

# Bounce at the Bell

Action Schools! BC



✓ classroom

✓ Gymnasium

✓ outdoors

4 to 7

Healthy Bones

Youth often do not experience the benefits of extra loads on their skeletons through jumping. Bounce-at-the-Bell is a physical activity program loading students' bones for osteogenic benefits. Results from research projects indicate positive benefits from an 8 month, school based jumping program involving 5 jumps, 3 times a day, 4 days a week.

HEALTH  
COMPONENTS  
OF FITNESS

ENDURANCE  
STRENGTH

JUMPING  
BALANCE

FUNDAMENTAL  
MOVEMENT  
SKILLS

## CURRICULUM CONNECTIONS



### BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals (7).

### CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).

## CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- Differences between the health components of fitness (5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).

## FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



## RELATIONSHIPS AND ENVIRONMENTS

- Students working together to provide feedback on movement.

## TEACHING AND LEARNING

- Participating in these activities helps students learn about their physical health.

## OUR SCHOOL POLICIES

- Students follow school/class guidelines on how to speak and treat each other.

## EQUIPMENT AND RESOURCES



- Bell
- *Bounce-at-the-Bell Jumps* or Poster

## IMPLEMENTATION



- Use the Grades 4 to 7 jumps recommended or try any of the Grades K to 3 jumps.
- Photocopy figures provided and display and/or display *Bounce-at-the-Bell Jumps* poster.
- Jump the same as your age (i.e., if 6, then 6 jumps), 3 times a day, 4 days a week.
- Jump at the recess, lunch or end of day bells (or “bounce” at the drum).
- Count the jumps out loud in unison. Count in other languages (e.g., French, Punjabi, Mandarin or a First Nations language).
- Announce a school-wide bounce over intercom.
- Jump at the start of assemblies as part of a station, or as part of the playground circuit (available at [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)).
- Add a jump every month – see Progression Chart below.
- Have students work together to provide feedback on movement .
- Have students reflect on and explain how participating in this activity can contribute to their physical health (e.g., make them stronger, help their bones develop, help them develop full body control while moving, etc.).
- Have students work together in pairs or small groups to create unique rhythms, patterns, and speeds to move in during the activity for themselves and their peers.

## PROGRESSION CHART

Month	# of two-foot landing jumps (Jumping Jack Flash or Leapin' Lizards at each bell)	# of one-foot landing jumps (Terrific Triathletes or Knee Knocker at each bell)	# of jumping sessions per day	Total # of jumps per leg
Month 1	5	10 (5 per leg)	3	15
Month 2	6	12 (6 per leg)	3	18
Month 3	7	14 (7 per leg)	3	21

## ACTION TIPS

- Get air when jumping – knees up.
- Use arms to help provide lift in the jumps.
- Land with bent knees.

## SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure proper footwear and tied laces.
- Land with bent knees.

## EXTENSION OF LEARNING

- Encourage students to do similar activities at home. If watching TV for example, every time a commercial is aired, students can perform one of the bounce-at-the-bell movements.

# LEAPIN' LIZARDS

Action Schools! BC



✓ classroom

✓ gymnasium

✓ outside

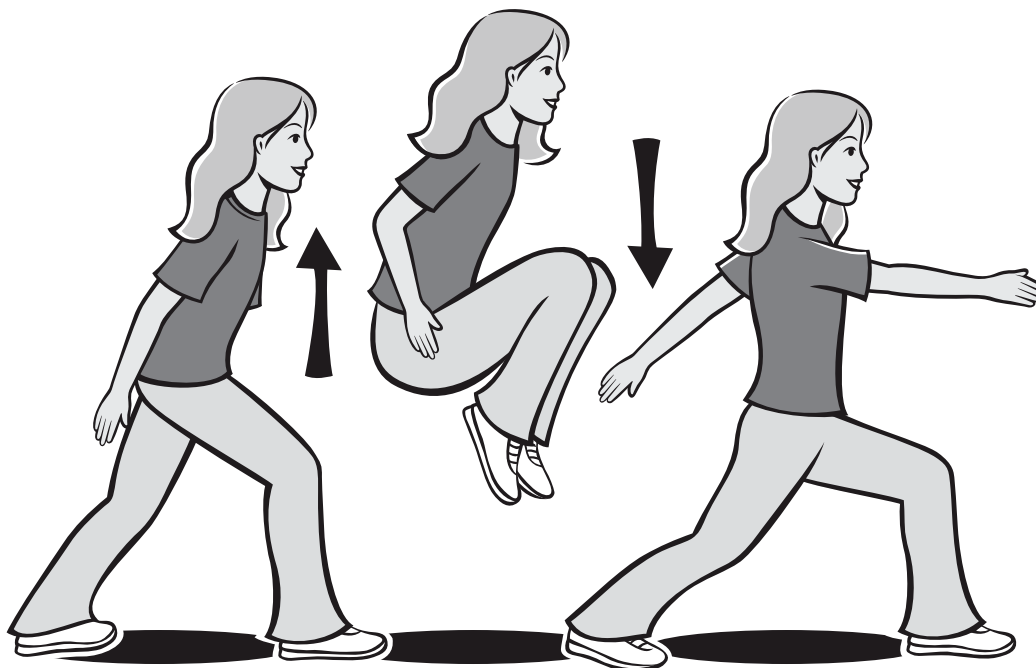
4 to 7



**Starting Position:** Stand with one foot ahead of the other in a forward lunge position · Bend knees

**Action:** Jump high into tuck position · Land with opposite foot forward in lunge position and knees bent · Do not travel forward

Healthy Bones



# Jumpin' Jack Flash

Action Schools! BC

✓ classroom

✓ gymnasium

✓ outside



4 to 7



**Starting Position:** Stand with feet together

**Action:** Jump high with knees together in tuck position · Swing arms together · Land with bent knees and legs apart · Do not travel forward

Healthy Bones

