

# Set Go - Levels A & B

PLAY

To energise students through a predictable game that supports turn-taking, joint attention, early number awareness, and safe social interaction.



## Learning Intentions

### Attention and Reaction:

Students will practise responding to the simple instructions “Set” and “Go” with adult support.

### Early Numeracy Awareness:

Students will explore small numbers (1- 3) by noticing or copying how many fingers are shown.

### Positive Social Participation:

Students will engage with a peer or staff member by taking turns, noticing actions, and participating with enjoyment.



## Success Criteria

Students respond to “Set” and “Go” in any developmentally appropriate way (pausing, hands behind back, looking at teacher).

Students attempt to show or notice a small number (1 - 3) with fingers, visuals, or objects.

Students show positive engagement, smiling, vocalising, copying, or showing interest in a peer’s actions.



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**Duration:** 3–5 minutes

## Objective

To energise students through a predictable game that supports turn-taking, joint attention, early number awareness, and safe social interaction.

## What You Need

No required materials.

Optional:

- Visual cue cards for “Set” and “Go” (found in PDF resource)
- Choice board of simple actions (hands up, stomp, clap, show one finger, etc.).
- Individual AAC devices or Podd books.

## Setup

1. Students sit or stand in a semicircle, small group, or in pairs with a staff member if needed.
2. Show students the two visuals:
3. • “Set” = hands behind back / still body
4. • “Go” = do the action
5. Model one full example so students understand what will happen.
6. Choose a simple action for everyone to do on “Go”. Start with very easy actions (open hand or closed fist) before progressing.

## Gameplay

1. Form pairs or stay with a trusted adult

Students may pair with a peer or staff member depending on regulation and support needs. Or they can all play together by standing or sitting in a semi circle or circle.

2. Teacher gives the cue

Use clear, slow cues:

“Set...” (hands behind back or simply resting still)

“Go!” (students show their hand)

Provide hand options for students to reveal or copy: A great starting point is for the teacher to demonstrate each of the hand gestures that can be made. On the “Go” command, both the teacher and the students make their chosen hand gesture which can include.

- Open hand
- Closed fist
- One finger
- Hand-over-hand support from staff can be used if required.

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### 3. Celebrate the reveal

Instead of counting total fingers as in the other levels, students simply notice:

- "Wow, your hand is open!" and encourage them to mimic your hand gesture or that of their partner/teacher.
- "You showed one finger!" - students can identify if any students made this hand gesture that shows one finger.
- "Matching hands!" if the student was able to create their own hand gesture at the same time as the teacher or their partner and they match, encourage celebration.

This aligns with early numeracy but keeps demand very low-cognitive-load.

### 4. Repeat 3 - 5 rounds with high energy

Keep the rhythm predictable:

"Ready... Set... Go!" → Celebrate → Reset

### Optional Simplified Numeracy Layer

Only add this if students are comfortable or showing readiness.

- Staff points and counts slowly: "One... two!"
- Students tap their own fingers as the adult counts.
- Students choose a card with 1 or 2 dots to match what they showed.

### Debrief

Keep language simple, visual, and positive:

- "Show me the hand you liked best!"
- "How did it feel when we did it together?" (Provide choices such as happy face / calm face / excited face cards.)
- "What was your favourite round?"
- "Did you like matching hands or choosing your own?"

Use emotion visuals, photos, or hand symbols to support communication.

### Teacher Tips

Co-regulate first: sit close, use gentle tone, reduce sensory load.

- Use visual cues: picture cards for "Set", "Go", "Hand Up", "Fist".
- Model joy: big smile, positive tone, clap softly to celebrate.
- Praise micro-successes:
- "You showed your hand, amazing!"
- "You waited! Great job!"
- "You looked at your friend!"



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## Sensory-Seeking Learner Variation

For students who require movement input:

- Replace "Go" with a larger gross-motor action: big stomp, jump, spin, reach high, push hands forward.
- Use a countdown visual (3–2–1–Go!) to help regulate impulsivity.
- Add a tactile marker such as a spot on the floor for where their feet or hands start on "Set."
- Allow students to choose from a sensory movement card set (jump, stomp, push, clap).

## AAC Supports

- Provide "Set" and "Go" symbols for students to press or point to.
- Pre-program quick-hit buttons:
  - "Ready"
  - "Go!"
  - "My turn!"
  - "More!"
- Give students the option to request the next action ("clap", "hands up", "tap knees").
- At the end, use AAC to reflect:
  - "I liked..."
  - "I felt..."
  - "I want more..."



## VISUAL CUE CARDS



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