

Movement Path Race Levels A - B

STAY
ACTIVE

To support early movement development, body awareness, and social connection through a simple, structured pathway activity that values effort, participation, and encouragement.



Learning Intentions

Students are working towards:

Exploring different ways to move their body in a safe space

Staying involved in a simple movement activity with adult support

Experiencing encouragement and shared enjoyment with peers



Success Criteria

Students demonstrate success when they:

Participate in a movement or action along the pathway

Remain engaged or return to the activity after support or reassurance

Respond to encouragement from peers or adults in their own way



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Duration: 5 - 8 minutes

Objective

To support early movement development, body awareness, and social connection through a simple, structured pathway activity that values effort, participation, and encouragement.

Players

Whole class, small groups, or 1:1 with an adult
(Group size adjusted to support safety and regulation)

Materials

- Cones, floor spots, or markers to create a short pathway
- Movement visual cards (found in PDF resource)
- Optional visual cue cards for “start” and “finish”

Setup

1. Print and cut out the 4 movement visual cards
2. Create a **clear pathway** using cones or floor markers that the students will follow.
3. Place the 4 movement cards spaced out evenly along the pathway (try to have 3-4 meters between each card).
4. Model each movement slowly and clearly to the students prior to starting.

Gameplay / Activity Steps

Step 1: Create the race starting positions

Line students up at the start line one behind the other in an order of your choosing.

Step 2: Begin the race! Move Along the Path

- Students move along the pathway using the chosen movements. To start with they can walk to the first movement card. Once the first student has reached the second movement card, let the second student in line start their race.

Step 3: Race movements

As a student reaches each movement card they must complete the next section of the pathway/race using the movement prescribed on the card. Eg, walking, into stomping, into hopping and finishing with crawling over the finish line (you can create the order in any way you like and add in more movements if the students are up to it).



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Step 4: Finish and Reset

Celebrate as every student crosses the finish line. Encourage any form of movement through the pathway/race track.

Repeat the race to allow students to gain familiarity with the pathway and required movements.

Reflection

Using visuals, gestures, or AAC, prompt gently:

- “Did you like to move through the race track?”
- “What was your favourite movement?”

Reflection may be adult-narrated if needed.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Allow bigger movements or repeated turns
- Add pushing or pulling actions (e.g., pushing a cone)
- Include marching or stomping along the path

For sensory-sensitive learners:

- Allow students to move slowly or act in place
- Reduce noise and cheering
- Shorten the pathway
- Allow observation as valid participation

AAC and Communication Supports

- Provide AAC buttons such as “go,” “stop,” “walk,” “again,” “finished”
- Use visual movement cards with one clear image
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently during the activity

For Wheelchair Users / Accessibility

- Replace movements with rolling, turning, or weaving through cones
- Ensure pathways are wide, flat, and obstacle-free
- Allow students to choose their movement
- Display visuals at eye level



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Notes for Inclusion

- Participation may include moving, gesturing, observing, or choosing
- Adults scaffold all movement and transitions
- There is no focus on speed or competition
- Celebrate effort, presence, and engagement equally
- Keep routines predictable, calm, and supportive



MOVEMENT VISUAL CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS MOVE ALONG THE PATHWAY, COMPLETING EACH SECTION USING THE MOVEMENT ON THE CARD. ADULTS MODEL EACH MOVEMENT AND NAME IT ALOUD TO SUPPORT UNDERSTANDING.

