

# Planet Bop-Levels A & B

# STAY ACTIVE

To support students to experience joyful movement and listening through a simple, planet-themed movement game. Students practise responding to cues, stopping and starting movement, and engaging in shared play. Linked to the Mars theme in The Playful Astronauts, the activity reinforces that energetic play helps our bodies feel strong, happy, and connected.



## Learning Intentions

Students aim to experience movement in response to simple verbal or visual cues.

Students aim to participate in a shared movement game with adult support.

Students aim to enjoy playful, energetic movement with others.



## Success Criteria

I can move my body or part of my body when a cue is given.

I can stop or pause my movement with support.

I can stay in my space and participate safely.

I can show enjoyment or interest during the activity.



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**Duration:** 8 - 12 minutes

## **Objective**

To support students to experience joyful movement and listening through a simple, planet-themed movement game. Students practise responding to cues, stopping and starting movement, and engaging in shared play. Linked to the Mars theme in *The Playful Astronauts*, the activity reinforces that energetic play helps our bodies feel strong, happy, and connected.

## **Players**

Whole class or small groups

Suitable for 3 - 16 students

Played in an open space, seated or standing

## **What You Need**

Clear open space for movement

Optional: planet cards or visuals showing planet names (found in PDF resource)

Optional: music with a steady beat

AAC devices, switches, or communication boards as required

## **Setup**

Clear the space so students can move safely in their own area.

Students may stand, sit, or remain in wheelchairs.

Introduce the activity using simple, energetic language:

“We are going to move our bodies.”

“We will play Planet Bop.”

“When I say a planet, we move.”

Briefly connect to the Mars theme in accessible terms:

“Mars is full of energy.”

“Moving helps our bodies feel good.”

Choose 2-3 planets only to begin.

Practise each movement slowly before starting.

Confirm AAC devices are switched on and open to basic movement or turn-taking words.



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## Gameplay

### Step 1: Teach the Movements

Model each planet and its action clearly.

Use the same planets every round for predictability.

Suggested simplified planet actions:

- **Mars** – move arms up and down (or small jump)
- **Earth** – slow body turn or arm circles
- **Jupiter** – reach up tall and stretch to the sky

Say the planet name and model the movement together.

Activate or point to the matching AAC symbol if available.

### Alternative Planet Actions (adapt as needed):

- Mercury: tiptoe quickly in place
- Venus: blow a kiss or trace a heart
- Earth: slow spin on the spot
- Mars: jump and land safely
- Jupiter: reach up tall like a giant
- Saturn: circle arms like rings
- Neptune: wave arms slowly like water
- Pluto: curl up small
- Uranus: marching on the spot with high knees

### Step 2: Play Planet Bop

Begin the game with or without music.

Call out one planet at a time or show the planet card.

Students respond by:

- Moving their whole body
- Moving arms or hands
- Watching and copying the teacher

Adults model and narrate:

“Planet Mars.”

“Move your arms up and down.”

Pause between calls so students have time to respond.

After several turns, say:

“Stop.”

Students pause or slow their movement.

Adults model stopping with a still body.



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## Step 3: Repeat and Enjoy

Repeat the same planets and actions for several short rounds.

End the game with a calm movement or still body moment.

Stop early if students show signs of fatigue or overstimulation.

## Debrief / Reflection

Keep reflection brief and concrete.

Ask one question at a time with wait time:

“Did you like moving?”

“Which planet did you like?”

Accept responses through eye gaze, gestures, AAC, facial expression, or movement.

Reinforce the message:

“Moving and playing helps our bodies feel good.”

## Winning the Game

There are no winners or losers.

Success is shown through participation, movement, and shared enjoyment.

## Sensory-Specific Learner Variation

Purpose: To support regulation, predictability, and comfort during energetic play.

Adjustments may include:

Using only one or two planet actions.

Removing music or keeping volume very low.

Using the same order of planets every round.

Allowing students to watch first and join when ready.

Including short calm pauses between movements.

## AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: go, stop, move, up, finished, more.

Use single-message switches if appropriate.

Model AAC Consistently

Adults activate AAC symbols when calling planets or stopping movement.



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## Accessibility and Inclusion Notes

All movements can be adapted for seated or upper-body participation.

Ensure clear space for wheelchair users and mobility aids.

Offer alternative roles such as pressing “go” on AAC or holding planet cards.

Accept tapping, clapping, or small movements as valid participation.

Celebrate all attempts equally.

