



BUBBLE JUMPERS

STUDENT 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.
- **Personal & Social Responsibility:** I will think about how good health is related to self-respect.

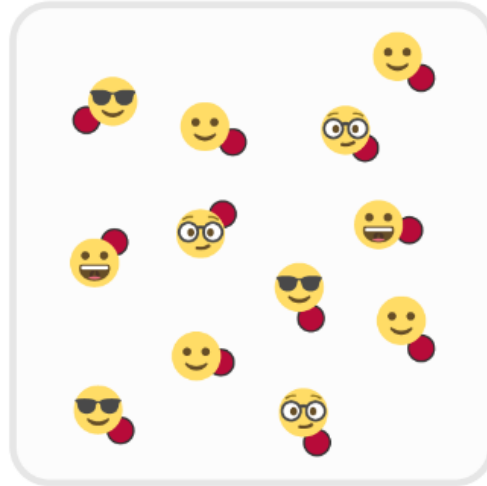
EQUIPMENT & SET-UP

Equipment:

- 1 spot marker per student
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter spot markers throughout space.
- Students begin scattered in the activity space.



ACTIVITY PROCEDURES

1. Today we are going to work on jumping and landing on as many bubbles as you can.
2. All of the spot markers you see are bubbles!
3. When the music begins, move to a bubble and 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. You want to pop as many bubbles as you can while the music plays.
4. When the music stops, you will use your fingers to hold up the total number of bubbles that you were able to pop.
5. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Allow students to "pop" the bubbles using a variety of movements they can do safely.

Level 2: Have students work on dribbling with feet or hands to "pop" the bubbles. Students "pop" the bubbles by dribbling over a spot marker.

ACADEMIC LANGUAGE

Good Health, Jump, Physical Activity, Self-respect

PRIORITY OUTCOMES

Personal Health:

Recognizes physical activity is important for good health.

DISCUSSION QUESTIONS

- 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 stay healthy?
- How is regular physical activity related to good health? How is that related to self-respect?