

# Creative Movement in Physical Education

## Using Jump Bands

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**Jump Bands** is a rhythmic fitness activity derived from a rhythmic dance called, “Tinikling. This activity originates in the Philippine islands. In tinikling, there are two bamboo poles and two crossbars, which the bamboo poles rest on. The two people holding the poles are called the “strickers” which are in a kneeling position near the crossbars. The students in the middle that are moving are considered the “jumpers.” The “jumper(s) is the only person participating in the total body aerobic activity.

- This is a good opportunity to integrate art and history into the unit by having the students draw a map of the Philippine islands and the surrounding bodies of water and land. Let them be creative!

**Jump Bands** were created to increase the aerobic participation of all participants from the rhythmic activity of Tinikling. This activity is a high intensity exercise activity. The “strickers” are called “enders” and the person(s) in the middle are called “jumpers.” This activity is awesome because EVERYBODY participates and EVERYBODY is exercising!

- There are a variety of beats students can create while using the jump bands. The beats will also depend on the beat of the music. For example:
  - One, two ( in, in -two counts) three, four (out, out -two counts)
  - One, two (out, out -two counts) three (in -one count) or vice versa
  - One (out -one count) two (in -one count) three, and (out, out -two counts) four (in- one count)

### **Guideline for using the jump bands:**

- To motivate the students to find the jumping patterns or beat, use clapping, drum beat, vocal cue, or Lummi stick rhythmic activities to help with the timing of the 4/4 beat.
- Teach the proper way to put the bands on and take them off for safety.
  - Make sure the “enders” is always seated close together while putting the jump bands on the ankles (ANKELS ONLY!). Once the bands are both on, have the “enders” slowly stand up and the stretch the bands.
  - To take off the bands, have the “enders” move in towards each other and sit down. Students must be careful to not let the bands snap from each other.
  - Walking with the bands on or jumping and turning with the ropes on is not permitted.
  - Tying knots is not permitted. Make sure students do not stretch the bands to the max.

- Always have an “ender” start the activity by counting, 5, 6, 7, 8 or ready set go. Make sure all participants know the count or direction of the movement.
- Allow students to progress at their own rate. Always let students know to give their best at what step they are successful at doing.

### **Jump Band Variations:**

- Jump in and out of the bands with two feet.
- The “jumper” begins with a straddle position and the “enders” is in a closed position with their feet. On counts one and two, the “jumper” jumps twice outside the bands. On counts three and four, the “jumper” moves inside the bands, while the “enders” move to a straddle position. Challenge: The “jumper” moves ½ or full turn. Practice entering and exiting the bands.
- Quick feet: Begin with the R foot closest to the bands. The pattern is 1, 2 inside the bands, and 3, 4 outside the bands. This is like “running through the bands.”
- Side by side jumps: Jumper begins with right foot closet to band. Jump two feet in (1,2) and out of the bands (3,4) while moving across the bands. Challenge: Add a straddle position with feet inside the bands on 1,2 and then on the outside of the bands on (3,4)
- Rhythmic Hopping: Begin with the right foot closest to the bands. Start on Left foot outside the band (only to start). L, R, L, R Hop (the pattern is in, in, out, hop). Repeat pattern. Challenge: Try and make a ½ or full turn while moving through the bands. Add dance moves to the pattern.
- Create a sequential routine using a variation of movement, footwork and beat. Allow students to share the routines with their classmates. On presentation days, some will even wear matching outfits ☺ Students love to perform!
  - Use other objects to support the routine (basketballs, hula-hoops, playground balls, and (“stomp related gear such as tin lids, lummi sticks, buckets, etc...))

### **Jump Band formations:**

- Allows more than one person to jump. (8-12 per group)
- Uses different jumping techniques such as hop, jump skip, turns, and even push up jumps ☺
- Place two sets of bands in a “triangle”, “plus symbol,” or “parallel lines.”
- Team jumping – allows the entire class to jump (or move through all the bands. It is good to have tape on the floor for a visual (usually in the younger grades)
  - Half of the class is wearing the bands in a line and the other is jumping to a song. All students are moving the bands at the same tempo. Students jumping are doing the basic step.
  - Add dance moves! Make it fun! Play fun music! ☺

### **NASPE standards that I believe support the use of jump bands in P.E.**

- NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- NASPE Standard 5: Exhibits responsible personable and social behavior that respects self and others in physical activity settings
- NASPE Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression and/or social interactions.

**LESSON OBJECTIVES:**

- The student will perform a rhythmic activity by using the 4/4 beat with classmates.
- The student will perform a variety of movements such as coordination, balance, and rhythm while using the jump bands.
- The student will improve their movement skills through practice
- The student will give positive encouragement to classmates through the activity.

**MUSIC:**

- “Hey Mickey” - The Riplets
- “Calabria 2007” – Enur
- “Zombie Nation” – Zombie Nation Stadium Anthems Music
- “Get Ready for This,” “No Limit,” “The Twilight Zone (Rave Edition)” 2 Unlimited
- “Techno Please Don’t Go” – Yaz
- “Give it Up” – The Goodmen ESPN Jock Jams Vol. 2
- “Jump” – Kris Kross

Thank you for being a part of my session. Please feel free to contact me!  
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