



# Movement in the Classroom



Movement Breaks  
and Energisers



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# INTRODUCTION

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## **Movement Breaks and Energisers**

The human brain is designed to learn through short bouts of information acquisition, therefore it is important to follow learning with a short break to allow the brain to process newly learned information. Using movement breaks at intervals throughout the day offers pupils the opportunity to re-energize their body while giving the brain the time it needs to process learning and prepare for future learning.

Research shows that our brains aren't idle when we take breaks—they're hard at work processing memories and helping us make sense of what we experience. In recent studies, researchers used an MRI scanner to examine neural activity during the brain's "default mode"—a state of rest that's usually associated with taking a break or letting our minds wander. In this state, the brain is still highly active, with a different set of regions lighting up than when we're focused on the outside world. Further studies showed that this default mode is crucial for consolidating memories, reflecting on past experiences, and planning for the future - in other words, it helps shape how we make sense of our lives. Breaks keep our brains healthy and play a key role in cognitive abilities such as reading comprehension and divergent thinking (the ability to generate and make sense of novel ideas). So breaks are an essential part of learning, but the benefits extend beyond psychological well-being and have been shown to reduce disruptive behaviour, allowing pupils to increase the effort they put into their activities as well as their ability to stay on task.

Movement breaks and energisers also help promote physical fitness, which in turn boosts brain health. How does movement improve learning? Engaging in physical activity increases blood flow and oxygenation in the brain, boosting neural connectivity and stimulating nerve cell growth in the hippocampus, the centre of learning and memory. So movement actually changes the structure of our brains, with a number of benefits: improved attention and memory, increased brain activity and cognitive function, and enhanced mood and ability to cope with stress.

Furthermore, cooperative activities and movement breaks provide opportunities for pupils to socialise with each other in the group, to get to know each other **and** the teacher in a relaxed, supportive and encouraging way, to discuss the content of the day and to solve problems. It allows pupils to engage in creativity and to practice divergent thinking. In small groups they can benefit from the freedom to explore new ideas without the fear of failure, and regular exposure to new experiences can also increase their cognitive flexibility, preparing them for future challenges.

# HOW TO USE THIS RESOURCE

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This resource outlines short movement breaks and activities that you can use during the school day. Key factors to consider when using this resource:

- **Inclusivity** – consider the physical abilities of all pupils in the room
- **Space** – consider the health and safety implications of the activities
- **Timing** – use the activities sparingly at select intervals during the day; avoid overload and select appropriate activities that suit the needs of the class.

The following icons highlight what is required for each particular activity:



Equipment needed for this activity



Resource materials needed for this activity

## ACTIVE MOVEMENT BREAKS

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### Tap Reaction

This is a reaction game. Arrange pupils in pairs with a beanbag or a cone. Squat down facing your partner with the object on the floor between you. Teacher calls any variation of the following or other words: 'heads, knees, toes, tap!'. Pupils must touch their 'head', 'knees' etc., but when they hear the word 'tap', they must try to tap the object before their partner.

### 1,2,3 Action

- Invite the pupils to stand facing each other in pairs. Give each pupil a letter A or B. 'A' starts by saying the number 1. B follows by saying the number 2, and A says 3. Continue until the pupils are familiar with the three number pattern – 1, 2, 3, 1, 2, 3, 1, 2, 3.
- Now ask the pupils to replace the number 1 with a jump, so instead of saying the number one, the pupil jumps (two feet to two feet on the spot, as high as they can). The numbers 2 and 3 are spoken as before.
- Once the pupils are comfortable with this (jump, 2, 3, jump, 2, 3,) invite them to replace the number 2 with an action of their choice. So the pattern is now jump, action, 3, jump, action, 3.
- Continue by replacing the number 3 so that all of the numbers are now actions. Allow the activity to continue for a set amount of time, and then reverse the process.





### Deck of Cards

Assign an activity to each suit in a deck of cards. Invite the pupils to suggest the activities. These could be chair based activities, or activities that can be done standing up at their desks.

For example:

- Spades = Upward Arm Reaches,
- Hearts = Trunk Twists,
- Diamonds = Squats,
- Clubs = Jumps.



Teacher shows one card at a time to the pupils who are invited to perform the corresponding activity for a set amount of time.

