

## Unit 3: Movement Exploration

### Week 2 – Lesson 2: Rolling, Counting, and Moving

#### Ophea Resources:

- [Inquiry-Based Learning in Health and Physical Education Resource Guide](#)
- [Activity Counts](#)
- [DPA Every Day](#)
- [50 Fitness Activity Cards](#)
- [Yoga Alphabet Cards](#)

#### Safety Requirements:

[View Ophea Open Class: Let's Get Started! Video](#)

- Space
- Surface
- Obstacles

#### Learning Goal:

We are learning to demonstrate a variety of movements and exercises while improving our physical fitness through dice games.

#### Look Fors/Success Criteria:

- I am breathing harder than how I breathe when sitting/not moving.
- I have a faster and stronger heartbeat than when sitting/not moving.
- I am sweating and/or feeling warm.
- I am smiling and having fun.

## Equipment:

- Try to find dice in your home. How about using a die from a board game?
- How about using some cardboard paper to create your own die? You can get creative with some tape and scissors.
- Another way to create a DIY die involves, taking 10-15 pieces of scrap paper and putting a number from 1-6 on each paper and placing the pieces of paper in a bucket.
- Object to send (e.g., rolled up sock, stuffed toy, ball)
- Object to set die on top of (e.g., pylon, elevated box)

## How To Play:

- There are many ways to make moving fun, and using a die or dice can make movement interesting.
- Here are some ways that you can use die:
  - Place a large die on a pylon/elevated box. At a designated distance, send an object to hit the die off the pylon/elevated box. What number did you roll? See how many times you need to send your object to get to the sum of 21. Consider using a different way to move as you reset the dice and retrieve your object.
  - Place a large die on a pylon/elevated box. At a designated distance, send an object to hit the die off the pylon/elevated box. What number did you roll? Start from the number 21, and using subtraction track how many times you need to send your object to get to 0.
  - With another learner, place a large die on a pylon/elevated box. At a designated distance, take turns to send an object to hit the die off the pylon/elevated box. Play the game in 'speed version' against another learner or under a time limit and see who can get to 21 the fastest.
  - Add a fitness exercise to each number on the die. Roll the die, the number you roll is the number of fitness exercises (refer to 50 Fitness Cards) you have to do that corresponds to that number.
  - Roll the die, the number that you roll is the number of times you throw and catch a tennis ball to the wall in a plank position.
  - Roll the die, the number that you roll is the number of socks/laundry items you lift with your feet and over your head while you are lying on your back.

- Roll the die, the number that you roll is the number of contact points you can have in a balance pose. Can you hold your balance for the number of seconds relative to your age? (refer to Alphabet Yoga Cards)

### **Extensions:**

- Use more than one die.
- Consider using more complex numeracy skills (i.e, multiplications, divisions, order of operations).
- Use a deck of cards.

### **Modifications:**

- If the learner is still beginning to understand the concept of the die, teach them the numbers 1-6 by using manipulatives. Have the learner roll the die and pair it with the same number of objects.
- Place a variety of objects in a bucket. At a designated distance away from the bucket, have the learner roll the die. The number rolled, is the number of objects the learner has to retrieve from the bucket.
- If the learner is not familiar with counting and/or the numbers on the die, have 6 familiar pictures (e.g., locations in the home) on each side of the die. Have the learner roll the die and the picture that they roll is the location they have to travel to.

### **Guiding Questions:**

[\(Adapted from Ophea's Inquiry-Based Learning in Health and Physical Education Resource Guide\)](#)

1. How do you know when you need physical activity? (A1.5)
2. What impact does physical activity have on your ability to learn and participate in class from home? (A1.6)
3. Describe how you feel before, during, and after physical activity. (A1.1)