



500 Minutes for Parkinson's

Lesson 14 : Fitness Blast #3 Do What I Say – Or NOT!!

Parkinson's Points:

There is increasing evidence that aerobic and learning-based exercises could be neuroprotective in aging individuals and those with neurodegenerative disease. Although research on this subject is ongoing, it does appear that beyond aerobic activities performed with healthy movement patterns, exercises challenging the individual to change tempo, activity, or direction (what is referred to as “random practice” exercise) benefits people with Parkinson's disease. It is also important to keep variety in exercise activities, because individuals with Parkinson's disease often have difficulty in shifting from one activity to another or in performing two activities at the same time. Finally, exercises that promote attention and learning are beneficial.

In other words:

1. Exercises that involve lots of movement and thinking can help keep the brain as healthy as possible for people who are aging and those who have diseases like Parkinson's.
2. Doing different types of exercises is important for people with Parkinson's.
3. Activities that require focus and thinking are helpful for people with Parkinson's.

Lesson Objectives:

- Students will participate in a fun activity that requires focus and thinking, and develop an awareness of how complex and difficult it can be to combine these cognitive skills with even basic movements.

Materials/Equipment:

Large enough space for students to form a circle.
In preparation for the class, the teacher should watch the youtube video “Jump In Jump Out” to understand the activity.

References/Resources:

“Group Energiser, Warm-Up, Fun Game - Jump In Jump Out” —
<https://www.youtube.com/watch?v=k6bHltjIYZE>

Activity Description:

Participants form a circle by holding hands. There are four actions that participants will do while still holding hands: Jump left, jump right, jump in and jump out. The teacher or leader gives the instructions:

Teacher/leader instructs students that *“I want you to say what I say and to do what I say: jump left”* (everyone says “jump left” and jumps left). Teacher/leader continues to call out commands, practice each of the four jump commands once. Next, the teacher/leader calls out a series of jump commands, in no particular order for 20-30 seconds.

Reform the circle to prepare for a new set of commands.

Next Teacher/leader instructs students that *“I want you to say the opposite of what I say and do what I say: jump left”* (everyone says “jump right” and jumps left). The teacher/leader repeats this if people have trouble. Practice each of the four jump commands once. Now call a series of jump commands, in no particular order for 20-30 seconds.

Reform the circle to prepare for a new set of commands.

Next, the teacher/leader instructs students that *“I want you to say what I say and do the opposite of what I say: “jump left”* (everyone says “jump left” and jumps right). Practice each of the four jump commands once. Now call a series of jump commands, in no particular order for 20-30 seconds.

Have students reflect on the difficulty of this exercise.

Why do they think they had difficulties?

Did it get easier as they practiced?

How could they modify this for people with poor balance?

(step instead of jump, increase space between participants and not hold hands, sitting in chairs and just move feet, etc)

Ontario Ministry Curriculum Links:
Health and Physical Education