### Body Writing

Invite pupils to stand up and find a bit of space near their seat. Ask them to write their name in the air using their index finger. Then invite them to do the same thing using their elbow... then their knee, hips, head, bum, etc! Alternatively choose a long, funny word for them to spell out.

### Finger Count

Pupils face each other in pairs with their hands behind their backs. Take turns holding up a number of fingers and calling out the total number of fingers, using one hand only. Add in an activity and continue the game, such as standing squats, jogging/walking/hopping on the spot, toe tapping or side stepping.



Variations:

- Two hands at a time (numbers 1-10)
- Multiply the number on one hand by the number on the other hand.
- Take away the smaller number from the bigger number.
- Competition – both pupils reveal hands at the same time, and compete to call out the number first.

### Rock, Paper, Scissors

Pupils choose a partner and face each other. Outline the rules of the activity:

- the paper covers the rock
- the scissors cuts the paper
- the rock crushes the scissors

Each partner places their right hand behind their back. Each pupil says 'Rock, Paper, Scissors' and makes the symbol of a rock, paper or scissors using their hand. The 'winner' then assigns their partner a challenge to complete e.g. five jumping jacks/jog on the spot for 5 seconds/5 waves in the air etc. When the activity is completed, begin a new round of 'rock, paper, scissors'. As the activity continues, encourage both partners to complete the challenges.



### Mirror Mirror

Arrange pupils in pairs, facing each other. Invite one pupil to begin while the other pupil mirrors every movement, facial expression, or action of the leader. After a few minutes exchange roles. No talking is allowed but laughter is encouraged.



### Step in, Step back

Invite pupils to stand at the desk and to take one step away from their desk. When the teacher says 'step in', all pupils step in towards their desk. When the teacher says 'step back', all pupils step back.

When you have practised this a couple of times, repeat using the following instructions:

1. Say what I say, then do what I say
2. Say what I say, then do the opposite
3. Say the opposite, then do what I say

### Roll the Dice

Invite the pupils to come up with activities and assign each number on the dice to an activity. They may be chair based or standing activities. The teacher rolls a dice, physically or interactively on the white board.



*For example:*

- 1: March on the spot for 10 seconds
- 2: Touch the floor 5 times
- 3: Raise hands up to the ceiling and down to the shoulders 5 times
- 4: Vertical jumps on the spot
- 5: Toe kicks
- 6: Hop on the spot

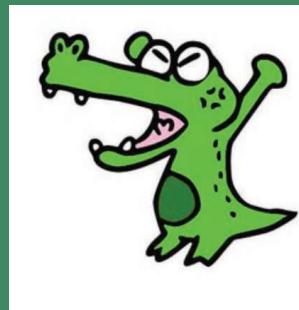
Roll the dice and perform the corresponding activity.

# S O S A N N A   G L U A I S E A C H T A

## Scéalta Gníomhachta - An Crogall Crosta

Déan gníomhaíochtaí éagsúla gach uair a cloistear na focail seo: *Crogall Crosta, An Fhrainc, Túr Eiffel, Ag Siúl, Eilifint Mhór, Moncaí Draíochta*

Fadó bhí crogall crosta ann agus lá amháin bheartaigh sé ar dhul go dtí an Fhrainc chun an Túr Eiffel a fheiceáil. Thosaigh sé ag siúl is ag siúl gur bhuaile sé leis an eilifint mhór.



‘Táim ag siúl go dtí an Fhrainc chun an Túr Eiffel a fheiceáil’ arsa an crogall crosta, ‘an dtiocfaidh tú liom? ‘Sin smaoineamh maith,’ arsa an eilifint mhór, ‘rachaidh mé leat go dtí an Fhrainc chun an Túr Eiffel a fheiceáil.’

Thosaigh siad ag siúl, is ag siúl is ag siúl. ‘An bhfuilimid gar don Túr Eiffel?’ arsa an eilifint mhór. ‘Tá tuirse orm ó bheith ag siúl?’ Nílimid gar don Túr Eiffel, arsa an crogall crosta. Bhí an eilifint mhór ag éirí bréan de bheith ag siúl. ‘Ní smaoineamh maith é seo,’ ar sise léi féin, ‘tá tuirse orm.’ Shuigh sí síos agus thit sí ina codladh.

