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Jump Start



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Increasing physical activity among young children from disadvantaged communities

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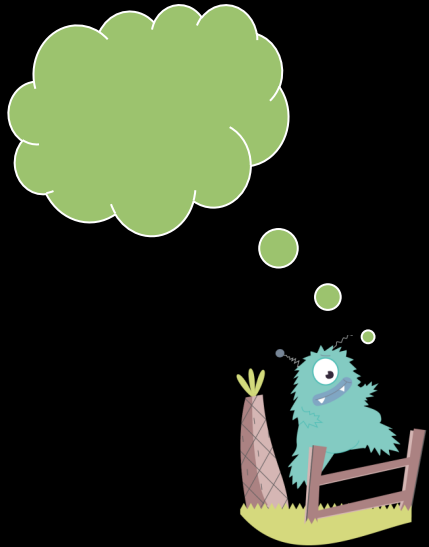
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IMAGINE

Your Environment....

Your Curriculum....

Your Children....





- National competitive funding
- Comparison between current practice in early childhood settings and the Jump Start approach
- 43 Early Childhood services throughout NSW
- 658 children, 212 educators
- 5 components – 4 within the early childhood setting, 1 for home.



Why the focus on Physical Activity?

Importance:

- Increases self esteem
- Increases social skills
- Increases concentration
- Develops movement skills
- Maintains a healthy body
- Sets up healthy behaviours in children
- Linked to brain development



Physical Activity Recommendations for Preschoolers



The Australian Government recommends that children aged 3 to 5 years should:

- Participate in at **least 3 hours** of physical activity each day, spread out throughout the day

The Institute of Medicine from America recommends that preschoolers should:

- Participate in at **least 15 minutes** of physical activity for every hour they attend an early childhood education and service.

The Jump Start Philosophy



Team Work

Fun & exciting

Utilising time
differently

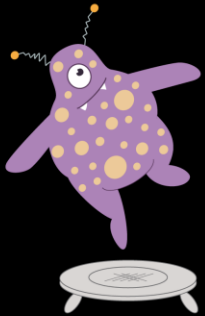
Thinking outside the box

Sustainable & long term
approach

Intentional teaching

Educators engaged in children's learning

Educators learning and growing



What makes Jump Start Unique?

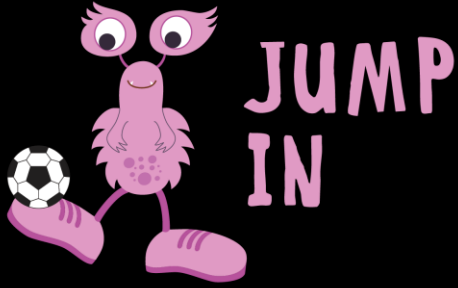


- First of its kind
- Multi component, multi setting
- Modifying existing routines in early childhood settings
- Uses physical activity to develop children holistically



The Jump Start Components





- Structured gross motor skill lessons
- Daily, 15 – 20 minutes
- 26 lessons, - each skill is taught over two weeks
- Can be modified and facilitated indoors due to hot, cold and wet weather
- All resources provided

JUMP
IN



The components of the skill to be taught.

Equipment needed for lesson

Broad Jump

Lesson 1



Focus

1. Extend arms behind body and bend both knees in preparation to jump.
2. Take off and land on two feet at the same time.

Equipment

- Bottle and music (for corners)

1 Exploration

- Discuss animals that can jump (kangaroo, frog)
- Explore jumping like these animals

2 Guided Discovery

A. Demonstrate and ask the children to copy you jumping:

- With arms folded and legs stiff
- With arms stiff by sides, legs bent
- Extending your arms behind your body bending your knees prior to jumping

Discuss with the children which one felt best for them.

B. Demonstrate and ask the children to try these challenges to see which way helps them to jump the furthest:

- Take off on one foot and landing on this foot
- Taking off on one foot and landing on two feet
- Taking off on two feet and landing on two feet (this should be the answer)

3 Reflect on Learning

- Ask the children to tell/show you how to prepare for the jump – how many feet they take off and land on.
- Demonstrate the two key focus points for this lesson.

Broad Jump

4 Skills activities

What's the Time?

One person stands with their back to everyone at the end of an area. Everyone calls out, "What's the time, (name)?" and the person replies with an o'clock (eg 3 o'clock). Everyone then jumps that number of times (eg. 3). When the person calls out chasing time, everyone runs for the starting line trying not to get caught. An adult should choose the next timekeeper.



For a Mighty Jump (to In the Jungle)

"In the jump, for a mighty jump,
You've got to swing your arms.
In the jump, for a mighty jump,
You've got to push off hard.
A whee (start jumping),
a whee a whee oh bend your knees A whee (keep jumping),
a whee a whee oh bend your knees" (freeze with knees bent on each 'oh bend your knees').



