

Materials	Two containers, small objects to fill container (e.g., macaroni, Lego pieces), paper, markers, dice
Learning Outcome	Practice chosen locomotor skills and develop teamwork skills.

Description

Ensure there is enough space to do the activity and check for safety hazards. Set one container filled with small objects at one end of the space and the other container at the other end of the space. Decide with the child which locomotor skills they would like to use for each number on the dice. They can choose different locomotor skills for each number or duplicate some skills for different numbers. Example locomotor skills include walking, running, jumping, hopping, skip, galloping, or moving from one point to another using the most applicable form of locomotion.

Once the locomotion skills have been chosen, review how to perform the skills or refer to [Movement Skills Cues](#) to support you. Write the different locomotion skills and their corresponding number on the dice on the piece of paper. An example is provided below.

- 1 = run
- 2 = skip
- 3 = jump
- 4 = gallop
- 5 = hop
- 6 = walk

This activity is best played with more than one person so that participants may use teamwork skills to complete the activity. All players receive a dice and start by the container filled with the small objects. All players roll their dice and collect the corresponding number of objects from the container. They then perform the corresponding locomotor skill to move the small objects to the empty container at the other end of the space (e.g., if they roll a three, they jump to the container or pail). After dropping the pieces into the container, the players perform the locomotor skill back to the other container and then roll their dice again. Players work as a team and continue this pattern until they have moved all of the objects into the other container.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- How did your breathing change from the start of the activity to the end of the activity?
- Which locomotor skill was the easiest for you to perform? Hardest?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Reduce the distance between the two containers.		The child moves using a locomotor skill that is most applicable to their ability regardless of what number they roll.		Use bigger objects that are easy to hold and place them on a table or chair.		The child holds onto another individual for stability while performing different locomotor skills.