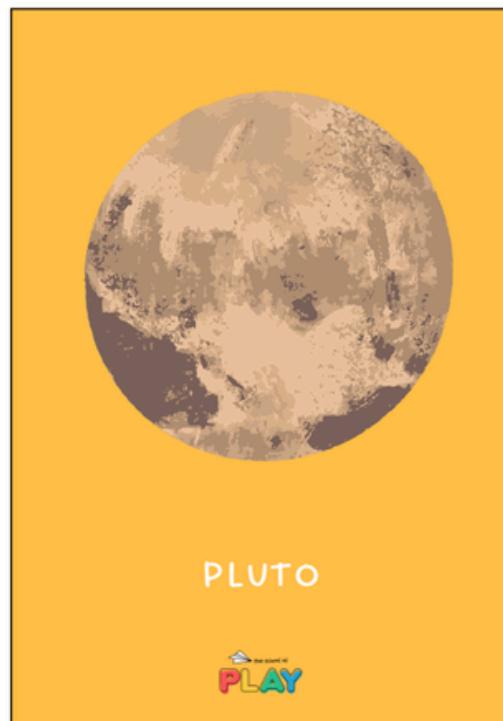
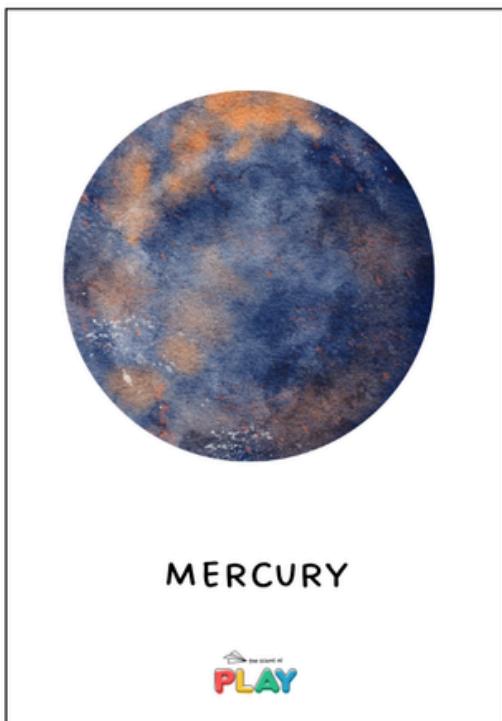
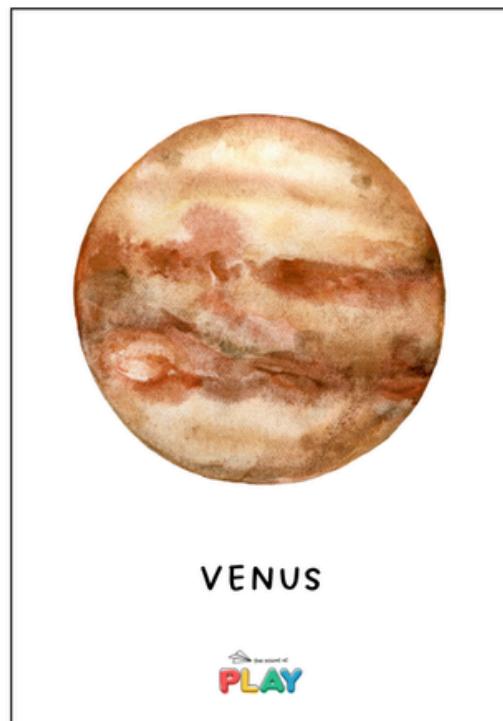
## Teacher Notes

“Planet Bop – Levels A & B” supports early listening skills, cause-and-effect understanding, joint attention, and joyful movement. The activity is not about remembering rules or sequences, but about experiencing energetic play and responding to simple cues in a safe, supportive way. Linked to the Mars theme, it reinforces that movement and play are powerful tools for wellbeing, engagement, and connection.

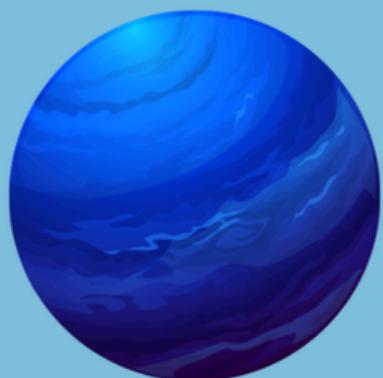


# PLANET CARDS

PRINT AND CUT OUT THE CARDS AND CLEAR A SAFE SPACE FOR MOVEMENT. AN ADULT SHOWS ONE PLANET AT A TIME AND MODELS THE MATCHING MOVEMENT, INVITING STUDENTS TO COPY IN THEIR OWN WAY. PAUSE REGULARLY TO PRACTISE STOPPING, THEN REPEAT THE SAME PLANETS FOR PREDICTABILITY AND ENJOYMENT.



# PLANET CARDS



NEPTUNE



URANUS



EARTH



SATURN



# PLANET CARDS