Corners

Children jump about a room/area, as music plays. When the music stops everyone jumps to a corner. The teacher then spins a drink bottle (or similar) in the centre of the room. The closest corner it is pointing to is the winning corner. Draw attention to people jumping carefully or correctly.



5 Reflect on Learning

Carry out a series of jumps incorrectly ie: stiff arms and legs, take off and land on one foot. Over act the action, especially wobbling, making it obvious to the children that you have forgotten what to do.

Ask the children to help you remember by showing you how to perform a broad jump. Remember the two key focus points for this lesson:

1. Extend arms behind body and bend both knees in preparation to jump.
2. Take off and land on two feet at the same time.

Video



- Unstructured sessions – children practice the skill taught during Jump In lesson
- Daily during afternoon outdoor play
- Educators interact one on one with children or in a small group
- Child-led and Educators respond to child's cues using a variety of teaching methods
- Posters provided to support children and educators

JUMP OUT



Broad Jump 1

 Arms extend behind the body and upwards.




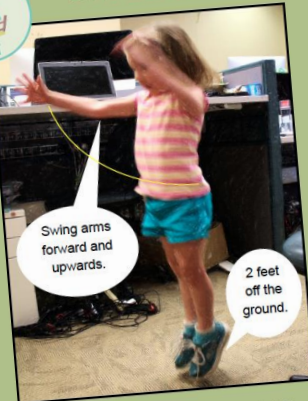
Knees are bent & both feet ready for take off.

Example questions for educators to use to prompt children:

- Q1 - How many feet push off the ground?
- Q2 - Where do your arms go before you jump?
- Q3 - Can you show me how to do this?

Broad Jump 2

 Swing arms forward and upwards.





2 feet off the ground.

Example questions for educators to use to prompt children:

- Q1 - Where do the girl's arms swing?
- Q2 - How many feet are off the ground?
- Q3 - Can you show me how to jump like that?

Broad Jump 2

 Swing arms hard downwards on landing.



Land on two feet.

Example questions for educators to use to prompt children:

- Q1 - How many feet land on the ground?
- Q2 - Where does the boy's arms go to finish the jump?
- Q3 - Can you show me how to finish a jump?



- Three minute energy breaks
- Designed to break up sitting time
- Two each day
- Music resources provided – 52 songs



Shake Your Sillies Out!

Week 2a:

Description:

Play track 3 on the Jump Up CD – *Shake your sillies out* by The Wiggles.

Encourage the children to dance to the music, performing the actions in the song, with high energy and enthusiasm.

Remember

SM's Music Move Motivate

3

JUMP UP

<https://www.youtube.com/watch?v=SWvBAQf7v8g>



JUMP THROUGH

- Integrating movement into learning experiences to enhance educational outcomes
- Twice a day
- Group time and transition time
- Learning and physical activity are linked to enhance the learning process

JUMP THROUGH





- Involves the families/caregivers and gives them an opportunity to learn about Jump Start and play some of the games at home
- An email is sent to centres each week from the Jump Start team for Directors to distribute to families



Jump Home, Week 26. Leap, Lesson 2:

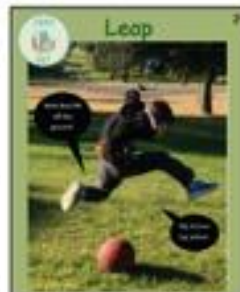
This week in Jump Start we are continuing to learn how to properly perform a leap. The children are learning that the correct way to leap involves:

- Taking off on one foot and landing on the other,
- Both feet briefly lift off the ground and
- Reaching forward with the arm opposite to the lead foot.

Have a look at the pictures.

We are having fun exploring different ways to leap. Ask your child to show you how they can leap: over a tall building, like an elephant and as if they are made of feathers. They will love to show you what they have learnt.

We are also playing a game called '**Freeze**'. Can you play this game at home with your child? To play, put on some of your families favourite music and ask your child to leap around the space. When you pause the music, your child should '**FREEZE**' on the spot.





