



MINISTRY OF  
**HEALTH &  
WELLNESS**



**JAMAICA MOVES**

# PRIMARY SCHOOL ACTIVITIES



**ACTIVITIES FOR A  
SMARTER BRAIN**

# CONTENTS

ACKNOWLEDGEMENT	3
INTRODUCTION	4
GOAL AND OBJECTIVES	5
BENEFITS OF REGULAR EXERCISE	6
RECOMMENDATIONS	7
PHYSICAL ACTIVITY (PA) BREAKS	8

## IT'S TIME FOR A BREAK!!!

DANCE FREEZE!	10
DANCING TIME!	11
BUSS A MOVE	12
MOVEMENT SONGS	13
SIMON SAYS	14
MINGLE, MINGLE, GROUP!	15
KEEP IT UP	16
PLATE OR BOOK	17
SHAKE DOWN	18
BEANS	19
UPPER BODY STRETCH	20
LOWER BODY IN MOTION	21
LAZY EIGHT	22
HAVE YOU SEEN	23
STAND UP, HANDS UP, PAIR UP	24
FRUIT BASKET	25
5 MINUTE CARDIO CHALLENGE	26
UPPER BODY WORKOUT	27
AS IF...	28
CHAIR AEROBICS	29
TAKE A STRETCH!	30
OTHER 5 MINUTE BREAKS	31

## LET'S DO ACTION SONGS

CLAP YOUR HANDS	33
AROUND THE WALLS OF JERICO	34
FATHER ABRAHAM	35-36
HEAD, SHOULDERS, KNEES & TOES	37
CHA CHA SLIDE	38
JACOB'S LADDER	39
FOLLOW THE LEADER	40
HOKEY POKEY	41
REFERENCES	42

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# INTRODUCTION

*The Ministry of Health and Wellness and Ministry of Education Youth and Information continue 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 identify at-risk students for NCDs through calculation of Body Mass Index and facilitate the necessary referrals*





# GOAL AND OBJECTIVES

## Goal:

*To strengthen the capacity of the school community to become a healthy setting for working and learning by the introduction of Physical Activity Breaks throughout the school day.*

## Objectives:

- 1. To introduce three 5-minute physical activity breaks in each school day*
- 2. To facilitate one hour each week outside of Physical Education class for physical activity*
- 3. To commemorate a National School Moves Day on the closest Friday to World Physical Activity Day April 6*

*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. These include:*

- *Improves academic performance*
- *Increases alertness and improves concentration*
- *Improves self-esteem*
- *Improves mood*
- *Reduces stress*
- *Increases relaxation*
- *Reduces restlessness in class*
- *Promotes team work*
- *Makes your skin glow*
- *Improves strength and flexibility*
- *Strengthens muscles and bones*
- *Strengthens your heart and lungs*
- *Burns fat and helps one to maintain a healthy weight*
- *Prevents and controls diseases*

# RECOMMENDATIONS

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

## **Children:**

*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.*

*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.*

## **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.*

*There are a number of ways one can accumulate the recommended amount of physical activity each day/week. For example, 60 minutes of physical activity can be done in four 15 minute bouts throughout the day. In order for this to be effective, each 15 minutes must be done continuously each time. The method that best fits into your daily routine should be chosen.*



# PHYSICAL ACTIVITY (PA) BREAKS

*A Physical Activity Break is a short duration of movement in schools. It will be comprised of simple activities to get the students moving for at least 5 minutes.*

*Physical Activity Breaks help to re-energize and re-focus the students as well as help them to meet their daily goal of 60 minutes of physical activity for the day.*

*This booklet is equipped with simple and fun activities that can be used to support the recommended three five-minute physical activity breaks.*

*The activities are simple enough to be done in the student's personal space, without rearranging the classroom. 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 the students have learnt a series of activities, they can combine more than one to make it more fun and interesting. Students who have done well over time, can be rewarded with the privilege of leading the activities. This will help to make physical activity breaks special for the students, build enthusiasm, and contribute to improve self-esteem.*



