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Exercise in Education

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Introduction

Only one word came to my mind if someone were to ask what the world would be like without exercise of any kind: Depressed. According to Robinson and Wadsworth (2010), “physical activity is an essential component for lifelong wellness and the quality of life” (p. 90). One of the words that describes physical activity is exercise and it is a part of life. It is not something that one person should do temporarily, it is something that should be done for a lifetime. Which means exercise is something that must be taught and practiced in our schools.

Exercise is optional for everyone, however, but if people want wellness for a lifetime then exercise is one of the essential ingredients. Wellness is another way of saying good health for the body. Even people in their senior years get up and walk around to get exercise, play tennis, or even do yoga. Another word to describe physical activity is physical fitness.

Physical fitness is described as the ability to accomplish specific goals (Westcott, 1978). When it comes to fitness, everyone has a goal to accomplish. Some people would want to be able to run three miles in less than 20 minutes. Others would want to be able to lift 100-200 pounds off the ground. There are even some people who would want to be able to do at least one pull-up. When one accomplishes a specific goal, the results can benefit the person physically and mentally. It can bring confidence to them, leaving them thinking that they can do anything if they set their mind to it.

There are other benefits to physical activity then just getting stronger and faster. Physical activity can also improve circulation, increase blood flow to the brain, reduce stress, and improve moods (Taras, 2005). Some people exercise to get stronger or faster. Others do it just because they like to be able to move around. There are even people with so much energy that they do not

know what to do with it, thus exercise is a way to burn off excess energy. There are also people who exercise to deal with stress. As for moods, some people need to exercise to cool down if they are angry or just not in the best mood.

Physical activity can also improve social skills, mental health, and the ability to reduce risk-taking behaviors (Field, Diego, & Sanders, 2001). Being unable to socialize with others is unhealthy for a person. Even a hermit needs someone to communicate with because not everyone wants to be alone all the time. The inability to socialize can leave negative results for a person's mental health.

It may seem that physical health is more important than mental health, but they are both equally important and connected. Mental health helps us the way we think and how we control our behaviors, including risk-taking behaviors. Now, it is okay to take risks in some situations, but sometimes a behavior like that needs boundaries. Taking too many risks can have negative results depending on the situation for which the risk was taken.

Physical activity can also benefit school-aged children. Students involved in exercise have positive relationships with their parents and peers, feel less depressed, more involved in sports, mostly drug free, and have high grade point averages (Field, Miguel, & Sanders, 2001). Every person needs a positive relationship with family and friends, for it can affect what the person does with his or her life. Depression is a serious mental condition that can lead to a person taking his or her own life. Being involved in sports can have an impact on a person physically, mentally, and socially.

The most common physical activities given in schools are recess, Physical Education (P.E.) classes, and sports teams. Recess is a break from class, giving students opportunities to be

physically active, socialize, and play freely. (Jarrett et al, 1998) Due to health benefits of physical activity, P.E. is recommended to schools of all ages by Medical and Public Health authorities (Sallis et al, 1999). P.E. gives students opportunities to be active. It is the one class where students get the exercise that they need. Without P.E., students would probably have a hard time learning or practicing to be physically active.

Even though P.E. is provided by the schools, some students still have a hard time participating in it. There are some P.E. classes that lack motivation to get students more active. Some students may not even be interested in physical activity at all. Public Health needs to inspire the world to be physically active and some people believed that Physical Education is the key, especially for school-aged children. If students learn physical activity through P.E. at a young age, it can grow on them as they get older.

Making physical activity the focus in P.E. became so important that people began to change the terminology from Physical Education to Physical Activity in state laws and policies. I personally do not know how changing a name could make a difference, but whatever works.. One thing is clear, there are a host of ailments that emerge when people, especially children, do not maintain a healthy and active lifestyle.

The following paper examines the role of exercise within education. It begins with an analysis of the negative and positive impacts of physical activity, then a description of five different types of physical activities, a description of CrossFit and its potential use in education, a reflective look at important questions facing school related to exercise, and concludes with examples of how physical activity can be interwoven throughout the curriculum.

Lack of Physical Activity

Obesity

The most common consequence of a lack of physical activity is obesity. Obesity comes with a lot of health consequences, physically, mentally, and socially. Physical health consequences include laziness and sloppiness, early maturation, hyperlipidemia, glucose intolerance, hepatic steatosis and cholelithiasis, hypertension, and sleep apnea (Dietz, 1998). Mental health consequences include low self-esteem, stress, and depression (Dietz, 1998). Social consequences involve being the subject of discrimination by others (Dietz, 1998).

Laziness and Sloppiness

Obesity has already been associated with laziness and sloppiness (Dietz, 1998). Once children are at a point to where they are lazy and sloppy, it would be a difficult task to have them get physically active. Taking away opportunities to be active can lead to sloppiness and laziness. The most common cause is wasting time watching television and playing video games (Kohl and Hobbs, 1998). The amount of time spent in front of the television strongly predicts the obesity in children. Each hour spent watching television increase the chances of obesity by 2% (Kohl and Hobbs, 1998). Television-viewing also decrease the levels of physical activity for children (Kohl and Hobbs, 1998).

Early Maturation

Increase in body fat has been involved with early maturation of children (Dietz, 1998). Overweight or obese children can get taller and have larger bone density that is not appropriate for their age (Dietz, 1998). Early maturation can put children through high expectations from adults. High expectations on children can leave them frustrated, especially when it comes to tasks that they are unable to complete (Dietz, 1998). Children who mature early also have lower

self-esteem (Dietz, 1998). Early maturation can also lead to eating disorders (Dietz, 1998). Eating disorders can lead to physical and mental consequences (Durme, Craeynest, Braet, & Goossens, 2015).

Hyperlipidemia

Hyperlipidemia, increased blood lipids, is a common consequence for obese children to go through (Dietz, 1998). This condition involves the increase of low-density lipoprotein and the decrease of high-density lipoprotein (Dietz, 1998). While obesity can lead to hyperlipidemia, this condition can be a major consequence for heart disease (Kanani and Sperling, 2002). People should not be going through any health conditions that can lead to heart diseases, especially at a young age. Children should not have to worry about heart diseases when they still have a chance to prevent it from happening.

Hepatic Steatosis and Cholelithiasis

Hepatic Steatosis, also known as fatty liver, is a disease one develops in the liver (Garg and Misra, 2002). This disease can be caused by peripheral insulin resistance which can cause fatty acid to be excessed in the liver (Garg and Misra, 2002). Cholelithiasis is basically a condition involving gallstones in the gallbladder (Siddiqui, 2016). Children from infancy to adolescence can develop gallstones (Brinkley, n.d.). Adolescent girls who are obese have the highest risk for developing gallstones (Brinkley, n.d.). Even though adolescents with gallstones may not have symptoms, they would experience possible vomiting, nausea, and abdominal pain if symptoms were present (Brinkley, n.d.).

Hypertension

Even though it is one of the conditions that is less likely to happen in obesity, hypertension is a condition that needs to be watched out for. Hypertension is a term for intense high blood pressure (Peach, Gautney, & Reeve, 2014). This condition has been a public health problem that continues to increase (Peach, Gautney, & Reeve, 2014). It has been shown to be a possible factor for cardiovascular disease- America's leading cause of death (Peach, Gautney, & Reeve, 2014). Hypertension can also be the cause for sleep problems for children and early adolescents (Peach, Gautney, & Reeve, 2014).

Sleep Apnea

Sleep is important in the health and growth of adolescents (Mak, Lee, Ho, Lo, & Lam, 2012). Sleep, in general, is a benefit for everyone anyway. People would need at least eight hours of sleep each night for their health and growth. Any problems with sleep can have a negative effect on any adolescent physically and psychologically, along with academic performance (Mak, Lee, Ho, Lo, & Lam, 2012).

There are two sleep disorders that are common for adolescents: insomnia and obstructive sleep apnea (OSA) (Mak, Lee, Ho, Lo, & Lam, 2012). Insomnia includes difficulty sleeping, difficulty staying asleep, and waking up early in the morning than expected (Mak, Lee, Ho, Lo, & Lam, 2012). OSA includes "snoring, sleepiness, tiredness during the day, nycturia, memory loss, and hypertension" (Mak, Lee, Ho, Lo, & Lam, 2012). These sleep disorders are associated with poor academic performance. They can either cause the inability to be physically active or be caused by it.

Low Self-Esteem

Even though obesity may not directly affect children's self-esteem, it can increase adolescents' chances of developing low self-esteem (Dietz, 1998). According to Frant (2016), "self-esteem refers to how we relate to our own image" (p. 90). Frant (2016) also stated that "self-esteem includes our sense of worthiness as a person, our life objectives, our relationship with others, our social status, our emotional autonomy" (p. 90). It is basically a mental side of us that positively gets us through life.

Self-esteem can be affected by self-confidence and it is linked to interactions provided by family and educators (Frant, 2016). It is also a benefit when it comes to socializing, especially for adolescents (Frant, 2016). With low self-esteem, adolescents would be struggling mentally and socially. They need self-esteem to go through life, especially since they are at an age where they are still learning about life. Not only does self-esteem effect adolescents personally, but academically as well.

