

OPEN

Online Physical Education Network

EARLY CHILDHOOD
MOVEMENT EXPLORATION

Version 1.2
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OPENPhysEd.org

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PROGRAM INTRODUCTION

About This Document

In an effort to afford early childhood education providers 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.

This document is an introduction to the OPEN Early Childhood (EC) program. All of the resources in this document are intended to provide early childhood movement educators an opportunity to understand the organization and design of the program. OPEN Resources are made free to all movement educators as a public services of [US Games](#).

Program Design

There are 3 main program goals embedded within 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**

In using this program, EC teachers can plan and implement six physical activity times – one for each color – throughout the day. Activities are designed to last approximately 10 minutes, allowing students to accumulate 60 minutes of daily physical activity.

Activity Plans

There are six instructional modules under on-going development (Activity Basics, Bean Bags, Hoops, Ropes, Scarves, Parachute Games). Each module features complete sets of activity plans that include all six identification colors and can be done sequentially. Each activity plan provides the following sections:

- Learning Targets
- Activity Set-Up & Procedures (with diagram)
- Universal Design Modifications
- Developmental Indicators

Each day, EC teachers use one set of plans for all of that day's scheduled physical activity times. A daily activity card is provided for an "at-a-glance" view of the day's activities. A station- or center-based activity organization option will be available in the Spring of 2017.

Important Note: Development of OPEN's Early Childhood program is ongoing. The first resources were made available in January of 2017 with more content, activity plans, and resources added each calendar quarter. For the most recent version of the OPEN EC program please visit:

www.OPENPhysEd.org

Program Development Map

The Head Start Early Learning Outcomes Framework

[Approaches to Learning; Social & Emotional Development; Language & Literacy; Cognition; Perceptual, Motor, & Physical Development]



Movement Exploration Categories

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



Instructional Modules

[Activity Basics, Bean Bags, Scarves, Hoops, Ropes, Parachute Games]



Daily Activity Plans

[Red, Orange, Yellow, Green, Blue, Purple]

Suggested Implementation Plan

- Week 1: Activity Basics & Bean Bags
- Week 2: Bean Bags & Scarves
- Week 3: Scarves & Hoops
- Week 4: Hoops & Ropes
- Week 5: Ropes & Parachute Games
- Week 6-10: Repeat Modules from Beginning (Activity Card 2)
- Week 11-20: Station-based Resources
- Week 21-30: Introduce New OPEN EC Modules
- Week 31-40: Station-based Resources

Physical Activity Equipment

OPEN EC is a public service of US Games. By purchasing your physical activity equipment from US Games you can be sure that you're getting equipment matched with the activities written into the OPEN EC program. You can also take pride in the fact that your purchase is helping to support the ongoing development and availability of all OPENPhysEd.org resources.

Each OPEN EC equipment pack is priced around \$250 and is designed to provide equipment for a minimum of 24 students. Some packs will accommodate up to 100 students in a station-based movement format. The following list provides information on recommended equipment and how to purchase the packs/items from US Games.

OPEN EC Pack One	Item# 1397243	\$249.99 (per pack)
4 Sets of 6	Ropes	
2 Sets of 12	Spot Markers	
2 Sets of 12	24" Hoops	
2 Sets 12	Scarves	
2 Sets of 12	Bean Bags	
1	Mesh Equipment Bag	

Additional Recommended EC Equipment

1 Set of 6	12" Game Cones (Item# 1093452)	\$44.99
1 Set of 6	Task Tents (Item# 1389878)	\$50.99
1	30' Diameter Parachute	\$234.99

To order OPEN Early Childhood equipment contact your regional US Games representative, or call 1-800-327-0484.

On-Site Professional Development Workshops

OPEN National Trainers provide the highest quality professional development for early childhood educators. We customize each day to meet your organization's objectives and scheduling requirements. Workshops are active, engaging, and practical.

All participants will be able to:

- Fully implement OPEN EC activities
- Safely and effectively manage early childhood physical activity sessions
- Describe and demonstrate the link between OPEN EC and the Head Start Early Learning Outcomes Framework

Contact your US Games Regional Representative for information and pricing for an OPEN EC professional development event. (Who is your regional representative? Call 1-800-327-0484 and ask one of our call center associates.)

Standard Pricing for up to 5 hours of Professional Development: \$2,950

This includes a day of training, trainer travel expenses, OPEN EC Equipment Pack One, 6 Cones, 6 Task Tents, and 1 Parachute.

The OPEN EC Development Council

Aaron Hart, MEd
Nick Kline, MEd, NBCT
Helena Baert, PhD
Diane Craft, PhD
Andrea Hart, RDN

Content Authors:

Helena Baert
Jim DeLine
Amy Gagnon
Aaron Hart
Nick Kline
Elyse Loughlin

Contributions:

Deedi Boland
Lori S. Dunn
John Foley
Matthew Madden
Jennifer Truong

Movement Stories: (Coming Spring 2017)

Aaron Hart

Physical Activity Teaching & Management Tips

The number 1 priority of all physical activity leaders is keeping students S.A.F.E. Here are 4 management concepts for keeping physical activities fun and free of dangers.

S

SPACE | Spot markers and cones are your friends. Space the spot markers out within the activity area to provide students with a visual marker of their personal space (Home Base). Home Base provides the safe personal space needed for students to work independently.

Create boundaries. This can be done with cones (the more the better). Young ones aren't yet adept at visualizing imaginary lines, so place a cone every 3-4 steps along the perimeter of the activity area (create a rectangle or square space). Make sure to scan the activity area for objects that could create a hazard, e.g., a wall, a tree, a door that may open in to the space, etc.

Two Types of Space:

- Personal Space – created using spot markers scattered where students have enough space to move independently and safely.
- General Space – created with cones or floor tape and help to define the boundaries of the safe activity area and keep students safe from hazards.

A

APPROPRIATE EXPECTATIONS | It's important to provide physical and emotional boundaries that allow students to feel safe, take risks, and learn at an appropriate pace. Quickly review the class rules before the start of class. Keep instructions concise and clear. When students demonstrate the ability and maturity to perform safely, then add a challenge. Use encouraging language and prompt children to encourage their classmates. An encouraging environment with appropriate expectations begins with simple, clear, and effective rules.

Physical Activity Rules:

- 1) Active Eyes & Ears – Listen to directions, pay attention, and look where you are moving.
- 2) Helpful Hands – Keep your hands to yourself. Use your hands to be helpful.
- 3) Follow Directions – Learn by listening to and following directions.
- 4) Move Safely – Obey the speed limit and boundaries. Respect personal space.

F

FUN & FESTIVE | If the environment is fun & festive, students are more likely to respond positively and work harder. The physical activity leader's attitude is the single most important factor in the success of a movement sessions. You set the tone. Need a little help? Use upbeat music that inspires you to move (music is also a great stop and start signal). Like music, laughter is good for your spirit. Children want you to be silly in a safe and purposeful way. Your smile is the feedback that they crave.

So Remember:

- Enthusiasm is contagious.
- Fun activities are inviting.
- Music matters.
- Laughing feels good.

E

ESTABLISH PROTOCOLS & ROUTINES | It's critical that you establish systems for managing class routines and student behaviors. The more consistent the routines are, the safer the class is. In the beginning, you will have to teach your procedures and routines, and much like developing a skill, your class will need to practice them to get more efficient. If you are inconsistent with routines, the class will become inconsistent at following them. So be accountable for what you expect and practice until you get the results you need. Repeat learning activities often.

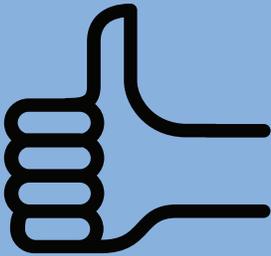
Establish These Early:

- Signals for starting and stopping. (Go/Freeze Commands, Music Start/Stop)
- Transitions from one activity to another. (Return to Home Base)
- Distributing and collecting equipment. (A Place for Everything)
- Responding to and asking questions. (Hand Up, Mouth Closed, Be Patient)
- Entering and exiting the activity area. (Walk to Floor Spots, Line Up by the Wall)

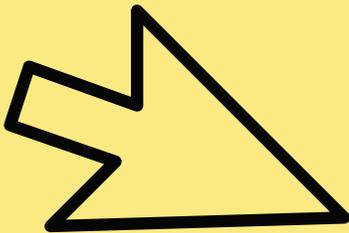
Physical Activity **Rules**



Active
Eyes & Ears



Helpful
Hands



Follow
Directions



Move
Safely

Quick Reference Activity Card: Activity Basics

Set-Up: Scatter spot markers as a Home Base for each student.

