



MINISTRY OF
**HEALTH &
WELLNESS**

HIGH SCHOOL

ACTIVITIES

EXERCISE FOR A SMARTER BRAIN



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ACKNOWLEDGMENT

This Physical Activity Booklet was developed to support the thrust of the Ministry of Health and Ministry of Education Youth and Information to facilitate physical activity breaks throughout the school day. The booklet was developed by the Health Promotion and Education Unit within the Health Promotion and Protection Branch of the Ministry of Health.

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Special acknowledgment is given to the following for their assistance in making this booklet possible:

Downdray Archer
Shani Flynn
Rhonda Thomas
Rashel Coubrie
Charmin McKoy, RN, Dip, HE/HP
Tivoli Gardens High School for the photos
Ministry of Education, Youth and Information

Creative Director:
Khalil Deane

INTRODUCTION

The Ministry of Health and Ministry of Education Youth and Information continues to collaborate in strengthening the capacity of the school community to become a healthy setting for learning and working.

Through the Jamaica Moves in Schools Programme, both Ministries seek to achieve the following strategic objectives over a five (5) year period:

- To increase the number of students engaging in moderate level of physical activity by 5%

- To increase the number of students that make healthier food choices by 5%

- To increase awareness and the identification of at-risk students for non-communicable diseases and facilitate appropriate intervention by 20%.



GOALS & OBJECTIVES

Goal

To strengthen the capacity of the school community to become a healthy setting for working and learning by the introduction of new opportunities to do physical activity.

Objectives

To introduce three 5-minutes physical activity breaks in each school day.

To facilitate one hour each week outside of Physical Education class to do physical activity.

To commemorate a National School Moves Day on the last Friday in April of each year.

Strategies

Students and teachers will be provided with some simple strategies, through this guide, to use fun, creative and exciting ways to engage the school population in various physical activity sessions.



Benefits of Regular Exercise

There are numerous benefits of regular physical activity, which include:

- Improves academic performance
- Reduces restlessness in class
- Makes you more alert
- Improves concentration
- Promotes team work
- Promotes beautiful skin
- Improves self-esteem
- Reduces stress
- Helps you relax and sleep better
- Makes you stronger and more flexible
- Strengthens muscles and bones
- Strengthens your heart and lungs
- Burns fat and helps you maintain a healthy weight
- Prevents and controls diseases

Recommendation for Daily Physical Activity

The benefits that can be derived from becoming more active will vary depending on the amount of time spent doing physical activity. The recommendations are as follows:

Adults

At least 30 minutes 5 days per week or an accumulation of 150 minutes at least 5 days per week to gain some health benefits

At Least 60 minutes 5 days per week or an accumulation of 300 minutes at least 5 days per week if you want to lose weight

