



MINISTRY OF HEALTH

# PHYSICAL ACTIVITY GUIDE AND TOOLKIT FOR THE WORKPLACE



## **Join the Move for Health and Wealth: Physical Activity Guide and Toolkit for the Workplace Wellness Programme**



This is a simple guide and toolkit for implementing a physical activity programme

# TABLE OF CONTENTS

|                          |  |
|--------------------------|--|
| <b>ACKNOWLEDGMENT</b>    |  |
| <b>EXECUTIVE SUMMARY</b> |  |
| <b>BACKGROUND</b>        |  |
| <b>INTRODUCTION</b>      |  |

## **SECTION 1: Physical Activity and Work**

|  |    |
|--|----|
| Physical Activity at the Workplace.....        | 8  |
| Benefits of a Physical Activity Programme..... | 9  |
| Medical Approval.....                          | 11 |

## **SECTION 2: Getting Started**

|  |    |
|--|----|
| Getting Management on Board .....                      | 12 |
| Establish a Programme Committee.....                   | 13 |
| Getting Staff to Participate.....                      | 13 |
| Identify Resources.....                                | 13 |
| Physical Activity for Employees with Disabilities..... | 15 |

## **SECTION 3: Programme Design**

|   |    |
|---|----|
| Structured Physical Activity Programme..... | 16 |
| Keeping Records for Participants .....      | 16 |
| Assessment .....                            | 16 |
| Fitness Test .....                          | 16 |
| Incentives .....                            | 17 |
| Programme With Limited or No Resources..... | 18 |
| Marketing Your Programme .....              | 19 |
| Programme Launch.....                       | 19 |
| Programme Evaluation.....                   | 20 |

## **SECTION 4 Physical Activity Tool Kit**

|   |    |
|---|----|
| Employee Needs Assessment.....                                      | 21 |
| Employee Registration Form.....                                     | 24 |
| Weekly Workout Sheet.....   | 26 |
| Physical Activity Personal Record.....                              | 27 |
| Physical Activity Assessment Form.....                              | 28 |
| Fitness Assessment Form.....  | 30 |
| Fitness Tests.....  | 32 |
| Calculation of Body Mass Index.....                                 | 33 |
| Personal Fitness Goal.....  | 35 |
| Physical Activity Calendar.....                                     | 36 |
| How Many Calories Does Physical Activity Use.....                   | 37 |
| Hydration .....   | 38 |
| Fast Food Calorie Count and Activity Required to Burn Calories..... | 39 |
| Calorie Count - Jamaican Fruits.....                                | 40 |
| Evaluation Form .....   | 42 |
| Appendix .....  | 43 |
| References .....  | 44 |

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# EXECUTIVE SUMMARY

## **Physical Activity at the Workplace**

Workplaces will experience many cost benefits when they invest in physical activity programmes for their staff. Research has shown that the benefits that the individual employee receives will be reflected in increased productivity, reduced absenteeism and reduced staff turn-over to name a few (UK Health and Safety Executive 2004).

## **Getting Started**

This section addresses the structure that needs to be in place at a company for the physical activity programme or any work place wellness programme to begin and be sustained. It looks at finding out the needs of the individuals as it relates to physical activity and the resources needed for the programme. The section also highlights the ways in which the persons with special needs can still be accommodated in a physical activity programme.

## **Programme Design**

The design of the programme is based on information received from the staff and the type of resources that will be invested in the programme. The programme should be marketed to all staff and having begun, it should be carefully monitored and evaluated.

## **ToolKit**

This comprises useful and relevant information sheets, as well as forms to be filled out, that will help individual employees assess their own health status.

## **BACKGROUND**

According to the World Health Organization, Chronic Non-communicable Diseases (NCDs) are the major causes of mortality and morbidity worldwide, and is the main cause of premature deaths in the 30-70 year age group (Global Action Plan for the Prevention and Control of Non-communicable Disease 2013-2020). Approximately 63% of deaths globally are caused by NCDs, with cardiovascular diseases ranking number 1 (48%), followed by cancers (21%), chronic respiratory diseases (12%) and diabetes (3.5%).

Chronic Non Communicable Disease is the leading cause of death and disability in the Caribbean. Approximately 60% of deaths in the Caribbean population can be attributed to NCDs. In Jamaica, NCDs are the number one contributor of morbidity and mortality. The four common underlying behavioural risk factors for these diseases are: tobacco use, harmful use of alcohol, unhealthy diet and physical inactivity. (Jamaica National Strategic and Action Plan for the Prevention and Control of Non-communicable Diseases, 2013).

# INTRODUCTION

Physical inactivity is the fourth leading risk factor for global mortality and accounts for 6% of deaths worldwide. According to the World Health Organization, inactivity is the main contributing factor for approximately 21-25% of breast and colon cancers, 27% of diabetes and 30% of ischaemic heart disease cases (WHO 2013).

According to World Health Organization (WHO), Jamaica's physical inactivity level ranked third when compared to the United State and the Caribbean Regions. In Jamaica, almost twice as many persons reported being inactive in 2008 compared to 2000 (30% vs.17%) and 33% reported high activity in 2008 compared to 47% in 2000 (Jamaica Health and Lifestyle Survey II, 2008). In Jamaica, more than 21% of youth are overweight and more than 7% are obese (2010 Global School-based Student Health Survey Results). This increases with age.

There are several other factors that contribute to physical inactivity. These factors include urbanization, increased access to technology and the media. As a result of these changing social values and behavioural practices, individuals are forced to live in a highly-paced, stressful environment which inevitably leads to a sedentary lifestyle.

