

# 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.



the school of  
**PLAY**

the school of  
**PLAY**



# CUE CARDS

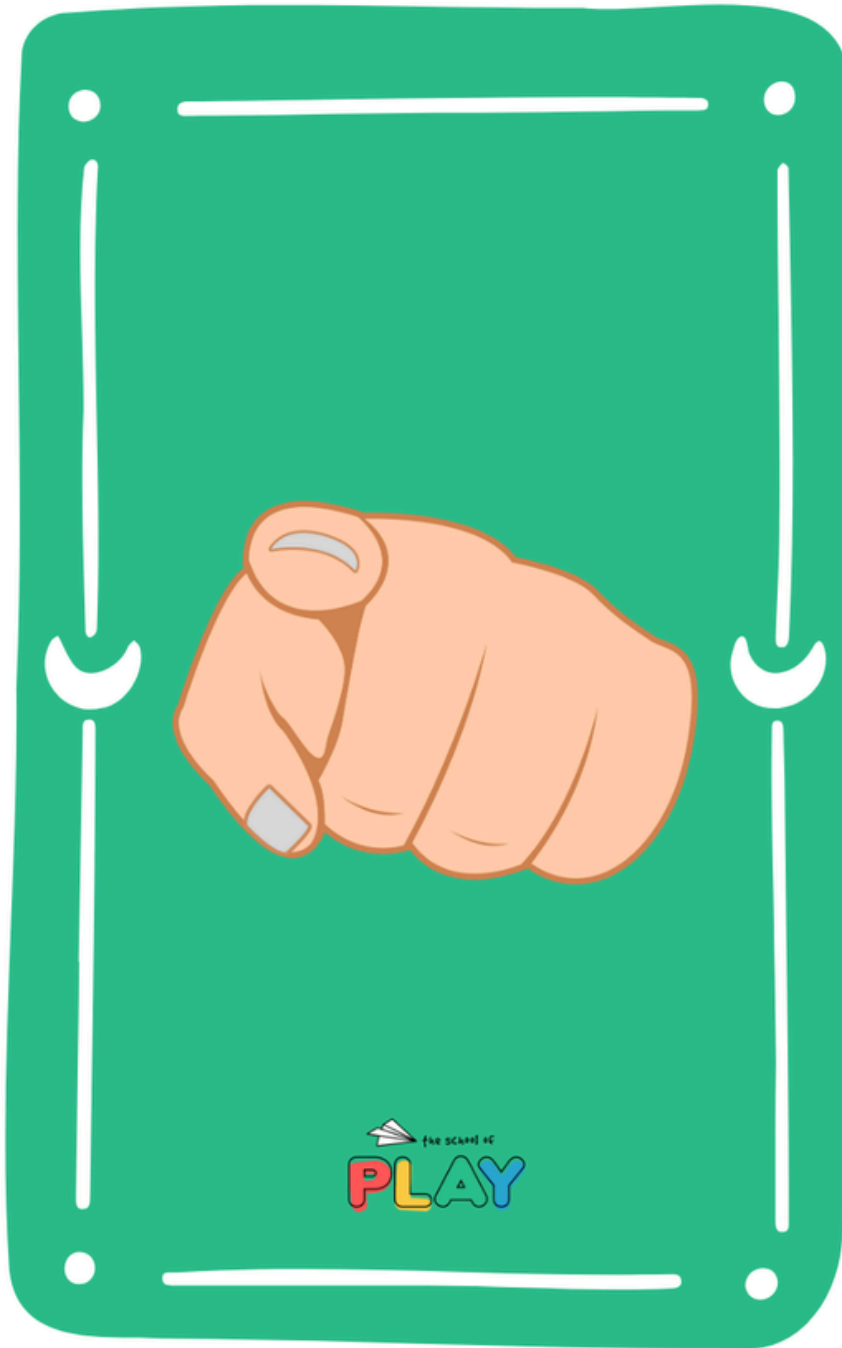