One student per home base. 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	<p><u>Gotcha!</u> (PA Rule: Active Ears)</p> <ul style="list-style-type: none"> Students begin at Home Base. On start signal (“GO”) they begin to walk in general space. On stop signal (“Freeze”) they stop and freeze their body. If teacher sees a moving student, say “Gotcha!” 	On, Off, Ready to Learn	Balance
2	<p><u>Imaginary Fence</u> (PA Rule: Active Eyes)</p> <ul style="list-style-type: none"> Place ropes on the floor between cones as a “fence.” On start signal students walk/move inside the fence. On stop signal, they freeze in the shape of an animal they want to keep safe inside the fence. 	Inside, On, Off, Ready to Learn	Locomotor
3	<p><u>Sharing Circle</u> (PA Rule: Helpful Hands)</p> <ul style="list-style-type: none"> Begin with Home Base spot markers in 2 concentric circles. Students on spots facing each other. First, share words. Then, share equipment. See activity page for sharing prompts. 	Self-Space	Social/Emotional
4	<p><u>Line Up Practice</u> (PA Rule: Follow Directions)</p> <ul style="list-style-type: none"> Create 2 parallel “line-up” lines with Home Base spot markers. Students start on Home Base and remember their spot color. On start signal, students walk/move in general space. On stop signal, they freeze and are then called by spot color to line up. 	Alongside	Movement Concepts
5	<p><u>Everyone Cleans Up</u> (PA Rule: Move Safely)</p> <ul style="list-style-type: none"> Students start on scattered Home Base spots. Review moving in space, then returning to spots. From spots practice moving to get equipment (bean bags). Pretend the bean bag is soap and spot is a sink. Then, practice putting the equipment back in its place. 	Inside, On, Off	Health/Nutrition
6	<p><u>Share, Share, That’s Fair</u> (Review all PA Rules)</p> <ul style="list-style-type: none"> Students start on scattered Home Base spots. Half of the students with a bean bag, half with a scarf. On start signal, students play with equipment at their Home Base spots. On stop signal they freeze. Prompt students to share with a partner with the opposite equipment (swap beanbag for scarf). 	On, Alongside, Ready to Learn	Manipulative

GOTCHA!

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will control my body by starting and stopping with the signals.
- ✓ I will talk about why it's important to start and stop with the teacher's signals.

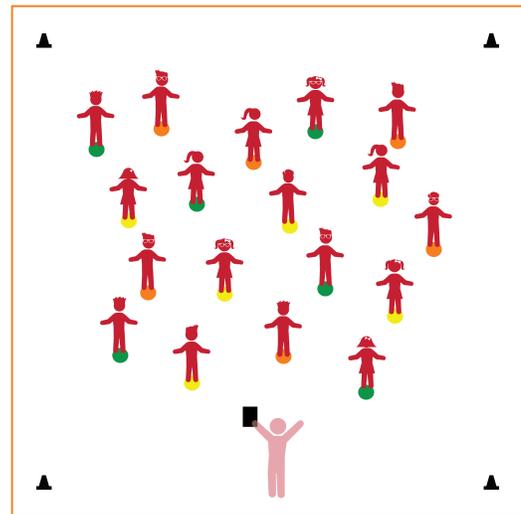
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 4 cones to create activity area boundaries
- ✓ Physical Activity Rules Poster
- ✓ Music and music player
- ✓ Green/red colored signs (optional)

Set-Up:

1. Create an activity area using cones or another visible object as boundaries.
2. Scatter spot markers throughout the activity area as home bases for each student.
3. Each student is standing on a home base (spot marker).
4. Be sure spacing between students is safe.



Activity Procedures:

1. Today we're going to practice our 4 Physical Activity Rules. (Review rule poster.) Let's focus on Active Ears by listening for start and stop signals.
2. This activity is called, "Gotcha!" The object of this activity is to start and stop moving when you hear the signals so that I don't yell, "Gotcha!"
3. When I say the word, "Go!" you will safely walk around the activity area. Be careful not to step on any spots. When you hear the word, "Freeze!" stop right where you are and freeze your body. If I see any students moving after I say, "Freeze" I'll say, "Gotcha!"
4. When I say, "Go Home!" you'll walk safely back to your Home Base and we'll start again.
5. Next, we'll use music as a start and stop signal. When you hear the music, begin walking. When the music stops, freeze your body.
6. Now, let's play again. This time when you hear, "Freeze!" freeze your body in a balance challenge position (e.g., on 1 foot, on tip toes).

Universal Design Modification:

- Use visual signals for start and stop (e.g., colored signs – green/red, raised hand, etc.)

DEVELOPMENTAL INDICATORS

- ✓ **Perceptual Development:** Uses perceptual information in directing own actions. Moves body in relation to objects.
- ✓ **Gross Motor Development:** Demonstrates balance in large-muscle movement.
- ✓ **Safety:** Demonstrates knowledge of personal safety practices and routines.

IMAGINARY FENCE

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I can control my body by staying inside the boundaries.
- ✓ I understand the importance of staying inside the boundaries.

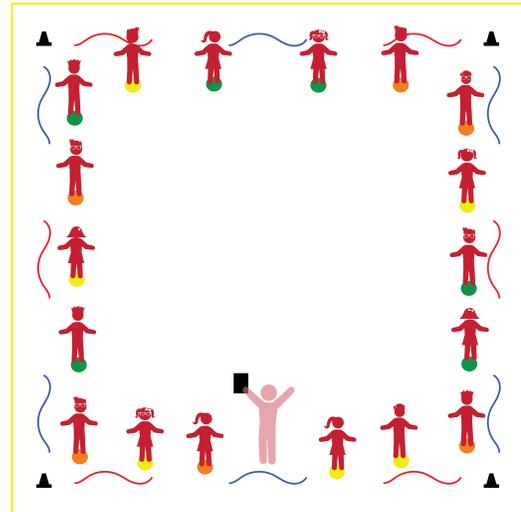
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 4 cones to create boundaries
- ✓ 4+ ropes to create imaginary fences
- ✓ Music and music player

Set-Up:

1. Create an activity area using cones or another visible object as boundaries.
2. Place ropes in-between cones as boundary “fences.”
3. Place home base spot markers just inside the fence boundaries, with enough distance for movement in personal space.



Activity Procedures:

1. In this activity we’re going to continue practicing our 4 Physical Activity Rules. Now let’s focus on Active Eyes by watching for area boundaries.
2. This activity is called Imaginary Fence. The object of the activity is to move safely inside of our activity boundaries. An example of a boundary is a fence. Some people use fences to keep animals in a yard.
3. When I say, “GO!” (or the music starts), you can move off of your spots and travel through open space in our activity area. When I say, “Freeze!” (or the music stops), freeze your body in the shape of the animal that you want to keep safely inside our fence.
4. Next, on the start signal, you’ll move like that animal inside of our fence. On the stop signal, freeze your body and pretend that the animal is sleeping.

Universal Design Modifications:

- Start the activity with one animal movement. For example, a horse. Let students safely explore space while creatively moving like a horse. As student progress, prompt them to gallop like a horse with a focus on galloping cues (1 lead foot step, feet together, lead foot step, feet together).
- Repeat the above progression with other locomotor skills.

DEVELOPMENTAL INDICATORS

- ✓ **Behavioral:** Demonstrates control of actions and behaviors.
- ✓ **Creativity:** Demonstrates imagination in play.
- ✓ **Gross Motor Development:** Demonstrates balance in large-muscle movement.
- ✓ **Safety:** Demonstrates knowledge of personal safety practices and routines.

SHARING CIRCLE

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will take turns with my partner.
- ✓ I will demonstrate Helpful Hands by gathering and using equipment correctly.

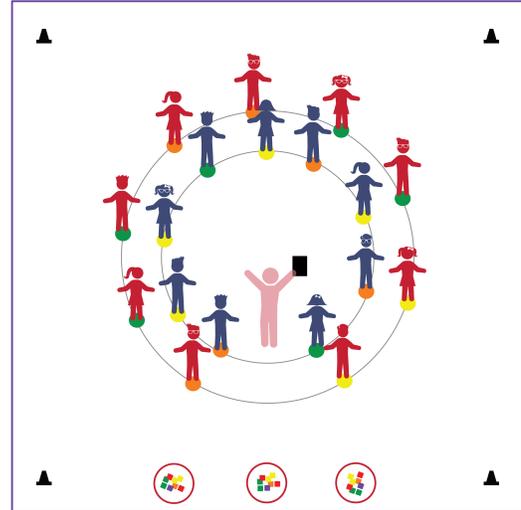
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 1 bean bag or scarf per 2 students
- ✓ 3 Hoops for organizing equipment

Set-Up:

1. Spot markers are arranged in 2 concentric circles.
2. Bean bags are placed in 2 (or more) piles on the sideline of the activity area.
3. Arrange students, standing on spots, and facing one another.



Activity Procedures:

1. The second physical activity rule is “Helpful Hands.” Today we’re going to practice helpful hands with an activity called Sharing Circle. Everyone will share words and equipment with a partner.
2. When I say, “GO!” the partner in the outside circle will talk first. Look your partner in the eye and describe what a juicy orange looks like and tastes like. Listening partners, look your partner in the eye, listen without interrupting. When I say, “Freeze!” stop talking and stand tall, ready to listen. (Repeat with partner on the inside circle describing a crunchy carrot.)
3. Next we’re going to gather some equipment to share. When I say, “GO!” all students on the inside circle will walk to pick up a bean bag, and then return to the spot markers with the bean bag.
4. Pretend your bean bag is a very friendly puppy. When I say, “GO!” tell your partner what your puppy looks like and what her/his favorite game is. When I say, “Freeze!” stop talking and stand tall, ready to listen. It’s time to share the bean bag with your partner, giving them a chance to describe their imaginary puppy. (Repeat with partner on the inside circle. Continue the activity with a variety of topics and imaginary objects.)
5. It’s time put our equipment away. When I say, “GO!” all students on the outside circle will walk to put the bean bag away, and then return to the spot makers.