**IT'S TIME FOR A**

**BREAK**

# DANCE FREEZE!

## Description:

*Dance Freeze encourages deep concentration and listening skills, improves the condition of the heart, breaks tension and encourages laughter which improves mood. It also helps to strengthen muscles. Depending on the type of music played the activity can be low, medium or high level intensity.*

## Instructions:

*The teacher/ambassador will:*

- 1. Play music then stop periodically*
- 2. Instruct students to dance while the music is playing and freeze when the music stops*
- 3. Instruct those who are still moving when the music stops to do other activities*

*Example: Jumping Jacks*

**SIZE OF GROUP: ANY**

**PROPS: MUSIC PLAYER,  
MUSIC**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE**





# DANCING TIME!

## Description:

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

## Instructions:

The teacher/ambassador will:

1. Play an up-tempo song
2. Encourage the student to do dance moves as the music plays
3. Use different genres of music (soca, reggae etc.)
4. Have students do freestyle dance moves
5. Make it fun!!!

SIZE OF GROUP: ANY

PROPS: NONE

ROOM LAYOUT: ANY

ACTIVITY LEVEL :  
MODERATE TO HIGH



# BUSS A MOVE

## Description:

*“Buss a Move” will help students to develop the confidence to lead the class in a short movement. This can be any muscular movement, a clap, a stomp, a dance move, etc. This activity will help to improve heart and brain function, improve circulation and coordination and also social skills.*

## Instructions:

*The teacher/ambassador will:*

- 1. Choose the first student to “Buss a move” that will last 5-10 seconds after which the class will do the move*
- 2. Choose the next person to lead*

*Buss a Move can vary in the level of intensity as it can range from dance moves to exercises, even household chores such as sweeping, wiping the windows, etc.*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE TO INTENSE**



# MOVEMENT SONGS

## Description:

Utilizing songs that outline different types of movement are great ways of getting the students to move.

Increasing the speed of the song increases the intensity of the movement. Large and small muscle movements are encouraged by using these songs. They increase the heart rate, improve concentration, reduce stress and improve co-ordination.

## Instructions:

The teacher/ambassador will:

1. Have the students sing/listen to action oriented songs.
2. As these songs are played students should do the actions as stated in the song.

Songs can include:

- Head, Shoulders, Knees and Toes
- Father Abraham
- Around the Walls of Jericho
- Shoulder Fling

SIZE OF GROUP: ANY

PROPS: MUSIC PLAYER

ROOM LAYOUT: ANY

ACTIVITY LEVEL: LOW TO MODERATE





# SIMON SAYS

## Description:

*“Simon Says” encourages the participation of all students, helps students to follow instructions and improves the mood of the students.*

## Instructions:

*The teacher/ambassador will:*

*Give the students actions to do by prefacing it with “Simon Says”. Students should only do what Simon says that they are to do.*

*Example: Simon says clap; Simon says dance; Simon says jump; Simon says jumping jacks, etc.*

*Those who do actions that were not given by Simon should be given additional activities.*

*Example: Squats, jumping jacks, one leg hop, etc.*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL: LOW  
TO MODERATE**



# MINGLE, MINGLE GROUP

## Description:

*This game develops problem solving skills, aids in team work, listening skills and improves concentration. The aim is for students to get into groups in the shortest possible time, according to the numbers that are called by the teacher/ambassador.*

## Instructions:

*The teacher/ambassador will:*

- 1. Announce to the class that it is movement time!*
- 2. Tell students to stand*
- 3. Tell students to move around the classroom and say mingle, mingle in soft voices*
- 4. Say “groups of \_\_\_\_”*
- 5. Check if students are in the group according to the number called*
- 6. Instruct students who are left out to do an activity*