A comprehensive physical activity programme is one of the most cost effective measures that workplaces can put in place to aid in the reduction of the NCD burden. Increased evidence has demonstrated that many health benefits can be derived simply from becoming more physically active. However, the greatest benefits come from engaging in a planned and structured physical activity programme. In light of this, the Ministry of Health (in collaboration with the Regional Health Authorities and other key stakeholders) has developed this resource guide to provide employers with basic information to assist in the development and implementation of structured physical activity programmes for employees. This guide seeks to address some critical areas that must be incorporated when planning and executing successful physical activity workplace programs.

## **Goal**

The goal of the Ministry of Health is to reduce physical inactivity levels by at least 5% over the next 5 years.

## **Objective**

To promote physical activity in workplaces

## **Purpose**

The Physical Activity Guide and Toolkit for the Workplace provides organizations with simple and effective strategies and tools that can be utilized in the promotion of physical activity among employees.

## **Target Audience**

This Guide and Toolkit targets officers within an organization who are responsible for the promotion of wellness activities for staff (such as human resource managers, wellness coordinators, and health promotion officers). Some of the tools have been designed for direct use by individual employees.

## **Design of Book**

The Guide is divided into four (4) main sections, they are:

- Section 1: Physical Activity and Work.
- Section 2: Getting started
- Section 3: Programme Design
- Section 4: Physical Activity Toolkit

## SECTION 1: Physical Activity and Work

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### A

### Physical Activity at the Workplace

Although companies continue to explore innovative ways to improve business, employees continue to spend most of their time at work, leaving very little time to incorporate physical activity in the rest of their day.

In 2003-04 there were 609,000 cases of ill-health caused by work: 42% were related to stress and 33% were caused by musculoskeletal disorders, both of which are known to be reduced by participation in physical activity. In the same period, 29.8 million working days were lost to ill health (UK Health and Safety Executive 2004).

According to the World Health Organization, worldwide, a physical activity programme for staff lowers short term sick leave by 32%, lowers the cost of health care by 55% and improves productivity by 52%. A company that provides the resources and programmes that promote increased physical activity will enable its staff to live healthier and longer. Investing in employees' health will help increase the wealth of the company as employees' health is directly related to the costs of sick leave and absenteeism (Global Recommendations on Physical Activity for Health, World Health Organization 2010). It is therefore a benefit to the company when employees are encouraged to live an active life while at work. A physical activity programme can also build positive rapport and enhance staff morale.





# B

## Benefits of a Physical Activity Programme

### Health Benefits for Employees

*(2008 Physical Activity Guidelines for Americans)*

- Improves concentration
- Reduces depression and anxiety
- Reduces stress
- Strengthens heart and lungs
- Lowers the risks of heart disease
- Assists in the management of blood pressure and diabetes
- Helps lower bad cholesterol in the blood
- Burns fat and helps in maintenance of a healthy weight
- Strengthens bones and reduces osteoporosis
- Increases energy
- Increases strength and flexibility



## Cost Benefits for Employers

*(UK Health and Safety Executive 2004)*

- Improved productivity
- Fewer insurance and compensation claims
- Reduced absenteeism
- Decreased accidents
- Reduced staff turn-over
- Improved ability to cope with workplace changes
- Improved staff morale





## Medical Approval

Although moderate physical activity such as brisk walking is safe for most people, the Ministry of Health recommends that employees talk to their doctor before they participate in a physical activity programme if any of the following apply:

- History of heart disease, asthma, lung disease, diabetes, kidney disease or arthritis
- Pain or discomfort in the chest, neck, jaw or arms during physical activity
- Dizziness or fainting with exercise or exertion
- Shortness of breath with mild exertion
- Ankle swelling (especially at night)
- A rapid or pronounced heartbeat
- A heart murmur that their doctor has previously diagnosed
- Lower leg pain when walking, which goes away with rest
- Male over age of 45 or females over the age 55
- Family history of heart disease before age 55 in men and age 65 in women
- Lack of exercise for three (3) months or more
- Overweight or obese
- High blood pressure or high cholesterol
- Impaired glucose tolerance

## SECTION 2: Getting Started

---

**A**

### Step 1: Management Support

Management support is critical in the success or failure of the programme. The managers must be the innovators and take a leading role in promoting the programme. They should actively participate in the various activities within the programme.

**B**

### Step 2: Establish a Programme Committee

A successful physical activity workplace programme should be guided by a programme committee with specific roles. The committee should have representatives from various departments within the company. The members should have a passion for physical activity, and be willing to motivate and lead by example. The team will be responsible for the development, implementation and evaluation of the programme. Where technical expertise is lacking on the committee, the professional expertise of a personal trainer, physical education teacher or coach should be sought. They can assist with the development of the programme.

**C**

### Step 3: Getting Staff to Participate

In order for the programme to be successful, it must meet the needs and interest of your staff. It is therefore critical that these be identified. This can be done by conducting an assessment through a simple survey such as telephone (including mobile phones) survey or Internet survey at your workplace. This should be done as a pre-implementation activity. Some critical information to find out are:

- Does staff know the importance of physical activity and health?
- Is staff interested in participating in a physical activity programme?
- What types of activities are staff interested in?

- What time of day would they like the programme to be offered (before, during or after work)?
- What are the preferred days and number of days per week (Mon, Wed, Fri 3 days per week or Tue, Thur 2 days per week)?
- What types of incentives would motivate them to participate?
- Will they pay for the programme in full or pay a portion?

**D****Step 4: Identify Resources**

Identify, list and cost all potential resources that will be needed for the physical activity programme. Three main areas to take into consideration are: the facility, equipment and the instructor for the programme.