Stress and Depression

Depression increases dramatically from childhood to adolescence (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014). The rate of depression raises from 2.8-20% between the ages of thirteen and eighteen (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014). One factor that can lead to depression is stress (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014). Like depression, stress increases from childhood to adolescence (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014).

One of the causes of stress for adolescents is social and peer relationship problems (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014). School work can also be the cause for stress as well. Depression is higher for girls than boys (Bastin, Mezulis, Ahles, Raes, & Bijttebier,

2014). It effects differently between different genders. The reason depression is higher for girls is because vulnerability-stress interactions has a higher effect on them then boys (Bastin, Mezulis, Ahles, Raes, & Bijttebier, 2014). Stress and depression can damage someone mentally. If instances of stress were to be reduced, there would be a chance to reduce or prevent depression as well.

Discrimination

Obese children become a primary target for discrimination (Dietz, 1998). Some children who are not obese treat obese children differently. Obese children even have a hard time making friends because we live in a culture where thinness is preferred (Dietz, 1998).

Discrimination can have a negative effect in classroom environment too (Carter, 2013). It spreads like a disease. If one student discriminates another, other students mimic this behavior and end up doing the same thing. Discrimination can also effect the student's academic performance (Carter, 2013). When students are being discriminated, it can be hard for them to focus on their education. Discrimination can also effect a student's self-concept and self-esteem (Carter, 2013). When students are being discriminated, it is possible that they begin to see themselves as the quality that they are being discriminated about.

Benefits of Physical Activity

Importance of Physical Activity

People are aware of how important physical activity is physically, but some are not aware that physical activity can positively effect concentration, mental cognition, and academic performance (Mahar et al., 2006). These people are so focused on the physical benefits that some of them are convinced that physical activity has no effect on mental health. However, physical

activity can also effect fidgeting, behaviors, and stress (Mahar et al., 2006). In schools, students tend to misbehave and go through stress when it comes to school work. Using physical activity, fidgeting, misbehaviors, and stress can be reduced. Students can receive these benefits in physical activity through recess or physical education (Mahar et al., 2006).

Physical activity has a positive effect on the overall health of students (Mahar et al., 2006; Taras, 2005). The overall health not only involves physical health, but mental health as well. According to Taras (2005), physical activity “may reduce stress” (p. 214); “improve mood” (p. 214); and “provides social benefits that could result in academic outcomes” (p. 214)

If children were to participate in physical activity at an early age, it can positively affect them when they reach adulthood (Mahar et al., 2006). The more active children are, the better chance they have at being active when they are adults. Based on the assumption that they will carry on what they do to adulthood, children and adolescents need to be encouraged to do physical activity (Kohl and Hobbs, 1998). Some children and adolescents are just not getting the encouragement or motivation that they need. It is essential that children participate in daily physical activity (Robinson and Wadsworth, 2010).

Physical activity is a way to keeping energy balanced within yourself (Kohl and Hobbs, 1998). Energy can be something that can be hard to control and regulate. Some people who lack physical activity use either too much energy or not enough in their daily routines. Involvement in physical activity can help people keep a pace and a sense of balance as it relates to their use of energy.

Understanding physical activity can lead to preventing obesity (Kohl and Hobbs, 1998). People need to be aware of what obesity is and what it can do to their bodies. They also have to

the right to know how physical activity can prevent obesity. Physical activity can also prevent diseases like obesity, hypertension, cardiovascular disease, and more (Mahar et al., 2006).

Social Benefits

Positive peer support and role modeling are some of the influences associated with socializing in physical activity (Kohl and Hobbs, 1998). Positive peer support is basically having someone to push you to do your best or step out of your comfort zone when it comes to physical activity. People who exercise receive more social support during the exercises (Field, Diego, & Sanders, 2001). Most people quit exercise due to the lack of social support from others (Field, Diego, & Sanders, 2001). If there is no one to support you in what you are doing, it can make you feel alone, isolated, and cause you to wonder what the point in doing it anyway is.

Peer influences in physical activity make good substitutes for parental influences in adolescents (Kohl & Hobbs, 1998). When parents are not around during school, adolescents' peers are positioned to influence them especially when it comes to physical activity. For adolescents, best friends are better influences than parents (Kohl & Hobbs, 1998). Most adolescents would be more motivated or encouraged when they are supported by peers their own age. Physical activity can also give students social skills that could benefit their academic performance (Taras, 2005). Students learn to work with others, communicate, and challenge themselves and that can stick with them throughout the rest of their classes as well.

Relationship Benefits

Adolescents with more exercise have a better relationship with their parents than those with less exercise (Field, Diego, & Sanders, 2001). A positive relationship with parents can have an impact on children, especially adolescents. Those who get more exercise have greater

intimacy with parents, more frequent touching, and more family support (Field, Diego, & Sanders, 2001). Family support can help adolescents go through the variety of challenges that adolescents face.

Mental Health Benefits

In a study of adolescents, those who exercise more have a lower level of depression (Field, Diego, & Sanders, 2001). Exercise has shown to increase Serotonin levels, the main ingredient for antidepressants (Field, Diego, & Sanders, 2001). So instead of taking medications for depression, people can just go exercise. Not only could exercise reduce depression, it could possibly prevent it as well. Adolescents who are suffering depression are at a higher risk to commit or attempt suicide. Those who are physically active have a lower chance of attempting suicide (Taras, 2005).

Physical activity can also benefit self-efficiency. Self-efficiency is the confidence a person has to change actions or behaviors (Kohl & Hobbs, 1998). If people need to make some changes that could benefit them in life, then they need the confidence to make those changes. If they know that they need to change but do not have the confidence to do so, it could have a negative impact on them.

Physical Health Benefits

According to Taras (2005), “physical activity improves general circulation, increases blood flow to the brain, and raises levels of norepinephrine and endorphins.” Norepinephrine and endorphins may reduce stress, improve moods, and induce calmness (Taras, 2005). Physical activity can also reduce risks of heart disease, obesity, and cancer (Robinson & Wadsworth,

2010). Exercise can benefit lipoproteins, glucose metabolism, strength, reduce injuries that are related to sports, and improve cardiovascular fitness (Field, Diego, & Sanders, 2001).

Exercise can also benefit the immune system mostly by reducing stress. Due to the benefit of the immune system, the number of sick days decreases when exercise is done (Field, Diego, & Sanders, 2001). Physical activity can benefit the growth and maturation in children (Kohl & Hobbs, 1998). Being more active can possibly help children grow and mature at the appropriate rate. Early maturation is one of the consequences of obesity and can have negative effects on children mentally and socially.

Sports Benefits

People who are involved in sports get more exercise and people who get more exercise are more likely involved in sports (Field, Diego, & Sanders, 2001). Sports can benefit a person more than just physically. It can benefit them socially and mentally just like regular exercise. In sports, people learn to work with others and that collaboration is a valuable social benefit. Playing sports can also boost one's confidence especially if that person practices more and sees success within that sport. This can lead to an increase in self-efficacy.

Academic Benefits

There is a possibility that exercise can improve academic performance. Those who exercise have high grade point averages and that can have something to do with the increase in serotonin levels, ingredient to antidepressants as mentioned earlier, during exercise (Field, Diego, & Sanders, 2001). Exercise has also been shown to increase performance on learning tasks (Field, Diego, & Sanders, 2001). As mentioned before, exercise can improve one's

relationship with family. Good family relationships have also shown to benefit academic performance (Field, Diego, & Sanders, 2001).

Types of Physical Activity

After sharing the consequences of a lack of physical activity and the benefits of participating in it, let's share some types of physical activity. There are five different programs involving physical activity: recess, physical education (P.E.), sport education, Active Movement (AM) Warm-up, and CrossFit. These programs benefit the health of students, but each program carries different strategies. What makes these programs great is that they are all health beneficial and they are school appropriate. What follows is an overview of each program that will explain what they are and how they work.

Recess

Although it does not often happen in middle or high school, recess is still an activity that allows children to be active. Jarrett et al. (2001) points out that "the term *recess* refers to the break in whatever one is doing" (p. 121). No matter what a person is doing, they always need a break from it. Even getting up from an office desk and pacing around for a while would be considered a break.

Some people would hear the word *recess* and assume that it is referred to children going outside between classes. Recess can also be used to refer to adults as well. In court, everyone takes a recess to help clear their heads which is also referred to as a formal break (Jarrett et al., 2001). Without a mental break, a person's mind will be unable to clear and it could lead to the development of stress.

Children need to learn to be physically active and to socialize at an early age. Recess has been known to provide opportunities to be physically active, socialize, and play freely (Jarrett et al., 2001). Playing freely is relative to being physically active. Children need free time to play as a break from classes during the day. Children can also socialize with their peers when they are playing freely with them.

Every school should involve recess periods. “Recess is an important part of the school day in many countries” (Jarrett et al., 2001). Recess is a break not only for children, but for adults as well..

Physical Education (P.E.)

Physical education (P.E.) is a class that is required as a subject in all schools. It generally involves any exercise where students can learn to be more active. It would usually involve jogging, push-ups, sit-ups, stretches, and so on. P.E. can allow educators to provide different strategies for students to be more active in exercise, sports, and health. There are other programs that are like P.E, like sports education.