‘Táim ag dul go dtí an Fhrainc chun an Túr Eiffel a fheiceáil,’ arsa an crogall crosta, ‘nílim bréan de bheith ag siúl, is smaoineamh maith é seo.’ Thosaigh sé ag siúl, is ag siúl, is ag siúl, gur bhuaile sé leis an moncaí draíochta. ‘Táim ag siúl go dtí an Fhrainc chun an Túr Eiffel a fheiceáil,’ arsa an crogall crosta, ‘an dtiocfaidh tú liom?’ ‘Sin smaoineamh maith,’ arsa an moncaí draíochta, ‘rachaidh mé leat. Thosaigh siad ag siúl, is ag siúl is ag siúl. ‘An bhfuilimid gar don Túr Eiffel?’ arsa an moncaí draíochta. ‘Táim bréan de bheith ag siúl agus tá tuirse orm.’

‘Nilimid gar don Túr Eiffel’ arsa an crogall crosta ‘leanfaimid orainn ag siúl, is ag siúl is ag siúl. ‘Ní smaoineamh maith é seo,’ arsa an moncaí draíochta, ‘táim bréan de bheith ag siúl agus tá tuirse orm.’ Shuigh an moncaí draíochta síos agus thit sé ina chodladh.

‘Táim ag dul go dtí an Fhrainc chun an Túr Eiffel a fheiceáil’ arsa an crogall crosta, is smaoineamh maith é agus nílim bréan de bheith ag siúl. Lean sé air ag siúl, is ag siúl is ag siúl. gur shroich sé an Túr Eiffel. ‘Sin smaoineamh maith,’ arsa an crogall crosta.

# COOPERATIVE CHALLENGES

1	<p><b>Rocket Launch</b></p> <p>Count how many people, including yourself, are in the group. Sitting in a circle, one pupil calls out the starting number, which is the number of pupils in the group. Anybody can stand up and call the next number and so on down to number one, but if two pupils stand up at the same time the countdown has to begin again. When the number one is reached, all pupils stand, raise their arms and shout 'we have lift off!'</p>
2	<p><b>Catch the Clap</b></p> <p>Pupils stand in a circle. Begin the game by performing a simple action, for example crouch down and touch the floor. The pupils clap twice, then you name and point to a pupil. This pupil has to copy the action, then perform a new action. The pupils again clap twice and the performer names and points to another pupil. The pupils have to follow the actions around the circle as they change each time.</p>
3	<p><b>Shape Detective</b></p> <p>The pupils are arranged in a circle. One pupil is the shape detective, and must leave the room or cover his/her eyes. One pupil in the circle becomes the leader and leads the pupils through a series of exercises on the spot. The detective enters the circle and must guess who the leader is.</p>



# STRETCH BREAKS

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## Mindful Movements

### Mindful Movement #1

Begin with your feet slightly apart, arms at your sides. Breathing in, keep your elbows straight as you lift your arms in front of you until they are shoulder level. Breathing out, bring your arms down by your side.

### Mindful Movement #2

Begin with your arms at your sides. Breathing in, lift your arms in front of you. In one continuous movement, bring them all the way up, stretching them above your head. Touch the sky! Breathing out, bring your arms slowly down again to your sides.

### Mindful Movement #3

Breathing in, lift your arms out to the side, palms up, until your arms are shoulder level. Breathing out, touch your shoulders with your fingertips, keeping your upper arms horizontal. *When you breathe in, you are like a flower opening to the warm sun. Breathing out, the flower closes.*

Repeat, then lower your arms.

### Mindful Movement #4

Bring your arms straight down in front of you, centred between your hips, palms together. Breathing in, raise your arms up and separate your hands so your arms can stretch over your head. Breathing out, continue the circle, arms circling back, until your fingers point toward the ground. Breathing in, reverse the circle upwards, breathe out as you bring your palms together and your arms come down in front of you.

### Mindful Movement #5

Stand with your feet firmly on the ground, shoulder-width apart. Your knees are soft, slightly bent, and not locked. Stand upright and relaxed. Your shoulders are loose. Imagine an invisible thread is attached to the top of your head and it pulls you up towards the sky. Keeping your body straight, tuck your chin in slightly so your neck can relax. Breathe in and open your palms, breathe out release them down by your side.

