

Quick Reference Activity Card: Bean Bags 2

Set-up: Each student with a 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 refers to the Movement Concept Cards recommended for each activity.

	Activity Description	Suggested MC Cards	Category
1	<u>Color Move</u> <ul style="list-style-type: none"> Students line up on one side of gym with bean bag. Teacher calls a color and locomotor skill. Students with that color bean bag use the skill to cross the activity area. 	Across	Locomotor
2	<u>Tower Building</u> <ul style="list-style-type: none"> Students move in general space with a bean bag. Teacher calls out a color, and students with that color put their bean bag down and then go retrieve another. With each color called, students place bean bags on top of others to make towers as tall as possible. 	On	Social/Emotional
3	<u>Bean Bag Flies</u> <ul style="list-style-type: none"> Students on all fours with a bean bag on their back. Students are cows stuck in the mud (can't move hands/feet) and must shake off the flies (bean bags). Experiment with different fly placements. 	Off	Balance
4	<u>Waterfall</u> <ul style="list-style-type: none"> One bean bag per 2 students. One student stands tall with bean bag and drops it to the student crouching down at a low level. After each catch, switch roles. Add a challenge to go faster up and down 	Up, Down, Low, High	Health/Nutrition
5	<u>Give with it</u> <ul style="list-style-type: none"> Students scattered, seated with bean bag in hands. Bean bags are eggs. Students must toss and catch them without allowing the egg to drop and break. Students will attempt to catch the egg, going from a seated to a kneeling to a standing position. 	Low/Medium/High Levels, Up, Down	Manipulative
6	<u>Simon Says</u> <ul style="list-style-type: none"> Classic Simon Says with tasks/instructions that incorporate the bean bag. Example tasks: stand next to, behind, in front, on top, under, over, near, far, in relation to the bean bag. 	Next To, In Front, Behind, On Top, Under, Over, Near, Far	Movement Concepts

COLOR MOVE

LEARNING TARGETS

- ✓ I will listen to and follow the directions of the teacher in an effort to avoid getting tagged.
- ✓ I will remember the colors and skills the teacher asks me to perform and use my body to perform them well.
- ✓ I will wait patiently for my color to be called.

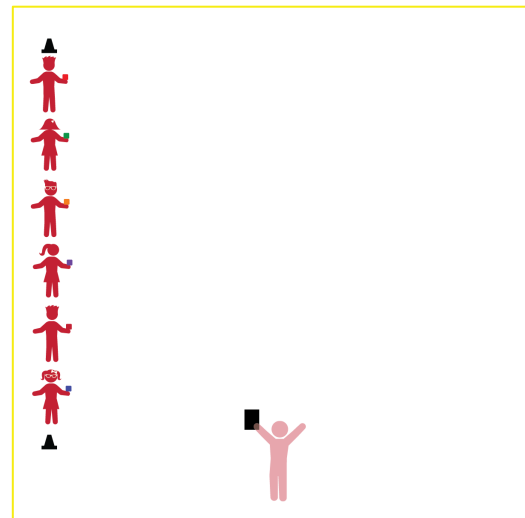
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 bean bag per student
- ✓ Cones to create boundaries

Set-Up:

1. Students line up on 1 side of the gym, each student with a bean bag.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to practice using various locomotor skills and waiting patiently for your turn.
2. We're going to play a game called *Color Move*. Before we start, look around and take note of your personal space and your bean bag's color.
3. I am going to call out (or show) a color and a locomotor skill. Listen for your color and, when it is called, use the skill to move across the activity area (e.g., Anyone with a blue bean bag, skip over to the other side; Anyone with a yellow bean bag, run across to the other side; Anyone with a red bean bag, gallop across to the other side).
4. Use the following traveling skills: walk, run, skip, gallop, slide, and leap.

Universal Design Modification:

- Combine skills with movement concepts (e.g., walking backwards, skipping zig zag).

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Cognitive Self-Regulation:** Demonstrates an increasing ability to control impulses by waiting their turn.
- ✓ **Emotional and Behavioral Self-regulation:** Manages actions and behavior with increasing independence.

LEARNING TARGETS

- ✓ I will use body control and fine motor skills to build a tower with bean bags.
- ✓ I will work cooperatively with a friend to build a tower together.
- ✓ I will count the bean bags that we use to create the tower.

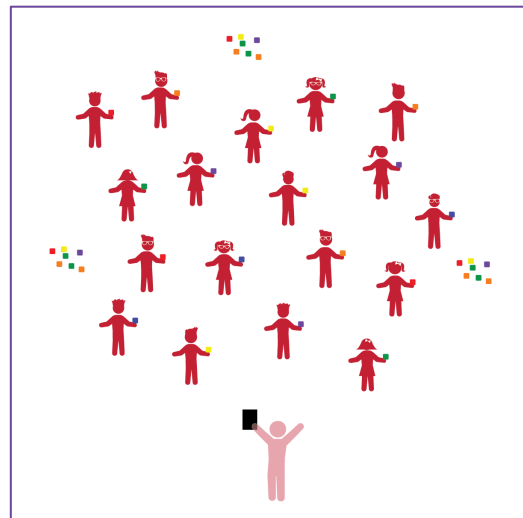
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ Several bean bags per student
- ✓ Cones to create boundaries

Set-Up:

1. Scatter students in personal space, each with a bean bag.
2. Place extra bean bags in a pile where students can easily retrieve them.