Sport Education

Students learn to be physically active through recess and P.E., but how do they learn about sports? Sport education is a class designed to provide sport experiences for students (Siedentop, 1998). In this course, students will have opportunities to experience several different sports. Experiencing different sports can be a way for students to find out which ones they are interested in participating more in.

Sport education cannot be fitted into a small program or as a “filler” between classes (Siedentop, 1998). Experiencing and learning a sport takes time during the course. Students

cannot be expected to understand a sport completely after a short period. They should be given an appropriate amount of time to understand the sport enough to know whether they are interested in participating in it or not.

The goals of sport education are not just achieved by regular instruction like most classes. Rather they utilize direct instruction, group work, and peer teaching (Siedentop, 1998). The instructor can teach directly to the students about a specific sport and how it is played. Students can work together to practice new skills that are taught by the instructor or play the sport taught to them together. Some of them can even be paired up with classmates who are more familiar with a specific sport to help learn the sport while the instructor can work with how ever many students are left that are not familiar with the sport.

Sport education has six features: seasons, affiliations, formal competition, culminating event, record keeping, and festivity (Siedentop, 1998). Seasons are units that last longer than regular physical education classes (Siedentop, 1998). Each sport is assigned to a different season. For example, Football season takes place in the Fall.

Affiliations are where students become a team for the season and practice together (Siedentop, 1998). Every team needs to get together to practice their sport and improve their skills. CrossFit athletes, for example, train to become better athletes in a gym made for CrossFit training, also known as a CrossFit affiliate.

Formal competitions are basically having competition during sport practice (Siedentop, 1998). Athletes would want to prepare themselves better for an upcoming game or competition. A better way to train for that is to have a mock competition. In football, the players would

always split into two teams to play against each other. Formal competitions can give the athletes a sneak peak of what to expect during an actual game or competition.

Culminating events are the final events in sports (Siedentop, 1998). Examples include championships or finals. Culminating events are an opportunity for athletes to perform and be marked the best athletes or have their progress marked (Siedentop, 1998).

Record keeping is the feedback on athletes' performance, individually and in groups (Siedentop, 1998). This feature helps record the progress that each athlete or team makes throughout the season. Understanding the progress being made in the sport can give the athlete confidence if they are progressing or get them to work harder if they are not progressing.

Festivities take place occasionally in sports. For example, the Olympics takes place every four years (Siedentop, 1998). In sport education, festivals are created to celebrate "improvement, trying hard, and playing fairly" (Siedentop, 1998). This feature is basically celebrating the accomplishments of the students in sport education.

Sport education may seem like physical education, but it is not. There are three ways that sport education differs from physical education: participation requirements, developmentally appropriate competition, and diverse roles (Siedentop, 1998). When it comes to participation requirements, students are to participate in the sport always (Siedentop, 1998). Developmentally appropriate competitions are basically small competitions to help improve the students' performance in sports (Siedentop, 1998). In sport education, students learn diverse roles- the roles of each person at the sport event (performer, referee, score keeper, etc.) (Siedentop, 1998).

Sport education also involves instructional characteristics: managerial routines, team duties, peer teaching, cooperative planning and conflict-resolution mechanisms (Siedentop,

1998). Duty teams is where teams are divided into three groups: two of them compete against each other while the others are staff (Siedentop, 1998). Peer teaching is where one student is training the other. Cooperative planning is where the coaches makes plans with the team about who is playing and what skills to include during the upcoming game or competition (Siedentop, 1998). Conflict-resolution mechanisms are what handles the conflict between each team member (Siedentop, 1998).

There are three goals in sport education that make students competent, literate, and enthusiastic (Siedentop, 1998). Competent students not only understand the sport, but can perform well in it as well (Siedentop, 1998). Literate students are those who understand and respect the rules of the sport (Siedentop, 1998). Enthusiastic students are those who participate in the sport with confidence and excitement (Siedentop, 1998).

Active Movement (AM) Warm-up

Every physical education class or any physical activity involves warming up. Students need to go through dynamic warm-ups that prepares their muscles for anything and helps them focus on any given task (Walter, Quint, Fischer, & Kiger, 2011). Once students' muscles are prepared, they are more likely to succeed with any challenge in their physical activity.

Warm-ups that involve socializing and daydreaming should not be allowed (Walter, Quint, Fischer, & Kiger, 2011). The benefit of physical activity is to provide opportunities to socialize. However, when doing warm-ups, students are to give their undivided attentions. If they are daydreaming, then the warm-up is not considered dynamic.

There are three parts in AM warm-up routines: AM warm-up exercises, general preparation, and energy system (Walter, Quint, Fischer, & Kiger, 2011). The AM warm-up is a

psychological preparation for any physical activity (Walter, Quint, Fischer, & Kiger, 2011).

Anyone who is involved in physical activity should not only be ready physically, but mentally as well. Once they have their minds prepared, students are ready to participate in the overall physical activity.

The first part of the routine involves flexibility. AM warm-up exercises basically involve stretching the muscles (Walter, Quint, Fischer, & Kiger, 2011). When an athlete stretches, it brings oxygen to the muscles. Once the muscles are well prepared, the chances of injuries involving muscle pulls are less likely. It is important to stretch before and after exercise.

The second part of the routine involves alternating between easy and intense exercises (Walter, Quint, Fischer, & Kiger, 2011). Basically, you start doing a quick, easy workout, then you do an intense one, and then repeat. For example, in running, this involves jogging for about 10 seconds, then sprinting for about 10 seconds, and then repeat.

The third part of the routine involves increasing the heart rate and enhancing the cardiovascular system (Walter, Quint, Fischer, & Kiger, 2011). Increasing the heart rate can prepare you for any cardio challenge in exercise. Enhancing the cardiovascular system can affect how blood flows to your body. An example of this part of the routine would be to just run or swim.

Some physical activities would need equipment to warm-up. AM is one of the physical activities that does not need any equipment (Walter, Quint, Fischer, & Kiger, 2011). Students would just use their bodyweights for warm-up exercises, like air squats, push-ups, etc. There are so many things to use your body for and AM warm-ups take advantage of that.

Most exercises have only a limited amount of age groups to work with. However, AM warm-ups works for all school ages, even preschool (Walter, Quint, Fischer, & Kiger, 2011). It is never too early to start to get children interested in physical activity. AM warm-ups can be taught throughout their entire school life. Once children grew attached to the warm-up exercise, they can learn to do it on their own even after high school.

There are a lot of benefits for AM warm-ups. The first benefit is increasing the body's core temperature (Walter, Quint, Fischer, & Kiger, 2011). Once the body is warmed up, it is ready to go through any exercise provided. AM warm-ups "allow efficient calorie burning and allows the muscles to work more efficiently" (Walter, Quint, Fischer, & Kiger, 2011). If the ability for muscles to work is efficient, then the ability to burn calories will be efficient as well.

When preparing for exercise, people must prepare their heart and lungs especially for any conditioning activities. The second benefit of AM warm-ups is preparing the heart and lungs for any activities (Walter, Quint, Fischer, & Kiger, 2011). When people exercise, their hearts start to beat faster than they do when they are not exercising. People also breathe more consistently during exercise. Without the warm-ups, people would end up stopping during the exercise to take a breath or pass out from exhaustion.

The third and fourth benefit is increasing metabolic rate and the activation of the nervous system (Walter, Quint, Fischer, & Kiger, 2011). Muscles need oxygen to warm-up for exercise and to recover after exercise. Oxygen can be delivered to muscles faster by increasing the metabolic rate (Walter, Quint, Fischer, & Kiger, 2011). In any exercise, people need to be on alert and be prepared for any skill that they need to perform for the activity. When increasing the activation of the nervous system, it increases "coordination, skill accuracy, and reaction time" (Walter, Quint, Fischer, & Kiger, 2011).

Before and after any physical activity, it is highly recommended to stretch your muscles. The fifth benefit is actively stretching the muscles (Walter, Quint, Fischer, & Kiger, 2011). In every physical activity, flexibility can be a big advantage, both for health and their performance on the activity. Flexibility can make muscles contract better that can prepare people for any physical activity whether it is fitness, sports, or games (Walter, Quint, Fischer, & Kiger, 2011).

Your muscles need to learn to adapt to any exercise provided. The sixth benefit is to “improve the elasticity of the muscles” (Walter, Quint, Fischer, & Kiger, 2011). This also relates to the benefit of flexibility of the muscles. When muscles learn to adapt, the performance of the muscles during the exercise improves. About every physical activity has patterns to follow. The seventh benefit is to develop patterns in the movement of physical activity (Walter, Quint, Fischer, & Kiger, 2011). When one is warming up to the patterns of the activity, there is a high chance that that person will perform the pattern accurately.

Almost anyone can be prepared for an activity physically. However, being prepared mentally is another thing. The eighth benefit is preparing the mind for any activity that is expected (Walter, Quint, Fischer, & Kiger, 2011). When people warm up for the activity, their minds are set for the activity that they are warmed up for and are prepared to complete the activity. It is good to work hard, but it is also good to work smart.