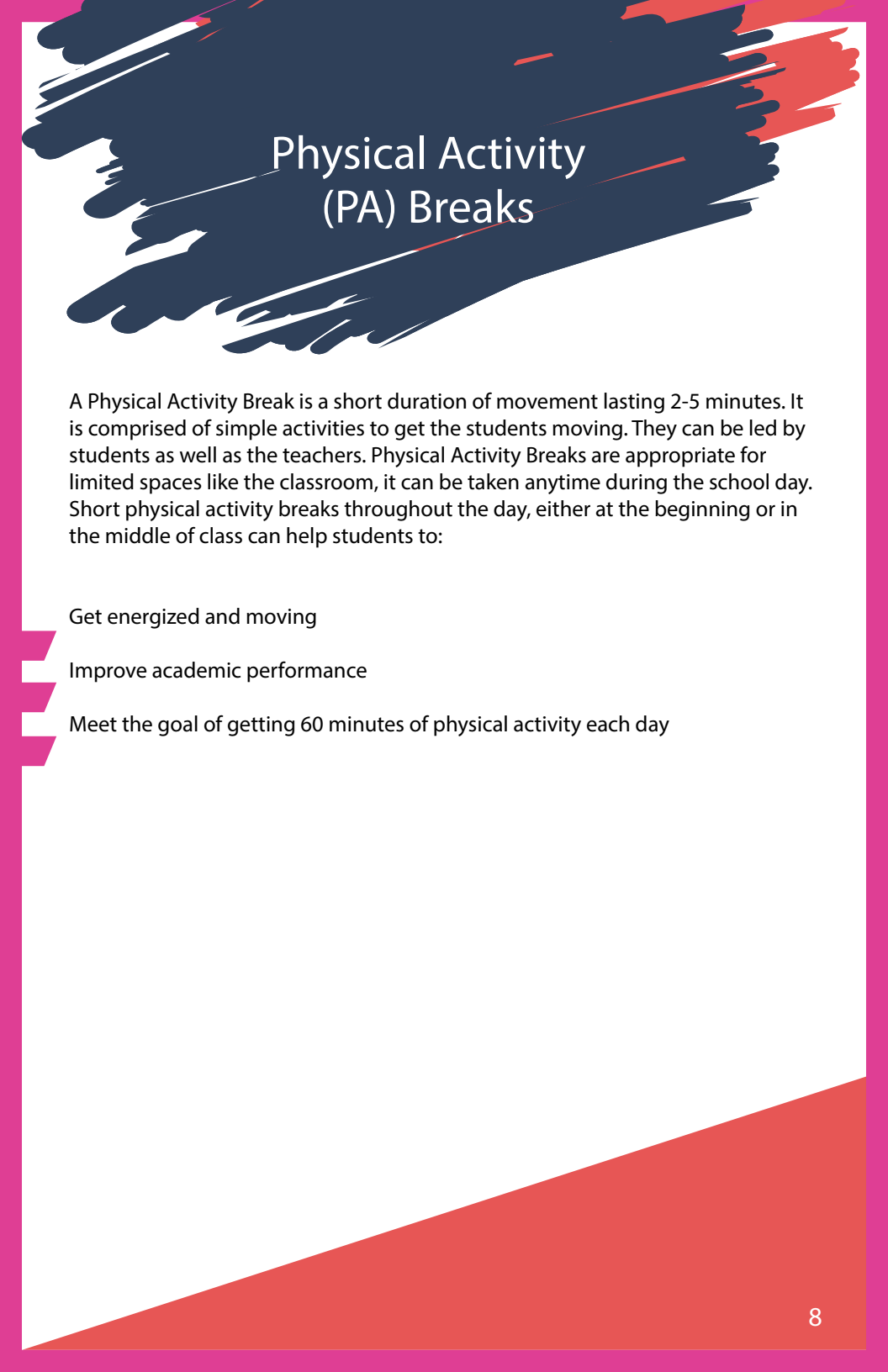
At least 60-90 minutes or an accumulation of 300-450 minutes at least 5 days per week if you are obese and want to lose and maintain weight

Children

3-5 years at least 60 minutes of structured activities and several hours of free play daily

6-17 years at least 60 minutes of moderate to vigorous at least 5 days per week. This should include a combination of muscle strengthening and bone strengthening activities at least 3 days per week as a part of the 60 minutes.

There are a number of ways one can accumulate the recommended amount of physical activity each day/week. Example, a 30 minutes physical activity session can be done in three 10 minute bouts throughout the day. In order for this to be effective each 10 minutes bout must be done continuously each time. Choose a method that best fits into your daily routine that you can achieve.