*Example: Skip for 20 seconds, 20 jumping jacks, 20 jog on the spot, etc.*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE TO INTENSE**



# KEEP IT UP

## Description:

*This activity aids with eye-hand coordination and encourages large and small muscle movement. Students will be given a ball or a balloon. They can use any part of the upper body to keep the ball moving around the room.*

## Instructions:

*The teacher/ambassador will:*

- 1. Give the student a ball/balloon to pass to other student*
- 2. Ask students to use any part of their upper body to pass around ball/balloon*
- 3. Add 1 or 2 balls/balloons to make it fun*

*Students must:*

- 1. Keep the ball/balloon from hitting the ground while they pass it to the other students*
- 2. Have a ball confined to a specific area to have maximum participation*

**SIZE OF GROUP: ANY**

**PROPS: BALLOON/BALL**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE**

*The teacher/ambassador should ensure the students' safety is priority.*





# PLATE OR BOOK

## Description:

*This activity aids in balancing skills, concentration and spatial awareness. A signal will be given for the activity to begin.*

## Instructions:

*The teacher/ambassador will tell students to:*

- 1. Place a paper plate/notebook on their head/back of their hands, with arms stretched forward or to the side with palms facing the ground*
- 2. Walk around the room balancing the plate/book on their heads or on the back of the hand*
- 3. Leave the plate/book on the ground if it falls*
- 4. Tell students to freeze until another student picks up their plate or notebook and places it back on the head or hand while not allowing theirs to fall*

*The intensity can be increased by increasing the speed. This will also add more fun.*

**SIZE OF GROUP: ANY**

**PROPS: PAPER PLATE /BOOK**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL: LOW**



# SHAKE DOWN

## Description:

*This can be done either sitting or standing, preferably standing. This activity is used to release muscle tension as a result of long sitting. They will start from head down until as many muscles as possible get in motion.*

## Instructions:

*The teacher/ambassador will say to students:*

- 1. Count out aloud as you do the actions*
- 2. Shake head side to side*
- 3. Shake shoulders*
- 4. Hands in the air*
- 5. Shake the right hand 10 times then the left*
- 6. Shake hips*
- 7. Shake the right foot 10 times, then the left*

### *Variations:*

- 1. Repeat cycle for 9 shakes, 8 shakes, etc. counting down to zero with each hand and foot.*
- 2. It is also fun to speed up the counting as the numbers go down.*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL: LOW TO MODERATE**



# BEANS

## Description:

*This activity encourages students to do a different movement whenever the name of a specific peas or bean is called. Students will be told which movement each pea and bean represent so that they can respond accordingly.*

## Instructions:

*The teacher/ambassador will:*

- 1. Tell students to stand and make a little room around them to move*
- 2. Explain the required set actions for each peas/beans (the actions could be written on the board)*
- 3. Call out the name of a pea or bean for the students to do the associated action*

*The actions for the beans/peas are as follows:*

- 1. Baked Beans - balance on one leg*
- 2. Broad Beans - make a wide, stretched out shape*
- 3. String Beans - make star shape*
- 4. Butter Beans - jump up and down (the teacher/ambassador can say 'small/big jumping beans' for small/big jumps)*
- 5. Red peas- run on the spot*
- 6. Gungo Peas - shiver and shake as if it was cold*
- 7. Split Peas - wobble and shake like jelly (or jello)*
- 8. Chick Peas - do high kicks*

**SIZE OF GROUP: ANY**

**PROPS: MUSIC PLAYER**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL: LOW TO MODERATE**



# UPPER BODY STRETCH

## Description:

*Stretching is a relaxing activity that releases muscle tension and improves circulation.*

## 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: BACKGROUND 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.

## Instructions:

The teacher/ambassador will instruct students to:

1. Sit tall in their chair and put feet flat on the floor
2. Raise both heels then place back on the floor (5 times)
3. Raise right leg straight in front of them, point toes forward, hold for 5 seconds, then point toes to the ceiling
4. Move the right ankle to the right, 10 times, then to the left 10 times
5. Put the right foot on the floor, then lift the left leg and repeat what was done with the right leg
6. Push the hip to the left then hold, then to the right and hold. Do this 5 times.