Universal Design Modifications:

- If students are not ready to gather equipment on their own, take a few minutes to hand out/collect bean bags.
- Complete the activity without any equipment. Allow students to practice taking turns in conversation.

DEVELOPMENTAL INDICATORS

- ✓ **Social/Emotional:** Takes turns in conversations and interactions with other children.
- ✓ **Behavioral:** Maintains engagement in interactions with familiar children.
- ✓ **Creativity:** Demonstrates imagination in interaction with others.

LINE UP PRACTICE

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will line up quietly by following teacher instructions.
- ✓ I will control my body and move safely while staying in the class line.

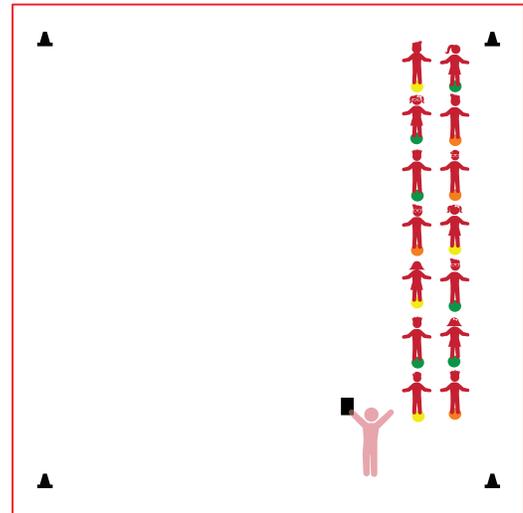
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 4 cones to create activity area boundaries
- ✓ Music and music player

Set-Up:

1. Create line(s) with spot makers. (Use the same line formation that you'd used for walking in hallways. E.g., 2 parallel lines, 1 straight line, etc.)
2. Students standing on spot markers in line formation.



Activity Procedures:

1. We're now going to practice Following Directions (our 3rd Physical Activity Rule) by moving in the activity area boundaries, and then lining up safely and quietly.
2. Look at your Home Base spot and remember what color it is.
3. When the music starts playing, walk safely in the activity area with active eyes and ears. When the music stops, freeze and listen for instructions. I will call a group of students to quietly line up on the spot markers. (Teacher calls students wearing blue, red, green, etc. until all are lined up.)
4. Let's play again. This time march in the activity area making large circles using curved pathways. (Repeat the activity several times prompting students to move in a variety of pathways with different locomotor skills.)
5. Next, practice walking in lines throughout the activity area. Guide the students using straight, curved, and zig-zag pathways.

Universal Design Modifications:

- Teacher/adult walks hand-in-hand with students having difficulty in line.
- Use a variety of start/stop signals.

DEVELOPMENTAL INDICATORS

- ✓ **Behavioral:** Responds to signals when transitioning from one activity to another.
- ✓ **Perceptual Development:** Uses perceptual information in directing own actions. Moves body in relation to objects and other people.
- ✓ **Safety:** Demonstrates knowledge of personal safety practices and routines.

EVERYONE CLEANS UP

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will gather and return equipment by following teacher instructions.

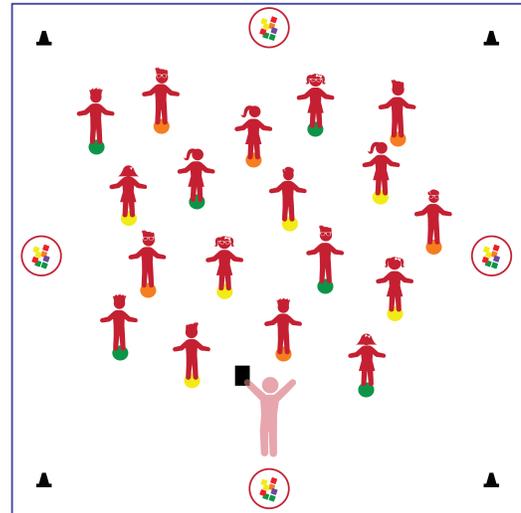
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 1 bean bag per student
- ✓ 4 cones to create boundaries
- ✓ 4 hoops for organizing bean bags

Set-Up:

1. Scatter spot markers within the boundaries of the activity area.
2. Divide bean bags evenly and place in 4 hoops outside of the activity area boundaries.
3. Each student stands at a Home Base (spot marker).



Activity Procedures:

1. Our 4th Physical Activity Rule is, “Move Safely.” Keeping our activity area clean will help us move safely.
2. All of our equipment will be stored just outside of our activity area boundaries. Today we have bean bags inside of hoops to keep them organized. By keeping the equipment organized outside of the boundaries we can move safely inside the activity area without stepping on messy equipment. Let’s try! When I say, “GO!” jump off your spot and see how many spots you can jump on and off (2-foot takeoff and landing). When I say, “Freeze!” stand tall, ready to listen. “GO!”
3. “Freeze!” When I say, “GO!” walk quietly (like little mice) back to your spots.
4. Next, we’ll practice getting equipment. When I call the color that matches your spot color, you’ll walk to the nearest hoop, collect a bean bag, and then return to your spot. Practice balancing the bean bag on your shoulder while you wait for others to collect their bean bag. (Continue calling colors until every student has a bean bag.)
5. Before you eat food, or after you use the bathroom, what do you need to remember to do? That’s right – wash your hands. Let’s pretend the bean bag is soap and your spot is a sink. Show me how you would wash your hands.
6. Great! Now let’s practice putting the equipment back where it belongs. When I call the color that matches your spot color, walk to the nearest hoop, put your bean bag away, and then return to your spot. (Continue calling colors until all bean bags are put away. Repeat this activity often to reinforce equipment procedures).

Universal Design Modifications:

- Provide adult helpers to students who continually demonstrate difficulty with this task.

DEVELOPMENTAL INDICATORS

- ✓ **Health:** Demonstrates personal hygiene and self-care skills.
- ✓ **Behavioral:** Demonstrates control of actions and behaviors.
- ✓ **Safety:** Demonstrates knowledge of personal safety practices and routines.

SHARE, SHARE, THAT'S FAIR

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will share with my classmates.
- ✓ I will safely play with the physical activity equipment.

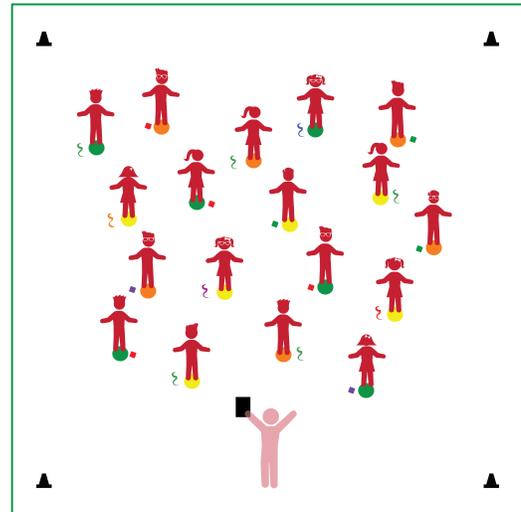
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 spot marker per student
- ✓ 4 cones to create activity boundaries
- ✓ 1 bean bag per 2 students
- ✓ 1 scarf per 2 students
- ✓ Music and music player

Set-Up:

1. Scatter spot markers within the boundaries of the activity area.
2. Place a bean bag on half of the spots and a scarf on the other half.
3. Each student stands at a Home Base with equipment on the floor next to the spot.



Activity Procedures:

1. It's time to play a game that will help us practice all 4 of our Physical Activity Rules. We'll have to use **Active Eyes, Ears, and Helpful Hands** while we **Follow Directions** and **Move Safely**.
2. This activity is called, "Share, Share, That's Fair." It's important for us to understand that we might not always get the piece of equipment that we want. For example, we may have to use a color bean bag that's not our favorite. But, that's okay. During physical activity time we're going to use the equipment that is available and share with our classmates.
3. When the music starts, pick up the equipment next to your spot (bean bag or scarf). Try to drop it on to the spot. How many times can you drop and hit the spot? Try from low levels, then from high levels.
4. When the music stops, students with a bean bag will walk to a student with a scarf. Next say, "May I play with your toy?" Your classmate will say, "Yes. May I play with your toy?" Then trade equipment with your classmate so that you now have a new piece of equipment. Return to your spot.
5. When the music starts, begin playing with your new piece of equipment.
6. (Repeat this numerous times with students sharing with several different partners. Allow students to find unique and safe ways to play with the equipment at their Home Base spots.)

Universal Design Modifications:

- Half the class begins with a piece of equipment while the other half sits on a spot. Allow students with equipment to play for 30 seconds. Then, stop play and talk through the sharing procedures.

DEVELOPMENTAL INDICATORS

- ✓ **Safety:** Demonstrates knowledge of personal safety practices, class rules and routines.
- ✓ **Behavioral:** Demonstrates an increasing ability to control impulses.
- ✓ **Social/Emotional:** Maintains positive interactions and relationships with other children.