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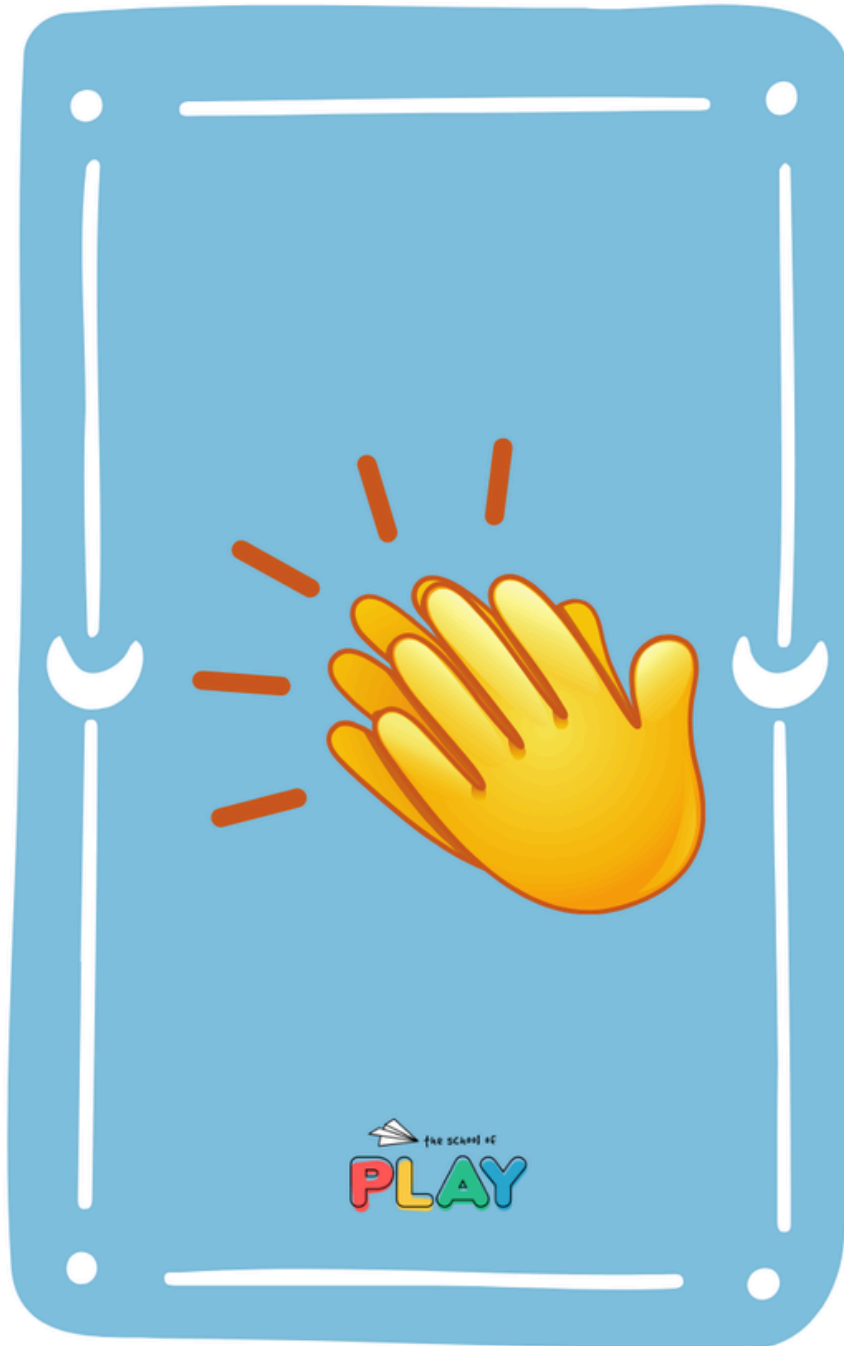


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