Lesson: Movement Activities

Materials: Action visuals on computer, phone, tablet screen, or printed and cut out

Supplemental Activities:

Movement Song – Jack Hartmann - https://www.youtube.com/watch?v=oLaJ4jyKBUY

Move and Freeze Song – The Learning Station - https://www.youtube.com/watch?v=388Q44ReOWE

Action Song – The Singing Walrus - https://www.youtube.com/watch?v=dUXk8Nc5qQ8

POTENTIAL LEARNING OPPORTUNITIES – You DO NOT need to do these all at once. Remember you can run the activity multiple times and focus on the same learning opportunities or different learning opportunities each time you do the activity.

****Help – when we say "help" we mean provide a prompt or support that allows the learner to do what you want successfully. This help can come in a variety of forms (e.g., physical, model, gestural, vocal, etc.) but only use one at a time and be sure to get rid of the help and work toward independence.

1 – Imitation – When working on imitation we want our learner to copy or imitate the action we are doing. If you want to focus on this during the lesson gain your learner's attention then say a variation of "do this" (e.g. copy me, do what I do, do the same, etc.) and then jump, roll, hop etc. Do whatever action card you pulled and then help or wait for your learner to independently copy you. You do not need to show them the picture card during imitation.

2 – Follow Visual Directions – When working on teaching single picture directions you would show the learner the card and say a variation of "do this" and then help or let the learner independently follow the visual direction for the action. You DO NOT need to name the action, just show the card.

3 – Requests - Direct the behavior of others– When your learner picks a card, they can expressively with their communication system (speech, SGD, PECS, etc.) direct you to engage in the action. For example ("I want mom jump" or even just "mom jump").

4 – Comment – After engaging in the actions throughout the game/activity you can model comments and pause and give an expectant look creating space for learners who are able to comment on the activity. Examples: It's fun, I like it, I don't like it, wooohooo, It's funny, I'm tired, etc.

5 – Basic Requests – Throughout the activity and in their communication modality learners can make basic requests. For example, water may be a good request because they may be thirsty from exercising. Put the water out in view and create that opportunity. If you have a learner who is using attributes you could also work on adding fast or slow to the actions (e.g. run fast or run slow) or high or low (jump high or jump low).