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"> Students remember their bean bag's color/location on the floor. This is their Home Base. On "GO," students begin walking in general space within set boundaries. After 15-30 seconds, say "FREEZE" (or another consistent stop signal). Prompt students to walk back to their Home Base. Repeat. 	Alongside, On, Over	Movement Concepts
2	<u>Move Like This</u> <ul style="list-style-type: none"> Students walk safely in the area. On stop signal, students walk back to Home Base. Repeat, calling out different ways for students to move. 	Curved Pathway, Straight Pathway	Locomotor
3	<u>Bean Bag Body Parts</u> <ul style="list-style-type: none"> 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. 	Low Level, Over,	Social/Emotional
4	<u>Bean Bag Balance</u> <ul style="list-style-type: none"> Students listen to teacher prompts and balance bean bags on different body parts. (Suggestions: head, shoulder, elbow, wrist, hand, 3 fingers, knee, foot.) Next, challenge students to move safely around their Home Base while balancing a bean bag. 	Matching, Follow, Twisting	Balance
5	<u>Home Plate Fruit Finder</u> <ul style="list-style-type: none"> 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. 	Ready to Learn, Self-Space	Health/Nutrition
6	<u>Bean Bag Eggs</u> <ul style="list-style-type: none"> Students sit on "eggs"/bean bags (like a bird does). With imaginary ball, students self-toss and catch. 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. 	On, Small	Manipulative

BEAN BAG HOME BASE

LEARNING TARGETS

- ✓ I will control my body and move safely in general space.
- ✓ I will follow my teacher's instructions and listen for start and stop signals.

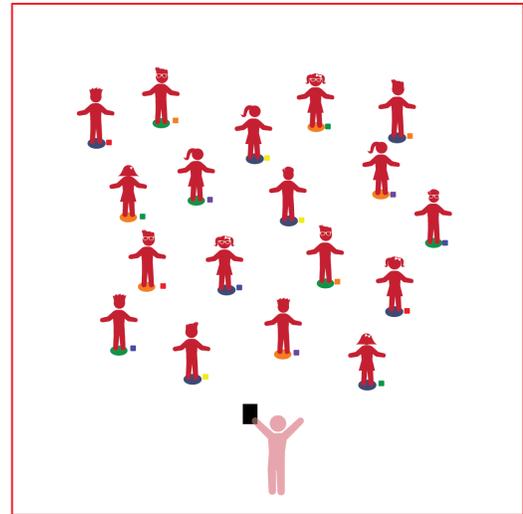
ACTIVITY SET-UP & PROCEDURE

Things You Need:

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

Set-Up:

1. Each student on a Home Base with a bean bag and personal space.
2. Students place their bean bags on the floor at their feet.
3. Be sure spacing between students is safe.



Activity Procedures:

1. The purpose of this activity is to review Home Base procedures while teaching students to move safely in general space.
2. Before beginning, tell students to remember their bean bag's color and spot marker location on the floor. This is each student's Home Base.
3. When teacher says "GO," students begin walking anywhere throughout general space, staying within the area boundaries. (Say "GO!" or play music as a start signal.)
4. After 15-30 seconds, say "FREEZE" (or pause music). Prompt students to walk back to their Home Base. Repeat this activity, providing students multiple opportunities to practice following directions and signals.
5. Spend a minute talking about what made this process safe/unsafe (i.e. active eyes/ears, remembering your home base, etc.). Repeat this level using various ways to move (e.g., tip toe, crawling, etc.).

Universal Design Modifications:

- Remove one child's bean bag. This student is called the *Bean Bag Bouncer* and will look for a new Home Base in the next round. Restart the activity and prompt all students to move throughout general space. On the stop signal, students return safely to their Home Bases. The Bean Bag Bouncer can quickly go to any bean bag. The student that lost her/his Home Base becomes the new Bean Bag Bouncer.
- All students can move to any Home Base on the stop signal. They don't have to move back to their previous home bases.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation. Demonstrates awareness of own body and other people's space during interactions.
- ✓ **Safety:** Identifies and follows basic safety rules with adult guidance and support.

MOVE LIKE THIS

LEARNING TARGETS

- ✓ I will control my body and move safely in general space.
- ✓ I will practice moving in space using different movement skills.

ACTIVITY SET-UP & PROCEDURE

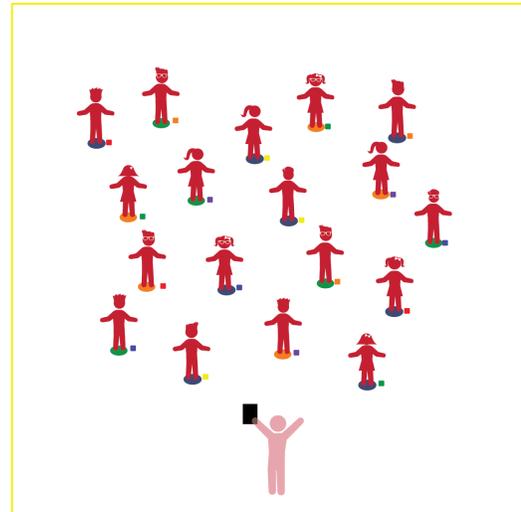
Things You Need:

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

Set-Up:

1. Each student on a Home Base with a bean bag and personal space.
2. Students place their bean bags on the floor at their feet.
3. Be sure spacing between students is safe.

Review: In the previous lesson, students were taught the concept of moving in space and returning to their Home Base when asked to do so.



Activity Procedures:

1. The purpose of this activity is to teach students how to move safely in space using various locomotor movements. Begin by having students walk safely in the designated activity space. Provide signals to start and to stop/freeze, and then prompt students to walk back to their Home Base.
2. Now, repeat the activity while calling out different “speed limits’ and movements. For example, “slow marching.”
3. Start with slower/easier movements. When students are ready, use faster, more advanced locomotor movements (jumping, running, etc.). Prompt students to return to their Home Bases as needed.

Universal Design Modifications:

- Provide more than 1 locomotor skill choice. Students can choose the skill they feel comfortable performing.
- For smaller spaces/large groups, call out 1 or 2 home base colors at a time. Only students standing at a spot marker of the color called can move to perform the movement skill.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation. Explores environments using motor skills. Performs activities that combine and coordinate large muscle movements.
- ✓ **Perceptual Development:** Combines information gained through the senses to understand objects, experiences, and interactions.
- ✓ **Safety:** Identifies and follows basic safety rules with adult guidance and support.

BEAN BAG BODY PARTS

LEARNING TARGETS

- ✓ I will listen to and follow teacher instructions.
- ✓ I will try my best.

ACTIVITY SET-UP & PROCEDURE

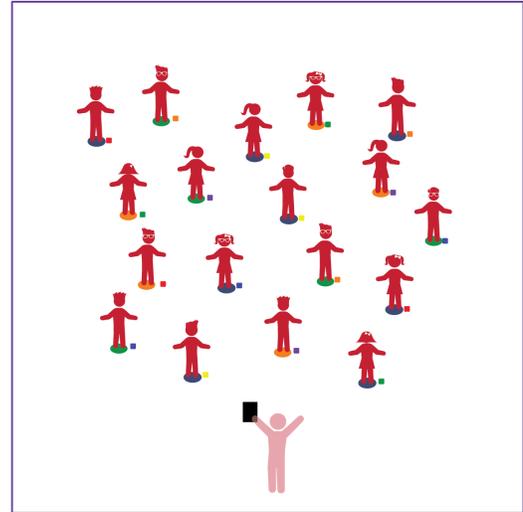
Things You Need:

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

Set-Up:

1. Each student on a Home Base with a bean bag and personal space.
2. Students place their bean bags on the floor at their feet.
3. Be sure spacing between students is safe.

Review: In previous lessons, students moved in space and returned to Home Base. In this activity students will move only in personal space (around their home base).



Activity Procedures:

1. The purpose of this activity is to provide a self-testing exercise to help students understand the movement of body parts in relation to objects.
2. Begin by calling out a body part (e.g. elbow, hand, knee, etc.). Each time a body part is called, students touch that body part to the bean bag, which is lying on the spot marker. Emphasize controlled, safe movements.
3. Next, ask the students to review body parts that have already been covered. Prompt them touch those body parts to the bean bag laying on the floor while saying the name of the body part aloud.
4. Finally, tell the students that you're going to walk around the class and watch to see if they use the correct body part while also moving safely. Tell the students that you want them to show you what they can do. Take time to watch and praise each student while calling a variety of body parts.

Universal Design Modifications:

- Use an object larger than a bean bag, such as a pillow or carpet square.
- Instead of placing the bean bag on the floor, students balance the bean bag on various body parts.

DEVELOPMENTAL INDICATORS

- ✓ **Identity and Belonging:** Shows confidence in increasing abilities. Shows others what they can do.
- ✓ **Language and Communication:** Acts on descriptions provided by others about people and objects. Demonstrates interest and understanding when participating in language activities or games.

BEAN BAG BALANCE

LEARNING TARGETS

- ✓ I will follow directions and move safely.
- ✓ I will use my arms, legs, and other body parts to keep my balance.