Between planning an exercise instruction and doing it, it can be difficult to manage the time. Some people may complete the exercise too soon, others would complete the exercise too late. The final benefit is that it saves time and provides more opportunities for additional instruction (Walter, Quint, Fischer, & Kiger, 2011). When people are warmed up, they can complete the exercise in an appropriate rate, leaving people finishing the exercise almost at the same time.

When it comes to exercise, not every routine needs to be the same. In fact, it is recommended that the routine be different than it was the day before. The same thing applies to AM warm-ups. Walter, Quint, Fischer, and Kiger (2011) pointed out that “not all physical education classes need to have the same warm-up routine” (p. 25). Physical educators can change the routines of the warm-ups each day to help students adapt more to alternating activities.

When activities are alternating, there is a different focus for the class. Different routines can be used for different class focuses (Walter, Quint, Fischer, & Kiger, 2011). For example, if the class focus was on baseball, then the AM warm-ups would involve movements that benefit the skills used in Baseball. There are different focuses when it comes to physical activity, and people need to do the right movement that can enhance their focus.

In most physical activities, students are not being challenged enough, they are not very excited about the activity, and are just not interested. Making the activities challenging, interesting, and exciting is the goal of AM warm-ups (Walter, Quint, Fischer, & Kiger, 2011). If students are interested in the activity, they are likely to do AM warm-ups outside of P.E. class. They would even make up creative routines of their own at home (Walter, Quint, Fischer, & Kiger, 2011).

Overall, AM warm-ups is a recommended routine for P.E. classes. They benefit students physically and mentally. Not only could they help students gain health benefits, they can also benefit their skill performances in sports. AM warm-ups is a way to prepare students for any physical activity that is ahead of them. The routines can also get students more interested in physical activity. While warming up is important, it is also good to do some stretching prior to exercise.

Stretching before any physical activity helps improve performance and avoids injury (Vardiman, Carrand, & Gallagher, 2010). When students warm up for their performance, they are to committed during the warm up and stretching can benefit their ability to do the performance. No student would want to get injured during an activity. Neither parents or educators would want to see students get injured during an activity as well.

Without stretching, there would be low flexibility for the student during physical activity. Limited flexibility decreases performances and increases the chances of injuries (Vardiman, Carrand, & Gallagher, 2010). Some people are aware that flexibility is good for the body. However, they are not aware that flexibility is good for athletic performances as well.

Even though stretching is an important routine in physical activity, some schools do not go through any stretches. Some P.E. classes choose not to warm up or stretch for the activity or do stretching that is not beneficial and that can result in an increase in injuries (Vardiman, Carrand, & Gallagher, 2010). The most common reason for lack of warm-ups and stretching is limited time in classes (Vardiman, Carrand, & Gallagher, 2010). P.E. or any classes that involve physical activity need to make time for warm-ups and stretches. Otherwise, injuries during physical activity will start increasing.

There are three different stretching methods. The methods are static stretching, dynamic stretching, and partner-assisted stretching. Static stretching involves moving the limbs to the maximum position and holding it. Dynamic stretching involves moving the limbs in a pattern. Partner-assisted stretching involves cooperating with others and helping each other stretch (Vardiman, Carrand, & Gallagher, 2010).

It shows good results when doing a hard stretch for a short period of time. Static stretching is basically pushing a little past the limit of flexibility for about 15 to 60 seconds to increase flexibility (Vardiman, Carrand, & Gallagher, 2010). Some people may think that *Oh, nothing can happen in a minute or less*. The truth is, a lot can happen in less than a minute when it comes to stretching or any kind activity that improves flexibility. However, a person's original flexibility can return in 10 to 20 minutes after stretching (Vardiman, Carrand, & Gallagher, 2010).

To increase and keep good flexibility, athletes should not do static stretching just once a day. It is suggested to stretch multiple times daily (Vardiman, Carrand, & Gallagher, 2010). Usually, people who exercise would stretch before and after exercise. It may work for some people while others would do it more than twice a day as well. Static stretching not only increases flexibility, but prevents injuries as well. Data shows that the stretching method continues to aid in preventing activity related injuries (Vardiman, Carrand, & Gallagher, 2010).

Flexibility is one thing, but what about athletic performance? Static stretching has been shown to not only increase range of motion, but decrease athletic performance. It is done so by limiting the muscle's ability to perform certain skills during the activity (Vardiman, Carrand, & Gallagher, 2010). There are certain skills needed depending on the activity. If the muscle's ability to perform the skills is limited, then the athlete would either find a different stretching method or find a new activity that works best for static stretching.

There is another way to increase flexibility than just stretching the limbs past the limit. Increasing flexibility can be done by moving the limbs in an organized pattern known as dynamic stretching (Vardiman, Carrand, & Gallagher, 2010). As mentioned before, static

stretching will benefit flexibility, but not performance in the activities. Dynamic stretching focuses more on the performance skills in the activity.

The dynamic stretching method involves movements designed for a specific muscle performance in an activity. It can also improve muscle performance without losing strength that is involved in static stretching (Vardiman, Carrand, & Gallagher, 2010). In football, the quarterback would need to work on muscle performance for their throwing arm. So, the quarterback would need to work on dynamic stretching that focuses on the throwing arm to improve the performance during practice and games.

When it comes to fitness, dynamic stretching may be the best method. Recent studies show that children perform better in fitness tests using dynamic stretching than using static stretching (Vardiman, Carrand, & Gallagher, 2010). While static stretching focuses on flexibility in the joints, dynamic stretching focuses on improving other parts of the body. It increases range of motion in joints, blood flow to the muscles, and body temperature (Vardiman, Carrand, & Gallagher, 2010). Static stretching can improve those as well, but not as good as dynamic stretching can (Vardiman, Carrand, & Gallagher, 2010).

While static stretching and dynamic stretching involve individuals stretching, there is one stretching method that involves the help of others known as partner-assisted stretching. Another name for this method is proprioceptive neuromuscular facilitation (PNF) and it can be used for both rehabilitation and team sports (Vardiman, Carrand, & Gallagher, 2010). In partner-assisted stretching, the most common stretching technique is the contract-relax and it involves stretching the target muscle against a partner for a while and then relax the target muscle for while (Vardiman, Carrand, & Gallagher, 2010). Finally, pressure is applied to the target muscle to

increase flexibility and this whole process is then repeated (Vardiman, Carrand, & Gallagher, 2010).

The partner-assisted stretching method is beneficial because it does not stretch the muscles. It can stretch all the targeted muscle's fibers (Vardiman, Carrand, & Gallagher, 2010). Stretching the muscle fibers can increase the targeted muscle. When the targeted muscle is increased, the specific performance needed for the muscle can improve for the athlete. Muscle contraction and relaxation is what increases flexibility (Vardiman, Carrand, & Gallagher, 2010).

All three of these stretching techniques benefit athletes in their flexibility and performance in activities. One or all of them would benefit a certain athlete. It all depends on the athlete or the performance the athlete is to stretch for. It is important for teachers or coaches to understand the methods and how they benefit the athletes (Vardiman, Carrand, & Gallagher, 2010). Once they understand the methods, they would know exactly which one to use for the activities in their classes.

Stretching overall is beneficial for all athletes. It can improve their flexibility and muscle performance. Warming up is also important along with stretching, but warming up *and* stretching can help the athlete improve on the performance during physical activity. Each stretching method can be used in any physical activity and there are guidelines to using the stretching methods appropriately: all of the methods can be used for all ages; all ages should warm up and stretch before performing in physical activities; dynamic stretching can be used specifically for warm-ups and can prepare the athletes for a specific activity; and while dynamic stretching should be used before physical activity, static and partner-assisted stretching should be used after the performance of physical activity (Vardiman, Carrand, & Gallagher, 2010). Warming up and stretching can also be helpful for my personal favorite activity: *CrossFit*.

CrossFit

When it comes to fitness, some people want to be strong, fast, or flexible. Some people may want to two of the three. Others may even want to be all three. The problem is that people have a hard time keeping a balance between being strong, fast, and flexible or have a hard time finding an activity that provides opportunities to practice all three. There are programs that do in fact provide those opportunities, but the most common training program is CrossFit.

CrossFit is basically a training program that combines weightlifting, gymnastics, and conditioning (Sibley, 2012). People can do weightlifting, gymnastics, and conditioning in one workout. For example, a person can run and do deadlifts back and forth; he or she can do pushups, pullups, and rowing back to back; or he or she can even do burpees and do rope climbs back and forth. CrossFit has a way of combining three different exercise techniques into one training method. This is a reason why CrossFit is appropriate for students.

Sport Education (SE) has been used to teach sports to middle and high school students along with the fitness involved in the sports (Sibley, 2012). The class even labeled fitness as a sport (Sibley, 2012). The problem is that most people see fitness as a “hobby” instead of a “sport”. They do not see fitness as a way for people to be competitive and compete with others. There are some people, however, who are very competitive and enjoy fitness, but they do not know what sport would work best for their fitness skills in general. CrossFit is the one program that can turn fitness *into* a sport (Sibley, 2012). It is an opportunity for people to be competitive in fitness by going through tests to see who’s the strongest, fastest, and the most flexible. It is not just a program design to see who is the fittest, it is a program designed to help improve people in their overall activeness.

