



## Roll the Dice

### STUDENT TARGETS

- ✔ **Skill:** I will travel through the activity area at a controlled and moderate pace in order to maintain a safe environment.
- ✔ **Cognitive:** I will complete my Fitness Portfolio with my personalized fitness data and reflections.
- ✔ **Fitness:** I will demonstrate fitness activities that work to improve health-related fitness.
- ✔ **Personal & Social Responsibility:** I will listen to and implement teacher suggestions for improvement.

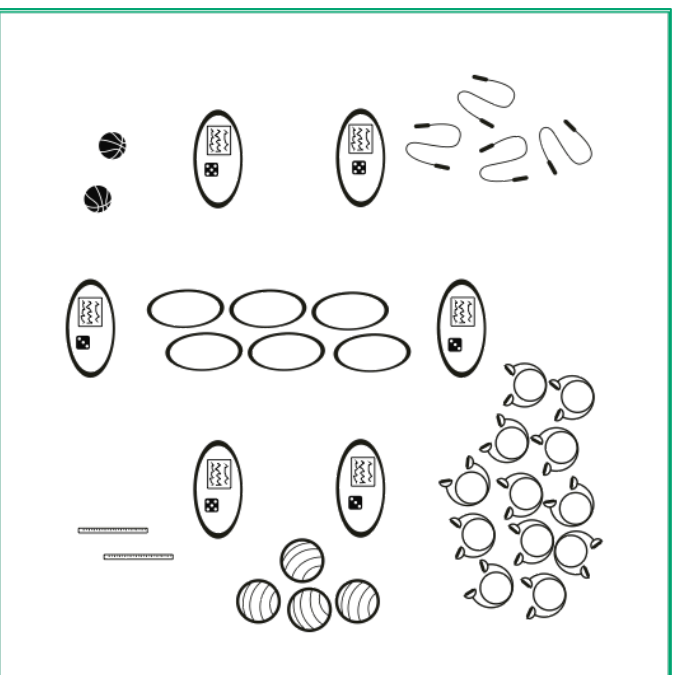
### TEACHING CUES

- ✔ Roll the Dice
- ✔ Read the Chart
- ✔ Complete the Activity
- ✔ Repeat

- Equipment:**
- ✔ 4 jump ropes
  - ✔ 12 hula hoops
  - ✔ 12 exercise bands
  - ✔ 4 exercise balls
  - ✔ 2 rulers or yardsticks
  - ✔ 2 balls that bounce
  - ✔ 6 Fitness Dice Charts
  - ✔ 1 Fitness Portfolio per student

**Set-Up:**

1. Create safe equipment zones by placing jump ropes, hoops, exercise bands, exercise balls, meter sticks, and balls in separate areas.
2. Lay 6 hoops down in 2 staggered rows, with hoops touching, to create an agility run course.
3. Scatter 6 other hoops in the activity area, with 1 die and 1 Fitness Dice Chart in each hoop.



**Activity Procedures:**

1. The purpose of the Roll the Dice activity is to review the areas of fitness that we've learned about in this module. During the activity, I'll be meeting with each of you to review fitness test scores and identify areas that you can focus on in order to maintain or improve your fitness.
2. On the start signal, you and your partner will go to a die and roll it. This is not a race, so be sure to take turns in a respectful way. After you roll the die, look at the Fitness Dice Chart to see what exercise you'll need to complete.
3. Together, you and your partner will then move to the appropriate equipment and complete the exercise. Next, return to any die and roll again. Continue until you hear me say freeze.

**Grade Level Progression:**

- 3<sup>rd</sup>: Implement the activity as written above.
- 4<sup>th</sup> & 5<sup>th</sup>: During the dice activity, meet with each student. Review student fitness scores and, if possible, the healthy fitness zone (HFZ) for each assessment. If possible, print out a FITNESSGRAM report and identify ways that each student can improve. If possible, FITNESSGRAM reports should help guide this discussion.



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CHALLENGE PROGRESSIONS

- ✔ As a class or in small groups, create new Fitness Dice Charts with student-generated activities.

MODIFICATIONS

- ✔ Roll the dice and complete activities together as a class so students can benefit from teacher-led demonstrations.

ACADEMIC LANGUAGE

Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength, Agility, Balance, Coordination, Power, Reaction Time, Speed

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.3-4]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✔ **Standard 3 [E5.3-5]** Demonstrates, with teacher direction, the health-related fitness components (3); Completes fitness assessments (pre- & post-)(4a); Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (4b); Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health (5a); Designs a fitness plan to address ways to use physical activity to enhance fitness (5b).
- ✔ **Standard 4 [E3.3-5]** Accepts and implements specific corrective teacher feedback (3); Listens respectfully to corrective feedback from others (e.g., peers, adults) (4); Gives corrective feedback respectfully to peers (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✔ **Use debrief time to complete Physical Education Fitness Portfolios.**
- ✔ *As the students participate in this activity, call individuals or pairs over to you and review fitness test results. If you have FITNESSGRAM, print out individual reports for each student in order to identify where they are in relation to Healthy Fitness Zones (HFZ) and provide feedback for improvement. FITNESSGRAM reports will help guide discussion.*

TEACHING STRATEGY FOCUS

**Review content:** Roll the Dice provides a fun and active review session that emphasizes the cumulative nature of the fitness knowledge material presented. It also provides a setting in which the teacher can talk with each student and apply fitness concepts to the fitness test results.