## ***Facilities***

Ensure that there is an area that is available to accommodate various types of activities. Some examples are: large conference room, canteen or other areas that can be set up to facilitate various types of physical activities. A field, netball court or gym near the workplace can also be considered for activity. Map out the days and times these areas may be available to accommodate physical activity sessions.

If the workplace has a large contingent of workers with a small facility to accommodate a physical activity programme you can put other measures in place to ensure everyone has access and is able to participate in the programme. Some alternatives are: stagger the activities throughout the day, conduct the activities on a shift rotation, or offer a variety of activities that can be done at the facility. If the above mentioned cannot be facilitated, the company can provide membership to a gym that is near the workplace. If the company is small everyone should be targeted and encouraged to participate, or companies can also invite members of surrounding communities to join their programme.

## ***Instructor***

The next step is to identify an instructor who will be able to design a programme to meet the specified criteria. The success of the programme to a large extent will be determined by the instructor. It is critical to ensure that the instructor has the right qualification, for example, PE teachers, medical doctors, nutritionist, physiotherapist, certified personal trainers. The instructor should provide you with an outline of how he/she will develop and implement a successful programme. It is important that you discuss with the instructor how you will evaluate and monitor the success of the programme.

## E

# Physical Activity for Employees with Disabilities

## *Activity for the Disabled*

Physical activity plays a vital role in the prevention of mortality and morbidity, however when planning workplace programmes some groups are often not taken into consideration. According to the U.S. Centers for Disease Control and Prevention (CDC) people with disabilities are less likely to participate in moderate physical activity, thus it is imperative that your programme be participatory, available to all employees and designed to meet the needs of everyone. The environment and facilities where physical activity sessions will be conducted should be attractive and accessible to employees, especially those with special needs.

## *Types of activities for persons with disabilities*

**Swimming:** this can provide a full body workout. Water provides a natural resistance and there is no impact on the joints. Thus, it is a good activity for persons with osteoarthritis and other health conditions.

**Chair workout:** this type of activity can be used to increase flexibility and muscle strength. Extend arms or legs for as long as you can endure then return to starting position. Repeat in sets of 2 or 3. Light weights can also be added to increase muscle strength.

**Dance:** this is an activity that everyone can do, even the person who is blind, has 1 leg, no arm or is confined to a wheelchair. Everyone can move to the rhythm. All that is required is the music and the will power.

**Stretch Break:** take 1-2 minutes from the work occasionally and stretch the muscles.

**Basketball/Netball:** employees with a disability who are confined to wheelchairs can be a part of a basketball/netball team. The rules of the game may need some minor adjustments.

**Wheeling:** the wheelchair can be used as exercise equipment for persons with disabilities. For example: A person confined to a wheelchair should be encouraged to use their arms to push their chair for 1-2 minutes up and down the hallways 1 or 2 times each day. They can also be encouraged to participate in lunch time walks/wheeling (if the sidewalks are wheelchair accessible) with other employees.



## SECTION 3: Programme Design

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### ***Structured Physical Activity Programme***

Now that you have information from your staff and you have identified an instructor, the next step is to develop a structured physical activity programme. This programme should contain a variety of activities driven by the needs and interests of the workers. Ideally, each physical activity session should last for at least an hour for a minimum of 3 days per week.

The following steps should be taken to ensure that the needs of staff are met:

**A**

#### **Keeping Records for Participants**

A system should be in place where a file is developed and stored for each participant. The files should be stored in a private area. No one should be allowed to view the files except the trainer, client and/or Director/Manager. Participants must be assured that their information will not be shared with anyone without their permission. Having a file on each participant will help him/her and instructor to record information and keep track of progress, making adjustments accordingly.

**B**

#### **Assessment**

A register should be taken to keep track of participants who attend physical activity sessions. This is important for monitoring and evaluation. It is essential that participants are properly assessed before engaging in any form of activity. See more on assessment under Physical Activity Tool Kit - Section 4.

**C**

#### **Fitness Test**

Following the assessment, a fitness test should be conducted for each participant. See Section 4.



## D

## Incentives

Having an incentive segment is a great way of motivating staff to participate in the programme. Incorporate staff ideas and choose incentives that are realistic and affordable. Having incentives as part of the programme will give staff an opportunity to work towards their goals. Competitions are a great way of integrating an incentive component. Ensure that the target set for gaining an incentive is within reach. This will allow the workers to stay motivated as they are able to reach the target.



Lunch Bag



Pedometer



Hot or Cold Cup



Pedometer with music player

### ***Companies should:***

- Work out how many incentives will be awarded throughout the life of the programme
- Determine at what stage of the programme incentives will be awarded
- Establish what types of incentives will be awarded at the various stages
- Decide how often the incentives will be awarded
- Determine what are the criteria for getting an incentive

### ***Examples of Criteria for Prizes***

- A points system in which participants are awarded a prize for attending a specified number of sessions per week/months.
- Number of persons losing weight/inches on a monthly basis (healthy weight loss is 2 lbs per week)
- Person who attends the most sessions per month
- Persons who participate in all activities throughout the length of each session weekly/monthly
- Spot prizes during the session

## ***Programme With Limited or No Resources***

There are several other physical activity initiatives that the company can implement with limited or no resources.

### ***Stretch Breaks***

Encourage staff to take stretch breaks at their desk at varied intervals throughout the day.

### ***Stair Climbing***

Encourage employees to take the stairs instead of the elevator.

### ***Desk Break***

Take a 1 minute step from the desk and walk up and down the aisle/passage 3-5 times for the day.

### ***Lunch Hour Stroll***

Encourage staff to take walks during their lunch break.



