



# Pre-K Activities

## OPEN Now

## Today's Activities

Scarves

Bean Bags

Hula Hoops

Other Activities

Closure

- Register for OPEN
- Final Thoughts

# OPEN

Online Physical Education Network

**EARLY CHILDHOOD**  
Movement Exploration

**MOVEMENT  
CONCEPTS**

**BALANCE**

**LOCOMOTOR**

**MANIPULATIVE**

**HEALTH &  
NUTRITION**

**SOCIAL & EMOTIONAL  
DEVELOPMENT**

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# OPEN – EC Introduction

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## About This Resource

In an effort to provide Early Childhood education providers with equity of access to the highest quality movement education programming, OPEN has launched a content development effort with the help of some of the Nation's most respected physical education and early childhood content specialists.

All of the resources in this document are drafts and are intended to provide administrators, early childhood teachers, and movement educators an opportunity to review the free resources that will be available prior to launch. OPEN Resources are made free to all movement educators as a public service of [US Games](#).

## Program Design

There are 3 main program goals embedded within all of the resources provided as a part of the OPEN EC program.

1. Provide developmentally appropriate physical activity experiences allowing children an opportunity to accumulate 60 minutes of daily physical activity.
2. Provide instructional content designed to foster the development of knowledge and skill in six main movement exploration categories (Movement Concepts, Balance, Locomotor, Manipulative, Health & Nutrition, and Social & Emotional Development).
3. Provide early childhood teachers and program providers with movement-based activities that work toward developmental outcomes and indicators defined within the *Head Start Early Learning Outcomes Framework*.

## How It Works

Each movement exploration category has been assigned an identification color.

Movement Concepts are **RED**

Balance is **ORANGE**

Locomotor is **YELLOW**

Manipulative is **GREEN**

Health & Nutrition is **BLUE**

Social & Emotional Development is **PURPLE**

EC teachers plan and implement six physical activity times throughout the day and implement 1 activity from each color per day. Activities are designed to last approximately 10 minutes, accumulating 60 minutes of daily physical activity.

## Activity Plans

There are 5 instructional modules which contain sets of activity plans that can be done sequentially. Each activity plan provides the following sections:

- Learning Targets, Activity Set-Up & Procedures, Activity Diagram, Universal Design Modifications, and Developmental Indicators

Each day, EC teachers use 1 set of plans (Red, Orange, Yellow, Green, Blue, and Purple) throughout the day during planned physical activity times.

# OPEN – EC Development Map

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The Head Start Early Learning Outcomes Framework  
[Approaches to Learning, Social and Emotional Development, Language and Literacy,  
Cognition, Perceptual, Motor, and Physical Development]



Movement Exploration Categories  
[Movement Concepts, Balance, Locomotor, Manipulative,  
Health & Nutrition, Social & Emotional Development]



Instructional Modules  
[Bean Bags, Hoops, Ropes, Scarves]



Daily Activity Plans  
[Red, Orange, Yellow, Green, Blue, Purple]

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## BEAN BAG HOME BASE

### LEARNING TARGETS

- ✓ I will control my body and
- ✓ I will follow my teacher's instructions

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student

#### Set-Up:

1. Each student with a bean bag

## MOVE LIKE THIS

### LEARNING TARGETS

- ✓ I will control my body and
- ✓ I will follow practice movements

### ACTIVITY SET-UP & PROCEDURE

## BEAN BAG BODY PARTS

## BEAN BAG BALANCE

### LEARNING TARGETS

- ✓ I will follow directions and movements
- ✓ I will use my arms, legs, and

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student

#### Set-Up:

1. Each student with a bean bag space.
2. Students place their bean bag on their feet. The bean bag is not on the base.
3. Be sure spacing between students.

**Review:** In the previous lesson, independently in personal space base. This activity builds upon the adding the challenge of balancing

#### Activity Procedures:

1. The purpose of this activity is to help students practice balancing.
2. Students will listen to teacher's instructions.
3. Body Part Suggestions: Head, arms, legs, and feet.
4. Next, challenge students to balance bean bag on different body parts.

#### Universal Design Modification:

- Allow students to help an adult with shoulder, knee, etc.
- Students balance bean bags on their feet.
- Allow students to be self-directed.

### DEVELOPMENTAL INDICATORS

- ✓ **Perception** Combines information from the senses and interactions. Coordinate
- ✓ **Gross Motor** Demonstrates control and coordination of large muscles to perform an activity.
- ✓ **Fine Motor** Uses coordinate

## HOME PLATE FRUIT FINDER

### LEARNING TARGETS

- ✓ I will control my body and
- ✓ I will follow practice movements
- ✓ I will identify different fruits and vegetables

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student
- ✓ Locomotor Skill Cue Sheet

#### Set-Up:

1. Each student with a bean bag space.
2. Students place their bean bag on their feet. The bean bag is not on the base.
3. Be sure spacing between students.