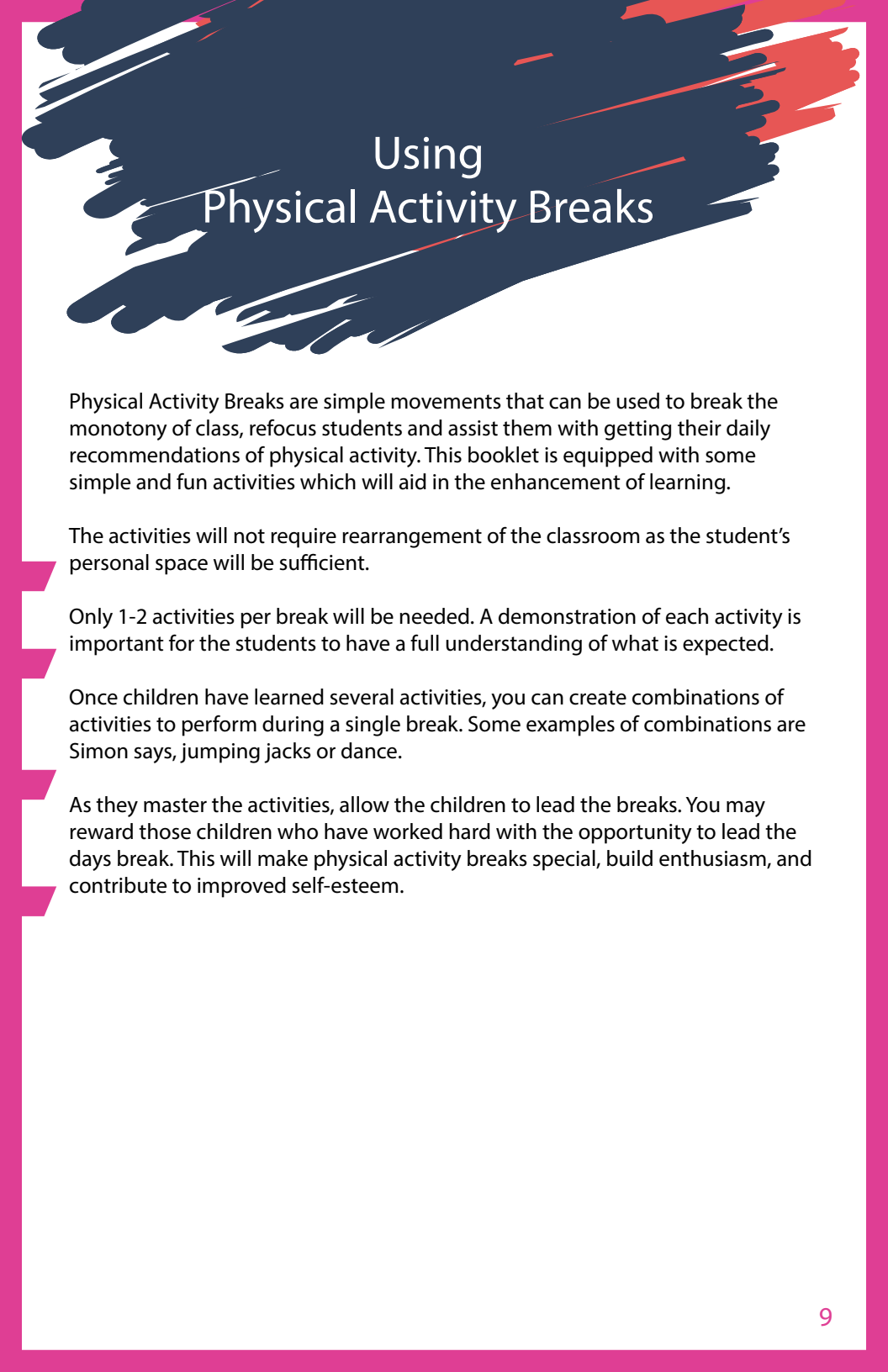
Physical Activity (PA) Breaks

A Physical Activity Break is a short duration of movement lasting 2-5 minutes. It is comprised of simple activities to get the students moving. They can be led by students as well as the teachers. Physical Activity Breaks are appropriate for limited spaces like the classroom, it can be taken anytime during the school day. Short physical activity breaks throughout the day, either at the beginning or in the middle of class can help students to:

- Get energized and moving

- Improve academic performance

- Meet the goal of getting 60 minutes of physical activity each day



Using Physical Activity Breaks

Physical Activity Breaks are simple movements that can be used to break the monotony of class, refocus students and assist them with getting their daily recommendations of physical activity. This booklet is equipped with some simple and fun activities which will aid in the enhancement of learning.

The activities will not require rearrangement of the classroom as the student's personal space will be sufficient.

Only 1-2 activities per break will be needed. A demonstration of each activity is important for the students to have a full understanding of what is expected.

Once children have learned several activities, you can create combinations of activities to perform during a single break. Some examples of combinations are Simon says, jumping jacks or dance.

As they master the activities, allow the children to lead the breaks. You may reward those children who have worked hard with the opportunity to lead the days break. This will make physical activity breaks special, build enthusiasm, and contribute to improved self-esteem.