### ***No Elevator Day***

Choose one day out of the week when the elevator will be closed and encourage staff to use the stairs, e.g. Every Wednesday is "No Easy Move Day"

### ***Movement Corner***

Identify an area/corner and assemble a 'mini gym' with simple equipment that can facilitate simple movements that staff can do with no supervision. Equipment such as: hula hoop, mini trampoline, skipping ropes, Chinese skipping ropes, resistant bands, Body Mass Index (BMI) charts, scales etc. Encourage staff to take small breaks and use the station. Depending on the size of the company, it could be one station or a station in several departments. Assign a volunteer to monitor the area. Ensure a log is kept to indicate usage pattern by employee.

### ***Friendly Competitions***

Plan and organize a series of physical activities in the form of competitions that all staff members are able to participate in. This can be done on a weekly, monthly or quarterly basis with a final competition at the end of the year. Organize staff by units/division and have them compete against each other (dancing, skipping etc.).

### ***Business House Competitions***

Encourage staff to form teams (netball, volleyball, football, basketball etc.) and compete against other companies.

## E

### Marketing Your Programme

Now that all the major ground work has been done, the next phase is to market the programme to staff. Various methods can be used to get this done. Some examples are: holding one on one meetings, one-to-one sharing, intra net, email, the notice board, during meetings or handing out flyers. Outline the benefits of participating in the programme and advertise some of the prizes that can be won.



## F

### Programme Launch

Set a date when the programme will officially be launched. Invite everyone to the area the programme will take place.

- Invite the instructor to conduct a mini session on some of the exciting activities that the programme will entail.
- Conduct an oral presentation on the importance of physical activity
- Encourage management, the committee members and other staff to join in and participate in the activities.



- Set up a display to showcase some of what is to come in the programme (types of activities, incentives and more).
- Explain what the program is about.
- Give workers an opportunity to ask questions.
- Take photos of the activities and use as a way to aid in the promotion of the programme.

## G

### Programme Evaluation

Evaluation should be a very critical component of your programme. Research has proven that effective and successful programmes have ongoing evaluation. In order to determine the value of your programme, it is vital that you incorporate an evaluation component at the beginning. An evaluation that is well planned will provide feedback to guide the success of your programme.

Information to be gathered from your evaluation will give an indication of the success or failure of your programme. This can help build your case for the continuation of the programme. Evaluating your programme also provides information on the following:

- Is the programme meeting its goals?
- What is the overall impact of the programme (for employees and employer)?
- An understanding of employee attitudes toward the programme.
- Participants' progress
- The success of the programme and strengthening the financial responsibility and accountability.

Developing appropriate program evaluation requires careful planning. You need to decide who will be responsible for this area and what method will be used. You also need to take into consideration what type of resources are available to conduct an evaluation and the type of information to be collected.

It is recommended that you monitor your programme on an on-going basis. This can be done by conducting focus group discussions, administering questionnaires and analysis of each person's file. Suggestion boxes are also a great way to give workers a chance to make suggestion/share concern about the programme.

## SECTION 4: Physical Activity Tool Kit

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This section contains various tools that will aid in the development of a successful workplace physical activity program. There are a total of 17 different forms; some are designed specifically for the programme coordinator and some to be used by individual employees. They are as follows:

1. Employee Needs Assessment
2. Employee Registration Form
3. Weekly Workout Sheet
4. Physical Activity Personal Record Sheet
5. Physical Activity Assessment Form
6. Fitness Assessment Form
7. Assessment of Body Parts
8. Fitness Test
9. Calculation of Body Mass Index
10. Body Mass Index Chart (BMI)
11. Personal Fitness Goal
12. Physical Activity Calendar
13. How many Calories does Physical Activity Use?
14. Hydration
15. Fast Food Calorie Count and Activity Required to Burn Calories
16. Calorie Count - Jamaican Fruits
17. Instructor's Evaluation Form
18. Physical Activity Pull-Out Guide



## Employee Needs Assessment

\_\_\_\_\_, in continuing to invest in the health of our staff, would like to institute a physical activity programme. However, we need your feedback to ensure it is a programme that caters to your needs. Kindly complete this survey to allow us to design such a programme.

1. I am aware that I need to participate in more physical activity in order to improve my health?
  - a) Strongly Agree
  - b) Agree
  - c) Not sure/Don't know
  - d) Do not agree
  - e) Strongly Disagree
  
2. If the company were to introduce a physical activity programme for staff, would you consider participating in this programme?
  - a) Yes
  - b) Not sure
  - c) No (Please state reason) \_\_\_\_\_
  
3. What types of activity would you participate in?
  - a) Walking
  - b) Dancing
  - c) Aerobics
  - d) Running
  - e) Other (State) \_\_\_\_\_

4. What 3 days of the week would you prefer to participate in physical activity?
- a) Monday
  - b) Tuesday
  - c) Wednesday
  - d) Thursday
  - e) Friday
  - f) Saturday
  - g) Sunday
5. Would you be willing and able to participate if the programme begins at 5pm?
- a) Yes
  - b) No
  - c) Not sure
6. If we could begin the activity at 4:30pm, would you be willing to consider the following?
- |    |  |     |          |    |
|----|--|-----|----------|----|
| a) | Reaching work by 8am<br>to compensate for time used for<br>physical activity | YES | NOT SURE | NO |
| b) | Giving up ½ hr of lunch time   | YES | NOT SURE | NO |
| c) | Working ½ hr later on another day  | YES | NOT SURE | NO |
| d) | Other considerations _____<br>_____  |     |          |    |
7. How long would you prefer the physical activity sessions to be?
- a) 30 Minutes
  - b) 45 minutes
  - c) 1hour
  - d) 1½ hours