CrossFit is also defined as fitness that provides an increase in the ability to do work movements of any kind in each amount of time (Sibley, 2012). Athletes are given workouts that that puts all their movements into use (Sibley, 2012). This type of fitness helps people increase endurance, stamina, strength, speed, balance, and accuracy (Sibley, 2012). It is recommended for people to keep a balance between all these movements and abilities when it comes to fitness. CrossFit should be available for all schools and there are gyms and programs that include a fitness program for small children called *CrossFit Kids*.

For people who have never seen CrossFit before, it is usually seen as a fitness program that appears to be easily performed by adults or young adults. *CrossFit Kids* is a version of CrossFit itself that is appropriate for young children. In the program, the workouts are scaled to where children can perform them safely while still gaining the benefits of CrossFit (Sibley, 2012). As mentioned before, children should experience physical activity as soon as possible so that they can learn to be more active when they reach adolescent or adulthood. The same thing applies to CrossFit, and personally I believe that it is *the* way for children to learn to be more active.

CrossFit is also beneficial for the community. Police officers, firefighters, and veterans usually do CrossFit. The reason why CrossFit is beneficial for those kinds of jobs is because while working these jobs, there are situations that can be unexpected that need to be performed physically (chasing someone, carrying/dragging someone, carrying heavy equipment, lifting heavy objects, etc.). CrossFit provides workouts that are unexpected and can prepare those who do it for the unexpected. CrossFit can basically prepare someone for *anything* that they may encounter as part of their job. Even when the workout is shown and it looks easy, it really isn't

because no matter how the workout looks, it will either leave you exhausted, sore, sweaty, or all the above.

CrossFit is not just a fitness sport for members of one gym. CrossFit is a fitness sport used worldwide. Every year, CrossFit holds a competition called the *CrossFit Games* where the fittest people from around the world compete in to see who will be the fittest man and woman on earth (Sibley, 2012). The athletes that compete in the *CrossFit Games* are basically super athletes. The *CrossFit Games* is not only a competition, but the ultimate test for athletes physically and mentally.

Just like every fitness program, CrossFit workouts need to be planned. The lesson layout includes role check, warm-ups, teacher-led instruction, team practice, the Workout of the Day (WOD), and the mobility work-cool-down. The role checks takes about two minutes and is done the same way as regular class would do to role check; the warm-ups takes about twelve minutes of warm-up exercises and dynamic stretching; the teacher-led instruction is about ten minutes and it involves the instructor explaining the movement skills and providing a demonstration of what they should look like; the team practice is about ten minutes and just basically involves groups of people helping each other practice movement skills after the instructor goes over them; the WOD is the final event of the lesson and it takes about thirty minutes or more (depending on the WOD) to complete a workout that the class have been practicing during the lesson; the mobility work-cool-down is what is done after the WOD and it involves about ten minutes of stretching and cooling down from the workout (Sibley, 2012).

There is more consideration than the lesson layout when it comes to CrossFit. You would have to consider the teams in CrossFit, the scoring, the culminating events, the safety, and developmental appropriateness (Sibley, 2012). Teams should be four to six students and they

need to be grouped based on their skill level (Sibley, 2012). It would not go well for the WOD if students are grouped with others that are more skilled than they are. Score is kept to maintain the competitiveness of the WOD and points are given based on who placed where in the competition. For example, the student who placed first in the WOD earns ten points while the student who placed tenth earns one point (Sibley, 2012). Culminating events in CrossFit, like the CrossFit Games worldwide, is the final event to see who is the fittest and it can be used for students as well (Sibley, 2012). What every CrossFit gym or class needs to consider most is the safety and developmental appropriateness of students. To take it into consideration, it is best to make sure that the students are performing the movement skills correctly before adding any weights to the movements or, for a WOD, give them weights that are appropriate for their skill level or give them a scaled movement (Sibley, 2012). If coaches are not careful enough about the safety for developmental appropriateness of students, it can lead to permanent injuries.

CrossFit is the fitness sport that gives people the opportunity to improve themselves physically and mentally. CrossFit prepares people for anything in life, especially those who serve in the community (firefighters, police officers, veterans, etc.). Some athletes compete in the CrossFit Games to prove that they are the fittest man or woman on earth. Even though CrossFit is beneficial, there are some considerations and cautions to take into consideration.

Physical Education (P.E.), Sport Education (S.E.), Active Movement (AM) warm-ups and stretches, and CrossFit are some of the most recommended physical activities to include in a school program. Each are beneficial and they can all be put together into one class. The sooner students learn to be more active, the better. These activities can provide students the opportunity to be more active and can benefit them in school and in their lives outside of school. There are questions being asked however about students and exercise.

What are some of the reasons for the lack of exercise?

Today, teachers are not trained to plan any activities that involves physical activity (Wadsworth, Robinson, Beckham, & Webster, 2011). Teachers learn to create teaching strategies that can get students to be more active in their studies, but most of them rarely involve being physically active. Some make study games where students can incorporate sports to study. Baseball Math, for example, is used to play a make-believe baseball game to study math. The class would be split into two teams and the rules of baseball apply to Baseball Math. Instead of pitching a baseball, however, each player will be given a math problem. If the player answers the math correctly, he or she will take base. If the player answers it incorrectly, the player is out. Nothing else about the rules of baseball changes in this study strategy.

The opportunity for children to do any physical activity in schools has been reduced or eliminated due budget cuts and to the increased demand for academic achievements (Mahar et al., 2006). Most parents or teachers believe that to increase academic achievements, the school has to reduce or eliminate physical activity and that would include classes like P.E. Some of them also think that physical activity is what distracts students from doing class work. Even if that is not the case, if there was a budget issue at schools, physical activity would be one of the first of many things to be reduced or eliminated completely. Not only is physical activity being reduced or eliminated, but there are no federal laws saying that all states should include recess in schools (Mahar et al., 2006).

About 97% of children from grades first to fourth are enrolled in P.E., but grades eleven and twelve are the lowest rates of enrollment in the program (Kohl & Hobbs, 1998). As children grow older, they seem to grow out of physical activity. It can be either they forgot how important physical activity is or just lost interest in the facts about it. Whatever may cause the enrollment to

drop, it would have to be between grades eight through eleven because that is where the biggest drop in enrollment takes place (Kohl & Hobbs, 1998).

As mentioned before, some of the most common things that cause children to drift away from exercise is watching television and playing video games (Kohl & Hobbs, 1998). It is one thing to take a break and watch television or play video games, especially when doing them with family and friends. However, the more often children do those activities as a part of life, the more they will lose interest in exercise or just being physically active. If there is anything that should be limited instead of physical activity, it should be television and video games.

Parents want their children to be safe. Some of them would rather have their children stay indoors, watching television or playing video games, than have their children go through the slightest chance of injury while playing outside (Patterson, 2013). There is nothing wrong with parents being protective of their children. However, doing so by eliminating opportunities to be physically active can be a big problem for their children. Without taking a slight risk, how will their children learn to be active or learn from their mistakes when they are being active? Children will never know unless they try.

Now, there are pros to watching television, but there are other cons too other than lack of exercise. The pros include entertainment, getting information and learning how to do things, spending time with family and friends, and raising awareness and alertness (Hermann, 2010). Every person, especially children, need to be entertained and have a good laugh every now and then. There are documentaries, news channels, and educational shows on television for people to watch. Watching television with family and friends can bring a positive relationship when they are sharing similar interest in a certain show. People, even children, should be aware of what is going on in the world and television or any portable devices are the fastest way to spread it.

The cons of watching television include lack of creativity and imagination, health problems, people becoming lazy, and the lack of good values being taught (Hermann, 2010). The decrease in creativity and imagination is caused by shows made by people with creativity and imagination. Once those shows are shared, it can take away the chances for viewers to be creative since it has already been shared on television (Hermann, 2010). Other than being distracted being physically active, people tend to eat junk food while watching television or just forget to eat in general (Hermann, 2010). Television is causing people to drift away from exercise while being drawn to their favorite TV shows (Hermann, 2010). There are TV shows that show behaviors not appropriate for children and children tend to imitate what they watch on television (Hermann, 2010).

The same thing applies to video games. There are pros and cons when it comes to video games for children. The pros include “strategic thinking, problem solving, hand-eye coordination, team skills, special awareness, and creativity (Kerslake, 2015). Video games can, in a way, help people learn to plan depending on the game. Video games, like the *Uncharted* games, can also increase problem solving skills. When children play video games with friends, or online with friends, they can learn team work by playing together in a video game. If television can take away creativity, then video games can give it back to children.

