

Moving and Grooving and Talking!

Movement Activities to Support Language Learning

(Musselwhite, 2005)

WHY? These activities are set up to support students in engaging in motor activities to enhance motivation, support language learning (especially vocabulary and concept development, and direction-following), and serve as a valve for excess energy!

WHO? These motor / language activities are especially intended for students who use AAC devices.

WHAT? Focus is on:

- **CORE VOCABULARY:** supporting individuals in learning high frequency words (ON / UP / BIG)
- **CATEGORY WORDS:** body parts / action words / locations / colors
- **DIRECTION-FOLLOWING:** students follow directions such as PUT ARM OUT; GO FAST!; GO UP BIG MOUNTAIN

WHERE & WHEN: These activities could be used as social interaction / language practice games during recess or physical education class. Activities can also be a wonderful focus for joint speech / occupational / physical therapy sessions. They could also be used for a 5-minute excess energy release. For example, you might use one game each day as a 'buffer' between center activities and morning meeting.

HOW: Have students take turns being the leader. Have AAC device users prepare directions in advance, to keep the pace moving quickly. Consider using props such as:

- symbol cards (e.g., BoardMaker symbols)
- icon cards (showing students symbol sequences)
- word cards (for students who are beginning to use conventional literacy skills)

For students who do not have AAC devices, use large-vocabulary light tech systems, such as those described on the handout, Light Tech displays:

- Karen & Sherry's Tab Top Flip Set: Karen.Casey@ncmail.net

- Caroline & Gretchen's eye-gaze writing set: www.aacintervention.com

STOP AND GO

Directions:

- Leader calls out *GO*, and keeps yelling *GO, GO, GO* until judges are ready
- Players move as fast and as crazy as they can
- When the leader calls out *STOP*, players freeze in their tracks
- Two Judges (students) each pick a winner, and give them praise, using words such as:
 - o INTERJECTIONS (*COOL*)
 - o ADJECTIVES (*SILLY*)
 - o ADVERBS (*FAST*)

The two students who were selected now become Judges

Props & Vocabulary Targets:

Symbol / word / icon cards for:

CORE: *GO STOP*

Category:

Interjections (*COOL / AWESOME / VERY GOOD*)

Descriptive words:

- o Adjectives (*PRETTY / SILLY / CRAZY / FUNNY / SWEET*)
- o Adverbs (*FAST / SLOW*)

Kicking It Up A Notch:

Beginning Communicators: work primarily on *GO / STOP*, plus one or two interjections

Intermediate Communicators: work on a wider range of descriptive words

Experienced Communicators: work on praise sentences (*YOU ARE SO COOL!*)

Tips:

Keep the pace moving!! First, help all students practice *GO* and *STOP*.

Judges should plan ahead, deciding:

- who they are going to pick
- what praise they are going to give

That way, when the leader calls, *STOP*, they are ready to roll.

HOKEY POKEY: THE GAME

Directions:

- Leader gives directions
- Players follow direction
- Make each verse a quick song focusing on core (CAPS) and category vocabulary (underlined), such as:
 - o PUT YOUR arm OUT
 - o PUT YOUR arm OUT
 - o PUT YOUR arm OUT
 - o AND GIVE A BIG shout!

Kicking It Up a Notch:

Students take turns being leader.

Beginning Communicators: use single words (e.g., arm)

Intermediate Communicators: use category word + preposition (leg UP)

Experienced Communicators: give multiword directions (PUT YOUR elbow DOWN)

Props & Vocabulary Targets:

Symbol / word / icon cards for:

CORE: PUT YOUR UP OUT DOWN AND GIVE A BIG

Category: body parts (arm / leg / hand / elbow / foot, etc.)

Tips:

Keep the pace moving!! Choose ahead. For example, while the group is singing and acting out one verse, the next leader is working with a facilitator to build his /her directions. That way, when one verse is completed, the AAC user will be ready to give the next direction

CIRCLE SONG

Directions:

- Teacher sings song
- Players move in a circle, engaging in the action that is directed
- Make each verse a quick song focusing on core (CAPS) and category vocabulary (underlined), such as:
 - o Circle, circle, GO AROUND THE circle.
 - o Circle, circle, jump right NOW!