8. What are the barriers that would prevent you from participating in the physical activity programme?
- a) Personal and/ family commitments
  - b) Being tired at the end of the day
  - c) If there are any costs attached to the programme
  - d) Having to carry a change of clothes
  - e) Other (State) \_\_\_\_\_

9. I currently get at least 30 minutes of physical activity for 3 or more days per week
- a) Yes. I have been doing this for at least the last 6 months
  - b) Yes. I have started doing this in the last 6 months
  - c) No. I have been thinking about starting this in the next month
  - d) No. I have been thinking about doing this at some stage though
  - e) No. I do not plan to do this

10. What would encourage you to participate and stay in the proposed physical activity programme?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_







## Weekly Workout Sheet

### Weekly Workout Sheet

| Sun. | Mon.                                       | Tue.   | Wed.  | Thur.  | Fri.                                    | Sat. |
|------|--|--|---|--|---|------|
|      | 5:05 – 5:20<br>Road Walk/run<br>(1,3 & 5K) | 5:05 – 5:30<br>Aerobics<br>Strength Work<br>(Belly Burn<br>Leg Tone) | 5:05 – 5:20<br>Oldies Game<br>Hop Scotch<br>Skipping<br>Hula Hoop | 5:05 – 5:20<br>Road Walk/run<br>(1,3 & 5K)<br>Strength Work<br>(Squats,<br>Lunges) | 5:05 – 5:20<br>Dancercise<br>Reggae Jam |      |
|      | 5:25 – 6:30<br>Stairwell Run               | 5:30 – 6:30<br>Hiking  | 5:25 – 6:30<br>Upper Body Stretching                              | 5:25 – 6:30<br>Lower Body Stretching   | 5:25 – 6:30<br>Yoga/Meditation          |      |
|      |  |  |   |  |   |      |

Physical Activity Workout Schedule: 01 MOH/HPE (CMP) 2013



## Physical Activity Personal Record Sheet

### Physical Activity Personal Record Sheet

|         | Sunday | Monday  | Tuesday | Wednesday | Thursday | Friday  | Saturday |
|---------|--------|---------|---------|-----------|----------|---------|----------|
| Example | 5 min. | 10 min. | 10 min. | 10 min.   | 15 min.  | 15 min. | 15 min.  |
| Week 1  |        |         |         |           |          |         |          |
| Week 2  |        |         |         |           |          |         |          |
| Week 3  |        |         |         |           |          |         |          |
| Week 4  |        |         |         |           |          |         |          |
| Week 5  |        |         |         |           |          |         |          |
| Week 6  |        |         |         |           |          |         |          |
| Week 7  |        |         |         |           |          |         |          |
| Week 8  |        |         |         |           |          |         |          |
| Week 9  |        |         |         |           |          |         |          |
| Week 10 |        |         |         |           |          |         |          |
| Week 11 |        |         |         |           |          |         |          |
| Week 12 |        |         |         |           |          |         |          |
| Week 13 |        |         |         |           |          |         |          |



## Physical Activity Assessment Form

### Physical Activity Assessment Form

#### PARQ (Physical Activity Readiness Questionnaire) TEST

Physical inactivity is listed as the fourth leading cause of global mortality (global recommendations on Physical Activity for Health WHO). With this in mind, persons are encouraged to be more active in order to live more healthily. Whilst it is usually safe for persons to become more physically active, it is important that persons experiencing certain conditions check with their physicians before they start any form of physical activity programme.

If you are planning to start a physical activity programme here is a list of questions you should answer before you start and these questions will help to determine how safe it is for you.

The PAR-Q is for the age group, 15 to 69, and will determine if you should check with your doctor before you start exercising. If you are over 69 years of age, and you are not used to being very active, check with your doctor. Common sense is your best guide in answering these questions. Read the questions carefully and answer each one honestly.

Yes No

- Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
- Do you feel pain in your chest when you do physical activity?
- In the past month, have you had chest pain when you were not doing physical activity?
- Do you lose your balance because of dizziness or do you ever lose consciousness?
- Do you have a bone or joint problem that could be made worse by a change in your physical activity?
- Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
- Do you know of any other reason why you should not do physical activity?

#### If you answered YES

If you answered "yes" to one or more questions, talk with your doctor before you start becoming more active. Your doctor will advise you on what type of activity is best for you to participate in. It is very important that you follow his/her advice.

### If you answered 'NO'

If you honestly answered no to all the questions, you can be reasonably sure that you can start becoming much more physically active. Make sure you start slowly and gradually increase your activity load.

### Things Change

Although you answered "no" to all questions, if you are feeling sick with a cold or fever or if you are pregnant, discuss with your doctor before becoming more active. You might need to alter your physical activity programme.

**NOTE:** If the PAR-Q is being given to a person before he or she participates in a physical activity programme or a fitness appraisal, this section may be used for legal or administrative purposes.

I have read, understood and completed this questionnaire. Any question I had was answered to my full satisfaction.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE OF PARENT \_\_\_\_\_

WITNESS \_\_\_\_\_

or GUARDIAN (for participants under the age of majority)

Make sure you get approval from your doctor before starting an exercise program. Your doctor will determine the level at which one should start exercising. Discuss with your doctor what types of exercise might be appropriate for you. Complications of diabetes such as severe eye disease and nerve damage may make some forms of exercise dangerous. Your doctor may also schedule a test to see how your heart responds to exercise.

**Adopted from:** PAR-Q and You. Canadian Society for Exercise Physiology. Revised 1994. Physical Activity Readiness Questionnaire, British Columbia Ministry of Health Department of National Health and Welfare, Canada, revised 1992.



