

Bounce Back Race - Levels C - D

STAY
ACTIVE

To support the life skill of resilience through movement by practising the idea of "bouncing back." Inspired by Uranus, this activity shows students that even when things feel tricky or unexpected, we can recover, adjust, and move forward with confidence.



Learning Intentions

Students aim to move their bodies in active and playful ways.

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Students aim to practise bouncing back when something goes wrong.

Students aim to keep trying with a positive and calm mindset.



Success Criteria

I can move my body through the bounce back pattern safely.

I can get back up and keep going if I fall or feel stuck.

I can encourage myself and others to keep trying.



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Duration: 10 - 15 minutes

Objective

To support the life skill of resilience through movement by practising the idea of "bouncing back." Inspired by Uranus, this activity shows students that even when things feel tricky or unexpected, we can recover, adjust, and move forward with confidence.

Players

Whole class, pairs, or small groups

Suitable for 4 - 26 students

What You Need

- Soft mats or grassed area for safe movement
- Cones or markers to show start and finish points (optional)
- Optional music for energy and motivation
- AAC devices or communication supports as required

Setup

- Set up a track or pathway for the students to move through, have a clearly defined start and finish line.
- Revisit the Uranus page from *The Playful Astronauts* using clear, concrete language:
 - "Uranus spins in a different way."
 - "Even when things look different, Uranus keeps going."
- Ask simple guiding questions:
 - "What can we do if we fall or make a mistake?"
 - "How can we help our body stay calm and try again?"
- Explain the activity clearly:
 - "We will hop, gently fall, and bounce back up."
 - "Falling is part of the game."



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Gameplay

Step 1: Learn the Bounce Back Pattern

Model the full pattern slowly and safely:

1. Hop forward three times (can walk forward three steps if needed)
2. Gently fall onto knees or tummy (onto mats if you feel this is required)
3. Bounce back up with a smile or strong pose
4. Students can verbalise their achievement if they like with a cheer or a "woohoo!"

Explain safety expectations and remind students they can move at their own pace.

Step 2: Start the Race

1. Students move across the space repeating the pattern above.

2. Focus on effort rather than speed.

3. Use encouraging language:

- "You bounced back!"
- "Great trying!"
- "Keep going!"

Music or countdowns may be used to add energy.

Step 3: Group Reflection

Gather students together and ask one or two questions:

- "How did it feel to get back up?"
- "What helped you keep going?"

Celebrate effort with clapping, thumbs-up, or verbal praise.

Winning the Game

There are no winners or losers.

Students are successful when they try again, stay positive, and keep moving.

Sensory-Specific Learner Variation

Purpose: Support regulation, safety, and confidence.

Adjustments may include:

- Reducing number of hops
- Allowing walking instead of hopping
- Replacing falls with a squat or seated "bounce"
- Offering visual sequence cards for the pattern
- Providing breaks between turns

Students may observe first before participating.



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AAC-Specific Supports

1. **Prepare AAC Vocabulary**
 - fall, up, again, help, stop, happy, try
2. **Model AAC Use**
 - Teacher models “fall” → “again”
3. **Student Participation Options**
 - Activating “again” or “my turn”
 - Directing peers using AAC
 - Selecting emotion symbols to show feelings
4. **Encouragement via AAC**
 - “You did it.”
 - “Keep going.”

All AAC communication is acknowledged and celebrated.

Accessibility and Inclusion Notes

- Ensure clear pathways and adequate space for movement aids.
- Adapt all movements to seated or supported versions if required.
- Allow partner support for physical or emotional assistance.
- Reinforce that everyone moves differently and that all effort counts.
- Avoid competitive language; focus on encouragement and joy.

Teacher Notes

“Bounce Back Race – Levels C & D” turns resilience into a physical experience students can feel in their bodies. By normalising falling and celebrating getting back up, the activity helps students practise emotional regulation and persistence in a joyful, memorable way. Linked to Uranus, it reinforces that resilience means continuing forward, even when things don’t go as planned.

