

**Yay, Nay,  
Let's Stay  
(Levels A-B)**

**PLAY**

**To energise students while developing early listening skills, body movement, and social connection through a simple action-based game tailored for Levels A-B learners.**



## **Learning Intentions**

### **Listening and Response:**

Students will practise responding to simple, repeated movement cues with adult modelling.

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### **Group Participation:**

Students will take part in a shared movement routine, experiencing joy, connection, and group synchrony.



## **Success Criteria**

Students respond to at least one command (Yay, Nay, or Let's Stay) in any developmentally appropriate way.

Students show engagement, looking toward the teacher, smiling, vocalising, moving their body, or joining actions with support.

Students participate in a group routine for at least one full cycle.



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**Duration:** 2–10 minutes

*(Recommended: 3–6 minutes for A–B learners depending on regulation and attention.)*

## Objective

To energise students while developing early listening skills, body movement, and social connection through a simple action-based game tailored for Levels A–B learners.

## What You Need

No materials required

Optional: visual cards showing each action:

- Yay = forward arrow
- Nay = backward arrow
- Let's Stay = turning arrows

Optional: floor markers for clearer spacing

AAC devices open to core words (“go,” “stop,” “turn,” “forward,” “back,” “happy”)

## Setup

1. Students stand or sit in a loose semicircle or remain beside a support person or they can simply stand in a line formation, facing the teacher.
2. Teacher demonstrates each action using visuals and slow modelling:
3. • **Yay** → step/lean/roll/jump forward or clap their hands in front of them
4. • **Nay** → step/lean/roll/jump backwards or clap behind their backs
5. • **Let's Stay** → gentle 180 degree turn or side-to-side rotation
6. Adults stand nearby to support balance, hand-over-hand movement, or seated adaptations.
7. Ensure AAC devices are visible and ready for use.

## Gameplay

### Step 1: Practise the Moves

Teacher introduces each movement slowly:

#### Yay (Forward)

- Step or jump forwards
- Lean forwards
- Clap forward
- Push wheelchair slightly forward



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#### **Nay (Backward)**

- Step or jump backwards
- Lean back
- Clap behind back
- Roll back gently

#### **Let's Stay (Spin / Turn)**

- Gentle half-turn (180 degrees to face the other direction)
  - Turn head or shoulders
  - Side-to-side movement
  - Wheelchair pivot or arm raise with twist
- Students practise with exaggerated teacher modelling and visual cues.

#### **Step 2: Predictable Play**

Teacher calls one command at a time with clear pacing:

“Yay!” → students move forward

“Nay!” → students move backward

“Let's Stay!” → students turn

Provide hand-over-hand or side-by-side modelling as needed.

Celebrate every attempt:

“Great moving!”

“You did it!”

“Nice turning!”

#### **Step 3: Simple Sequences (A-B Adapted)**

Use short, predictable sequences:

##### **Level A Sequence:**

- Yay → Yay → Let's Stay

##### **Level B Sequence:**

- Yay → Nay
- Nay → Let's Stay
- Let's Stay → Yay

Students copy with support.

Use visuals placed on the floor or in hand to cue steps.





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### Optional: Student Choice

Invite students to choose the next command using:

- pointing
- AAC
- gesture (forward/back/turn)
- selecting the matching card

This increases agency and participation.

### Debrief / Reflection

Use simple questions with visuals:

- “Show me your favourite move, Yay, Nay, or Stay?”
- “Did you like moving with your friends?” (yes/no visuals)
- “How does your body feel now?” (happy/calm/fast visuals)

Praise all communication attempts (sounds, looks, gestures, AAC).

### Sensory-Seeking Learners Variation

#### 1. Add Big Movement

- Yay → big stomp forward or large wheel push
- Nay → big backward step or backward arm sweep
- Let's Stay → full-body wiggle or spin (supported)

#### 2. Add Rhythm

Use a drum, claps, or tapping to match commands:

- 1 clap = Yay
- 2 claps = Nay
- 3 claps = Let's Stay

#### 3. Provide Sensory Breaks

Between sequences, offer:

- deep pressure squeezes
- wall push
- weighted toy
- wiggle break

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#### 4. Use Tactile Cues

Place textured shapes on the floor:

- soft mat = forward
- bumpy tile = backward
- fuzzy circle = turn

Students step or roll to the matching texture.

#### AAC-Specific Supports

##### 1. Prepare AAC Vocabulary

Include:

- go / forward
- back
- turn
- stop
- happy
- more
- again

##### 2. Aided Language Input

Teacher models:

"Go forward."

"Back."

"Turn."

"More."

"Again."

##### 3. AAC Participation

Students may:

- choose the next command using AAC
- indicate when they want to stop
- say "more" to continue
- select "happy" during reflection

##### 4. Visual + AAC Pairing

Show the arrow card while also tapping the AAC symbol.

##### 5. AAC Reflection

Students choose:

- "I like Yay."
- "I like Turn."
- "More."
- "Finished."