ACTIVITY SET-UP & PROCEDURE

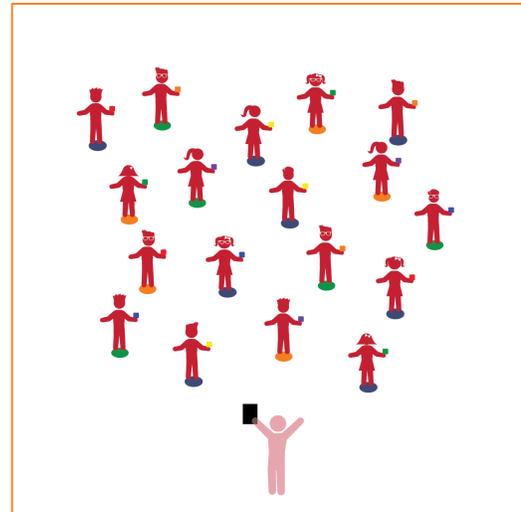
Things You Need:

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

Set-Up:

1. Each student on a Home Base with a bean bag and personal space.
2. Students place their bean bags on the floor at their feet.
3. Be sure spacing between students is safe.

Review: In a previous lesson, students moved independently in personal space around their Home Base. This activity builds upon that structure while adding the challenge of balancing an object.



Activity Procedures:

1. The purpose of this activity is to provide students an opportunity to explore balance using a bean bag.
2. Students will listen to teacher prompts and balance bean bags on different body parts.
3. Body part suggestions: head, shoulder, elbow, wrist, hand, foot.
4. Next, challenge students to move safely in personal space (twist, bend, extend, etc.) while keeping the bean bag balanced on different body parts.
5. Advance with students balancing a beanbag and walking around a floor spot.

Universal Design Modifications:

- Allow students to help an adult balance objects. For example, students place a bean bag on an adult's shoulder, knee, etc.
- Students balance bean bags on other objects, such as a cone, chair, bench, etc.
- Allow students to be self-directed and choose body parts and movements.

DEVELOPMENTAL INDICATORS

- ✓ **Perception:** Combines information gained through the senses to understand objects, experiences, and interactions.
- ✓ **Gross Motor:** Demonstrates balance in large-muscle movement. Demonstrates awareness of own body and other people's space during interactions.
- ✓ **Fine Motor:** Uses coordinated movements to complete complex tasks.

HOME PLATE FRUIT FINDER

LEARNING TARGETS

- ✓ I will control my body and move safely in general space.
- ✓ I will practice moving in space using different locomotor skills.
- ✓ I will identify different fruits and vegetables that are good for my body.

ACTIVITY SET-UP & PROCEDURE

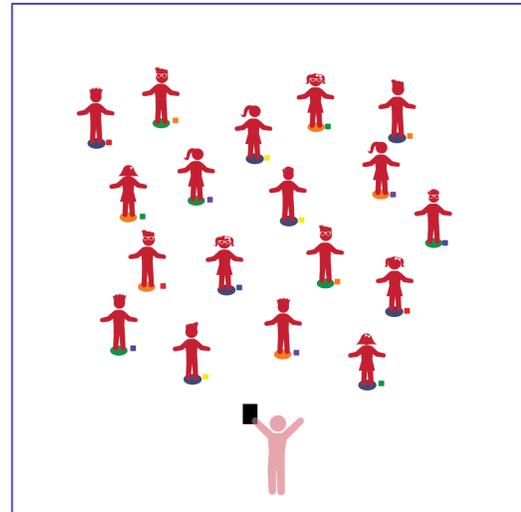
Things You Need:

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

Set-Up:

1. Each student on a Home Base with a bean bag and personal space.
2. Students place their bean bags on the floor at their feet.
3. Be sure spacing between students is safe.

Review: In previous lessons, students were taught the concept of moving in space and returning to their Home Base when asked to do so.



Activity Procedures:

1. The purpose of this activity is to review movements and concepts taught in previous activities while helping students identify a variety of fruits and vegetables. Begin by having students walk safely in the designated activity space. Provide signals to start and to stop/freeze, and then prompt students to walk back to their Home Base. When students return to their home base, tell them to call out a fruit or vegetable that is the same color as their bean bag. Start by offering suggestions for each color.
2. Now, repeat the activity while calling out different locomotor movements.
3. Challenge students to look and point at a classmate's bean bag and call out a fruit or vegetable that matches the color of that bean bag.

Universal Design Modifications:

- When students return to their Home Base, teacher moves to a single bean bag and allows the entire class to identify fruits/vegetables from that single bean bag color.
- See previous modifications from earlier activity plans.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation. Explores environments using motor skills. Performs activities that combine and coordinate large-muscle movements.
- ✓ **Nutrition:** Identifies a variety of healthy foods.

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.

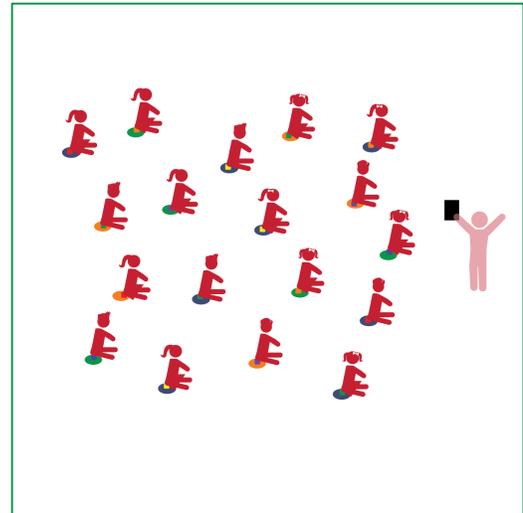
ACTIVITY SET-UP & PROCEDURE

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.

Quick Reference Activity Card: Scarves 1

Set-Up: Scatter spot markers in the activity area as a Home Base for each student.

One student per Home Base. 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>Low, Medium, High...Oh, My!</u> <ul style="list-style-type: none"> Students wave the scarves at a low level (below knees); high level (overhead); medium level (at waist). Challenge: Call out an object/animal at each level (e.g., snake, tiger, giraffe), students wave scarves to match the level of the object. 	High Level, Medium Level, Low Level	Movement Concept
2	<u>Stand Like This</u> Students complete balance challenges. <ul style="list-style-type: none"> Stand with feet out wide and scarf resting on elbow. Stand with feet close and scarf resting on shoulder. Stand with legs staggered and scarf resting on a wrist. (Teachers, be creative.) 	Narrow, Wide, Straddle/Scissor	Balance
3	<u>Mirror Me</u> <ul style="list-style-type: none"> With teacher, then with a partner: Students face teacher/partner. One performs by waiving the scarf, the other is a mirror. Emphasize slow and controlled movements. 	Mirror, Matching, Follow	Social/Emotional
4	<u>Tossing Challenges</u> <ul style="list-style-type: none"> Students in self-space, each with a scarf. Teacher prompts students to complete tossing challenges. Toss up. Toss down. Toss left. Toss right. Create your own challenges. 	High Level, Medium Level, Low Level	Manipulative
5	<u>Tails</u> Students move like different animals/objects with tails. As students mature, focus on correct movement form: <ul style="list-style-type: none"> Horses galloping, cheetahs walking/running, deer leaping, rabbits jumping, rockets sliding, etc. 	Curved Pathway, Straight Pathway, Zig Zag Pathway	Locomotor
6	<u>Scarf Fitness</u> <ul style="list-style-type: none"> Students in self-space, each with a scarf. Teacher prompts students to follow along & complete fitness challenges. Teacher performs, students follow along. Example 1: Sit on bottom, lift one leg and pass scarf around leg. Repeat other side. Example 2: On hands and knees wave the scarf to the front, right, left. (Teachers, be creative.) 	Follow, Matching	Health/Nutrition

LOW, MEDIUM, HIGH...OH MY!

LEARNING TARGETS

- ✓ I will control my body and move safely in personal space.
- ✓ I will follow teacher instructions and wave the scarf at different levels.

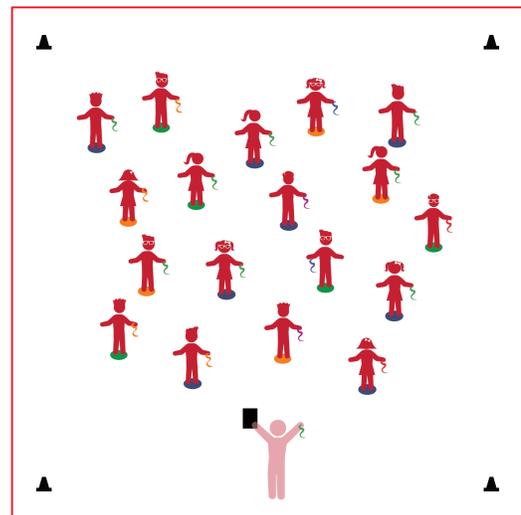
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries
- ✓ Music and music player

Set-Up:

1. Each student on a Home Base (spot marker) with a scarf and personal space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The purpose of this activity is to start learning how to move a scarf at different levels.
2. Stand tall on your Home Base with the scarf in 1 hand. When the music starts, you can begin to wave and move the scarf to the music. When the music stops, freeze and stand tall.
3. Great job! Now as the music plays I will call out a different level: high, medium, or low. When you hear the level called out, begin waving your scarf at that level. You can watch me. I'll be performing with my scarf.
4. Challenge: Teachers, call out an object/animal at each level (e.g., snake, tiger, giraffe). Students wave scarves to match the level of the object.