SIZE OF GROUP: ANY

PROPS: BACKGROUND MUSIC (OPTIONAL)

ROOM LAYOUT: ANY

ACTIVITY LEVEL: LOW





# LAZY EIGHTS

## Description:

*Use this activity to get students up and out of their seats. Ideal for breaks after intense or mentally challenging activities.*

## Instructions:

*The teacher/ambassador will instruct students to:*

- 1. Extend one arm in front*
- 2. Trace the shape of a figure eight in the air*
- 3. The eight should be traced with slow movements, focus eyes on the hand*
- 4. Without moving the head trace three figure eights in successively larger movements*
- 5. Now do it with the other hand*
- 6. Clasp the hands together and do it with both hands*

**SIZE OF GROUP: ANY**

**PROPS: BALLOON/BALL**

**ROOM LAYOUT: ANY**

**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 following rhyme and do the associated action in brackets, which the students should follow:

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)  
Hooray (hands in the air with a hooray)

The rhyme can be done increasingly faster to increase intensity.

SIZE OF GROUP: ANY

PROPS: NONE

ROOM LAYOUT: ENOUGH  
ROOM TO MOVE

ACTIVITY LEVEL:  
MODERATE



# STAND UP, HANDS UP, PAIR UP

## **Description:**

*Place students in groups, give them the opportunity to stretch and move. Have the students share their favourite move.*

## **Instructions:**

*The teacher/ambassador will instruct students to:*

- 1. Walk 10-15 steps on the spot*
- 2. Look to the ceiling with a smile*
- 3. Raise hands above the head 5 times*
- 4. Pair up and take turns in coming up with a movement which the other person will imitate*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL: LOW  
TO MODERATE**



# FRUIT BASKET

## Description:

*Fruit basket is a game that helps to develop students' listening and concentration skills. Students must be alert and attentive as the fruit names are being called.*

## Instructions:

1. The teacher/ambassador will divide the class into 5 groups with each group assigned a fruit name
2. Each fruit will be assigned a physical activity
3. When the teacher/ambassador calls out the fruit name, the assigned fruit group will do their activity
4. The teacher ambassador can call one, two or three fruits at the same time
5. When he/she says fruit basket everybody should get up and do their activity





# FIVE (5) MINUTES CARDIO CHALLENGE

## Description

*Five minute cardio will help to improve the students' large motor skills. The activity will focus on the major muscle groups of the arms and legs. It will also improve students' coordination.*

## Instructions:

*The teacher/ambassador will instruct the class to do:*

- 1. Warm up for 1 minute with jumping jacks*
- 2. 30 seconds high knees*
- 3. 30 seconds butt kicks*
- 4. 30 seconds bench push-up*
- 5. 30 seconds squats (repeat from high knees)*

*\*COOL DOWN FOR 1 MINUTE\**

- 6. Stretch hands to the ceiling, to the side, forward, then backwards*
- 7. Take a deep breath in, then exhale slowly*
- 8. Close your eyes and take a breath once more*
- 9. Sit down*



# UPPER BODY WORKOUT

## Description:

*Upper Body Workout will help to strengthen students' upper body muscles. The activities will focus on the major muscle groups of the upper body such as the arms and trunk muscles. It will also improve coordination and body control.*

## Instructions:

*The teacher/ambassador will instruct the class to do:*

- 1. 1-minute jumping jacks for warm-up*
- 2. 1-minute arm twisters*
- 3. 1-minute desk push-up*
- 4. 1-minute arm curl*

*\*COOL DOWN FOR 1 MINUTE\**

- 6. Stretch hands to the ceiling, to the side, forward, then backwards*
- 7. Take a deep breath in, then exhale slowly*
- 8. Close your eyes and take a breath once more*
- 9. Sit down*

