

Walk, Stop, Name, Clap (Levels A-B)

PLAY

To develop early listening skills, movement awareness, and social connection through a simple, predictable movement game using four clear actions.



Learning Intentions

Practise listening and responding:

Students aim to notice simple commands and respond with a movement or gesture.

Move and explore safely:

Students aim to engage in simple movement to build body awareness and confidence.

Connect with others:

Students aim to participate with peers through shared actions and moments of celebration.



Success Criteria

I can respond to at least one command with help (walk, stop, name, clap).

I can use movement, gesture, or AAC to join in.

I can take part in the group routine with support.



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Duration: 4–6 minutes

Objective

To develop early listening skills, movement awareness, and social connection through a simple, predictable movement game using four clear actions.

What You Need

- Open, safe space
- Optional: visual command cards (Walk / Stop / Name / Clap) (found in PDF resource)
- AAC devices programmed with: **walk, stop, name, clap, go, more**

Setup

- Students spread out in a safe area, sitting, standing, or in wheelchairs.
- Teacher models each action slowly:
 - “Walk = move your body.”
 - “Stop = freeze or be a statue.”
 - “Name = point to yourself or a picture of yourself on the wall or desk .”
 - “Clap = clap or tap your hands.”

Provide adapted versions for any students who need alternative movements.

Gameplay / Activity Steps

1. Warm-Up: Teach Each Command

Show each visual or gesture and model:

- **Walk:** slow marching in place or rolling forward
- **Stop:** freeze, hands still
- **Name:** tap chest, point to self, or press name on AAC
- **Clap:** clap once or tap chair
- Students practise each action with adult support.

2. Start the Game

The teacher calls one command at a time with a clear voice and visual cue.

Examples:

- “Walk!” → students move their bodies safely
- “Stop!” → freeze
- “Name!” → students point to themselves, tap their chest, or press AAC
- “Clap!” → one or two claps, taps, or hand movements

Celebrate every correct or attempted response.

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3. Repeat in Different Orders

Teacher mixes commands in new sequences:

- Walk → Clap → Stop
- Name → Walk → Stop → Clap
- Walk → Name

Keep the rhythm slow and predictable.

4. Group Celebration

After 4 - 5 rounds, the group does a simple celebration:

- Clap together
- Wiggle
- Thumbs up
- AAC "happy" or "yay"

Reflection / Debrief

Use simple visual prompts:

- "Which one did you like? Walk? Clap?"
- "Show me stop!"
- "How do you feel?" (happy / tired / excited visuals)

Students may respond by pointing, tapping, gesturing, or vocalising.

Variations

1. Copycat Version (Highly Supported)

Instead of commands, students copy the teacher's movement:

- Teacher moves arms → students follow
- Teacher freezes → students freeze
- Great for early joint attention.

2. Slow & Fast Version (Sensory-Friendly)

The teacher uses slow voice and movements first, then fast.

Students practise adjusting their movement.

Keeps sensory-seeking learners engaged.

3. Station Version (Low Movement)

Place cards on the floor or table.

Students tap or point to the card called out instead of moving around.

4. Peer Leader Version (Supported)

A student selects a visual card and holds it up.

Class responds to the card.

Good for leadership and engagement.



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AAC-Specific Supports

Add or program:

- walk
- stop
- name
- clap
- go
- more
- happy

Model each button during the game.

Allow extra wait time for selection.

For Wheelchair Users / Accessibility

- **Walk → Move:** roll forward, push wheels gently, or move arms
- **Stop:** still hands, still wheels, or raise hands
- **Name:** tap chest, point to self, press AAC
- **Clap:** tap tray, touch fingertips, or make a soft hand movement
- Ensure the space allows free movement and visibility.
- Peers mirror gestures to ensure inclusion.

Notes for Inclusion

- Accept all communication attempts: eye gaze, gesture, sound, AAC, partial movements.
- Provide one-step instructions paired with visuals.
- Allow extra time for processing and response.
- Celebrate effort over accuracy with positive narration:
“You tried! That’s great listening.”
- Links to Levels A-B SEL: early listening, body awareness, turn-taking foundations, and building a sense of belonging.