## QUIET MOMENTS

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### Five Senses Buster

1. Pause what you are doing for a moment and take one or two deep breaths to help bring you into the present moment.
2. Look around you, and silently name three things that you see in your immediate vicinity.
3. Now opening to the sounds around you, silently note and name three things that you can hear right now.
4. Bringing your attention to your body, silently name three sensations that you can feel in this moment (maybe warmth, tingling, contraction, coolness.....)
5. Bringing your attention to smell and taste, what do you notice in your immediate awareness when you bring your attention to these senses- lightly name what you experience.

## CIRCLES AND ROUNDS

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### The Name Game

Each pupil in the room introduces himself/herself and describes the story of how they got their name.



### Affirmative Names

In a circle each one in turn introduces him/herself by giving one or two affirmative adjectives beginning with the same letter as the first name; e.g.

Jolly Jane or Helpful Handsome Harry. In small circles, pupils can recite previous pupil's name and descriptions. Last pupil has the hardest task, but can be prompted by the group.

### Pass the Smile

The first pupil takes the smile off her face and passes it to the next one, who is looking very solemn until the smile is directed at him; he then becomes radiant and passes it on in turn.

### Zoom

Imagine 'zoom' as the sound of a racing car. Start by saying 'zoom' as you turn your head and pass an imaginary parcel to your left. That pupil passes it on to the next pupil until zoom has gone right around the circle. Introduce the word 'eek' which is delivered by the zoom receiver putting both hands up to signal a block. Thus whenever the word 'eek' is said, the 'zoom' must go in the opposite direction around the circle. It may be necessary to limit the number of 'eek's per pupil.

### **Fizz Buzz**

Go round the group counting upwards. The group replaces any number divisible by three with 'fizz', any number divisible by five with 'buzz', and any number divisible by both three and five with 'fizz buzz'. Count up and see how high you can go.

### **Mime a Lie**

Everyone stands in a circle. The teacher starts by miming an action. When the pupil on their right says their name and asks "What are you doing?" they reply that they are doing something completely different; for example, the teacher mimes swimming and says "I am washing my hair." The pupil to the teacher's right then has to mime what the teacher said that they were doing (washing their hair), while the next pupil asks what they are doing. They answer something completely different and that's the questioner's next mime and so on. Go around the circle in this way until everyone has had a turn.

### **Leader of the Orchestra**

One pupil from the group is asked to wait outside the room for a moment. Another pupil is chosen as leader of the orchestra and s/he must lead the group by 'playing' different musical instruments which the group imitate. The pupil outside the door is called in and they must guess which of the group members is leader of the orchestra.

### **Shopping List/Chuaigh mé ag siopadóireacht**

The group forms a circle. One pupil starts by saying "I am going to the market to buy fish." The next pupil says, "I am going to the market to buy fish and potatoes." Each pupil repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

### **Rounds: Invite each pupil to finish the following sentence**

1. I am looking forward to today because....
2. I hope to learn to....
3. I enjoy teaching maths because.....
4. The reason I came to this seminar.....
5. If I were an animal, I would like to be ...
6. If I were a colour, I would like to be ...
7. I feel safe when ...
8. I am good at..
9. If I were a popstar ...
10. If I were a musical instrument I would be ...
11. Something I would like to achieve is ...
12. I am looking forward to.....
13. I am thankful for...
14. Something good that happened to me this week was ...
15. A beautiful place near where I live...

# HSE GET ACTIVE IN THE CLASSROOM!

The following activities have been adapted from the HSE Get Active in the Classroom! Classroom based physical activity for schools resource, available from:

<https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/training-and-resources-for-primary-school-teachers/physical-activity-training-and-resources-for-primary-school-teachers.html>

## As If

The teacher calls out a sentence to the class. Pupils are invited to act out each sentence for 30 seconds:

- Jog in place as if a big scary bear is chasing you
- Jump in place as if you are popcorn popping
- March in place and play the drums as if you are in a marching band
- Reach up as if you are catching bubbles in the air
- Swim as if you are in a giant pool of jelly
- Walk as if you are walking through a sticky toffee pudding
- Paint as if the paint brush is attached to your head
- Shake your body as if you are a wet dog.



## It's a Zoo in Here

The teacher selects a card or animal that you might find in a zoo such as a:

- Monkey
- Bear
- Elephant
- Giraffe
- Snake
- Tiger
- Lion
- Kangaroo.

Pupils are invited to imitate the way the animal moves and sounds beside their desks until the next animal is selected.

