

BUBBLE JUMPERS

LEARNING TARGETS:

- **Skill:** I will jump and land safely on the bubbles.
- **Cognitive:** I will talk about good health with my classmates
- **Physical Activity:** I will stay physically active for the entire activity.
- **SEL:** I will think about how good health is related to self respect.

TARGET VOCABULARY:

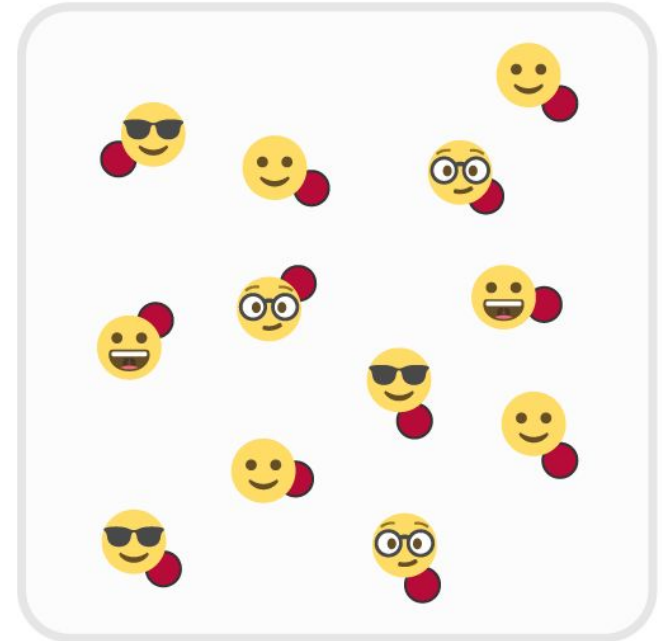
- Good Health, Jump, Physical Activity, Self Respect

EQUIPMENT NEEDED:

- 1 spot marker per student, music

ORGANIZE:

- **Space:** Spots are bubbles and are scattered in general space.
- **Students:** Students start the game scattered in the activity area.



PROCEDURES:

- **The Object:** Jump and land on as many bubbles as you can while the music is playing.
- **The Process:** When the music starts, move to a bubble (spot). Jump and land on the bubble with 2 feet. When you land, say, “POP!” Then, quickly and safely move to the next bubble and repeat. When the music stops, hold up the total number of bubbles popped using your fingers.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Allow students to “pop” the bubbles using a variety of movements (other than jumping), based on still/ability.
- Provide students with a ball to dribble (hand or foot). Students “pop” bubbles by dribbling over each spot.

DISCUSSION STARTERS:

- What is good health? What does it look like to have good health? What does it feel like?
- What do you know about helping your body have good health?
- How is regular physical activity related to good health? How is that related to self respect?