However, the cons of video games include obesity and health issues, poor social skills, and lack of dealing with the reality (Kerslake, 2015). Like television, children can get addicted to video games that decrease their interest in exercise or just causes them to not exercise at all and can lead to them eating unhealthy while playing video games. It is one thing to play video games with friends at home, but playing online by yourself too often can decrease your ability to socially interact with others in person. If you are not too careful when playing video games, you

could lose your sense of reality. An old friend of mine from high school enjoyed video games so much that he would play it nonstop. However, he played video games so much that right now he is living in a fantasy world and that is not healthy for someone psychologically. My brother plays video games a lot, but he is still in touch with reality which is good. Video games can be good and bad for people, like a lot of things, it can be addictive and people just need to be cautious when playing them.

There are still schools that allow recess for students. Even schools without recess have P.E. classes where students can learn about physical activity in sports, games, and exercise (Jarrett et al., 1998). Those types of schools though have no time during the day for students to move freely or interact with their classmates (Jarret et al.). Students should not be limited in their opportunities to move freely because it decreases opportunities to be physically active. Students should also not be limited in their opportunities to socialize because that socialization, as mentioned before, is one of the benefits of physical activity and is beneficial for academic performance.

When it comes to recess, there are three arguments about how it is bad: there is no time for it because students need to focus on school more; it gets in the way of student work by removing excitement from the classroom; and it is a negative effect on student behavior and socialization (Jarrett et al., 1998). Some people would believe that any physical activity, including recess, would take the excitement away from the classroom activities after playing freely. However, students need to take at least a mental break from school work to improve their school performance. Also, as mentioned before, physical activity improves student behavior and social skills.

There are parents that are concerned about their children socializing in public schools. One reason is that some believe that school should be about making good grades, not making friends (Bailey, 2015). School should be an opportunity to socialize and make new friends. Parents, those who go to church, also believe that church should be the only time to socialize (Bailey). Church is an opportunity to meet new people, but it is not the only opportunity to do so. Parents also think that socializing would be too distracting, involve cultural trends, or create some conflicts in religion (Bailey). Most of all, parents are concerned with social problems in public schools: bullying, too much focus in academics, denial of breaks or recess, lack of social opportunities, and racism (Bailey).

Sometimes concerned parents miss the benefits of socializing. Children learn about different people, different cultures, understanding diversity, cognitive skills, and negotiation skills, problem solving, and self-control; children can improve in school performance, increase skills required for a future career, and raise political awareness; socializing can also have children participate more in sports or after school activities which will increase their social skills even more (Bailey, 2015). There is nothing wrong with parents being concerned for their children especially when it involves social problems involved in public schools. However, denying children opportunities to socializing can have a negative effect on children as well.

Overall, there are schools that would allow P.E. classes or physical activity breaks and there are some that do not. Even so, there are also concerned parents that worry about their children getting injured during physical activity. Not only are concerned parents worried about injuries, but they are also worried about the benefits provided by physical activity. They are worried about the socialization problems that their children are going through if they gained opportunities to socialize. They also worry that with physical activity, their children would not

be able to increase their academic performance. It is up to the parents to decide what is best for their children, however some of them need to understand the benefits their children would gain from physical activity even if there are risks involved.

How are children getting exercise today in school?

Pedometers in Schools

Lately, schools have been having trouble keeping track of students getting the exercise that they need or whether they are participating in any physical activity or not (Robinson & Wadsworth, 2010). As a way of overcoming this a pedometer, a small device that measures the number of steps taken, has been provided for students in certain schools (Robinson & Wadsworth). The pedometers have been helpful because it is one of the best ways for students and teachers to keep track of any physical activity being done outside of P.E. classes (Robinson & Wadsworth). For example, if one person were to take about 2,000 steps, then that person would've walked (or ran) about a mile or more and that person would not know that without a pedometer or any other devices that measures steps taken.

Students should keep track of their performance in any physical activity. The reason is because the person keeping track of performance will be able to see how much progress is made or how much closer that person is to reaching that certain goal in exercise or any physical activity (Peloquin, n.d.). Every student has goals whether it is in P.E. class or any other classes. In regular classes, teachers keep track of their students' grades from homework, quizzes, or tests to see the progress they are making in their academic performance. Well, the same thing applies to physical activity performance. People keep track of progress in exercise because it is easier for them to push themselves towards their goals (Peloquin). Teachers also give feedback for what

their students need to work on before the next test. Like teachers in classes, trainers and coaches would give feedback on how to make improvements in certain activities (Peloquin).

Play 60

There are other movements designed to get children to exercise more. There is this challenge called Play 60¹ where children sign in and are challenge to be active for 60 minutes a day. The purpose of this program is to decrease the trend of childhood obesity. It is not only for children, but for adults as well. The website includes links to where you can enter the *Adults Zone* or the *Kids Zone*. Since people, even middle school students, are using smart phones these days, Play 60 is also an app that can be uploaded to one's phone. People, even students, need encouragement to be physically active.

Active Video Game (AVG)

Another approach that gets children to exercise is, believe it or not, playing video games. Even though video games can lead to laziness negative health results (Kerslake, 2015), there is another form of video games called active video game (AVG), also known as exergame (Campos & Fernandez, 2016). AVGs have been defined as video games where players need to be active to play (Campos & Fernandez). Take *Wii Sports* for example, to play the tennis part of the game, the players would have to move the controllers in a motion where they are playing tennis as if they are playing the sport in real life. The same concepts apply to bowling, ping pong, and the boxing part of the game.

Throughout this generation, video games have been common for children to get addicted to. It is always a teacher's lesson to plan to take the students' interest and turn it into a lesson that

¹ <https://www.fueluptoplay60.com/> and <http://www.nflrush.com/play60/>

can get them attached to it and pay attention in class. The same thing can apply for children and video games. Teachers and parents can take the interests of students in video games and use it to make it to where students can learn to be active by using AVGs (Campos & Fernandez).

Students who are attached to playing video games can be motivated to be more active using the AVGs (Campos & Fernandez). There are even online AVG games where students can practice math, science, and other school topics.

In the past, AVGs were used mostly as media for teaching a regular classroom before moving on to teaching P.E. (Campos & Fernandez). A lot of demonstration for motor skills have been provided before AVGs became the alternative approach to demonstrating motor skills in class by providing different elements of motor learning and activities that are meaningful in the real world (Campos & Fernandez). Encouragement to being physical activity on children leads them to continue being active when they reach adulthood. (Campos & Fernandez). Children can continue to learn to be active through AVGs even when they reach adulthood.

Physical activities in AVGs also include feedbacks and adjustable approaches and tasks that can help the student improve in performance (Campos & Fernandez). Feedbacks are way to know what needs to be adjusted to improve on performance (Peloquin). If the person does not know what needs to be fixed, what should not be included, or what should be included then there is no other approach to how the person is to learn to improve other than figuring it out on his or her own. Keeping track of performance is a way to know the progress of reaching one's goals (Peloquin).

The practices in AVGs are what motivates children to exercise and it is beneficial for children to be in an environment where they are being motivated (Campos & Fernandez). Everyone needs a positive motivation. It is what coaches people to work hard towards their

goals. People even make motivational videos on YouTube about exercising which includes bodybuilding, CrossFit, and so forth. Overall, AVGs are the type of video games where children are motivated, given feedback, and provided opportunities to be physically active and it would be beneficial for students who are interested in video games (Campos & Fernandez).

Movement in the Classroom

Encouraging students to move around in the classroom helps them get more engaged in the classroom along with learning (Marzano, 2012). The more movement provided for students, the more physically active they are being. And the more physically active they are, the more likely they will be engaged in the classroom. So, basically, the more opportunities to move around in the classroom, the better. There are two categories of activities that provide movements for students in the classroom: movement that deepens understanding and movement that boosts energy (Marzano).

Movement that deepens understanding, a teacher's first choice of movement to provide for their students, is basically providing movements that are related to the topic of the lesson (Marzano). So far, there are six activities involved in this category that are appropriate for a number of grade levels and subject areas: *Give one, Get one, Voting with your feet, Corners activities, Drama, and Body Representations* (Marzano). In *Give one, Get one*, a student is paired up with a partner, compare notes with his or her partner while setting a goal to provide new information (give one), and then receive new information from his or her partner (get one) (Marzano). This activity suggests standing and moving around in the classroom which provides physical activeness for the students paired up during the activity (Marzano).

Voting with your Feet is an activity that involves students answering multiple-choice questions (Marzano). The teacher places different posters with a letter from the multiple-choice questions (a,b,c,or d) on each wall of the classroom (Marzano). The teacher then provides students a question along with four options to answer the question with (a,b,c, or d) (Marzano). To answer the question, students must get up and stand against the wall with the letter they choose to answer the multiple-choice question (Marzano). For example, if the question was *who was the first president of the United States* and the options are a) Thomas Jefferson b) George Washington c) Andrew Jackson or d) Theodore Roosevelt, students would most likely walk towards the poster with a *b* on it because that is the correct answer. This is an activity that can be used for any subject involving a multiple-choice question and gets students to move around in the classroom.

Corner Activities involve four questions relating to the topic of the lesson- each question posted in each corner of the classroom (Marzano). Students are divided into four groups. Each group is assigned to a corner (with the question) to discuss how to answer the question in that corner. Once they are done with their assigned corner, each group moves on to another corner to discuss (Marzano). Once each group has visited all corners, they gather around and summarize their comments as a class (Marzano). This activity is similar to *Give one, Get one* and *Voting with your feet* because it involves students moving around and remain standing in one corner of the classroom.