Activity Procedures:

1. The objective of this activity is to build towers from bean bags.
2. We're going to play a game called *Tower Building*. Before we start, look around and take note of your personal space and your bean bag's color.
3. When I say, "GO," begin to move around in general space with your bean bag.
4. When I call out a color, each student with that color bean bag will put their bean bag on the ground. Then go get another bean bag from the pile.
5. When I call out a 2nd color, each student with that color will put their bean bag on top of 1 of the bean bags on the ground to build a tower. Then go get another bean bag from the pile.
6. Continue in this way until all the bean bags are used or the last tower crumbles.

Universal Design Modifications:

- Set goals and count how many bean bags a tower can hold.
- Students share and carry 1 bean bag with a partner. Then, complete "tower building" together.

DEVELOPMENTAL INDICATORS

- ✓ **Fine Motor Development:** Demonstrates increasing control, strength, and coordination of small muscles.
- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Relationship with other children:** Engages in cooperative play with other children.
- ✓ **Counting and Cardinality:** Knows number names and the count sequence.

BEAN BAGS FLIES

LEARNING TARGETS

- ✓ I will use my creativity to get the fly off my back.
- ✓ I will use body control to get the fly off my back.

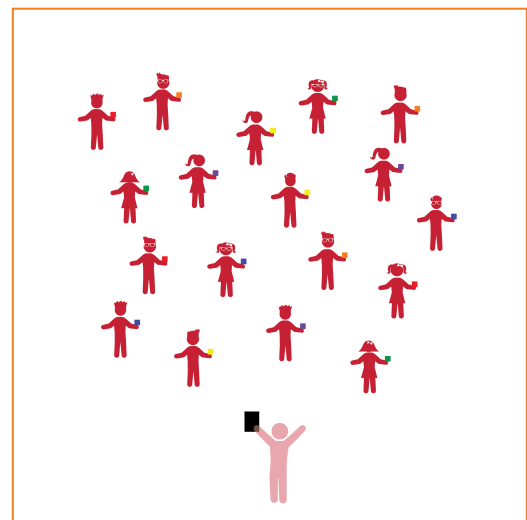
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 bean bag per student
- ✓ Cones to create boundaries

Set-Up:

1. Scatter students in personal space, each with a bean bag.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to practice body control by standing on all fours and shaking a bean bag off our back.
2. We're going to play a game called *Bean Bag Flies*. Before we start, look around and take note of your personal space and your bean bag's color.
3. Today we are cows, and our legs are stuck in the mud. This means we can't move. Just now, a fly (bean bag) has landed on your back.
4. Have students arrange themselves on all fours with a bean bag on their back.
5. When I say, "GO," shake your body without moving your hands and legs until the fly falls off.
6. Next, students can replace the bean bag and try to get it to fall to the other side of their body.

Universal Design Modifications:

- Allow students to lift 1 arm or 1 leg to help them get the fly off.
- Experiment with placing the bean bag on different spots on the back. Challenge students to try different ways of moving to get the fly off their back. Experiment with bean bags on the tummy while in a crab stance.

DEVELOPMENTAL INDICATORS

- ✓ **Creativity:** Approaches tasks, activities, and play in ways that show creative problem solving.
- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Cognitive Self-Regulation:** Demonstrates an increasing ability to control impulses.

LEARNING TARGETS

- ✓ I will play cooperatively with my classmates.
- ✓ I will use my body to drop or catch the bean bag.
- ✓ I will use my body to move from a low level to a high level and back to a low level.
- ✓ I will move as fast as I can to make my heart beat faster.

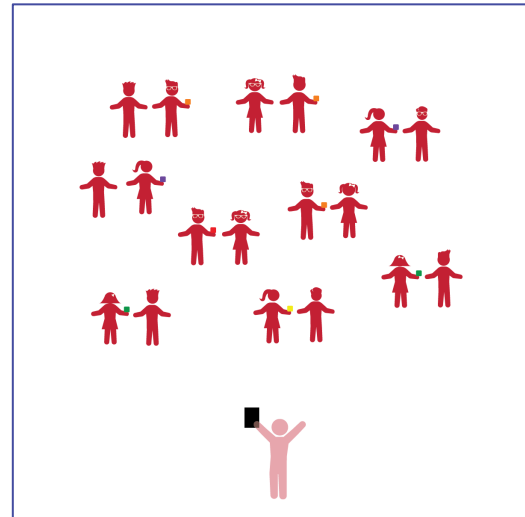
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 bean bag per 2 students
- ✓ Cones to create boundaries

Set-Up:

1. Pair students, each pair with a bean bag. Scatter pairs in general space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is for students to work together while pretending to be a waterfall.
2. We're going to play a game called *Waterfall*. Before we start, look around and take note of your personal space.
3. We're going to pretend that the bean bags are water in a waterfall. When I say "GO," 1 student from each pair will hold the bean bag and stand tall. Their partner will crouch down. The tall student will drop the bean bag, and the low student will catch it.
4. Once the bean bag is caught, the low student becomes the tall student and the tall student becomes the low student.

