

# Bounce Back Movement - Levels A & B

STAY ACTIVE

To support early resilience and emotional regulation through gentle movement and repetition. By practising stopping and starting again, students experience "bouncing back" in a safe, predictable way. Linked to the Uranus theme from The Playful Astronauts, this activity reinforces that when things change or pause, we can continue with support.



## Learning Intentions

Students aim to experience movement in a safe and supportive way.



Students aim to experience stopping and starting again with adult support.

Students aim to participate in a shared movement routine alongside others.



## Success Criteria

I can take part by moving, watching, or listening.

I can follow a simple movement pattern with support.



I can try again after stopping or changing movements.

I can stay with the activity for part or all of the time.



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**Duration:** 8 - 12 minutes

## **Objective**

To support early resilience and emotional regulation through gentle movement and repetition. By practising stopping and starting again, students experience “bouncing back” in a safe, predictable way. Linked to the Uranus theme from *The Playful Astronauts*, this activity reinforces that when things change or pause, we can continue with support.

## **Players**

Whole class or small groups  
Suitable for 3 - 16 students

## **What You Need**

Soft mats, carpeted area, or grass  
Optional: cones or floor markers for start and finish  
Optional: gentle or upbeat background music  
AAC devices, switches, or communication boards as required

## **Setup**

Prepare a short, clear movement pathway using mats or markers.  
Ensure the space is free of obstacles and suitable for mobility aids.  
Introduce the activity using calm, concrete language:

“We will be moving our bodies.”

“We will stop together.”

“We will start again each time.”

Link to the Uranus theme simply:

“Uranus is different to the other planets.”

“When things change, we keep going.”

Model each movement slowly before students begin.

Confirm AAC devices are switched on and open to words such as go, stop, again, help.



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## Gameplay

### Step 1: Learn the Movement Pattern

Model the full pattern slowly and clearly.

The pattern may include:

- Walk forward two or three steps
- Pause and crouch, squat, or sit
- Stand or straighten back up
- Show a strong body or smile

Students may participate by:

- Walking or rolling forward
- Squatting, sitting, or pausing
- Watching an adult model
- Copying part of the movement

Adults narrate positively:

“Great stopping.”

“You’re moving well!”

### Step 2: Move and Repeat

Students move through the pathway one at a time or with an adult.

Focus on calm movement rather than speed.

Adults provide encouragement:

“You stopped really well.”

“You started to move again.”

Music may be used softly if helpful for engagement.

### Step 3: Group Finish

Bring students back together.

Invite a calm finishing movement, such as:

- Standing tall and breathing calmly
- Hands on tummy
- One slow breath in and out



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## Debrief / Reflection

Keep reflection brief and concrete.

Ask one simple prompt:

"Which movement did you like the most?"

Accept responses through AAC, gesture, eye gaze, or movement.

Reinforce:

"Trying again is good for us."

## Winning the Game

There are no winners or losers.

Success is shown through participation and returning to movement after a pause.

## Sensory-Specific Learner Variation

Purpose: To support regulation, safety, and confidence.

Adjustments may include:

Replacing crouching with a pause or hand press.

Using predictable, repeated movement patterns.

Allowing students to observe before joining.

Reducing noise and visual input.

Offering seated or supported movement options.

## AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: go, stop, again, help, finished, happy.

Single-message switches (again, go) are appropriate.

Model AAC Consistently

Adults activate AAC while narrating movement:

"Stop." → "Again."



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## Accessibility and Inclusion Notes

Ensure wide, clear pathways for wheelchairs and walkers.  
Adapt all movements for seated or supported participation.  
Allow adult or peer assistance throughout.  
Avoid competitive language or timing.  
Celebrate effort and participation equally.

## Teacher Notes

“Bounce Back Movement – Levels A & B” introduces resilience as a physical and emotional experience, not a challenge to overcome. The simple stop–start movement pattern, paired with calm adult narration, helps students learn that pauses and changes are safe and manageable. Linked to the Uranus theme, the activity reinforces that continuing after a stop is a success in itself.

