

What do you love about JUMP JAM as a teacher?

- It brings shy people out of their skin – *this contributes to developing healthy socio-cultural communities of learning*
- It encourages fitness – *because the general mass of students are taking part, all want to choice in. This sometimes doesn't happen with general fitness activities with the occasional student choosing to opt out or do the bare minimum*
- It offers leadership opportunities for all students
- It fits within multiple curriculums... the PE and ARTS and HEALTH
- It is looked forward to by the students
- Most people participate. *The whole body of students tend to get involved*
- It highlights some students that sometimes get overlooked. *I have found stars amongst students who were not assertive*
- It fits in well with the Key Competencies – thinking, participating and contributing, symbols and using language, relating to others, managing self. *When you think that key competencies can be viewed as more complex than skills, drawing on values, attitudes and knowledge leading to action. A bit like the whole being more than the sum of the parts. You can see why JUMP JAM fits all of the key competencies well, when you see it happening in the class or outside with groups of students.*
- Fun. *Every time you use JUMP JAM you see fun verbally, physically, socially, emotionally and cognitively. A stimulus to again improve school and class tone leading ultimately to better learning environments.*
- Takes you on a journey. *This comes out of the mouth of students and teachers I have come across. It is not just about doing a bit of fitness or doing some JUMP JAM. Many actually take a journey that involves dance, music, communication with others and have fun while they are doing it.*
- Doesn't matter if you make mistakes – *you learn from them, JUMP JAM aids the philosophy of making mistakes is ok and it is part of the process of learning*
- Teamwork. *To create positive teamwork various roles and understanding have to occur and take place. JUMP JAM provides opportunities for this to occur.*
- Opportunity for extension. *This can be an individual student adding a move or a group deciding to change a bit of the choreography to emphasize part of the story line. It provides opportunities for real-time decision making and peers deciding together if the choices they made a good ones.*
- Song choices are popular and stand the test of time. *You hear them keep coming up over various radio stations year after year. You see them being used in a variety of TV programmes.*
- Can use it in a small room, class, with syndicate, with peered senior and junior classes, hall, outside etc. *Smart board technology is easily used with this programme.*
- Competition aspect is available for those that want to participate. *This includes a lot of options to suit the students, school and groups. It has different levels to cater for those new to it. Judging includes experienced people. Student judges are included making sure "student voice" is listened to and not taken for granted. The level of achievement is mind blowing. I have watched, taken part and judged at various times from 2005 to 2013. The level of achievement is a community achievement with teachers, parents and students involved. But to be good, it boils down to students using appropriate habits of the mind to persist and aim high.*
- Brett the Creator and owner gives away JUMP JAM kits at competitions. *I like this acknowledgement of giving back.*
- JUMP JAM is in the media. *I have seen it on TV so many times over the years. Again standing the test of time.*
- I have used JUMP JAM in various community events, giving back to the community from which we come and must acknowledge as important.
- Families enjoy taking part and I have seen many parents getting down and participating with their children. *What a wonderful sight to see.*

What is it that makes you do it (use it)

- Can use it with multiple classes and don't necessarily need one teacher per class ratios.
- Can use it with multiple teachers at the one event. *Teachers are able to fit in terms of both their abilities and personalities.*
- Communication. *Caters for both interpersonal and intrapersonal styles*
- Leadership roles. *All students can be leaders and leadership can be shared between students.*
- It aids memory retention. *Learn one bit and add to it, listen and look for cues – a bit like reading but in physical musical form – a majestic wave comes to mind that starts small and builds big. You only stay on the wave after learning about the small bits and putting them together.*
- Teamwork.
- Development of team spirit. *Again this relates back to creating positive social-cultural learning environments in both groups, classes and school wide. It becomes accepted that JUMP JAM is a thing we do and it is ok to*

take a risk, have some fun, be accountable for personal decision making and go for gold

- Students self –managing and students self-correcting automatically
- Chance for the teacher to clown around (although I wouldn't "market this fact" to some countries/schools) and have fun with the students. *The old days of chalk and talk with the teachers directing the play has gone out with the bathwater. Having fun with kids, working with and alongside kids, kids being leaders are in. What a boring place it would be if we couldn't have opportunities to have fun with kids.*
- Music gets you going. *You see most teachers enjoying what they see with JUMP JAM. It's a bit like having a cup of coffee in the morning for those coffee drinkers. Gets you up, blood rushing, awareness of the environment around you and forms part of the pulse of daily being.*
- Slower routines to warm up and warm down. *The routines cater for a variety of levels and have been well thought out, to cater for a range of needs. Just what teaching is about*
- A chance to chill out – *life is so hectic it sometimes makes as remember than quality is about ensuring the teacher can have some fun and relax. We all need chill times and need to acknowledge relaxation skills have a place in the bigger picture of quality living, learning and breathing*
- It has stood the test of time. *Over 2000 schools have shown this. Media has shown this.*
- JUMP JAM headquarters have shown an ability to demonstrate *Kaizen*. The ability to constantly improve is important for them. They have a track record of this and produce quality. It is not about doing things right for them...its about doing the right thing. *A bit like the difference between efficiency and effectiveness.*
- It stands out as a fitness choice. *A choice many students appreciate over others.*
- It can be used with young and old. *Some routines are made to be easier and slower. Some are created thinking of modern pop culture (Hip Hop/certain dance styles). Some are high energy routines to really get that blood pumping*
- Structured aspects to JUMP JAM – *fitness programme, individual and group competitions.*

Hardest thing about using JUMP JAM

- Making the call of what song is used and going over the time permitted.
- Sometimes not having enough variety so similar songs are done over and over.
- Ensuring leaders are available.
- Space – but as it can be done in the class and outside, not too big of an issue – having an extension cord long enough for outside of class.
- Making too much noise, when outside if a class is working alongside.
- Kids wanting to do it and ending up doing less schoolwork because all are having fun.

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