Universal Design Modifications:

- Provide adult assistance for students with developmental and/or movement challenges.
- Allow students to perform the activity in a seated position.

DEVELOPMENTAL INDICATORS

- ✓ **Creativity:** Shows willingness to participate in new activities.
- ✓ **Gross Motor:** Coordinates movements and actions for a purpose.
- ✓ **Fine Motor:** Uses hand-eye coordination to manipulate objects.

STAND LIKE THIS

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will follow directions and perform all of the balance challenges.

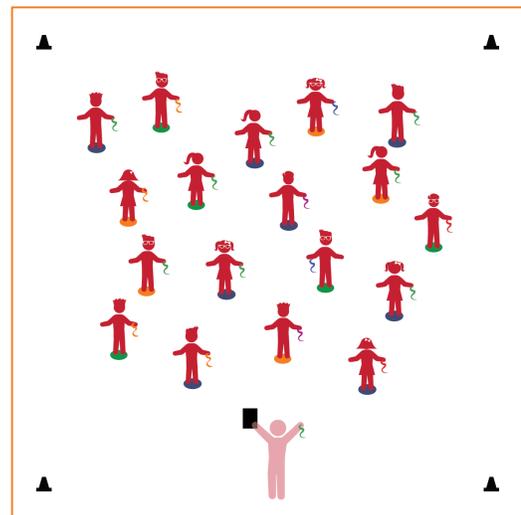
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base (spot marker) with a scarf and personal space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. It's time for some balance challenges! Stand tall on your Home Base with the scarf in 1 hand.
2. When I call out a challenge, follow the directions, watch my example, and follow along.
3. Stand with your feet wide apart, arms up, rest the scarf on your elbow.
4. Stand with your feet close together, arms down, rest the scarf on your shoulder.
5. Stand straddling your spot marker with scissor legs, arms to front and back, scarf on your wrist.
6. Stand on 1 foot holding the scarf out wide. Stand on the other foot, scarf in the other hand.
7. Repeat challenges, then create new ones.

Universal Design Modification:

- If students have difficulty balancing on different bases of support, allow them to choose one (e.g., feet wide apart) and then move/hold the scarf in a variety of positions.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor:** Demonstrates balance in large-muscle movements.
- ✓ **Self-Regulation:** Follows rules for managing actions and behavior.
- ✓ **Cognitive Self-Regulation:** Follows detailed, multi-step directions.

MIRROR ME

LEARNING TARGETS

- ✓ I will move safely in personal space.
- ✓ I will mirror the teacher's movements.
- ✓ I will work safely with a partner.

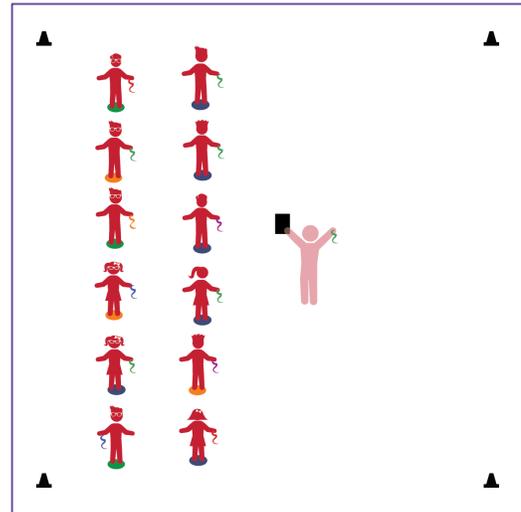
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries

Set-Up:

1. Place spot markers in 2 parallel lines 5 feet apart. Number the lines – Line 1 and Line 2.
2. Each student on a Home Base (spot marker) with a scarf and personal space.
3. Be sure spacing between students is safe.



Activity Procedures:

1. It's time to play Mirror Me! Stand tall on your Home Base. When I say, "GO!" I'm going to start to move my scarf very slowly. It's your job to follow my movements like you are my reflection in a mirror.
2. I'll gradually start to move my scarf faster. So, pay attention and work hard to mirror my movements.
3. Next, we'll try to mirror a partner. (Use 2 students to demonstrate.)
4. Turn and face your partner. When I say, "GO!" the partner in Line 1 will start moving her/his scarf very slowly. The partner in Line 2 will mirror her/his movements. (After 30 seconds to 1 minute, change roles.)

Universal Design Modifications:

- Instead of working in partners, pick 1 student to be the class leader. All students mirror the class leader's movements.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor:** Demonstrates awareness of own body and other people's space during interactions.
- ✓ **Fine Motor:** Coordinates hand and eye movements to perform actions.
- ✓ **Relationships:** Shows enjoyment of play with other children.
- ✓ **Relationships:** Engages in simple cooperative play with other children.

TOSSING CHALLENGES

LEARNING TARGETS

- ✓ I will work in my own personal space.
- ✓ I will follow all physical activity rules.
- ✓ I will follow directions and will safely toss my scarf.

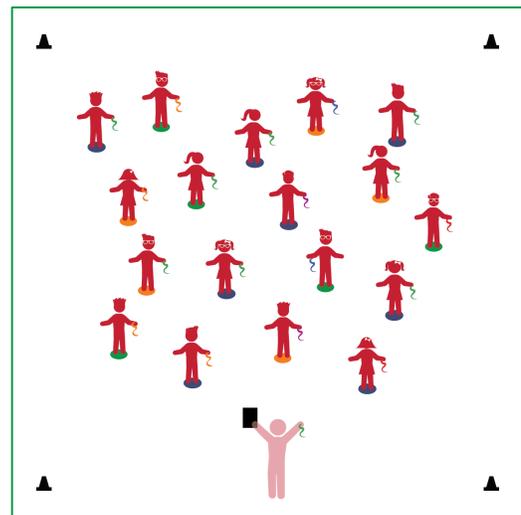
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries
- ✓ Music and music player

Set-Up:

1. Each student on a Home Base with a scarf and personal space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. It's time for some tossing challenges! Stand tall on your Home Base with the scarf in 1 hand.
2. When I call out a challenge, follow the directions, watch my example, and follow along. (Allow students to practice each challenge for approximately 30 seconds.)
3. Toss your scarf as high as you can. Toss your scarf down on to your spot marker.
4. Stand next to your spot marker and try to toss your scarf on to the spot. Toss your scarf over your spot.
5. Now, when the music starts, you can try any of the challenges we've practiced. You can change from one challenge to another any time you want. You can even make up new challenges that are safe and stay within your personal space.

Universal Design Modifications:

- Some children/classes may not be ready to perform challenges independently with the music. Continue practicing challenges as a group until you believe the children are ready to advance.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor:** Coordinates movements and actions for a purpose.
- ✓ **Fine Motor:** Uses hands for exploration and play.
- ✓ **Self-Regulation:** Manages actions and behavior with increasing independence.

TAILS

LEARNING TARGETS

- ✓ I will follow all physical activity rules.
- ✓ I will move safely in general space.
- ✓ I will respect the personal space of others.

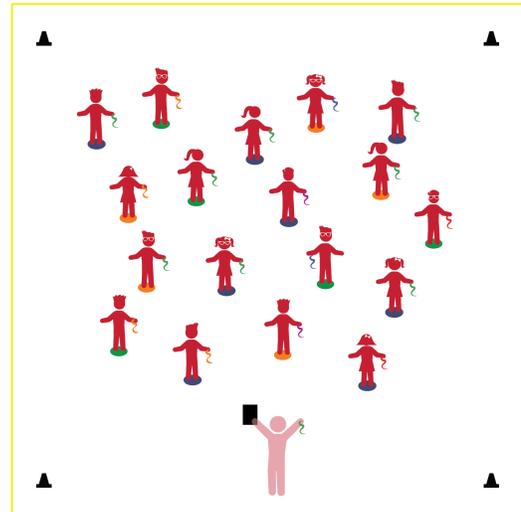
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries
- ✓ Music and music player

Set-Up:

1. Each student on a Home Base (spot marker) with a scarf and personal space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. It's time to play a game called Tails! Start by standing tall on your Home Base.
2. Who can name an animal with a tail? (Take time to allow several students to answer.)
3. That's right! When the music plays we're going to hold our scarf behind our backs, like a tail, and move like the animal that I call out. (Start with slow animals/movements. Gradually increase speed as students move safely in general space.)
4. When the music stops, freeze and stand tall, ready to learn.
5. Play and repeat this activity for several rounds. As students mature, focus on developing locomotor skills (jump, gallop, slide, etc.).

Universal Design Modifications:

- Allow students to move without a scarf, using their imagination to visualize a tail.
- Prompt student to act like animals while staying in personal space.

DEVELOPMENTAL INDICATORS

- ✓ **Self-Regulation:** Demonstrates awareness of classroom rules.
- ✓ **Creativity:** Uses imagination in play.
- ✓ **Gross Motor:** Walks and runs, adjusting speed or direction depending on the situation.

SCARF FITNESS

LEARNING TARGETS

- ✓ I will exercise and make my heart beat faster.
- ✓ I will follow all physical activity rules.
- ✓ I will be active at my Home Base.