## Head, Shoulders, Knees and Toes

Pupils can do this standing up or sitting down. Everyone sings the song 'head, shoulders, knees and toes' and performs the actions.

Place both hands on parts of body as they are mentioned:

*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.*



### Hokey Pokey

Invite pupils to stand up for this song and perform the actions to match the words:

- You put your right hand in, you put your right hand out, in –out, in – out and you shake it all about,
- you do the hokey pokey (wave your hands up & down like a Mexican wave) and you turn around, that what it's all about
- *Oh hokey, hokey, pokey* (wave your hands up and down)  
*Oh hokey, hokey, pokey* (wave your hands up and down)  
*Oh hokey, hokey, pokey* (wave your hands up and down)  
*and that's what it's all about.*



Change the body part after each verse, e.g. Left hand, right foot, left foot, head, whole self.

### Simon Says

Invite one pupil to act as the leader "Simon" or "Simone". The leader calls out an action such as "Simon Says sit down" and all the pupils perform the action.



Some example actions:

- sit down
- stand up
- wave both arms in the air
- shake one leg
- hop up and down.

When Simon calls out an action he/she must use the phrase "Simon says...." if Simon calls an action without using this phrase it's an invalid action and anyone that does the action must perform 5 jumping jacks at their desk. They can help "Simon" catch others who do an invalid action.

### Red Light, Green Light

Invite all pupils to stand behind their desks facing a nominated leader. When the leader shouts green or holds up a green object, they all run on the spot. When the leader shouts red or holds up a red object they must freeze on the spot. Alternate the leader regularly to keep pupils interested.

### Wiggles

Invite pupils to stand behind their chairs and to jog on the spot. Teacher gives pupils different actions to perform:

- wiggle fingers
- wiggle fingers and wrists
- wiggle fingers, wrists, and forearms
- wiggle fingers, wrists, forearms, and elbows
- wiggle fingers, wrists, forearms, elbows and shoulders
- wiggle fingers, wrists, forearms, elbows, shoulders and rib cage.
- wiggle fingers, wrists, forearms, elbows, shoulders, rib cage, and hips
- wiggle fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees
- wiggle fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.



### I Like Being Active

Invite pupils to stand at their desks and march on the spot. The idea is for the pupils to make up a crazy list of all the sporting/active activities they can think of with actions to match. This list should be memorised by the whole group. The game begins by one pupil saying, "I like being active" and I like playing e.g. football. That pupil must then do an action of playing football e.g. kicking the ball. The sequence continues with each pupil adding an activity and matching action to the list. As well as adding an activity they must also remember the activities & actions said before them e.g. I like playing football, I like playing golf, I like swimming, etc. All pupils perform the actions. The pupil does not necessarily have to like the activity they pick. This list continues all the way around the circle until all pupils have added to it. The last pupil will have to try to remember all the activities and their actions.

### Stop and Spell

The teacher calls out different activities to do:

- jump
- jog
- jumping jacks
- hopping
- skipping
- marching
- knee lifts
- leg curls.



Pupils perform the activity until the teacher calls out a word. Pupils stop doing the activity and write down the correct spelling for that word. After approximately 10 seconds the teacher calls out a new activity for the pupils to do. The teacher then calls a new word and the pupils stop and spell the word. This continues until all the words on the list are used. At the end the teacher writes the spellings on the board and pupils check their spelling to see how many they got correct.

#### Adaptations:

*This game can be changed to "Stop and Solve" by replacing spellings with math problems.*

### Follow my Call

Invite pupils to perform the appropriate actions based on the following commands:

- clap - clap hands
- turn - turn around on the spot
- jump - jump from two feet and clap hands overhead.
- touch right - touch ground with right hand
- touch left - touch ground with left hand
- touch together- touch ground with both hands bending at the knee
- skip - skip on the spot
- jog - jog on the spot
- hop - hop on one leg
- balance - perform a T-balance



### Heart Smart

Teach pupils about the heart:

- It is located in the body on the left side of chest.
- It is the size of the owners' clenched fist.
- Its purpose is to deliver blood to the body.
- Activities such as jumping, swimming, jogging, make the heart stronger.
- Inactivity, smoking and unhealthy eating weaken the heart.