## Fitness Assessment Form

### Fitness Assessment Form

Participants/employees must be assessed by their medical doctor before engaging in any form of exercise

Be sure to check patient's physical condition before they start exercising.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Occupation: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Were/are you engaged in any PA programme \_\_\_\_\_

If yes, explain: \_\_\_\_\_

Healthy Lifestyle Goal: \_\_\_\_\_

Are you currently experiencing any of the following problems:

Lower back \_\_\_\_\_ Shoulder \_\_\_\_\_ Elbow \_\_\_\_\_ Joint \_\_\_\_\_

State any other physical limitations that would affect your participation in an exercise programme:

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## BODY PARTS

| Description           | First Assessment | Second Assessment | Third Assessment | Date |
|-----------------------|------------------|-------------------|------------------|------|
| <b>Weight</b>         |                  |                   |                  |      |
| <b>Height</b>         |                  |                   |                  |      |
| <b>Neck</b>           |                  |                   |                  |      |
| <b>Shoulder</b>       |                  |                   |                  |      |
| <b>Bust/chest</b>     |                  |                   |                  |      |
| <b>Waist</b>          |                  |                   |                  |      |
| <b>Hips</b>           |                  |                   |                  |      |
| <b>Thighs L&amp;R</b> |                  |                   |                  |      |
| <b>Calves L&amp;R</b> |                  |                   |                  |      |
| <b>Arms L&amp;R</b>   |                  |                   |                  |      |
| Over-weight by        | .....LBS         | .....LBS          | .....LBS         |      |
| Under-weight by       | .....LBS         | .....LBS          | .....LBS         |      |
| Target weight by      | .....LBS         | .....LBS          | .....LBS         |      |

Physical Activity Assessment Record: 01 MOH/HPE (CMP) 2013



## Fitness Tests

### FITNESS TESTS

| Description  | Excellent | Good | Average | Poor |
|--|-----------|------|---------|------|
| Resting Heart Rate Test                              |           |      |         |      |
| 3-Minutes Step Test                                  |           |      |         |      |
| Sit & Reach Flexibility Test                         |           |      |         |      |
| 1 Minute Sit-Up Test/Abdominal Test                  |           |      |         |      |
| Standing Long Jump Test (Broad Jump)                 |           |      |         |      |
| Push-up Test (Modified for women)                    |           |      |         |      |
| 20m Multistage Fitness Test (Beep Test) Instructions |           |      |         |      |

Physical Activity Fitness Test Form: 01 MOH/HPE (CMP) 2013





## Calculation of Body Mass Index (BMI)

### Calculation of Body Mass Index (BMI)

**Body Mass Index allows you to compare a person's weight in relation to their height**

How to use the BMI chart

1. Locate the person's height in:  
Feet & inches on the left column or in meters on the right column and put a mark there  
Note: The numbers increase in these columns going down the scale
2. Locate the person's weight in:  
Pounds in top row or Kilogram in bottom row
3. The person's BMI is the point at which the two marks meet on the chart. Use the colour codes at the bottom of the chart to interpret the BMI

# BODY MASS INDEX CHART

Applicable for Males and Females Over the Age of 18 years

## WEIGHT -- lbs

|        |       | 100 | 105 | 110 | 115 | 120 | 125 | 130 | 135 | 140 | 145 | 150 | 155 | 160 | 165 | 170 | 175 | 180 | 185 | 190 | 195 | 200 | 205 | 210 | 215 | 220 | 225 | 230 | 235 | 240 | 245 | 250  |      |
|--------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| HEIGHT | 5'0"  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49   | 1.52 |
|        | 5'1"  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49   | 1.55 |
|        | 5'2"  | 16  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48   | 1.57 |
|        | 5'3"  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47   | 1.60 |
|        | 5'4"  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47   | 1.63 |
|        | 5'5"  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46   | 1.65 |
|        | 5'6"  | 16  | 17  | 17  | 18  | 19  | 20  | 21  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44   | 1.68 |
|        | 5'7"  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45   | 1.70 |
|        | 5'9"  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45   | 1.73 |
|        | 5'9"  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44   | 1.75 |
|        | 5'10" | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44   | 1.78 |
|        | 5'11" | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44   | 1.80 |
|        | 6'0"  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43   | 1.83 |
|        | 6'1"  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43   | 1.85 |
|        | 6'2"  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43   | 1.88 |
|        | 6'3"  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42   | 1.91 |
| 6'4"   | 12    | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 1.93 |      |
|        | 45    | 48  | 50  | 52  | 54  | 57  | 59  | 61  | 63  | 66  | 68  | 70  | 73  | 75  | 77  | 79  | 82  | 84  | 86  | 88  | 91  | 93  | 95  | 97  | 100 | 102 | 104 | 107 | 109 | 111 | 113 |      |      |

HEIGHT Feet & Inches

HEIGHT Metres









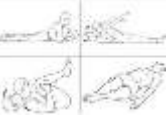





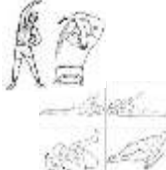











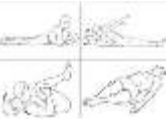
## WEIGHT -- kg

  Underweight (BMI Less than 18.5)
   Healthy weight (BMI 18.5 to 24.9)
   Overweight (BMI 25 to 29.9)
   Obese (BMI 30 to 39.9)
   Extremely Obese (BMI 40 and above)