Drama is a brief and quick activity. It involves students making sketches related to the topic of the lesson. Students would be put into small groups to make up a sketch that directly relates to the topic and present it to the whole class. After the performance, the class questions the performers about the topic (Marzano). This type of activity is a good way to summarize a

lesson or review for an upcoming test. It is also a way for students to learn creativity in the class. A lot of students can have a lot of fun when they are being creative.

Body Representations involves students using their bodies to represent a vocabulary term provided by the teacher (Marzano). For example, if the teacher provides a name of a shape, the students use their bodies to form that certain shape (Marzano). Let's say the teacher asks the students to represent a triangle, about three students would either join hands making their arms forming a triangle or two of them form a tent shape while the third lays on the ground between them to form a triangle. This activity would most likely be used to review vocabulary terms and it is a way for students to move around as well.

Movement that boosts energy involves movements that increase students' energy levels (Marzano). They don't have to be related to the topic of the lesson because sometimes students would just need to increase their energy to be engaged in the classroom (Marzano). Movement can bring oxygen to the brain which can help the brain stay more focused in the classroom (Marzano). A common way for teachers to have students move around to boost energy is to have them get up and stretch in the classroom (Marzano). Stretching is considered a movement that brings oxygen to the muscles (Vardiman, Carrand, & Gallagher, 2010) and to the brain (Marzano, 2012). Overall, even a slight movement in the classroom can benefit students not only health wise, but academic wise as well.

The preceding ideas are all well established classroom strategies. However, I believe that there are more strategies that can be used to get students more active and focused in the classroom. The following ideas are strategies that I have created that combine the benefits of CrossFit within an educational setting.

Holiday Workouts

Veteran's Day/Memorial Day

Veteran's day is a holiday where we honor veterans for protecting our country. In CrossFit, athletes would do these workouts called *Hero WODs*- workouts that honor our fallen veterans. There is a list of *Hero WODs* and each are named after a fallen veteran's favorite workout. For example, Michael Murphy's, Navy Seal, favorite workout is run 1 mile, 100 pull-ups, 200 push-ups, 300 squats, and run 1 more mile. So, the name of Murphy's favorite workout is "Murph". To honor our veterans and have our students get the exercise that they need, the school can have them do three to five *Hero WODs* during veteran's day, obviously modified to their ability levels. The school could then have students learn about these wars and battles that those heroes fought in.

There are numbers of *Hero WODs*, but the ones that will be shared are some of the most commonly used and ways to scale the workouts to where they are physically appropriate for students on a certain grade level to complete. These workouts can also either be done during Veteran's Day, the day each veteran has fallen, or on a holiday where the workouts are often done. For example, "Murph" is often done in CrossFit affiliates on Memorial Day. For middle school students, instead of doing all 100 pull-ups, 200 push-ups, and 300 squats, students can do 20 pull-ups, 40 push-ups, and 60 squats or make the reps easy for them by doing 5 rounds of 4 pull-ups, 8 push-ups, and 12 squats. And at the beginning and end of the workout, middle school students would either run a whole mile or half of a mile. For high school students, they can do the workout completely. They can either do all reps each workout of do 5 rounds of 20 pull-ups, 40 push-ups, and 60 squats. Usually, "Murph" is done while wearing a vest that weighs eight to twenty pounds. These students will not be required to wear any vest during the workout.

Badger (in honor of Navy Chief Petty Officer Mark Carter)- 3 rounds of 30 squat cleans (95 lbs.), 30 pull-ups, 800-meter run. The workout can also be given on December 11, the day of his passing. For barbells, middle school students would either use a PVC pipes while high school students would be using a 45-lbs. barbell. If high school students are capable, they can add weights to the barbell to where it weighs no more than 95 lbs. For the pull-ups, middle and high school students will be using bands strapped to the pull-up bars. If high school students are capable, they can do the pull-ups without the bands. For reps, middle school students would do 3 rounds of 10 squat cleans, 10 pull-ups, and 200-meter run. High school students would do wall reps with the weight (no more than 95 lbs.) that they can complete the workout with. This workout will be timed.

Josh (in honor Army Staff Sergeant Joshua Hager)- 21 overhead squats (95 lbs.), 42 pull-ups, 15 overhead squats, 30 pull-ups, 9 overhead squats, 18 pull-ups. The workout can also be given on February 22, the day of his passing. For the barbells, middle school students are to use PVC pipes while the high school students will use the barbell between 45-95 lbs., depending on the high school students' capabilities. For pull-ups, all students can use a band strapped to the pull-up bars. If they are capable, high school students can use the pull-up bars without the bands strapped to them. For reps, middle school students will be doing 7 overhead squats, 14 pull-ups, 5 overhead squats, 10 pull-ups, 3 overhead squats, and 6 pull-ups. High school students will be doing all the reps with the weight that they can move with and either with or without the bands on the pull-up bars. This workout will be timed.

Manion (in honor or Marine Corps First Lieutenant Travis Manion)- 7 rounds of a 400-meter run and 29 back squats (135 lbs.). The workout can also be given on April 29, the day of his passing. For barbells, middle school students will be using PVC pipes while high school

students will be using barbells between 45-135 lbs., depending on their capability. For rounds and reps, middle school students will either do 4 rounds of a 400-meter run and 29 back squats or 7 rounds of a 200-meter run and 15 back squats. High school students will be doing all rounds and reps with the weight they can work out with. This workout will be timed.

Daniel (in honor of Army Sergeant First Class Daniel Crabtree)- 50 pull-ups, 400-meter run, 21 thrusters (95 lbs.), 800-meter run, 21 thrusters (95 lbs.), 400-meter run, 50 pull-ups. For barbells, middle school students will be using PVC pipes while high school students will be using barbells between 45-95 lbs., depending on their capability. For pull-ups, middle school students will be using bands strapped to the barbell. High school students can do the same thing unless they can do the pull-ups without the bands. For reps, middle school students will be doing 10 pull-ups, 200-meter run, 21 thrusters, 400-meter run, 21 thrusters, 200-meter run, and 10 pull-ups. High school students will be doing all reps with the appropriate weight for their physical abilities. The workout will be timed.

DT (in honor of USAF Staff Sergeant Timothy Davis)- 5 rounds of 12 deadlifts, 9 hang cleans, 6 push-jerks (all at 155 lbs.). The workout can also be given on February 20, the day of his passing. For barbells, middle school students will either use PVC pipes or barbells weighing 45 lbs. or less. High school students will be using barbells between the weights 45-155 lbs., depending on what weight they can complete the workout with. This is a workout of the easiest movements, so both middle and high school students will be doing all rounds and reps of the workout. The workout will be timed.

Christmas

So, everyone has heard of the “12 days of Christmas” song. In every school, students are given a break from school to celebrate Christmas with their family and friends. In CrossFit affiliates, about every December, the athletes would do a workout known as *12 Days of Christmas*- 1 sumo deadlift, 2 thrusters, 3 push press, 4 power cleans, 5 power snatches, 6 kettlebell swings, 7 pull-ups, 8 knees-to-elbows, 9 box jumps, 10 double unders, 11 burpees, 12 overhead walking lunges. For barbell workouts, men would use 75 lbs. while the women would use 55 lbs. For the kettlebell swings, men would use 53 lbs. while the women would use 35 lbs. For box jumps, men would use boxes 24 inches tall while the women would use boxes 20 inches tall. For the overhead walking lunges, men would be using 45 lbs. plates while the women would be using 25 lbs. plates. This is a timed workout that goes the same way the song itself goes- 1 sumo deadlift; next, 2 thrusters and 1 sumo deadlift; then, 3 push press, 2 thrusters, and 1 sumo deadlift; and the workout keeps going until they reach 12 overhead walking lunges.

The weights of the barbells and kettlebells and the height of the boxes can be scaled down to where the workout is appropriate for the person to complete the workout. For the pull-ups, workout can be scaled down by using bands strapped to the pull-up bars. For knees-to-elbows, the workout can be scaled down by either counting attempts to do knees-to-elbows as reps or counting knees up as reps. The scaling can apply for both middle and high school students to where they can complete the workouts in an appropriate pace. There are three different methods to doing the workout in school.

Method 1- do the complete workout in P.E. class before school is out for Christmas break. *Method 2*- doing one or two of the workouts at a time in each class period throughout the day before Christmas break. For example, in first period, students will do 1 sumo deadlift, then 2

thrusters and 1 sumo deadlift. Next period, students will do 4 power cleans, 3 push press, 2 thrusters, and 1 sumo deadlift. Then the next periods, students will continue until they reach 12 reps. *Method 3-* students will do one workout per day throughout the first twelve school days of December. For example, on the first school day of December, students will do 1 sumo deadlift and they are done for the day. The next school day, students will do 2 thrusters and 1 sumo deadlift and they are done for the day. This will continue until they reach the twelfth school day of December.

If the school were to use method one, students will be doing the workout in P.E. class and will each be timed during the workout. If the school were to use methods two or three, they can have one class at a time make a quick visit to the P.E. room to do the workouts during the class period. This is not only a good way to help student get the exercise that they need, but a good way for students to practice memorization.

