

Title	Moving Operations
Category	Mathematical Operations
Goal	To show that the numbers and the symbols can be represented through movement To translate an operation from a symbolic written form, to a movement form and the other way around.
Age	1- 16 Grade
Activities & Instructions	<p>Warm up</p> <p>Unit The session starts with a physical warm up. At first the teacher puts playful music on and the students start dancing freely. Right after they are instructed to create moves in one beat of the music. These moves need to be clear (a clear move has a clear beginning and a clear ending). One by one they show to each other their clear moves and they decide as a group which of the clear moves (let's say it is a jump) that they create represents the unit. After the teacher is asking them to dance their unit with different numbers, eg number 4 - they jump 4 times.</p> <p>Symbols The students create static sculptures individually (with the whole body, fingers, hands etc). Then they create static sculptures in couples: there they hold on in their position and then they form new couples. As long as they get the idea of using sculptures the teacher is asking them to name mathematical symbols they know and create different static sculptures to represent them and show their creations to each other.</p> <p>Translations- building an operation The teacher is writing an addition on the flip chart eg $4+2$ and asks the students to translate what they see with their bodies (according to what they have learned before how to present numbers and symbols). In our example it is: 4 jumps, the symbol of addition (+) and 2 jumps. The teacher gives more additions so everyone practice. The same process is repeated for all operations (subtraction, multiplication and division).</p> <p>Moving Operations Group Assignment Then the students get an assignment in small groups: to form and dance an operation with the music they like. They get time to prepare themselves and when everyone is ready they perform their Moving Operations. When one group is performing, the rest of the groups are actively involved because they have a special role: to find out the Operation and write it on a paper. The group that figures out the operation correct is the one who dances next.</p>

Reflection

The session finishes with a reflection- closed eye focus. The teachers goes through the whole module and leads the students on focusing on their learning.

Materials

Music

Source

[Maths & Moves Training Course](#)