Kicking It Up a Notch:

Students take turns being Caller (the one who calls out the action).

Beginning Communicators: use single words (e.g., dance)

Intermediate Communicators: use category word + NOW
(ex: sit NOW)

Experienced Communicators: use more exotic category words, or combinations of words (ex: GO BACKWARDS NOW)

Props & Vocabulary Targets:

Consider using the Go Around the Circle songboard, on the CD *Singing to Learn*, (Musselwhite, 2005) www.aacintervention.com

Symbol / word / icon cards for:

CORE: GO / AROUND

Category: action words (jump, eat, stand, dance, sleep, etc.)

Tips:

Keep the pace moving!! Choose ahead. For example, while the group is singing and acting out one verse, the next Caller is working with a facilitator to build his / her directions. That way, when the facilitator comes to the part to be filled in, the AAC user will be ready to give the next direction.

SCARF IT UP! Colors and Shapes

(Idea from Annette Nicdao)

Directions:

- Teacher passes out square scarves
- Students take turns being the Describer (the one who tells what color, and what shape to make them) and the Caller (the one who calls out what to do with it).

- Make each verse a quick chant focusing on core (CAPS) and category vocabulary (underlined), such as:

- *Describer:* GET RED; MAKE IT square
 - o PUT IT UP.
 - o PUT IT UP.
 - o PUT IT UP, UP, UP!

Kicking It Up a Notch:

Beginning Communicators: use single words (e.g., 'What color?' red; or 'What shape?' triangle)

Intermediate Communicators: use color + shape
(ex: pink diamond)

Experienced Communicators: use longer combinations of words (ex: GET THE RED ONE. MAKE IT A SQUARE; PUT IT BEHIND; PUT IT)

Props & Vocabulary Targets:

Symbol / word / icon cards for:

CORE: PREPOSITIONS (UP / DOWN / IN / BEHIND)

Category: colors (RED, BLUE, YELLOW, etc.)

shapes (SQUARE, RECTANGLE, TRIANGLE, DIAMOND, etc.)

body parts (KNEES, FEET, etc.)

Tips:

Keep the pace moving!! Choose ahead. For example, while the group is chanting and acting out one verse, the next Describer is working with a facilitator to choose a color and shape and the next Caller works to build his / her directions (e.g., IN FRONT OF knees). That way, when the facilitator comes to the part to be filled in, the AAC user will be ready to give the next direction.

GOING ON A BIKE RIDE

(Idea from Richard Ellenson)

Directions:

- Teacher starts chant, based on 'Going On a Bear Hunt' chant
- Students take turns being the Commenter (the one who calls out a comment such as OH NO!) and the Caller (the one who calls out what is coming up next). You may also want a Coach who tells the group to GO FASTER or CLIMB HIGHER!
- Make each verse a quick chant focusing on core (CAPS) and category vocabulary (underlined), such as:
 - o GOING ON A BIKE RIDE.
 - o GOING ON A BIKE RIDE.
 - o <Yikes!> Big mountain!

Kicking It Up a Notch:

Beginning Communicators: use single words (e.g., park)

Intermediate Communicators: use descriptor + place
(ex: scary tiger)

Experienced Communicators: use longer combinations of words (ex: VERY mean tiger)

Props & Vocabulary Targets:

Symbol / word / icon cards for:

CORE: BIG / LITTLE

Category: interjections (WHOOOPS, YIKES, LOOK OUT, etc.)

descriptors (BIG / LITTLE / LONG / TALL)

places (mountain, park, tree, etc.)

animals (tiger, snake, lion, etc.)

Tips:

Keep the pace moving!! Choose ahead. For example, while the group is chanting and acting out one verse, the next Commenter is working with a facilitator to choose what to say (YIKES) and the next Caller works to build his / her directions (e.g., REALLY big mountain). That way, when the facilitator comes to the part to be filled in, the AAC user will be ready to give the next direction.