

# OPEN Your Mind to Virtual Physical Fitness

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PHYSICAL EDUCATION

# Objectives

- Learn how to offer physical fitness & movement exploration lessons virtually.
- Share resources and ideas on how parents &/or educators can incorporate OPEN into their preschooler's day.
- Discover how to use common household items into tools that can be used during active virtual lessons.



# OPEN Provides Equity of Access to Empower Teachers & Activity Leaders

**We serve...**

- ✓ 110,000+ teachers
- ✓ 45 million students

**We provide...**

- ✓ \$56 million in curriculum resources



**US Games**

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PHYSICAL EDUCATION

# **OPEN is a network of #TeachersHelpingTeachers**

We are a public service organization made possible through the financial support of **US Games & BSN Sports.**



# OPEN EC Program Design

## Program Goals

- Provide 60 minutes of developmentally appropriate physical activity experiences

**OPEN**  
EARLY CHILDHOOD  
Growth Through Learning and Play

**Quick Reference Activity Card: Activity Basics**

Set-Up: Scatter spot markers as a Home Base for each student.  
Schedule 6 activity breaks throughout the day to provide 60 minutes of daily physical activity.  
Each activity below takes approximately 10 minutes.  
Suggested MC Cards are the Movement Concept Cards that the authors suggest using with this activity.

Activity Description	Suggested MC Cards	Category
<b>1</b> <b>Gotcha!</b> (PA Rule: Active Ears) • 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!" they want to keep safe inside the fence.	On, Off, Ready to Learn	Balance
<b>2</b> <b>Imaginary Fence</b> (PA Rule: Active Eyes) • 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
<b>3</b> <b>Sharing Circle</b> (PA Rule: Helpful Hands) • 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
<b>4</b> <b>Use Up Practice</b> (PA Rule: Follow Directions) • 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
<b>5</b> <b>Everyone Cleans Up</b> (PA Rule: Move Safely) • 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
<b>6</b> <b>Share, Share, That's Fair</b> (Review all PA Rules) • 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



# OPEN EC Program Design

## Program Goals

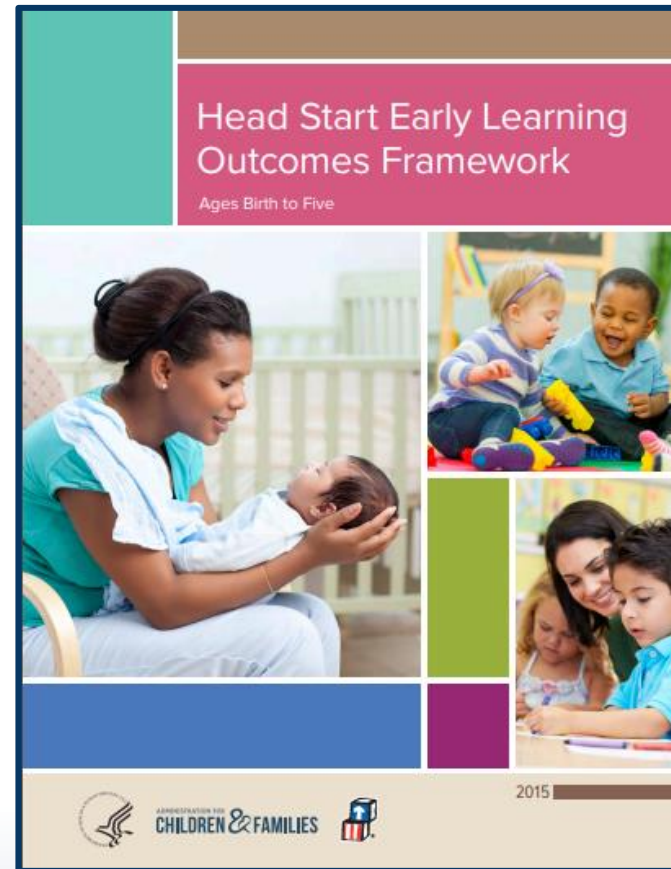
- Provide 60 minutes of developmentally appropriate physical activity experiences
- Provide content to foster development in 6 movement exploration categories



# OPEN EC Program Design

## Program Goals

- Provide 60 minutes of developmentally appropriate physical activity experiences
- Provide content to foster development in 6 movement exploration categories
- Provide early childhood educators/program providers with movement based activities



# The Benefits of Movement Games/Activities to promote Social Emotional Development

- Wait for directions = impulse control
- Wait your turn = impulse control
- Opportunity to watch other children = typical peer models
- Opportunity to give and receive positive feedback
- Success = sense of accomplishment!





## 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	<p><b>Bean Bag Home Base</b></p> <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	<p><b>Move Like This</b></p> <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	<p><b>Bean Bag Body Parts</b></p> <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	<p><b>Bean Bag Balance</b></p> <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	<p><b>Home Plate Fruit Finder</b></p> <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	<p><b>Bean Bag Eggs</b></p> <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

*Activity Plans*

Activities are sequentially organized to maximize student engagement.

