

# Everyone Jump

**Time: 40 Minutes (one period)**

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## Lesson Learning Goals:

By the end of the lesson students will be able to:

- Respond to music through writing or drawing
- Create and perform dance routines to the music
- Analyze changes in their heart rates

## Materials:

Everyone Jump music CD (Song 9: *Everyone Jump*)  
CD player  
Song Lyrics for Song 9: *Everyone Jump* (at end of lesson)  
Measuring Heart Rate Copy Master (at end of lesson)  
Graphing Heart Rate Copy Master (at end of lesson)  
Blank paper  
Graph paper  
Rulers  
Pencil crayons

## Lesson at a Glance:

1. Students perform physical activity to raise their heart rates.
2. Students measure their heart rates at various points during the physical activity.
3. Students graph the changes in their heart rates.
4. Students creatively respond to music and share their creations with small groups.
5. Students create and perform dance routines.

## Teaching/Learning Strategies

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Prior to lesson, provide each student with a copy of Song Lyrics for Song 9: *Everyone Jump*. Alternatively prepare lyrics for overhead use. Also provide students with a copy of the Measuring Heart Rate Copy Master and the Graphing Heart Rate Copy Master (located at the end of the lesson).

### 1. Heart Rate & Physical Activity:

- a) Have students participate in physical activity while listening to Song 9: *Everyone Jump*. Play the song and have students follow the actions given in the lyrics.
- b) Have each student take his/her heart rate:
  - While seated at his/her desk (resting heart rate)
  - Half way through the song
  - At the end of the song
  - One minute after the song
  - Five minutes after the song
- c) Each time they take their heart rate, ask students to record both their heart rate and an observation about their breathing (e.g., getting faster, taking more breaths) on the Measuring Heart Rate Copy Master.

### **How to Take Your Heart Rate:**

To take your heart rate, you need to find one of the carotid arteries (takes blood to the brain) in your neck. A carotid artery can be found by gently pressing (with the index and middle finger) along either side of the trachea (windpipe) until you feel a pulse. Set a timer for 20 seconds and count the number of beats you feel in 20 seconds and record that number. Multiply that number by 3 to get the number of heart beats in 1 minute (60 seconds).

- d) Students will create a graph that shows the changes in their heart rates before, during and after exercise. Review graphing techniques. Students can record and graph information on the Graphing Heart Rate Copy Master.
- e) Have students discuss the following questions:
  1. Describe the effect physical activity has on your heart and lungs.
  2. How did you feel before, during and after exercising?

## **2. Dancing/Writing to Music**

- a) Play Song 9: *Everyone Jump* while students either write or draw how they feel/respond to the song. You may need to play it twice.
- b) Have students respond to the music by writing or drawing about how the song makes them feel or about an experience the song reminds them of.
- c) Students share their creations with a small group. As a group they discuss how the song made them feel.
- d) Have students partner up and discuss what activities could be done with this song? For example, jump rope, dance, run, aerobics, etc. Share in the large group and create a master list of activities. Choose one activity for each day of the upcoming week that students will do to the music.

## **3. Dance Routines**

- a) In small groups, students will create dance routines to accompany Song 9: *Everyone Jump*.
- b) Students will perform their dances to the music for the class.
- c) While in their small groups, have students answer the following questions:
  1. Describe how well your group cooperated while creating and performing your dance routine.
  2. How was your performance?
  3. What do you think was best about your performance?
  4. How could you have improved it?
  5. Which routine presented today was the best? Explain.
- d) Students could perform, lead or teach their dances to younger students in the school.
- e) Another option would be to have the students work in groups and create jump rope routines instead of dance routines.

## **Song Lyrics for Song 9: *Everyone Jump***

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It's time to move, got to get off your seat  
Everyone stand, it's time to get on your feet.  
Put your hands in the air, got to stretch them up high  
Now bring them back down, bring them down by your side.  
Give yourself a lot of room, 'cause now we're going to start to move...

(Here we go!) – Jump!  
Everyone Jump! Come on and jump!  
Jump up and down – that's enough now,  
Don't jump – sit down!

Stand up again and reach your full height,  
Lean to your left, now lean to your right.  
Hands straight by your hips then take one step in,  
Take one-step back, now you're ready – let's begin!  
Here's the next thing we will do, I hope it's not too hard on you....

(Here we go!) – Jump!  
Everyone Jump! Come on and jump!  
Jump up and down – that's enough now,  
Don't jump – sit down!

The word “jump” as in to “jump up and down” is defined as a sudden upward movement or abrupt transition from one point to another of an object. More clearly defined it is when one throws oneself in any direction from the ground by a sudden muscular effort – and of course eventually returns back to the ground to... jump again! Thank You.

Let's have some fun we're going to do it once more,  
Everybody up, just like we did it before.  
Shake your hands high, shake them down low,  
If everyone's set, let's get ready to go!  
One last thing to make your day, let's turn and face the other way...

(Here we go!) – Jump!  
Everyone Jump! Come on and jump!  
Jump up and down – turn around now,  
Let's do it one more time!

Everyone jump!  
Come on and jump!  
Jump up and down – that's enough now,  
Don't jump – sit down!

Jump!

## Measuring Heart Rate Copy Master

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	Heart Rate	Breathing
1. While seated prior to movement		
2. Half way through the song		
3. At the end of the song		
4. One minute after the song		
5. Five minutes after the song		

**Graphing Heart Rate Copy Master**

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