# AS IF...

## Description:

*“As If” is an activity that pulls on the students’ knowledge of things that they can be associated with. The various activities will help students in role playing the actions of different animals and humans. The teacher/ambassador may use any activity in addition to the ones listed.*

## Instructions:

*The teacher/ambassador will instruct the class to:*

- 1. Run on the spot AS IF you’re being chased by a big dog*
- 2. Walk forward AS IF you’re walking through a muddy field*
- 3. Jump in place AS IF you are a popcorn being popped*
- 4. Reach up AS IF you are grabbing balloons out of the sky*
- 5. March in place AS IF you are in a marching band*
- 6. Shake your body AS IF you are a wet dog*



# CHAIR AEROBICS

## Description:

*Chair Aerobics is a modification to regular aerobics as it can be done while sitting. The activity will focus on the major muscle groups of the lower and mid-section of the body and will improve balance and lower body strength.*

*Chair Aerobics will help to improve the students' posture.*

## Instructions:

*The teacher/ambassador will instruct the class to:*

- 1. Sit up straight with back resting on the back of the chair*
- 2. Keep their ankles together*
- 3. Lift the foot from the ground making knee straight for 10 counts*
- 4. Stand using the desk for balance*
- 5. Extend their right leg out to the side 10 times*
- 6. Repeat extensions with the left leg*

# TAKE A STRETCH!

## Description

*Take A Stretch will help to loosen the tension and help students to relax as they get settled to continue their lesson.*

## Instructions:

*The teacher/ambassador will lead students into a series of stretches. Students will hold each stretch for 5-10 seconds*

*Students will be instructed to:*

- 1. Reach for the sky then bend and touch their toes*
- 2. Stand-up with arms stretched to the side then make 10 arm circles backwards then change direction*
- 3. Make 10 neck circles to the right then 10 to the left*
- 4. Stretch arms to the side then twist the body to the right, hold for 5 counts then change sides*
- 5. Raise hand to the ceiling then to side*
- 6. Sit down*





# OTHER 5 MINUTE BREAKS

## ACTION WORDS

*The class will form a circle. Each student will come up with an action which he/she will do and then everybody will do the action for 10 seconds.*

## HOT BALL

*The class will form a circle and pass the ball around while the teacher/ambassador claps or plays music. When the clapping or music stops, the student who has the ball will lead the class in a physical activity for 5 seconds.*

## ALPHABET MOVES

*The teacher/ambassador will instruct the class to use their body to form different letters of the alphabet.*

## COCONUT STRETCH

*The teacher/ambassador will instruct the class to use different parts of the body to form the letters of the word "COCONUT"*




LET'S DO

# ACTION SONGS

*An action song is a song accompanied with specific actions.*

*Here are some benefits:*

- *Hand-eye coordination is enhanced*
  - *Improved listening skills and the ability to follow directions*
  - *Creativity is promoted in movement*
  - *Social skills are enhanced*
  - *Fosters self confidence*
- 

# CLAP YOUR HANDS

## Instructions:

*The teacher/ambassador will tell students to sing and do the actions in the song.*

## Song:

*Clap your hands,  
One, two, three.  
(Clap hands three times.)*

*Then like this,  
Shake 'em free.  
(Shake hands loosely in front of body.)*

*Bending forward,  
touch your toes,  
(Bend down and touch toes.)*

*Then reach up and after touch your  
nose!  
(Stretch arms way up high, then  
touch nose.)*

**SIZE OF GROUP: ANY**

**PROPS: BALLOON/BALL**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE**



# AROUND THE WALLS OF JERICHO

## Instructions:

*The teacher/ambassador will tell students to:  
March on the spot as they sing the song instead of moving  
around the room.*