GAME TIME

..... LET'S PLAY



Exercise Time

Description:

Students are paired with a partner and stand at a line (or imaginary line) on the floor. Students will perform the teachers designated fitness activity (see examples below) for 10 seconds. The activities are for the development of muscle strength , agility and increased heart rate.

The teacher/ambassador will:

1. Pair students
2. Have one student from the pair do the activity while, the other partner counts the number of repetitions.
3. The students switch, and the other does the activity. Ask students to do the activity as quickly as they can.

Fitness Activity Examples:

1. Jumping jacks
2. Squats
3. Jog on the spot
4. Leg raise
5. Arm circles
6. Clapping
7. Foot stomp

Size of group: 30-40

Props: None

Room layout: Enough room to move

Activity level: Moderate

N.B. Not limited to above listed activities.



Card Pack Fitness

Description:

The break is done using a deck of cards. Each card is assigned an activity. Students will be asked to perform the activity that is assigned to the card whenever that card is drawn from the deck.

Instructions:

The teacher/ambassador will pull a card from the deck. If the card is a:-

KING: Jog in place for 10 seconds.

QUEEN: Skip with an imaginary rope for 10 seconds.

JACK: 11 hand raises above the head

TEN: Ten hand claps

NINE: Nine high knees

EIGHT: Eight squats

SEVEN: Seven jumping jacks

SIX: Six calf raise

FIVE: Five foot stomps

FOUR: Four hand claps

THREE: Three bubbling over with the arms

TWO: Two deep breaths in and out

ACE: Give high-five to person next to you

Size of group: Small or large group

Props: Deck of Cards

Room layout: Enough room to move

Activity level: Moderate



Dance Freeze

Description:

Dance freeze encourages deep concentration, listening skills, strengthens muscles and improves the condition of the heart, breaks tension and encourages laughter which improves mood. Depending on the type of music played, the intensity can be low or medium level.

Instructions:

The teacher/ambassador will:

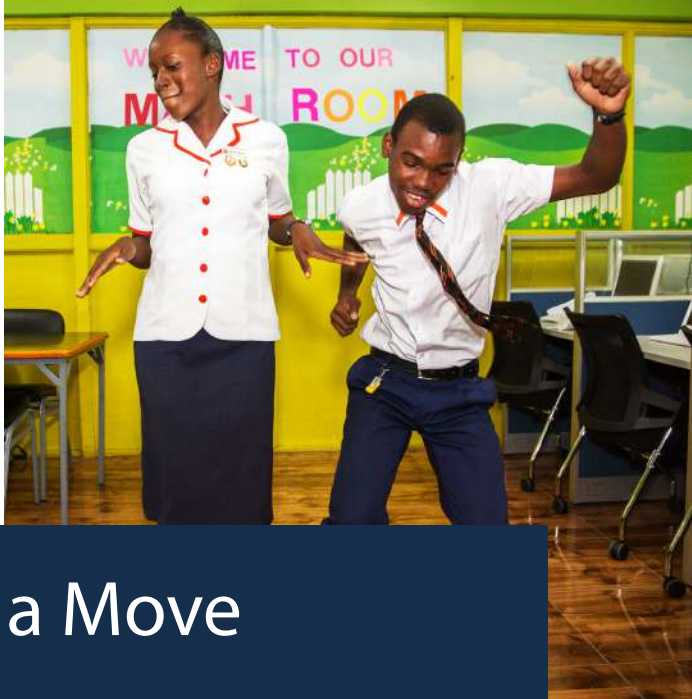
1. Play music then stop it periodically
2. Students should freeze in whatever position they are when the music stops
3. Stay in freeze until the music start again
4. Those still moving when the music stops must do an additional activity which will be given by the teacher

Size of group: Small or large group

Props: Music, hand clap rhythm etc.

Room layout: Enough room to move

Activity level: Moderate



Buss a Move

Description:

“Buss a Move” will help students to develop the confidence to lead as each student will be asked to lead a short movement. This can be any muscular movement, a clap, a stomp, a dance move, etc. This activity will help to improve the heart and brain function, improve circulation, coordination and interaction with others.

