

# Left, Right, Up, Down (Levels A-B)

# PLAY

To provide a simple, playful, and accessible movement game where students explore direction following, body awareness, and partner interaction through supported imitation and fun physical actions.



## Learning Intentions

### Attention and Body Awareness:

Students will practise responding to simple directional cues (left, right, up, down) using gesture, movement, or eye gaze.

### Developing Self-Management:

Students will engage in a predictable routine that supports focus, turn-taking, and waiting with adult assistance.

### Social Participation:

Students will play alongside a peer, noticing their actions, sharing turns, and celebrating participation.



## Success Criteria

Students respond to directional cues using any appropriate action (gesture, pointing, eye gaze, body movement).

Students attempt a simple movement action (e.g., clap, tap, stretch) with support after each turn.

Students show positive engagement, smiling, looking toward their partner, vocalising, copying actions, or taking turns.



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**Duration:** 5 - 8 minutes

## Objective

To provide a simple, playful, and accessible movement game where students explore direction following, body awareness, and partner interaction through supported imitation and fun physical actions.

## What You Need

Directional visual cards (Left, Right, Up, Down) (found in PDF resource)

Optional: coloured floor markers or arrows

Optional: sensory tools (fidget, weighted item, textured object)

AAC devices or communication boards with direction symbols or core words ("go," "stop," "more," "left," "right," "up," "down")

## Setup

1. Students stand or sit in a semi circle facing the teacher or students can be paired together (or a student plays with an educator).
2. The teacher models each direction using body actions and holding up the relevant card:
  - Left → point or look left
  - Right → point or look right
  - Up → raise hands or look upward
  - Down → tap knees or look down
3. Provide hand-over-hand or side-by-side modelling as needed.
4. Ensure students' AAC systems are open to directional vocabulary or simple action words.

## Gameplay

### Option One – Seated or Stationary Play

Best for emerging learners or students needing lower sensory demand. Students start in a semi circle formation facing the teacher, seated or standing.



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## 1. Direction Challenge

Teacher counts: "3... 2... 1..." and holds up a direction card and uses the relevant verbal cue.

Students copy, move or indicate the direction the teacher holds up and calls out, this can be done by:

- pointing
- moving their hand
- shifting eyes
- lifting/ lowering their head
- holding up their own direction card

## Option Two – Movement Play

Ideal for students ready to work in pairs.

- Students pair up or work with an educator
- Player 1 chooses a direction card, player two has to complete the relevant movement that matches the direction shown.
- Movement can be completed in any way, pointing, stepping, turning head etc.
- Repeat for 2 - 3 directions and then swap roles.
- See how many correct movements player 2 can get in a row!

## Debrief / Reflection

Use visuals, demonstrations, and simple language:

- "Show me your favourite direction!"
- "Did you like up, down, left, or right?"
- "How did it feel to play with your partner?"
- "Show me the direction that made you smile."

Allow gestures, eye gaze, vocalisations, or AAC responses.

## Sensory-Seeking Learners Variation

### 1. Add Whole-Body Movement

Pair directions with larger actions:

- Up → big arm stretch
- Down → touch the floor or knees
- Left → sideways lean
- Right → sideways lean the other way



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## 2. Use Tactile Direction Cues

Provide textured cards for each direction:

- left = rough texture
- right = smooth texture
- up = soft fabric
- down = bumpy dot mat

Students select by touching instead of pointing.

## 3. Rhythm-Based Direction Cues

Use claps or drum taps to match directions:

- 1 tap = up
- 2 taps = down
- 3 taps = left
- 4 taps = right

Students who rely on auditory cues will remain highly engaged.

## 4. Regulation Reset

If students become overstimulated:

- use deep pressure (weighted toy, squeeze cushion)
- wall push, chair push, or slow body rocks
- allow a short break and rejoin next round

## AAC-Specific Supports

### 1. Prepare AAC Vocabulary

Ensure symbols available for:

- left
- right
- up
- down
- "more"
- "go"
- "stop"
- "my turn"
- "your turn"



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## 2. Model Directions Using Aided Language Input

Teacher models:

“Left.” tap left

“Go!” tap go

“Your turn.” tap your turn

Students learn by observing consistent AAC use.

## 3. AAC Alternatives to Body Movements

Students may show direction by:

- tapping the symbol
- eye gaze to the symbol
- activating a switch programmed with a direction
- pointing to printed symbols

## 4. Assisted Choice-Making

Provide two-card options for emerging communicators:

“Up or down?”

“Left or right?”

## 5. AAC Reflection

Use AAC to support the debrief:

“Fun.”

“I like...”

“My favourite direction is...”

“More.”

Accept any method of participation as success.



# ARROW CARDS



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