**Personal Fitness Goal**

| <b>Short Term:</b> to be achieved by the end of the week/month | <b>Long Term:</b> to be achieved by the end of the year |
|--|---|
| 1  | 1   |
| 2  | 2   |
| 3  | 3   |
| 4  | 4   |
| 5  | 5   |

# Physical Activity Calendar

| Cardiovascular  | Strength  | Flexibility  | Recreational  | Sport   | Relaxation   | Free Day                 |
|---|---|--|---|---|--|--------------------------|
| <b>1</b><br>At least 30 minutes of brisk walking<br> | <b>2</b><br>30 minutes of sit-ups & squats<br>                 | <b>3</b><br>Upper body stretch<br>            | <b>4</b><br>Mowing lawn/ Gardening<br> | <b>5</b><br>Netball / Football<br>            | <b>6</b><br>Hula Hoop<br>       | <b>7</b>                 |
| <b>8</b><br>60 minutes of dancing<br>                | <b>9</b><br>30 minutes of push-ups & leg curl<br>              | <b>10</b><br>Lower body stretch<br>           | <b>11</b><br>Washing car<br>           | <b>12</b><br>Tennis / basketball<br>          | <b>13</b><br>Ring games<br>     | <b>14</b>                |
| <b>15</b><br>30 of minutes skipping<br>            | <b>16</b><br>30 minutes of sit-ups & squats<br>              | <b>17</b><br>Upper & lower body stretch<br> | <b>18</b><br>Swimming<br>            | <b>19</b><br>Track & Field<br>              | <b>20</b><br>Dandy Shandy<br> | <b>21</b><br>5k walk/run |
| <b>22</b><br>At 60 of minutes jogging<br>          | <b>23</b><br>30 minutes of lunges & arm curl<br>             | <b>24</b><br>Upper body stretch<br>         | <b>25</b><br>Evening walks<br>       | <b>26</b><br>Cricket / Net / Volleyball<br> | <b>27</b><br>Hop Scotch<br>   | <b>28</b>                |
| <b>29</b><br>1 hour of dancing<br>                 | <b>30</b><br>40 minutes of push-ups<br>200 Jumping Jacks<br> | <b>31</b><br>Lower body stretch<br>         | May is Move for Health Month  |   |  |                          |



## How Many Calories Does Physical Activity Use?

The following table shows calories used in common physical activities at both moderate and vigorous levels.

| <b>Calories Used per Hour in Common Physical Activities</b> |  |  |
|---|--|--|
| <b>Moderate Physical Activity</b>                           | <b>Approximate Calories/30 Minutes for a 154 lb Person<sup>1</sup></b> | <b>Approximate Calories/Hr for a 154 lb Person<sup>1</sup></b> |
| Hiking  | 185  | 370  |
| Light gardening/yard work                                   | 165  | 330  |
| Dancing   | 165  | 330  |
| Golf (walking and carrying clubs)                           | 165  | 330  |
| Bicycling (<10 mph)   | 145  | 290  |
| Walking (3 ½ mph)   | 140  | 280  |
| Weight lifting (general light workout)                      | 110  | 220  |
| Stretching  | 90   | 180  |

| <b>Vigorous Physical Activity</b> | <b>Approximate Calories/30 Minutes for a 154 lb Person<sup>1</sup></b> | <b>Approximate Calories/Hr for a 154 lb Person<sup>1</sup></b> |
|-----------------------------------|--|--|
| Running/jogging (5 mph)           | 295  | 590  |
| Bicycling (>10 mph)               | 295  | 590  |
| Swimming (slow freestyle laps)    | 255  | 510  |
| Aerobics                          | 240  | 480  |
| Walking (4.5 mph)                 | 230  | 460  |
| Heavy yard work (chopping wood)   | 220  | 440  |
| Weight lifting (vigorous effort)  | 220  | 440  |
| Basketball                        | 220  | 440  |

N.B. Calorie counts are estimates

<sup>1</sup> Calories burned per hour will be higher for persons who weigh more than 154 lbs (70 kg) and lower for persons who weigh less. Source: Adapted from [http://www.cdc.gov/healthyweight/physical\\_activity/index.html](http://www.cdc.gov/healthyweight/physical_activity/index.html)



## Hydration

### Avoid Heat Exhaustion

This is caused by heavy sweating; some signs and symptoms are: weakness, dizziness and nausea. Heavy sweating, if not controlled, can lead to dehydration, decreased blood pressure, increased heart rate and decreased blood volume.

Make sure you drink lots of water before, during and after each physical activity session. Do not wait until you are thirsty before you drink water, this means that you are in danger.

| Time Period                               | Amount of Water                                    |
|---|--|
| 2 to 2 ½ hours before                     | At least 2 cups of water                           |
| 0 to 15 minutes before                    | 2 cups of water                                    |
| Every 15 minutes during physical activity | 2 cups for every pound lost or until urine is pale |

Exercise in the morning and evening when it is cool.




Try not to work out too intensely if the day is very hot.




If you are exercising at a moderate or intense pace for more than 1 hour, it is best to drink some sort of sports drink to replace the electrolytes the body loses during this process.