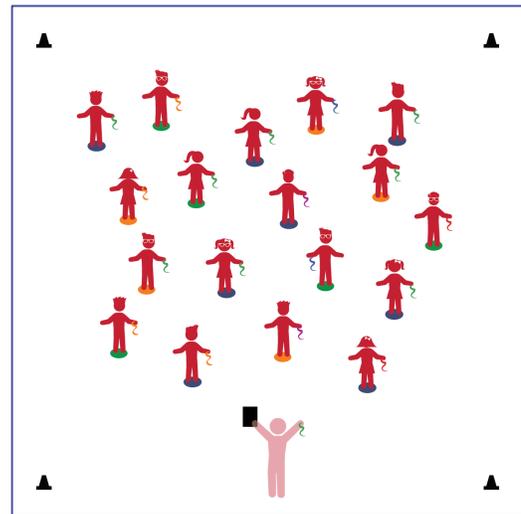
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ 1 spot marker per student
- ✓ Cones to create boundaries
- ✓ Music and music player

Set-Up:

1. Each student on a Home Base (spot marker) with a scarf and personal space.
2. Be sure spacing between students is safe.



Activity Procedures:

1. It's time to have fun and get some exercise! When you exercise, your heart beats faster. Can you feel your heart beat in your chest?
2. When the music starts, I'm going to demonstrate some exercises with the scarf. You will follow along and do the exercises with me. Let's see if we can make our hearts beat faster.
3. Hold the scarf and do jumping jacks.
4. Wave the scarf while you jog in place.
5. Pretend the scarf is a weight. Perform dumbbell curls.
6. Hold the scarf and jump side to side – on and off the spot marker.
7. Sit on the spot marker. Lift one leg and pass the scarf around the leg. Repeat with the other leg.
8. On hands and knees. Wave the scarf in front with the right hand. Repeat with the left hand.

Universal Design Modifications:

- Choose/create exercise activities that you know your students can perform with success.

DEVELOPMENTAL INDICATORS

- ✓ **Health:** Demonstrates healthy behaviors (e.g., daily exercise).
- ✓ **Gross Motor:** Demonstrates stamina to participate in physical activity.
- ✓ **Self-Regulation:** Demonstrates awareness of classroom rules.

Quick Reference Activity Card: Ropes 1

Set-up: Scatter ropes in the activity area to serve as a Home Base for each student.

1 student per Home Base. Use 4+ cones to set perimeter boundaries.

Each activity below should take 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 the authors recommend for each activity.

	Activity Description	Suggested MC Cards	Category
1	<u>Get in Shape</u> <ul style="list-style-type: none"> Students use the ropes to create various shapes. Allow them to experiment and create any shape they want. Teacher describes a shape for students to create (e.g. round, 3 sides, 4 sides) and then ask students its name. Partners: create shapes that match. 	Self-Space, Low Level, Matching,	Movement Concepts
2	<u>"A" is for Activity</u> <ul style="list-style-type: none"> Students use the ropes to create letters of their choice. Give students a letter to create. Challenge: Give a letter sound; students make the letter that matches the sound. 	Self-Space, Low Level	Social/Emotional
3	<u>Know Where</u> <ul style="list-style-type: none"> Students use the ropes to create a pathway (straight, curved, zig-zag) and walk/balance on it. Ask students to stand on/next to/behind the rope. Partners: One partner creates a pathway with 2 ropes for her/his partner to walk along. 	Pathways: Curved, Straight, Zigzag	Balance
4	<u>Be like Superboy/Supergirl</u> <ul style="list-style-type: none"> Students place the rope in a straight line and then jump over it, landing on 2 feet. Remember to swing arms like superboy/supergirl. Challenge: Can students leap or hop over the rope? 	Over, Follow, Pathways	Locomotor
5	<u>Yikes...Snakes!</u> <ul style="list-style-type: none"> Students sit and drag the rope ("snake") along the ground in front of them. As a class, count to 20. Partners: One partner wiggles the rope, the other attempts to catch the snake (palms down, don't grab). 	Low Level, On	Manipulative
6	<u>What's on your Plate?</u> <ul style="list-style-type: none"> Students make a circle with the rope, pretending it is a plate. Students hop inside of the circle and name the healthy foods on their plate. Challenge: Talk about the 5 senses. Identify a food and describe how it tastes, looks, etc. 	Inside	Health/Nutrition

GET IN SHAPE

LEARNING TARGETS

- ✓ I will work at a low level and keep my rope on the floor when I'm making shapes.
- ✓ I will follow my teacher's instructions and listen for start and stop signals.

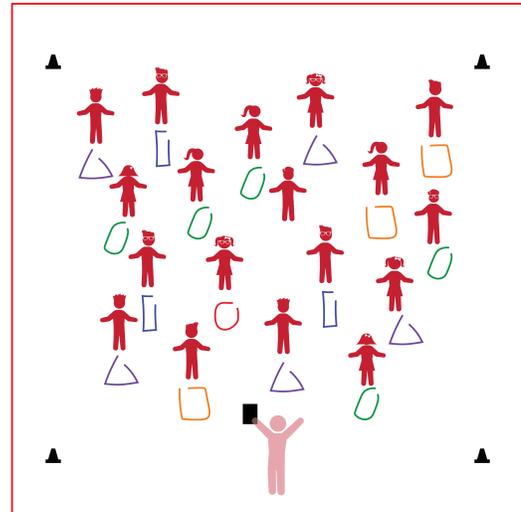
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Students place their ropes on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to allow students to manipulate their ropes on the floor while reinforcing the movement concept of levels. They will be working at a low level during this activity.
2. Before beginning, tell students to look at and take note of their personal space as well as their rope's color. In this lesson, ropes will act as each student's Home Base.
3. When teacher says "GO," students begin to make any shape of their choosing. They can make several different shapes. Allow them to experiment with the rope in safe ways.
4. Say "FREEZE" so that students stop touching their ropes and stand behind them. Spend a minute talking about the different shapes that students made. Also take this time to cover any safety issues that may have come up. Repeat the activity, but this time, describe a shape for the students to create (e.g., create a shape with 4 equal sides [a square]).

Universal Design Modifications:

- Use different sized ropes, string, or yarn.
- Provide an adult to assist children who may have difficulty manipulating the rope with their hands.

DEVELOPMENTAL INDICATORS

- ✓ **Approaches to Learning:** Demonstrates initiative and independence. Demonstrates a willingness and capability to work independently.
- ✓ **Cognition:** Uses spatial awareness to understand objects and their movement in space.
- ✓ **Perception:** Coordinates perceptual information and motor actions to participate in play.

“A” IS FOR ACTIVITY

LEARNING TARGETS

- ✓ I will show the teacher my ideas by using the rope to make letter shapes that I know.
- ✓ I will try my best and follow all directions.

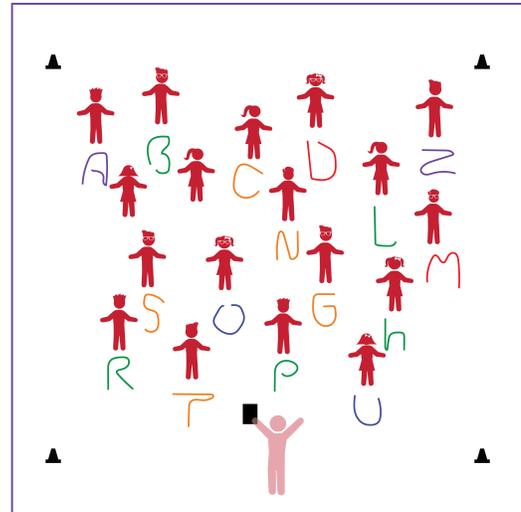
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Students place their ropes on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to allow students to express themselves while manipulating their ropes on the floor. Again, reinforce that they will be working at a low level during this activity.
2. Before beginning, tell students to look at and take note of their personal space as well as their rope's color. In this lesson, ropes will act as each student's Home Base.
3. When teacher says "GO," students begin to make any letter of their choosing. They can make as many letters as they'd like in the time that you provide.
4. Say "FREEZE" so that students stop touching their ropes and stand behind them. Spend a minute talking about the different letters that students have made. Also take this time to cover any safety issues that may have come up.
5. Repeat the activity, but this time, call a letter for the students to make. Challenge students by making letter sounds for them to identify.

Universal Design Modifications:

- Use different sized ropes, string, or yarn.
- Provide an adult to assist children who may have difficulty manipulating the rope with their hands.

DEVELOPMENTAL INDICATORS

- ✓ **Identity and Belonging:** Contributes own ideas, skills, and abilities to activities and experiences with adults and other children.
- ✓ **Emergent Literacy:** Recognizes and uses some letters or numbers, such as letters in one's own name.

KNOW WHERE

LEARNING TARGETS

- ✓ I will follow directions and move safely.
- ✓ I will use my arms, legs, and other body parts to keep my balance.