**OPEN EARLY CHILDHOOD**  
 BEAN BAG ACTIVITIES

**BEAN BAG HOME BASE**

LEARNING TARGETS

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

ACTIVITY SET-UP & PROCEDURE

**Things You Need:**

- ✓ 1 bean bag per student

**Set-Up:**

1. Each student with a bean bag

**OPEN EARLY CHILDHOOD**  
 BEAN BAG ACTIVITIES

**MOVE LIKE THIS**

LEARNING TARGETS

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

ACTIVITY SET-UP & PROCEDURE

**Things You Need:**

- ✓ 1 bean bag per student

**Set-Up:**

1. Each student with a bean bag

**OPEN EARLY CHILDHOOD**  
 BEAN BAG ACTIVITIES

**BEAN BAG BALANCE**

LEARNING TARGETS

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

ACTIVITY SET-UP & PROCEDURE

**Things You Need:**

- ✓ 1 bean bag per student

**Set-Up:**

1. Each student with a bean bag

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

**Activity Procedures:**

1. The purpose of this activity is
2. Students will listen to teacher
3. Body Part Suggestions: Head
4. Next, challenge students to r bean bag balanced on differe

**Universal Design Modification:**

- Allow students to help an adl shoulder, knee, etc.
- Students balance bean bags
- Allow students to be self-dire

DEVELOPMENTAL INDICATORS

- ✓ Perception Combines inform and interactions. Coordinate
- ✓ Gross Motor Demonstrates body and other people's spa
- ✓ Fine Motor Uses coordinate

**OPEN EARLY CHILDHOOD**  
 BEAN BAG ACTIVITIES

**HOME PLATE FRUIT FINDER**

LEARNING TARGETS

- ✓ I will control my body and
- ✓ I will follow
- ✓ I will identif


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.

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# ABC's of Movement®



## Alligator March

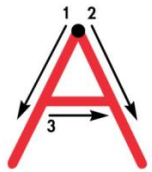
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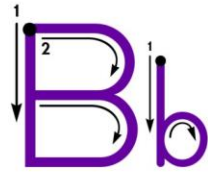
## Alligator March

- Say, "/ă/, /ă/, /ă/, A"
- Trace an "A" in the air.
- Rhyming: March like an alligator to the waiter and do it sooner, not later.
- Alliteration: Angry alligators march in the alley.
- Form an alligator's mouth by holding your arms straight out in front of your body with one on top of the other. March forward while opening and closing your "mouth".
- Modification: March forward while clapping your hands with one on top of the other.
- Great activity for bilateral coordination.

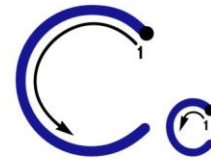
# Yoga A,B,C's



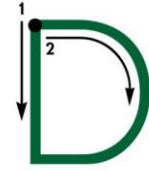
Alligator  
March



Bear Crawl



Crab Walk



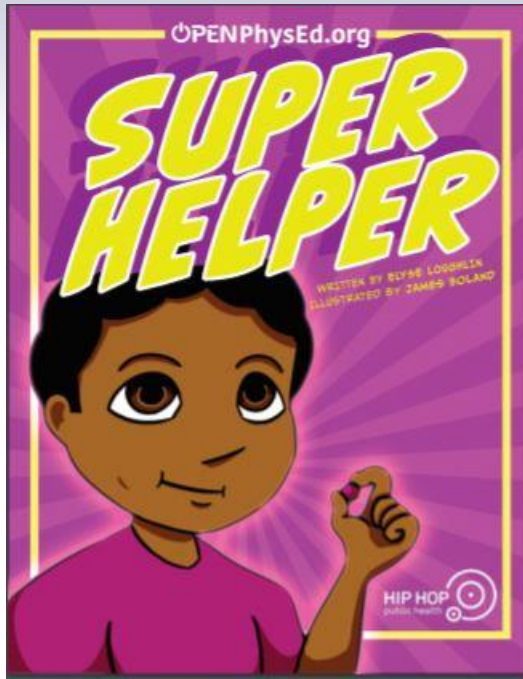
Duck Walk



# Scarves

- Low, Medium, High  
...Oh, My!
- Mirror Me
- Tossing Challenges
- Tails
- Scarf Fitness





## RHYTHM & MOVE TEACHING TOOLS

EARLY CHILDHOOD

Rhythm & Move uses the Multisensory, Multilevel Health Education Model to teach young students about emotional and behavioral self-regulation, relationships with other children, and basic nutrition education concepts.





# Let's sign up!

- **Step 1:** Visit [www.OPENPhysEd.org](http://www.OPENPhysEd.org)
- **Step 2:** Click “Register for FREE here” in yellow
- **Step 3:** Complete your info and click “Register”



# Conclusion/Reflection

Most kids are Superheroes &  
Superheroes change the  
world!

Questions?

THANK YOU!

Laurie

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