***N.B. Do not make your own sports drink; this can be very dangerous, as the proper formula might not be attained. This can adversely affect blood sugar level.***

**K**

**Fast Food Calorie Count and Activity Required to Burn Calories**


| Food   | Calories | Activity to Burn Calories          |
|--|----------|------------------------------------|
| <p>Donut</p>                | 230      | 59 minutes of walking (3 mph)      |
| <p>Cookie</p>              | 440      | 62 minutes of biking (10-11.9 mph) |
| <p>Cinnamon Roll</p>      | 500      | 85 minutes of dancing              |
| <p>Vanilla Ice Cream</p>  | 270      | 29 minutes of running (5 mph)      |

| Food   | Calories | Activity to Burn Calories                      |
|--|----------|--|
| <p>Egg Mc Muffin</p>         | 300      | 32 minutes of running (5 mph)                  |
| <p>Pizza (1 Slice)</p>      | 320      | 39 minutes of swimming (slow to moderate laps) |
| <p>Hamburger</p>           | 540      | 77 minutes of biking (10-11.9 mph)             |
| <p>Large French Fries</p>  | 540      | 77 minutes of biking (10-11.9 mph)             |

**Note:** Calorie content of foods are based on official website information at the time of publication. Minutes of exercise are averages based on a 155-pound person. The greater the weight of the person the more calories burned per minute



## Calorie Count - Jamaican Fruits

| Food   | Amount           | Calories | Food   | Amount        | Calories |
|--|------------------|----------|--|---------------|----------|
| Ripe Banana<br>       | 1 medium         | 105      | Black & Common Mango<br> | 1 small (80g) | 53       |
| Custard Apple<br>     | 1                | 46       | No. 11 Mango<br>         | 1 average     | 80       |
| Guava<br>           | 1 medium (100g)  | 48       | East Indian Mango<br>  | 1 average     | 142      |
| Guinep<br>          | 1 bunch (12 med) | 63       | Julie Mango<br>        | 1 average     | 118      |
| June (Jew) Plum<br> | 1 medium         | 49       |  |               |          |



| Food  | Amount             | Calories | Food   | Amount              | Calories |
|---|--------------------|----------|--|---------------------|----------|
| Naseberry<br>        | 1 medium           | 52       | Pomegranate<br>  | 1 medium            | 104      |
| Orange<br>           | 1 medium           | 49       | Sugarcane<br>    | 5½ joints<br>(125g) | 85       |
| Otaheite Apple<br> | 1 medium<br>(150g) | 42       | Sweet Sop<br>  | 1 medium            | 106      |
| Pineapple<br>      | 1 slice<br>(87g)   | 45       | Tangerine<br>  | 1 large             | 46       |
| Hog Plum<br>       | 12                 | 67       | Watermelon<br> | 1 slice<br>(1 cup)  | 46       |



# Evaluation Form

## Evaluation Form

Dear Participants:

This form is provided for you to give your feedback on the physical activity sessions you participated in over the last 6 months period. Please rate the physical activity session in the following areas on a scale of 1-4, with 1 being the lowest and 4 the highest. Place a circle/tick at the number that best describes your answer.

### THE INSTRUCTOR

#### Delivery

|   |   |   |   |   |
|---|---|---|---|---|
| Organized each session?                 | 1 | 2 | 3 | 4 |
| Clearly explained how to do activity?   | 1 | 2 | 3 | 4 |
| Communicated clearly?                   | 1 | 2 | 3 | 4 |
| Answered questions adequately?          | 1 | 2 | 3 | 4 |
| Demonstrated effectively?               | 1 | 2 | 3 | 4 |
| Emphasized important points?            | 1 | 2 | 3 | 4 |
| Assisted when doing difficult activity? | 1 | 2 | 3 | 4 |
| Was available for consultation?         | 1 | 2 | 3 | 4 |

#### Department

|                                |   |   |   |   |
|--------------------------------|---|---|---|---|
| Was on time for session?       | 1 | 2 | 3 | 4 |
| Dressed appropriately?         | 1 | 2 | 3 | 4 |
| Conducted self professionally? | 1 | 2 | 3 | 4 |

#### Additional Comments

Please provide any comments or suggestion about the programme

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Thank You



## Appendix

### Video Sites for Further Information on Nutrition & Fitness

1. **Nutrition Information**  
<http://www.kyleleon-customizedfatloss.com/?tid=wlgallcd300b149&aid=cfl149>
2. **KFC piece meal and amount of calorie**  
<http://www.bing.com/search?q=KFC++piece+meal+and+amount+of+calorie&src=IE-TopResult&FORM=IE10TR>
3. **Burger King Calories - Fast Food Nutrition Facts**  
<http://www.shapefit.com/burgerking.html>
4. **Physical Activity is for Everyone**  
<http://www.cdc.gov/physicalactivity/everyone/videos/index.html>
5. **How to Calculate Your Body Mass Index**  
<http://www.nhlbi.nih.gov/guidelines/obesity/BMI/bmicalc.htm>
6. **Calculate Your Calories Burned**  
[http://www.acefitness.org/acefit/healthy\\_living\\_tools\\_content.aspx?id=9](http://www.acefitness.org/acefit/healthy_living_tools_content.aspx?id=9)
7. **Tips for Teaching Kids Physical Activity**  
[http://www.ehow.com/video\\_4400048\\_meats-beans-kids-nutrition.html?pid=1&wa%5Fvrid=155f68b7%2D6f95%2D4d9b%2D9131%2D794d45669208&cp=1&wa%5Fvlsrc=continuous](http://www.ehow.com/video_4400048_meats-beans-kids-nutrition.html?pid=1&wa%5Fvrid=155f68b7%2D6f95%2D4d9b%2D9131%2D794d45669208&cp=1&wa%5Fvlsrc=continuous)
8. **Preparing for Physical Activity**  
[http://highered.mcgraw-hill.com/sites/0073523593/student\\_view0/concept3/2\\_\\_video\\_clip.html](http://highered.mcgraw-hill.com/sites/0073523593/student_view0/concept3/2__video_clip.html)

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***S* etting  
*K* nowledge  
*I* nto  
*P* ractice**

***It's all about....What I Put In, What I Keep Out and  
How Much I Do!!!***

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