school of  
**PLAY**



# Walk, Stop, Name, Clap - Levels F-3

# PLAY

Duration: 5–8 minutes

## Objective

To strengthen listening, reaction, and social skills while fostering an energetic, fun, and cooperative atmosphere.

## Players

- Whole class or small groups.

## Materials

- Safe, open space.
- Optional: Visual command cards (Walk, Stop, Name, Clap) (found in PDF resource tab).

## Setup

- Students spread out in a safe, open area.
- The teacher or leader introduces and models each command.
- Start with practice rounds before progressing to faster or more complex commands.

## Gameplay Rules

- The leader calls out one command at a time:
  - Walk** – move around the space safely.
  - Stop** – freeze like a statue.
  - Name** – say your name or point to a friend and say their name.
  - Clap** – clap hands once or twice.
- Mix the order of commands and gradually increase the pace.
- Encourage students to focus on listening closely and reacting quickly.
- Celebrate correct responses with cheers, smiles, or claps together.

## Variations

- Switch Commands:** Change the meaning of commands once students are confident (e.g., “Walk” means freeze, “Stop” means move).
- Memory Challenge:** Add an extra command (e.g., jump, wave, or spin) and ask students to remember the new rule.
- Pair Play:** Students play in pairs, taking turns calling out commands for each other.
- Sequence Play:** Leader calls out a short sequence of 2–3 commands for students to follow in order.

# Walk, Stop, Name, Clap - Levels F-3

# PLAY

## Winning the Game

- No elimination; everyone stays involved.
- Success is celebrated through accuracy, speed, and teamwork.
- Can set group challenges such as: "How many correct rounds can we complete in 2 minutes?"

## For Wheelchair Users / Accessibility

- Replace **Walk** with "Move" (roll forward, move arms, or spin gently).
- Replace **Clap** with a tap, click, or chosen body movement.
- Adapt **Stop** to a still position with arms raised, out, or another freeze action.
- Ensure space is accessible so all students can move and participate equally.

## Notes for Inclusion

- Allow both verbal and non-verbal responses (gestures, pointing, clapping).
- Provide additional time or modelling for students who need it.
- Emphasise fun, inclusion, and peer encouragement over accuracy.

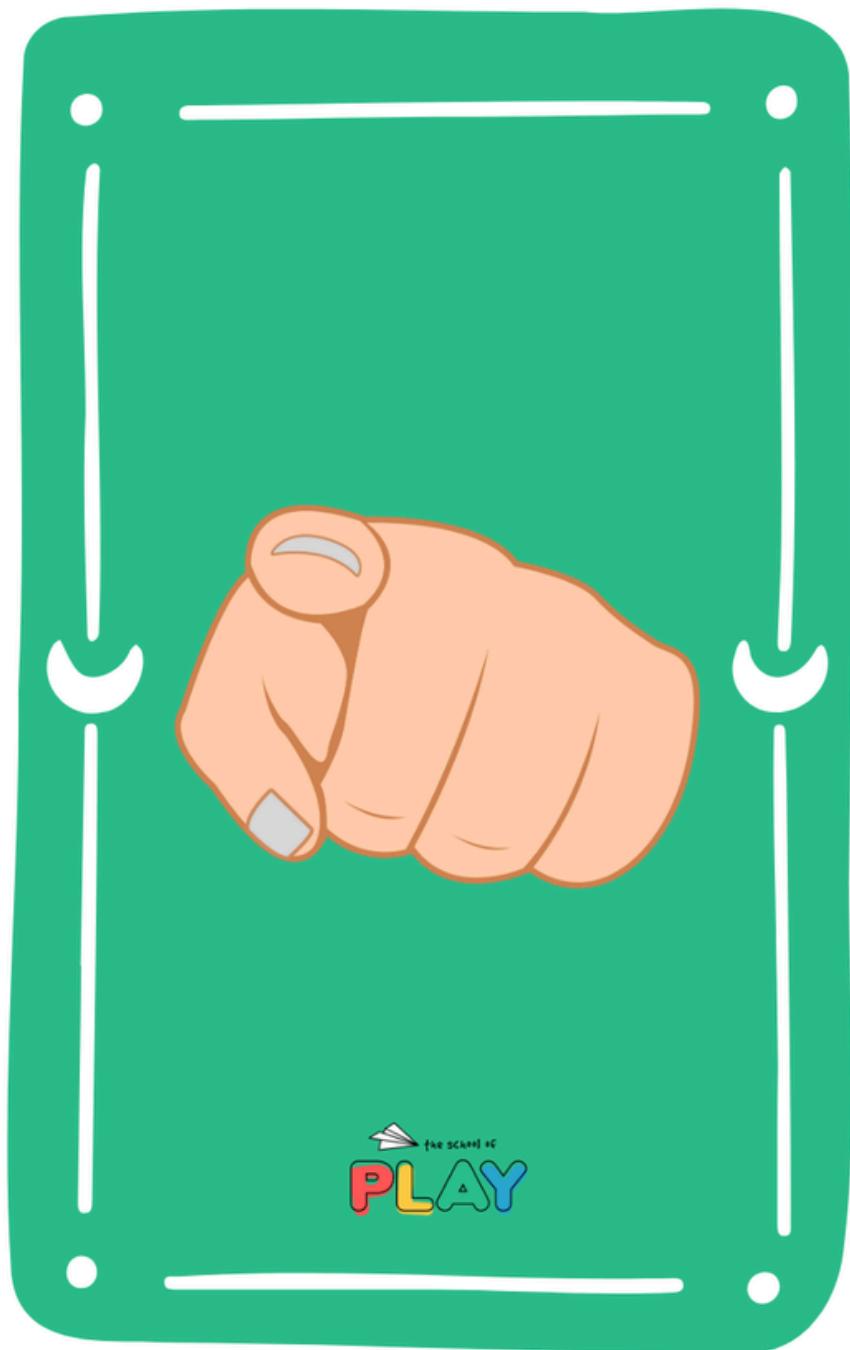


# CUE CARDS

PRINT AND CUT OUT THE 4 VISUAL CUE CARDS. HOLD UP A CARD AS YOU CALL OUT THE COMMAND SO STUDENTS CAN CONNECT THE WORD, PICTURE, AND ACTION WHILE THEY PLAY.



# CUE CARDS



# CUE CARDS



# CUE CARDS