Instructions:

The teacher/ambassador will:

1. Choose the first student to “Buss a Move” that will last 5-10 seconds after which the entire class will follow.
2. Student does something physical such as a dance move, exercise move etc.
3. All the students will follow and do the move
4. Teacher/Ambassador picks the next person to lead.

NB: Depending on the movement chosen by the person leading, the intensity level can vary from low to high.

Size of group: Any

Props: Music

Room layout: Enough room to move

Activity level: Moderate to high



Dancing Time!

Description:

Dancing makes up a great part of the Jamaican culture and has proven to be an enjoyable activity. It improves the condition of the heart and lungs, is great for weight management, improves coordination and strengthens muscles and bones.

Instructions:

The teacher/ambassador will:

1. Choose any up-tempo song that will encourage the student to dance for the next 3-5 minutes.
2. Play a song and have the students do the dance.
3. Use action songs for more fun
4. Use different types of music (soca, reggae etc.)
5. Have students do free style dance moves
6. Make it fun, the students will love it!

**Size of group: Large
Group Activity**

Props: Music

**Room layout: Enough
room to move**

**Activity level:
Moderate**



Have You Seen?

Description:

The class leader will say a rhyme while doing the actions. The others should keep their eyes on the leader as he/she speaks, while touching the part of the body which is mentioned in the rhyme.

Instructions:

The teacher/ambassador will say the:

Rhyme

Have you seen (touch eyes)

Or heard (touch ears)

Of Headley (touch head)

Who was needed (touch knees)

In the army (touch arms)

For his back (touch back)

And his belly (touch belly)

With a hip hip (touch hips)

Hurray (hands in the air with a hurray)

Size of group: Any

Props: None

Room layout: Enough room to move

Activity level: Moderate

N.B. The leader can touch any part of his body as he says the rhyme, those who do as he/she does should be given a physical activity to do.



Hot Potato

Description:

Students have a short time in which they are to move the potato around the room as quickly as possible without letting it fall to the ground. Each student has only 1 second in which to pass the potato to the next person.

Instructions:

1. A student should have a potato or ball in hand
2. At the sound of the music, the potato should be passed around the class
3. The faster the music, the faster the movement of the potato.
4. When the music stops, whomever is holding the potato must do a physical activity.
Eg. jog on spot, squats etc.
4. Teacher/Ambassador can choose to stop the music at any point in time.

Size of group: Any

Props: Potato, ball or something similar

Room layout: Enough room to move

Activity level: Moderate



Find the Object Hot Moves

Size of group: Any

Props: None

**Room layout: Enough
room to move**

**Activity level:
Moderate**

Description:

The facilitator will write each direction and corresponding activity on the board or overhead to make them easier for the students to follow:

Move backwards - back stroke (swimming motion)

Move forward - march in place

Move to either side - side stretch in the direction of the hot move

Up higher - climbing ladder motion

Down lower - squats

Within 1 foot of the hidden object- students pretend they are stepping in fire (in place)

Instructions:

1. One student exits the classroom.
2. The rest of the class watches the teacher hide the "object" (can be any object)
3. The student who exited the classroom re-enters.
4. The rest of the class tries to guide him or her to the hidden object by performing various physical activities, with each activity corresponding to a different direction.
5. Students are not allowed to talk.
6. Once the student locates the hidden "object", another student is selected to exit the classroom, and the "object" is hidden in another location so that the game can be repeated.



Do an Action if...

Description:

The teacher will ask the class to stand, then read through the following list of activities that students should respond to if the statement is true.

Instructions:

Do _____ if.....

- 10 Claps if you walked to school today.
- 6 Stomps if you drank two cups of water today.
- 3 Squats if you were born in September.
- 8 Jumping Jacks if you like vegetables.
- 5 Hops if you are the youngest child at home.
- 7 toe touches if mangoes are one of your favourite fruits.
- 1 Minute of Jogging on the spot if you speak more than one languages.

Size of group: Any

Props: None

Room layout: Enough room to move

Activity level: Moderate



Classroom Workout Circuit

Description:

This activity is designed to turn the classroom in a gym for five minutes. Have students do the following activity in their own space for 10 seconds each. Students will be asked to stand and perform the activities listed below. Based on the limited space in some classrooms not all the activities listed can be executed.