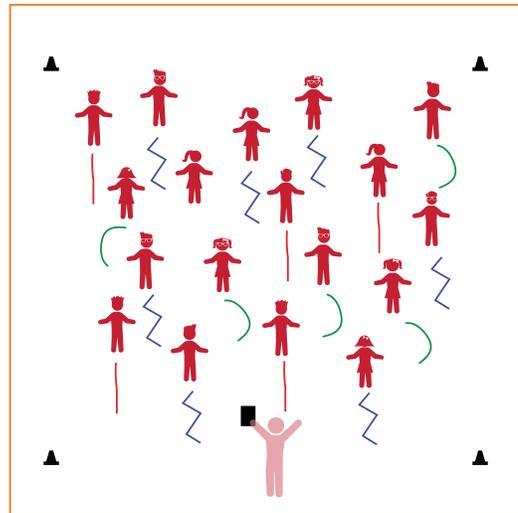
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Students place their ropes on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to provide students an opportunity to balance in a challenging and dynamic environment. You can also emphasize an understanding of movement pathways.
2. Before beginning, remind students that the ropes will act as each student's Home Base.
3. When teacher says "GO," students begin to make a pathway with their rope—curved, straight, or zigzag.
4. Say "FREEZE" so that students stop touching their ropes and stand behind them. Next, prompt students to walk on their rope along the pathway they've created. Repeat this activity with students creating a variety of pathways.
5. If students are socially mature enough to work in pairs, group them and then challenge them to create pathways for their partners to walk on. Allow all pairs to switch roles and take turns.

Universal Design Modifications:

- Create a variety of pathway patterns with floor tape, allowing students to travel on the tape rather than the ropes.
- Demonstrate the pathway patterns for all students to view and imitate.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor:** Demonstrates balance in large-muscle movement. Demonstrates awareness of own body and other people's space during interactions.
- ✓ **Geometer and Spatial Sense:** Explores the positions of objects in space.

BE LIKE SUPERBOY/SUPERGIRL

LEARNING TARGETS

- ✓ I will control my body and move safely in general space.
- ✓ I will practice safely jumping over ropes.

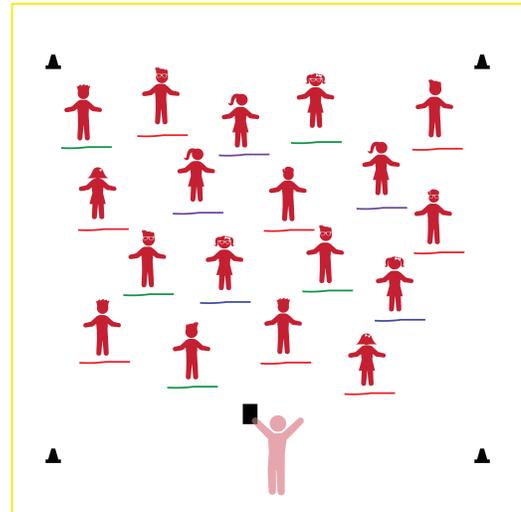
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Students place their ropes on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to provide a safe and challenging environment for students to practice 2-foot jumping and landing.
2. Before beginning, remind students that their rope will act as their Home Base.
3. Prompt students to stretch their rope on the floor in a straight line. When the teacher says “GO!” students begin to jump back and forth over the rope. Say “FREEZE” so that students stop jumping and stand next to their ropes.
4. Now repeat, prompting students to jump over as many ropes as they can while walking from rope to rope. Repeat using a variety of locomotor skills for traveling in between and over the ropes.
5. Start with slower/easier movements. When students are ready, use faster, more advanced locomotor movements (skipping, running, etc.). Prompt students to return to their Home Base as needed.

Universal Design Modifications:

- Play *Follow the Leader*, students following the teacher over ropes and throughout the activity area.
- Allow students to step over ropes if they cannot jump and safely maintain their balance.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Coordinates movements and actions for a purpose. Explores environments using motor skills. Performs activities that combine and coordinate large-muscle movements.
- ✓ **Safety:** Identifies and follows basic safety rules with adult guidance and support.

YIKES...SNAKES!

LEARNING TARGETS

- ✓ I will control my body and move the rope safely in personal space.
- ✓ I will use an open hand as I work to catch the snake on the floor.

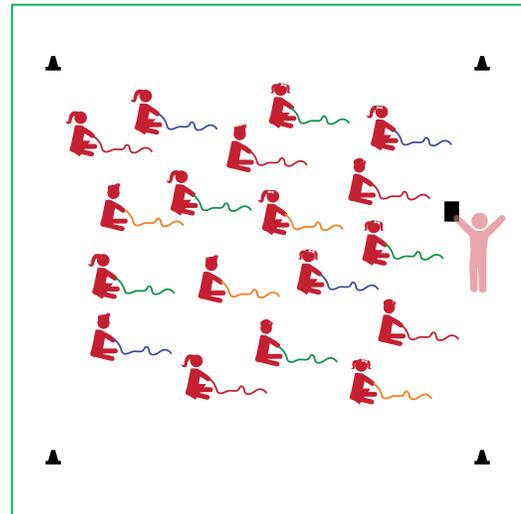
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Students place their ropes on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to provide students with an engaging way to manipulate the rope with their hands.
2. Before beginning, tell students to look at and take note of their personal space as well as their rope's color. In this lesson, ropes will act as each student's Home Base.
3. When teacher says "GO," students take hold of the rope at one end and begin dragging/wiggling the rope on the ground in front of them. Be sure the movements start slow and small. Stop the activity if you see students using the rope in a way that could be dangerous.
4. As a class, count to 20 out loud and then say "FREEZE" so that students stop touching their ropes and sit behind them. Spend a minute talking about safety with an emphasis on using the rope appropriately.
5. Repeat the activity while saying the alphabet.
6. If students are socially mature enough to work in pairs, group them such that one student becomes the "snake charmer" and the other becomes the "snake trap." The snake charmer wiggles the rope slowly and the snake trap tries to catch the snake on the floor using an open hand (palms down, don't grab). Switch roles.

Universal Design Modifications:

- Pair students with an adult who acts as the "snake charmer" in order to slow the rope's movement and make it less challenging.
- Give "snake traps" a large mitten, paddle, or other object to make it easier to catch the snake.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Fine Motor Development:** Demonstrates increasing control and coordination of small muscles.

WHAT'S ON YOUR PLATE

LEARNING TARGETS

- ✓ I will control my body and move safely in personal space.
- ✓ I will identify different foods that are good for my body.

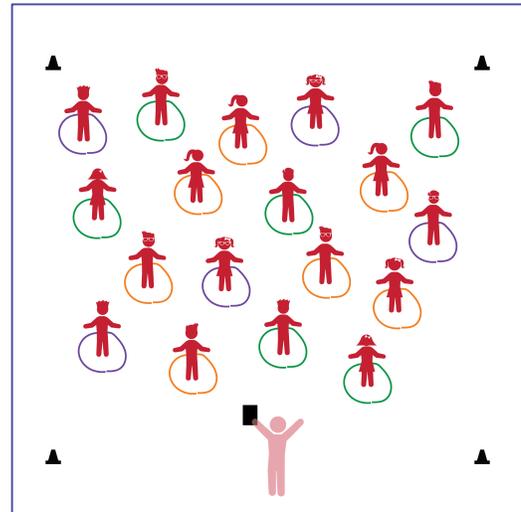
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 rope per student
- ✓ Cones to create boundaries

Set-Up:

1. Each student on a Home Base with a rope and personal space.
2. Each student creates a circle with their rope on the floor at their feet.
3. Be sure spacing between students is safe for activity.



Activity Procedures:

1. The purpose of this activity is to reinforce and teach students about healthy food and why it's important to put healthy food on their plates. Before beginning, remind students that the ropes will act as each student's Home Base.
2. Start with the students following and repeating what the teacher says and does. "The rope circle is a plate and we're going to put healthy foods on our plate. I'm going to jump up and down on my plate. Each time I do I'll call out a healthy food. After I jump and call a food, you'll jump and call the same food. Get ready. (Jump) Apple! (Jump) Spinach! (Jump) Oranges! (Jump) Peas! Etc...."
3. Repeat the activity with students taking turns calling out their own healthy foods.
4. Next, reinforce the 5 MyPlate food groups (Fruits, Vegetables, Grains, Protein, Dairy). Jump and call a food group. Then, jump and call foods along with the food group they belong to.
5. Challenge students to connect good nutrition with taste (1 of the 5 senses). Identify a food and have the students help you describe how it tastes. Can you explore foods with all of the 5 senses?

Universal Design Modifications:

- This activity can be done with hoops and/or spot markers.
- If students have trouble with jumping inside of the circle, allow them to clap, march, or perform a different movement.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Performs activities that combine and coordinate large-muscle movements.
- ✓ **Health and Nutrition:** Identifies a variety of healthy foods with an increasing understanding of the ways in which foods help the body grow and be healthy.



alongside

A Public Service of



inside

A Public Service of





**curved
pathway**

A Public Service of



**straight
pathway**

A Public Service of





**zigzag
pathway**

A Public Service of



**high
level**

A Public Service of





**medium
level**

A Public Service of



**low
level**

A Public Service of





mirror

A Public Service of



together

A Public Service of





narrow

A Public Service of



wide

A Public Service of





on

A Public Service of



off

A Public Service of





**ready
to learn**

A Public Service of



**self-
space**

A Public Service of





matching

A Public Service of



follow

A Public Service of





small

A Public Service of



tall

A Public Service of





**straddle
in and out**

A Public Service of



**straddle
scissor**

A Public Service of





over

A Public Service of



under

A Public Service of





symmetry

A Public Service of



twisting

A Public Service of