**Review:** In previous lessons, the concept of moving in space and their bean bag when asked to

#### Activity Procedures:

1. The purpose of this activity is to help students practice identifying a designated activity space.
2. Now, repeat the activity with review skill cues to help kids.
3. Challenge students to look for a fruit/vegetable that is the same color as their bean bag.

#### Universal Design Modification:

- When students return to home plate, they can find a fruit/vegetable from a similar color.
- See previous modifications.

### DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development** Adjusts speed or direction of movement.
- ✓ **Nutrition** Identifies a variety of fruits and vegetables.

## BEAN BAG EGGS

### LEARNING TARGETS

- I will follow directions and work safely with the equipment.
- I will toss and catch my bean bag (imaginary egg) using soft hands to catch quietly.

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student

#### Set-Up:

1. Each student with a bean bag, sitting in personal space.
2. Be sure spacing between students is safe.

#### Activity Procedures:

1. The purpose of this activity is to provide students practice with the manipulative skill of tossing and catching.
2. Tell students that the bean bag is an egg and it is their job to protect it from cracking. Prompt them sit on the eggs (like a bird does).
3. Demonstrate and prompt students to place hands together in good catching form. Using an imaginary ball, tell students to toss and catch.
4. Ask students what color their imaginary ball is and remind them to watch the imaginary ball as they toss it into the air and catch it in their hands.
5. Now, have students place their bean bag (egg) in their hands. Ask students if the color of their imaginary ball is the same, or different, from their bean bag egg.
6. From a seated position, students make a nest with their hands and gently toss and catch the bean bag, straight up and down. They are pretend it is an egg. Teach/demonstrate how to "give with it," or catch "quietly with soft hands, making no sound."

#### Universal Design Modifications:

- Use balloons or juggling scarves if bean bags are too difficult to track and catch.

### DEVELOPMENTAL INDICATORS

- ✓ **Emotional and Behavioral Self-Regulation** Appropriately handles and uses materials and equipment during activities.
- ✓ **Emotional and Behavioral Self-Regulation** Manages behavior according to expectations.
- ✓ **Gross Motor** Demonstrates control and coordination of large muscles to perform an activity.



## Quick Reference Daily Activity Card: Bean Bag

Set-up: Each student has a bean bag in personal space. Remind students of safety rules.

Each activity below should take approximately 10 minutes.

Schedule 6 activity breaks throughout the day to provide 60 minutes of daily physical activity.

	Activity Description	Focus	Category
1	<u><b>Bean Bag Home Base</b></u> <ul style="list-style-type: none"> <li>Students remember their bean bag's color/ location on the floor. This is home-base.</li> <li>On, "GO" students begin walking in general space.</li> <li>After 15 to 30 seconds say "freeze". Prompt students to walk back to their home-base. Repeat.</li> <li>Spend a minute talking about what made this process safe/unsafe. Repeat this level using hopping.</li> </ul>	Space	<b>Movement Concepts</b>
2	<u><b>Move Like This</b></u> <ul style="list-style-type: none"> <li>Students walk safely in the area. On stop signal, students walk back to home base.</li> <li>Repeat calling out different locomotor movements.</li> <li>Prompt students return to home base as needed.</li> </ul>	Gross Motor	<b>Locomotor</b>
3	<u><b>Bean Bag Body Parts</b></u> <ul style="list-style-type: none"> <li>Call out a body part (e.g. elbow, head, etc.). Students touch that body part to the bean bag on the floor.</li> <li>Time students for 10 to 15 seconds as they touch and name as many body parts as possible, one at a time. Students set a goal that is one number higher. Repeat the activity to see if students can achieve their goals.</li> </ul>	Approach to Learning	<b>Social / Emotional</b>
4	<u><b>Bean Bag Balance</b></u> <ul style="list-style-type: none"> <li>Students listen to teacher prompts and balance bean bags on different body parts. (Suggestions: Head, Shoulder, Elbow, Wrist, Hand, 3 Fingers, Knee, Foot)</li> <li>Next, challenge students to move safely in personal space with a bean bag balanced.</li> </ul>	Balance	<b>Balance</b>
5	<u><b>Home Plate Fruit Finder</b></u> <ul style="list-style-type: none"> <li>Students walk safely in activity space. On stop signal students to walk back to home base, and then call out a fruit or vegetable matching the bean bag color.</li> </ul>	Healthy Foods	<b>Health / Nutrition</b>
6	<u><b>Bean Bag Eggs</b></u> <ul style="list-style-type: none"> <li>Students sit on "eggs" / bean bags (like a bird does).</li> <li>With imaginary ball, students toss and catch.</li> <li>Students place bean bag (egg) in their hands. From a seated position, students gently toss and catch the bean bag, straight up and down. They are pretending it is an egg.</li> </ul>	Self Toss and Catch	<b>Manipulative</b>