

FREE Resource Available  
[www.OPENphysed.org](http://www.OPENphysed.org)



**Online Physical Education Network**

**EARLY CHILDHOOD**  
Movement Exploration

**MOVEMENT  
CONCEPTS**

**BALANCE**

**LOCOMOTOR**

**MANIPULATIVE**

**HEALTH &  
NUTRITION**

**SOCIAL & EMOTIONAL  
DEVELOPMENT**

**PRESENTED BY:**

Nicholas Kline  
[nkline@usgames.com](mailto:nkline@usgames.com)  
(607) 423-4403

Amy Gagnon  
[agagnon@ccsu.edu](mailto:agagnon@ccsu.edu)  
(860) 832-2123

## About OPEN - EC

There are three main 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.
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*.

Teachers plan and implement six physical activity times throughout the day and implement one activity from each color per day. Activities are designed to last approximately 10 minutes, accumulating 60 minutes of daily physical activity. Best of all, everything is customizable in MS-Word and is completely FREE!

## How It Works

Each movement exploration category has been 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**

## Movement Concept Cards

Important vocabulary are reinforced using pictures and words to illustrate examples.



**MOVEMENT  
CONCEPTS**



**narrow**

A Public Service of



## Activity Cards

Six Activity Plans are summarized onto one Activity Card for quick reference.



### Quick Reference Daily Activity Card: Bean Bag 1

Set-Up: Scatter spot markers with bean bags in the activity area. Use spot markers as a Home Base.

One student per Home Base/bean bag. Use 4+ cones to set perimeter boundaries.

Each activity below takes approximately 10 minutes.

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

Suggested MC Cards are the Movement Concept Cards that the authors suggest using with this activity.

	Activity Description	Suggested MC Cards	Category
1	<u>Bean Bag Home Base</u> <ul style="list-style-type: none"> <li>Students remember their bean bag's color/location on the floor. This is their Home Base.</li> <li>On "GO," students begin walking in general space within set boundaries.</li> <li>After 15-30 seconds, say "FREEZE" (or another consistent stop signal). Prompt students to walk back to their Home Base. Repeat.</li> </ul>	Alongside, On, Over	Movement Concepts
2	<u>Move Like This</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 ways for students to move.</li> </ul>	Curved Pathway, Straight Pathway	Locomotor
3	<u>Bean Bag Body Parts</u> <ul style="list-style-type: none"> <li>With students and bean bags on Home Base, teacher calls out a body part (e.g. elbow, head, etc.). Students touch that body part to the bean bag, which is lying on the spot marker.</li> </ul>	Low Level, Over,	Social/Emotional
4	<u>Bean Bag Balance</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 around their Home Base while balancing a bean bag.</li> </ul>	Matching, Follow, Twisting	Balance
5	<u>Home Plate Fruit Finder</u> <ul style="list-style-type: none"> <li>Students move safely in activity space. On stop signal, students find a new Home Base/bean bag, and call out a fruit or vegetable matching the bean bag color.</li> </ul>	Ready to Learn, Self-Space	Health/Nutrition
6	<u>Bean Bag Eggs</u> <ul style="list-style-type: none"> <li>Students sit on "eggs"/bean bags (like a bird does).</li> <li>With imaginary ball, students self-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>	On, Small	Manipulative

# Register for OPEN

- **Step 1:** Visit [www.OPENPhysEd.org/register](http://www.OPENPhysEd.org/register)
- **Step 2:** Fill in your information
- **Step 3:** Login using new username & PW
- **Step 4:** Go to “Curriculum Resources”



OPENPhysEd.org



A PUBLIC SERVICE OF 

## From SHAPE America

*SHAPE America position statement: All children from birth to age 5 should engage daily in physical activity that promotes movement skillfulness and foundations of health-related fitness.*

### **Guidelines for Preschoolers**

- **Guideline 1:** Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- **Guideline 2:** Preschoolers should engage in at least 60 minutes -- and up to several hours -- of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- **Guideline 3:** Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- **Guideline 4:** Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- **Guideline 5:** Caregivers and parents in charge of preschoolers' health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.

## 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

LOCOMOTOR

### 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 body.

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student

#### Set-Up:

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

**Review:** In the previous lesson, students 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 instructions.
3. Body Part Suggestions: Head, arms, legs, torso.
4. Next, challenge students to move the bean bag balanced on different body parts.

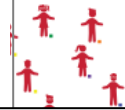
#### Universal Design Modification:

- Allow students to help an adult adjust the bean bag.
- Students balance bean bags on different body parts.
- Allow students to be self-directed.

### DEVELOPMENTAL INDICATORS

- ✓ **Perception** Combines information from the senses and interactions. Coordinates body and other people's space.
- ✓ **Gross Motor** Demonstrates control and coordination of large muscles to perform an activity.
- ✓ **Fine Motor** Uses coordinate movements to manipulate objects.

## HOME PLATE FRUIT FINDER



### LEARNING TARGETS

- ✓ I will control my body and
- ✓ I will follow my teacher's instructions.
- ✓ I will identify the bean bag.

### ACTIVITY SET-UP & PROCEDURE

#### Things You Need:

- ✓ 1 bean bag per student
- ✓ Locomotor

#### Set-Up:

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

#### Review:

In the previous lesson, students 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. Now, repeat the activity with the bean bag on their feet.
3. Challenge students to move the bean bag balanced on different body parts.

#### Universal Design Modification:

- When students are having difficulty, allow them to use their hands to help.
- See previous lesson for more details.

### DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor** Demonstrates control and coordination of large muscles to perform an activity.
- ✓ **Performs activities**
- ✓ **Nutrition** Identifies the health benefits 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
- ✓ 1 spot marker per student

#### Set-Up:

1. Each student with a bean bag, sitting on a Home Base.
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 to 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 self-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 as, 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 pretending it is an egg. Teach/demonstrate how to "give with it," or catch "quietly with soft hands, making no sound."
7. Allow students to creatively "play" with the bean bag and explore other movements at their Home Base.

#### Universal Design Modifications:

- Use balloons or juggling scarves if bean bags are too difficult to track and catch.
- Allow students to drop the "egg" back-and-forth, from one hand to the other.

### DEVELOPMENTAL INDICATORS

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

## Activity Plans

Activities are sequentially organized to maximize student engagement.