Instructions:

The teacher/ambassador will give the directives for student to:-

Jog in place

Squats

Arm raise

Hop on one foot

Hop on the other foot

Swing arms circles forward

(Feel free to mix up the order and add any other activity you deem appropriate)

Size of group: Small or Large Group

Props: None

Room layout: Enough room to move

Activity level: Moderate

Shake Down

Description:

This activity can be done sitting or standing, preferably standing. The students will be given this activity for the release of built up tension after long sitting. They will start from the shoulder down.

Instructions:

The teacher/ambassador will tell the students to:

1. Raise their right hand then shake 10 times then switch to the left after a long period of sitting.
2. Shake the right foot 10 times, then the left foot 10 times.
3. Count out aloud as they do it.
4. Repeat cycle for 9 shakes, 8 shakes, etc.
5. Count down to zero with each hand and foot.
6. Speed up the counting as the numbers go down.

Size of group: Large Group

Props: None

Room layout: Enough room to move

Activity level: Low and Fun

Beans and Peas

Description:

An activity for a group not afraid to get moving. The activity beans and peas is to encourage students to do different types of moves whenever the type of bean or peas is called out. Each bean and peas represent a movement, the facilitator can call the names in the order as set below or call them randomly.

Instructions:

The teacher/ambassador will tell the students to stand up and make a little room around them to move. He/She will call out names of beans and the participants will do the set actions to them.

Baked beans - make a small shape with your body

Broad beans - make a wide, stretched out shape

String beans - make a tall string like shape

Butter beans - jump up and down

Red peas- jog on the spot

Gungo peas - shiver and shake as if it was cold

Split peas - wobble and shake like jelly (or jello)

Chick peas - do high kicks

Size of group: Any

Props: None

Room layout: Enough room to move

Activity level: Low



Share a Stretch

Description:

Each will start with one person making a simple stretch while the other members of the class follow. After that person show their stretch then the lead is relayed to another person beside them. (can be random) It is a simple and effective to release muscle tension and it is an enjoyable activity.

The teacher/ambassador will:

1. Invite each student starting with the teacher to do a physical stretch and the rest of the group copies. (Students can go at random or go in order of how they sit in class, row by row)
2. Start the stretch from neck down, shoulders, arms, hip, legs.
3. Have more than one person focus on the same area with a different type of stretch
4. Hold each stretch for 5 seconds
5. Play slow instrumental background music

Size of group: Any

Props: Music (optional)

Room layout: Enough room to move

Activity level: Low



Upper Body Stretch

Description:

Stretching is a relaxing activity that releases muscle tension and improves circulation. Do the activities as shown below.

Instructions:

The teacher/ambassador will ask students to do the following activities:

10 Side to Side Head Tilts

10 Back and Forth with Head

10 Alternate twists to the right and to the left
With hands above the head:

a) stretch to the right and to the left 10 times

b) lean forward and backward 10 times

Size of group: Any

Props: Music (optional)

Room layout: Enough room to move

Activity level: Low

Lower Body Stretch

Description:

Stretching is a relaxing activity that releases muscle tension and improves circulation. Long sitting restricts blood flow and can cause health problems. Stretching helps to reduce health risk making you feel better.

The teacher/ambassador will tell the students to:

1. Sit up tall in your chair, feet flat on the floor.
2. Lift your heels off the floor then put them back down. Repeat 5 times.
3. Lift your right leg out straight in front of you, slowly point your toes toward the ground) then hold for 5 seconds
4. Point your toes toward the ceiling and hold for 5 seconds.
5. Rotate the right ankle in a circle to the right, 10 times, then to the left 10 times. Change legs then repeat.
6. Put the right foot on the floor, lift the left leg and repeat.
7. Stand, then put your left foot forward, rest your heel on the ground, toes pointing upwards, bend over resting your hand just above the knee and hold. Switch legs after 5 seconds
8. Stand with feet comfortably apart, raise your heel from the floor and hold, do this five times
9. In the same standing position, push your hip to the left then hold, then to the right and hold. Do this 5 times.
10. Then take a deep breath, then out then in, then out, and sit.

Size of group: Any

Props: Music (optional)

Room layout: Enough room to move

Activity level: Low

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