Universal Design Modifications:

- Once students have mastered the movement, add a fitness focus by challenging them to move up and down quickly.
- Instead of switching places after each catch, have students stay in their positions for 30 seconds and count how many catches they get. Next time, try to beat your own score.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Relationships with Others:** Engages in cooperative play with other children.
- ✓ **Creativity:** Uses imagination in play and interactions with others.

LEARNING TARGETS

- ✓ I will use control to toss and catch the bean bag.
- ✓ I will challenge myself to toss and catch the bean bag at different levels.
- ✓ I will complete the tasks independently until the teacher gives me feedback or a different task.

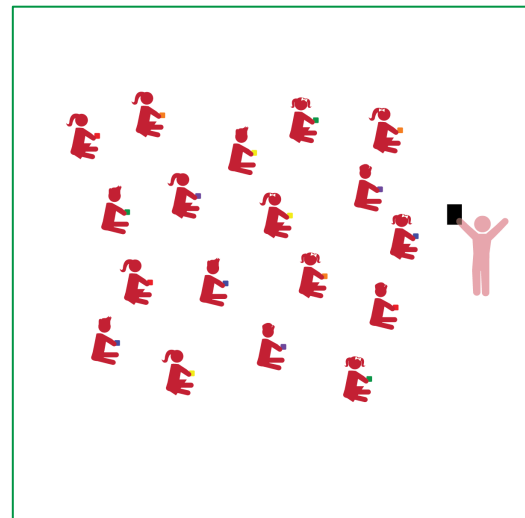
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 bean bag per student
- ✓ Cones to mark boundaries

Set-Up:

1. Scatter students in personal space, each sitting on the floor with a bean bag in their hands.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to learn how to effectively catch a bean bag.
2. We're going to play a game called *Give With It*. Before we start, look around and take note of your personal space.
3. We're going to pretend our bean bags are really eggs. We will try to toss the egg and catch it without dropping it. We'll practice at a low level, a medium level, and a high level.
4. Teachers, demonstrate and explain how to "give with it" to soften the catch.
5. Level 1: sit and toss; Level 2: kneel and toss; Level 3: stand and toss.
6. Add movement concepts when students are ready for a challenge (i.e., catch at a low level, high level, medium level; toss, clap and catch, etc.).

Universal Design Modifications:

- Teach children how to catch in the midline and absorb the catch.
- Once standing, students can toss, move, and catch by using a sidestep.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Emotional and Behavioral Self-Regulation:** Manages actions and behavior with increasing independence.
- ✓ **Cognitive Self-Regulation:** Persists in tasks.

LEARNING TARGETS

- ✓ I will remember different vocabulary words and follow directions to move my body in relationship to the bean bag.
- ✓ I will move my body only when “Simon” asks me to do so.

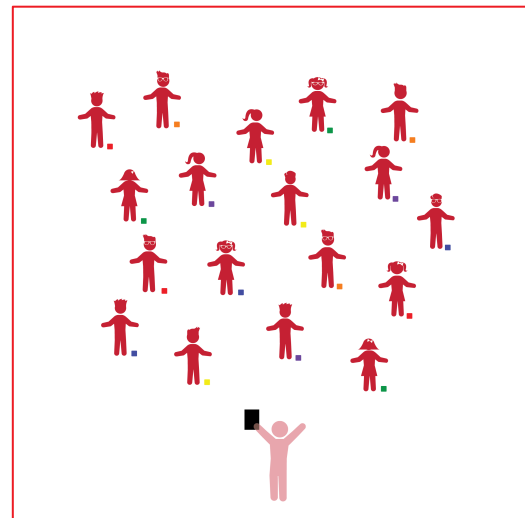
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 bean bag per student
- ✓ Cones to mark boundaries

Set-Up:

1. Scatter students in personal space, each standing with a bean bag on the floor in front of them.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to listen to and follow the directions of the teacher to perform the task.
2. Today we’re going to play *Simon Says* with our bean bags. Before we start, look around and take note of your personal space.
3. We can only perform a task if Simon says it. If I don’t tell you, “Simon says,” stand still and don’t perform the task.
4. Task examples: Stand next to bean bag, stand behind bean bag, stand in front bean bag, stand near the bean bag, stand far from the bean bag and come closer, stand on top of the bean bag, stand under the bean bag, stand over the bean bag.

Universal Design Modification:

- Incorporate movement concepts such as curling, bending, stretching, twisting, and swinging.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Attending and Understanding:** Understands and responds to increasingly complex communication and language from others.
- ✓ **Vocabulary:** Understands and uses a wide variety of words for a variety of purposes.