## Song:

*Around the walls of Jericho,  
Around the walls of Jericho,  
Around the walls of Jericho, the army went.  
Seven times without a stop,  
Seven times without a stop,  
Seven times without a stop, the army went.  
When the people gave a SHOUT,  
When the people gave a SHOUT,  
When the people gave a SHOUT,  
the walls fell down.  
Into Jericho at last, Into Jericho at last,  
Into Jericho at last, the army went.*

**SIZE OF GROUP: ANY**

**PROPS: NONE**

**ROOM LAYOUT: ANY**

**ACTIVITY LEVEL:  
MODERATE**





# FATHER ABRAHAM

## Instructions:

*The teacher/ambassador will tell students to:  
Sing the song moving the body part that is mentioned in  
the song to do an action.*

## Song:

*Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand  
Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand  
Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand, right foot  
Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand, right foot, left foot*

Continues next page...

# FATHER ABRAHAM continued...

*Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand, right foot, left foot, stand up  
Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand, right foot, left foot, stand up, turn  
around  
Father Abraham had many sons  
Many sons had Father Abraham  
I am one of them, and so are you  
So, let's just praise the Lord  
Right hand, left hand, right foot, left foot, stand up, turn  
around, sit down*



# HEAD, SHOULDERS, KNEES, TOES

## Instructions:

The teacher/ambassador will tell the students to sing the song touching each part of the body as they sing it.

## Song:

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

(Let's try it a little faster!)

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

(Faster!)

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes,  
knees and toes.



# CHA CHA SLIDE

## Instructions:

The teacher/ambassador will tell students to sing and do the actions in the song.

## Song:

To the left, take it back now y'all  
One hop this time, right foot let's stomp  
Left foot let's stomp, cha cha real smooth  
Turn it out, to the left, take it back now y'all  
One hop this time, right foot let's stomp  
Left foot let's stomp, cha cha now y'all  
Now it's time to get funky  
To the right now, to the left  
Take it back now y'all  
One hop this time, one hop this time  
Right foot two stomps, left foot two stomps  
Slide to the left, slide to the right  
Criss cross, criss cross  
Cha cha real smooth  
Let's go to work  
To the left, take it back now y'all  
Two hops this time, two hops this time  
Right foot two stomps, left foot two stomps  
Hands on your knees, hands on your knees  
Get funky with it, aahhhhhhhhhh yaaaa  
Come on, cha cha now y'all  
Turn it out, to the left  
Take it...





# JACOB'S LADDER

## Instructions:

*The teacher/ambassador will tell students to sing and do the actions in the song.*

## Song:

*We are climbing Jacob's ladder  
We are climbing Jacob's ladder  
We are climbing Jacob's ladder  
Soldiers of the Cross.*

*Every rung goes higher and higher  
Every rung goes higher and higher  
Every rung goes higher and higher  
Soldiers of the Cross.*

*Rise, shine, give God the glory  
Rise, shine, give God the glory  
Rise, shine, give God the glory  
Soldiers of the Cross.*



# ***FOLLOW THE LEADER***

## ***Instructions:***

*The teacher/ambassador will tell students to sing and do the actions in the song.*

## ***Song:***

*Follow me  
Wherever I go,  
And do what I do  
When I tell you so.*

*First we walk ,  
(All walk on the spot as the leader does)*

*And then we skip,  
(Everyone skip)*

*And then we will jump with a clap,  
clap, clap!  
(Jump in place or around the room)*

*Now we'll run a merry race,  
(Run on the spot, or in short 'race')*

*And then we will STOP!  
Everyone, stay in place!  
(Everyone freeze in place)*

# HOKEY POKEY

## Instructions:

*The teacher/ambassador will tell students to sing and do the actions in the song.*

## Song:

*Put your right hand in  
Put your right hand out  
Put your right foot in  
And then shake it all about  
You do the hokey pokey  
And turn yourself around  
And that what's it's all about*

*(Replace right hand with left hand,  
then right foot, then left foot,  
then your body)*



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