Jump Start and the National Quality Framework

National Quality Standard:

- 1.1.3 – Program/routines are organised to maximise opportunities for learning
- 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child
- 4.2.2 – Educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships



Jump Start and the National Quality Framework

National Quality Standard:

- 5.1.2 - Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life long learning
- 6.1.2 – Families have opportunities to be involved in the service
- 7.2 – There is a commitment to continuous improvement



Jump Start and the National Quality Framework

The Early Years Framework:

Principles:

- Secure, respectful and reciprocal relationships
- High Expectations and equity
- Ongoing learning and reflective practice



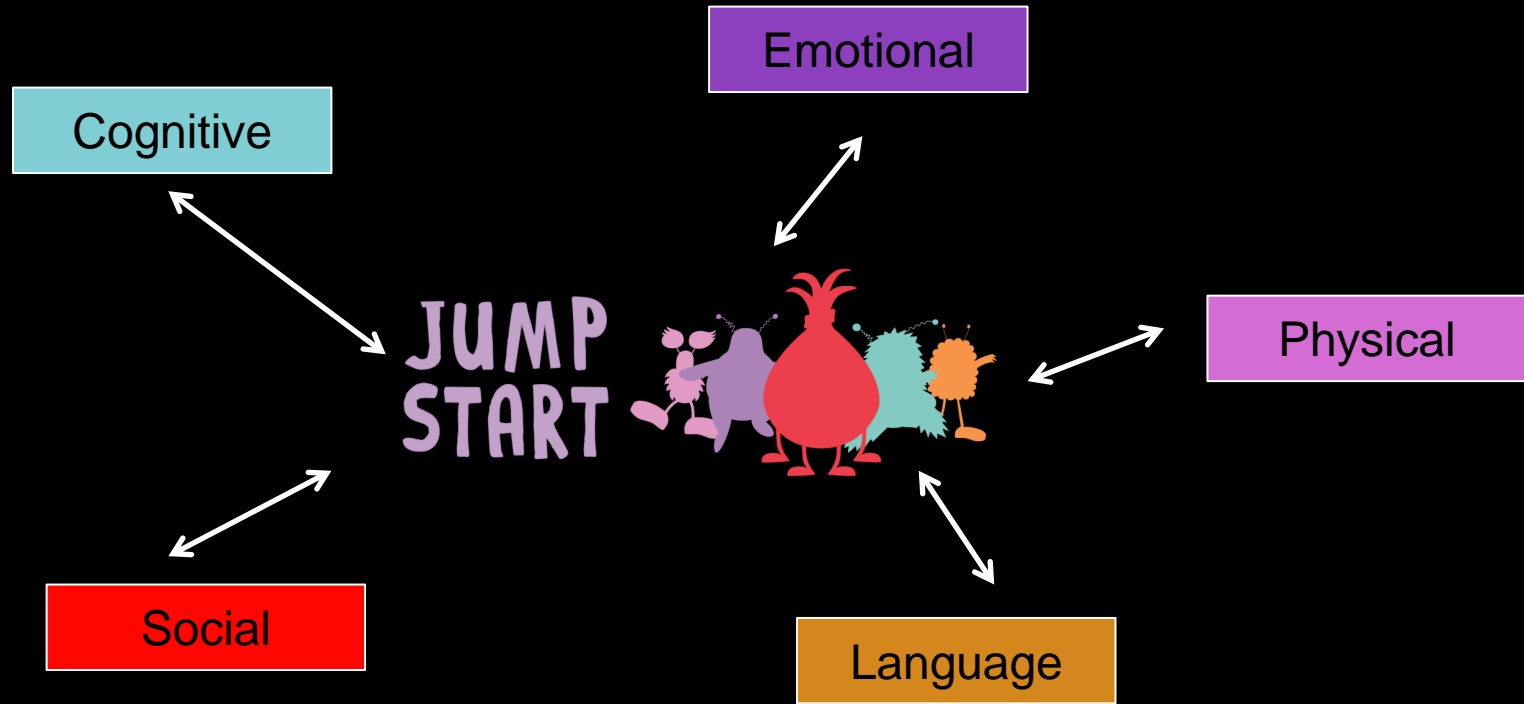
Jump Start and the National Quality Framework

The Early Years Framework:

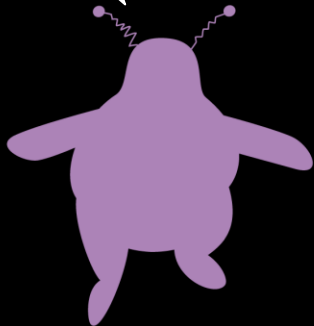
Practices:

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Continuity of learning
- Assessment for learning

Jump Start and the developmental domains



“A Challenge we
faced was our
small outdoor
space”, Alunga Children’s
Centre



“Jump Through has
seen group times &
transitions become
more engaging”,

Albion Park World of Learning



“Jump Start was warmly
welcomed, however,
some educators had
mixed thoughts in the
beginning as it was
quite challenging to fit
Jump Start into the
routine”, Wallaroo
Children’s Centre



Imagine

Wide Spread Implementation in
the early childhood community

self Esteem

Self regulation

Increased

engagement

executive functioning

Concentration span

confidence



Increasing physical activity among young children from disadvantaged communities



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