The teacher calls out the different habits that strengthen or weaken the heart. For habits that strengthen the heart the students must perform a vertical jump for 15 seconds. If it's a habit that weakens the heart the students must perform a squat for 5 seconds

Sample activities may include:

- cycling - students jump
- eating fast food - squat down
- going for a walk – jump
- watching TV all the time - squat down
- smoking – squat down
- dancing - jump
- swimming – jump
- playing on the computer for a long time - squat down.
- going up the stairs – jump
- taking the lift – squat down
- eating fruit and vegetables - jump
- eating lots of sweets and crisps – squat.



### Heart Rate

Teacher demonstrates to pupils how to find their pulse either at the neck (carotid artery) or wrist (radial artery) using their middle and index fingers as follows:

- Pupils are invited to find and record their resting heart rate by standing still and counting their pulse rate for 1 minute.
- Teacher then selects an activity, such as jumping jacks, and pupils perform this exercise for 1 minute and then take their pulse and record it.
- Teacher selects another activity, such as hopping, and pupils perform this activity for 1 minute, stop and then take their pulse and record it.
- Teacher can repeat this a number of times using a variety of activities from marching to jumping. Invite each pupil to plot a graph of their pulse rate.
- Discuss how different activities affect heart rate.

### A Journey through Kerry

Kerry is used as an example in this game; the activities and places can be changed depending on the county. As the pupils travel through Kerry they act out different activities as they go:

- climb Carrauntoohill
- kayak/Canoe in Kenmare Bay
- walk the Kerry Way
- rock climb in the Gap of Dunloe
- cycle the Ring of Kerry
- sail in the Dingle Peninsula
- surf in Ballybunion beach
- swim in Inch Beach
- jog around An Ríocht track, Castleisland
- kick a point in Fitzgerald stadium
- horse ride in Killarney National Park
- play golf in Waterville Golf course
- dance in Siamsa Tíre, Tralee.



There may be many more activities the pupils can do on the virtual tour of the county. Get pupils to move according to the activities for 30 seconds. Use a map of the county to show the pupils where the different locations are.

### All Those Who!

Invite pupils to move their chairs back from their desks. The teacher or a pupil from the class can be the "caller". The "caller" then calls "All those who..." e.g. have blue eyes, stand and run on the spot. Anyone, to whom this command applies, stands up and runs on the spot. After a few seconds the "caller" calls stop and everyone sits back down. The "caller" then selects another command.

### Jumping Jack Math

Teacher calls out a numeracy problem. Pupils are invited to mentally work out the problem and then quickly do the corresponding number of jumping jacks or other movement variations:

- bunny hops
- knee lifts
- squats
- march/jog in place
- leg curls
- bicep curls with maths book!



### Twelve Days of Fitness

The song to use for this is “the 12 days of Christmas” but adapted appropriately for this activity. The pupils will act out the activities accordingly. Writing the song on the board may make it easier for pupils to sing along to:

*On the first day of fitness my teacher gave to me...*

- 12 jumping jacks
- 11 raise the roofs
- 10 knee lifts
- 9 side bends
- 8 jogs on the spot
- 7 punches in the air
- 6 kicks to the front
- 5 hula hoops (imaginary hula hoops)
- 4 jumping rope (imaginary rope)
- 3 muscle poses
- 2 scissors (feet apart then cross in front, feet apart then cross in back).
- 1 stork stand (balance on one foot).



### Where in Ireland?

Teacher writes the four provinces of Ireland on the board with corresponding physical activities

E.g.:

- Munster - jog on the spot
- Leinster – jumping jacks
- Connaught – twist from side to side
- Ulster – knee lifts.



Teachers can choose from a variety of questions depending on the age of the pupils.

The following example uses counties:

- In what province is Kerry?
- In what province is Dublin?
- In what province is Galway?

- In what province is Waterford?
- In what province is Down?
- In what province is Mayo?
- In what province is Offaly?
- In what province is Tyrone?



### True or False

The teacher calls out a series of statements that are either true or false. For true statements pupils run on the spot for 15 seconds, for false statements they can sit on their chairs or squat down.

- Exercise makes your heart stronger. (True)
- White bread is better for you than whole grain bread. (False)
- Drinking milk is good for your bones (True)
- Playing outside with your friends is a fun way to exercise (True)
- Spending a lot of time watching TV and playing computer games is good for you (False)
- All pupils should do at least 60 minutes activity everyday (True)
- You should never eat sweets or crisps (False)
- You should eat at least 5 portions of fruit and vegetables every day (True)





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