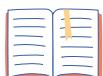


Alice in Wonderland Movement Adventure (Levels A-B)

STAY ACTIVE

To support imaginative play, movement exploration, and instruction-following through a simple, story-based adventure inspired by Alice in Wonderland, using highly visual, repetitive, and accessible actions.



Learning Intentions

Attention and Instruction-Following:

Students will practise responding to simple movement cues within a predictable story routine.

Imagination and Play:

Students will explore pretending to be characters by copying simple actions such as hopping, reaching, or looking around.

Movement and Body Awareness:

Students will participate in safe, supported movements that build coordination, balance, and whole-body engagement.



Success Criteria

Students join in by copying or attempting at least one movement linked to the story.

Students respond to adult modelling or visual cues to complete simple movements (reach, tap, wiggle, hop).

Students show engagement through smiling, vocalising, looking at the teacher, or joining in imaginative play.



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Duration: 10–15 minutes

Objective

To support imaginative play, movement exploration, and instruction-following through a simple, story-based adventure inspired by Alice in Wonderland, using highly visual, repetitive, and accessible actions.

What You Need

Open space for movement (gym, classroom, outdoor area)

Optional story visuals (Alice, White Rabbit, Queen of Hearts, Cheshire Cat)

Optional music or sound effects

AAC devices with symbols for “jump,” “hop,” “look,” “stop,” “go,” “happy,” “play,” and characters (if available)

Setup

1. Students sit or stand where they can see the teacher clearly.
2. Display 3 - 4 simple action visuals (hop, reach, wiggle, look).
3. Introduce the story using simple language:
4. “We are going on an adventure with Alice. We will move like the characters.”
5. Model each action before starting the story adventure.
6. Ensure AAC devices are open to movement/action vocabulary.

Gameplay

The teacher narrates the story with simple actions. Students copy movements with support. Use slow pacing, clear gestures, and consistent modelling.

1. Entering Wonderland

Teacher: “Alice is walking through the garden...”

Movement: slow steps or marching in place

Alternatives: seated marching, hand tapping knees

2. Chasing the White Rabbit

Teacher: “Oh no! The White Rabbit is running! Let’s hop like the rabbit!”

Movement: small hops or gentle bounces

Alternatives: seated bounces, arm pumps



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3. Falling Down the Rabbit Hole

Teacher: "Alice is falling! Let's reach our arms down... now up... now down..."

Movement: slow reaching actions

Alternatives: arm stretches outward or inward

4. Growing Very Tall

Teacher: "Alice drank a magic potion... she's getting taller!"

Movement: stretch arms up high, tiptoe

Alternatives: seated tall stretch, arms straight overhead

5. Shrinking Very Small

Teacher: "Now she eats a cookie... she's shrinking!"

Movement: crouch low or tuck arms in

Alternatives: curl forward while seated, small arm movements

6. Meeting the Cheshire Cat

Teacher: "The Cheshire Cat is wiggling his tail!"

Movement: gentle wiggles of hips, arms, or shoulders

Alternatives: finger wiggles or wrist wiggles

7. Running From the Queen of Hearts

Teacher: "Quick! Move fast! The Queen is coming!"

Movement: fast feet, marching, or moving arms quickly

Alternatives: fast hand tapping, quick wheelchair pushes

8. Back to the Garden

Teacher: "We made it home! Big breath in... and out."

Movement: calming breathing with a stretch

Alternatives: visual breathing cues, blowing bubbles

Debrief / Reflection

Use visuals or gestures to support responses:

- "Which movement did you like? Hop? Wiggle? Stretch?"
- "Show me how your body feels now, happy? tired? excited?"
- "Why is it good to move our bodies?" (Support with pictures of a heart, muscles, smile.)

Celebrate all forms of communication, pointing, vocalising, body language, AAC.



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Sensory-Seeking Learners Variation

1. Add Predictable, Rhythmic Movements

- Hops become rhythmic bounces
- Wiggles paired with music beats
- Stretching includes slow rocking
- “Running” includes stomping patterns

2. Use Sensory Cues

- Fabric or scarf for “falling” or “growing”
- Soft textured mat to step on during “garden”
- Light-up or sound cues for each new character

3. Provide Deep Pressure Moments

- Hug cushions during shrinking
- Weighted lap item during calm breathing
- Slow squeezes on shoulders (if appropriate)

4. Increase Movement Choice

Allow students to pick between two sensory-friendly actions:

“Hop or bounce?”

“Wiggle or rock?”

AAC-Specific Supports

1. Prepare AAC Vocabulary

Ensure students have access to symbols for:

- hop
- jump
- wiggle
- stop
- go
- up
- down
- happy
- scared
- characters (rabbit, cat)



Alice in Wonderland Movement Adventure (Levels A-B)

STAY ACTIVE

2. Model Aided Language Throughout the Story

While speaking, teacher taps AAC symbols:

“Hop.”
“Look.”
“Big stretch.”
“Go fast.”
“Happy.”

3. Supported Action Choices

Ask:

“Do you want to hop or wiggle?”
Students respond via AAC, pointing, gesture, or eye gaze.

4. AAC for Story Participation

Students can indicate:

- the character they see
- a feeling (happy/scared)
- a movement they want to repeat

5. AAC Reflection

Model:

“My favourite is hop.”
“I feel happy.”
“I like the rabbit.”
Accept any form of participation as success.