CUE CARDS

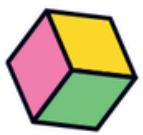
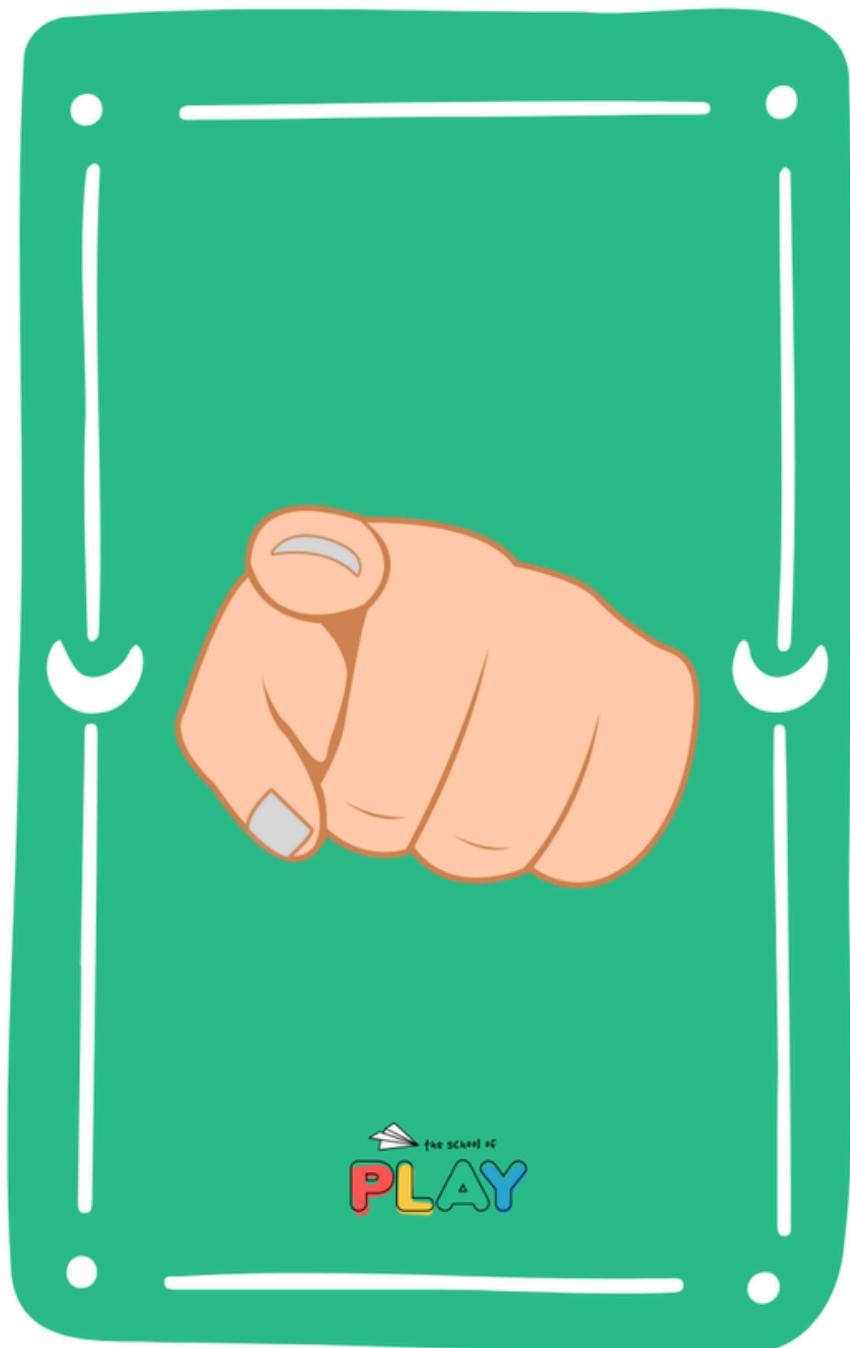
PRINT AND CUT OUT THE 4 VISUAL CUE CARDS. HOLD UP A CARD AS YOU CALL OUT THE COMMAND SO STUDENTS CAN CONNECT THE WORD, PICTURE, AND ACTION WHILE THEY PLAY.



CUE CARDS



CUE CARDS



CUE CARDS

