



## Dice Fitness

**KEY SKILLS(S) and CONCEPT(S):** Cardiovascular Endurance/ Muscular Strength, Teamwork, Cooperation, Anaerobic Fitness

**SUGGESTED GRADE LEVEL(S):** Grades 3-8

### DESCRIPTION:

Students are divided into 2 teams, one on each end line of the gym. Each team is given one large foam die.

Identify the task associated with each number on the die using a poster, dry erase board, etc. For example: 1=curl-ups, 2=push-ups, 3=mountain climbers, 4=jumping jacks, 5=line jumps, 6=frog jumps Team 1 will roll their die to determine the activity.

Team 2 rolls the dice to determine the number of repetitions of the activity that need to be done.

For example, if Team 1 rolls a 4 (jumping jacks) and team 2 rolls a 6, both teams run to the middle and perform 6 jumping jacks before returning to their starting position.

### OBJECTIVES(S):

- Improve or maintain muscular strength and endurance.
- Improve or maintain cardiovascular endurance.
- Demonstrate responsible personal and social behavior.

### SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**MATERIALS NEEDED:** 2 Foam Dice, Poster Board, Marker and Music

**TEACHING SUGGESTIONS/TIPS:** Remind students to be careful of others when moving back and forth from their starting position. In order to be safe, everyone must be respectful of personal space.

### VARIATIONS AND/OR SUGGESTIONS:

Create some combinations. For example, If the teams both roll a 1, then all students do an extra 10 exercises in the middle of the gym. Also, if both teams roll a combination that adds up to 7, students run to the middle and back without doing any exercises in the middle.

The activity can also be adapted by changing the exercises, changing the locomotor movement, or adding math calculations. For example, Team 1 rolls a 4 (jumping jacks) and Team 2 rolls a 6 (indicating six repetitions). Students add both numbers together and must run to the middle and complete 10 jumping jacks before returning to their starting position.