



## Title: Move Dice

**Educational level:** 2<sup>nd</sup> cycle Early Childhood.

**Curricular areas:** Discovery and exploration of the environment.

**Timing:** 1 lesson of 45 minutes (in any term).



## Summary

"MoveDice" is an unplugged activity where our students roll two dice: one to determine a **physical** action (like jumping or clapping) and another to set a **condition** (such as fast, slow, or in a group). They then perform the action based on the dice combination, promoting logical thinking, motor skills, and teamwork through movement.



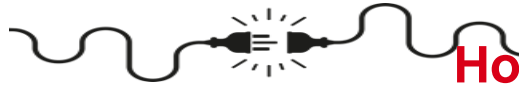
## Aims



- **Follow combined instructions:** The child follows both the action and the condition from the dice.
- **Develop motor skills:** The child performs different physical movements.
- **Introduce conditional thinking:** The child understands how conditions affect actions.

**Key competencies to develop:** Linguistic communication. Logical-mathematical competence. Social and civic competence Cultural awareness and expression.





How do we do it?



- **Preparation:**
  - Students sit in a large circle where they have space to move freely.
  - Introduce the large dice with numbers related to physical actions (jump, spin, clap, run in place, etc.).
  - Present the small dice with number related to conditions (fast, slow, in a group, alone, on tiptoes, etc.).
- **Explanation:**
  - Explain the game dynamics and provide a simple example: "If **'jump'** comes up on the large dice and **“quickly”** on the small dice, everyone will **jump quickly**".
- **Development:**
  - One student rolls the large dice to choose the action.
  - Another student rolls the small dice to decide how the action will be performed.
  - The rest of the students perform the physical action according to the dice instructions.
  - Repeat several rounds, allowing different children to roll the dice each turn.

## Suggestions

After several rounds, take a short break to reflect on what they did: Which movement was the most fun? What was the most challenging?

It's a good idea to praise their effort and briefly review how they were able to follow the rules and make decisions based on the dice instructions, connecting the activity to logic and sequences.





- **Personal:** classroom teacher, teacher assistant and students.
- **Materials:**
  - A large foam or cardboard dice with six sides.
  - Cards or images representing different physical actions (e.g., jumping, running, spinning, clapping, swaying, touching your head).
  - A small dice or tokens with colors or shapes for conditions.



**Spaces:** playground, gym.

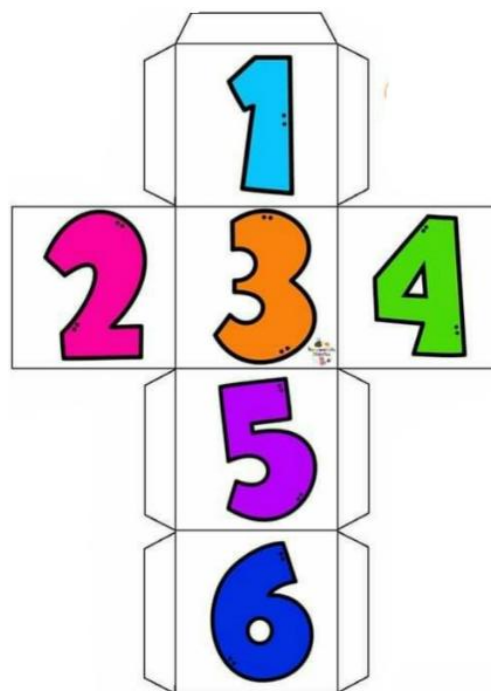
**Type of activity:** big group.



Dice and instruction for dice:




[Dice Template \(one larger and one smaller\)](#)

[Instructions and how to make them.](#)





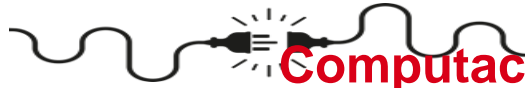
## What have we learned?

Evaluation Criteria			
Students follow the combination of action and condition.			
Students engage fully in all rounds.			
Students show good control when performing actions.			
Students respect turns and cooperate with peers.			
Students grasps the concept of sequences and conditions.			





# Unplugged Activity



## Computacional Thinking

**Logic (prediction and analysis):** thinking to make predictions and take decisions based on available information.

**Algorithms (steps and rules):** is a step-by-step process that solves a problem or completes a task.

**Abstraction (delete unnecessary details):** simplifying things in a problem hiding unnecessary details or aspects to focus on those which are relevant and essential.



## More information

QR codes to the activity resources:



[Instruction and how to make them](#)



[Dice Template](#)