9/11 WOD

CrossFit affiliates would do this exercise as a tribute to all the 60 police officers and 343 firefighters that died during the 9/11 incident. So far, there are two different WODs. These WODs gives the athletes an idea of what our heroes went through to save lives not just during 9/11, but just saving lives period. One involves the following (timed)- 200 box step-ups (100 per leg) while carrying dumbbells; 100-meter equipment carry (one at a time) of three 45-lbs. plates, one medicine ball, and one dumbbell used during the box step-ups, then carry the equipment one at time back; 100-meter bear crawl; and 43 dumbbell or kettlebell swings. For box step-ups, both men and women will be using 20-inch boxes; men will be using 35-lbs. dumbbells while women will be using 25-lbs. dumbbells. When carrying medicine balls, men and women will be

carrying the weight they can carry. The same dumbbells from the box step-ups can be used for the kettlebell swings.

The second one involves the following- 100 deadlifts, 100 power cleans, 100 ground to overhead, and 43 burpees. For barbells, men will use 145-lbs. on the deadlifts, 95-lbs. on the power cleans, and 65-lbs. for the ground to overhead. Women will use 105-lbs. for the deadlifts, 65-lbs. for the power cleans, and 35-lbs. for the ground to overhead. For the ground to overhead, a person can do any movement that gets the barbell from the ground to overhead- clean and jerks or snatches usually. Both workouts can be scaled to the appropriate weight and height of boxes for the athletes to do the workout. Both are also given either on September 11, or a Monday following that date if it is on a Sunday.

For the first choice, middle school and high school students can do all reps of the WOD. Middle school students would be recommended to use lighter weights for the WOD while high school students can do it with either prescribed weights or scaled weights. For the second choice, middle school students will be doing the workout with PVCs. High school students can do the workout with the weight no more than the prescribed weights for the workout. The purpose of these WODs is to honor the sacrifices the police officers and firefighters made to save lives not only during 9/11, but any dangerous situation. These will also give students an idea of what they went through while on the job.

History Workouts

Sparta

In ancient Greek, Spartans trained for war since childhood. They would train starting at around preteen ages, become full citizens at the age of 30, and serve in the military until the age

of 60. Basically, all their training involves wrestling and calisthenics. The workouts used in calisthenics can also be used for CrossFit workouts. During history class, while studying ancient Greece, students will experience a little of what the Spartans went through during training. They can do so by doing CrossFit workouts involving pull-ups, deadlifts, push-ups, box jumps, running, and carrying weights. The most common CrossFit workouts are either *Hero WODs* or the classic workouts- basically workouts named after women.

Angie- 100 pull-ups, 100 push-ups, 100 sit-ups, 100 squats. This workout will be timed. For pull-ups, students can use bands to be strapped to the pull-up bars. Middle school students are recommended to use bands for the pull-ups. For reps, middle school students are recommended to do a fifth of all the reps- 20 pull-ups, 20 push-ups, 20 sit-ups, and 20 squats. They also do 4 rounds of 5 pull-ups, 5 push-ups, 5 sit-ups, and 5 squats. High school students can do all the reps as shown or do 5 rounds of 20 pull-ups, 20 push-ups, 20 sit-ups, and 20 squats.

Cindy- AMRAP (As Many Rounds/Reps As Possible) in 20 minutes of 5 pull-ups, 10 push-ups, 15 squats. In an AMRAP, if the workouts have been completed, that counts as one round. For example, during *Cindy*, if the pull-ups, push-ups, and squats have been completed before 20 minutes, that counts as one round and the athlete keeps going until the 20 minutes are up. If 20 minutes are up and the round has not been completed, then the athlete would add up the reps that have been completed. Like if a person is on his or her fifth round and only done 5 pull-ups by the time that 20 minutes are up, then the person would write down that he or she has completed 5 rounds and 5 reps. For pull-ups, middle school students are recommended to use bands. High school students can do the pull-ups with or without the bands. Both middle and high school students can do all the reps during the WOD.

Eva- 5 rounds of an 800-meter run, 30 kettlebell swings (70-lbs), 30 pull-ups. The workout will be timed. For kettlebells, middle school students are recommended to use lighter weight kettlebells or dumbbells. High school students can do kettlebell swings with the appropriate weight no more than 70-lbs. For pull-ups, middle school students are recommended to use bands while high school students can do pull-ups with or without bands. For reps, middle school students are recommended to do 5 rounds of an 800-meter run, 10 kettlebell swings, and 10 pull-ups. High school students are to do all rounds and reps of the WOD.

Helen- 3 rounds of a 400-meter run, 21 kettlebell swings (55 lbs.), 12 pull-ups. The workout will be timed. For kettlebells, middle school students are recommended to use lighter weight kettlebells or dumbbells while high school students can use any weight they choose that is 55 lbs. or less. For pull-ups, middle school students are recommended to use bands while high school students can do pull-ups with or without bands. Middle school and high school students are to do all reps prescribed.

Kelly- 5 rounds of a 400-meter run, 30 box jumps (24 inches), 30 wallball shots (20 lbs.). The workout will be timed. For box jumps, middle and high school students are recommended to use boxes in the height appropriate for their jumping skills. For wallball shots, middle school students are recommended to use lighter weight medicine balls while high school students can perform the workout with the appropriate weight they can use. Middle and high school students are to complete all rounds and reps.

Nicole- AMRAP in 20 minutes of a 400-meter run, max pull-ups. Max pull-ups is basically doing as many pull-ups before letting go of the pull-up bar. Middle and high school students are to complete all reps. No bands will be used for this workout for this is to see how

many pull-ups they can do. If students are inexperienced with pull-ups, then pull-up attempts will count as reps.

Wrestling. The school can have the wrestling coach, if the school has one, and have students gather around. The coach would teach the students basic wrestling moves to the students and have them practice the moves with a partner. Students will also be going through fundamental exercise commonly used during wrestling practices. This is a way for students to understand what Spartan warriors went through while training for battle during ancient times.

Marathon

In Greek history, a soldier named Pheidippides ran about 25 miles from a battlefield near Marathon, Greece, to Athens to announce the defeat of the Persians to the Athenians in 490 B.C. The marathon races were named after the town that the soldier ran from. Even though he ran about 25 miles, the marathons that happen today are about 26.2 miles long. Students can learn the history of the marathon and experience what the soldier went through after running all those miles. There are two ways to do them.

Method 1- each day, for about 26 days, students will run 1 mile. *Method 2-* each day, for about 13 days, students will run 2 miles. On the last day, after running a total of 26 miles, students will be asked to reflect on all the days they spent running. Then they would be asked to imagine running all those miles in one day. This is a way for students to not only learn Greek history, but to experience it. Plus, it would get students to run and get the exercise that they need.

Historical Farming

Today, farmers use machines to do the tough work for them. When students are learning about pioneers and how they have to be more active when farming in history class, they will be

given small, simple workouts that stimulates what farmers did back in the day. It will teach them to be more active and give them an opportunity to experience what farmers did before machines were made to do the work for them.

Farmer's Carry- this stimulates how farmers carry heavy items with only their arms. Middle and high school students can use dumbbells to carry across the hall or across the field. Students are recommended to use dumbbells that they can carry for a long time. During the workout, they keep walking while carrying them until they can no longer hold on to the dumbbells. This is to test their strength limits and understand how strong farmers had to be back then.

Wheel Barrel Carry- this stimulates all the heavy loads that farmers had to carry using wheel barrels. Students are to either load sandbags or bumper plates onto the wheel barrels. This workout should take place outside during good weather. They are to carry them across the field.

Shoulder Carry- this stimulates all the heavy things farmers must carry over their shoulders. Students can use either sandbags or medicine balls for this workout. This can take place either outside or inside. Students are to carry the weight over one shoulder at a distance, switch shoulders, and repeat.

Science Workouts

Solid, Liquid, & Gas

Students can learn about solid, liquid, and gas by understanding the weight difference between them. The workout would involve 2 empty half gallons of milk, marbles, water, and air. Students first would fill the jugs with marbles and then do max reps of push presses. Students are

to do the same thing for water and air. When they are done, students are to compare the number of max reps between jugs filled with marbles, water, and air. This will be a way for students to learn which is heavier: solids, liquids, or gases.

Anatomy

Students will be learning anatomy in science class and that includes muscles in the body. Students can go through the workout movements provided earlier while the teacher goes over what muscles are used during the movements. Students will not only learn how the muscles are used, but they will learn what workouts to do to work on muscles that they want to improve on.

Gravity

Weight is a measure of gravitational pull between two objects. On the moon, an object would weigh about 16.5% of what it would usually weigh on earth. For example, if a person weighs about 100 lbs. on earth, then that person would weigh about 16.5 lbs. on the moon. A great way to demonstrate that is do lifting in class, mainly deadlifts. The class can gather around the barbell weighing about 250 lbs. Each of them will attempt to deadlift the bar. They do not have to be able to lift it if they can't. Once every one gets a chance to attempt, all the weights will be taken off the barbell, leaving it at 45 lbs. (approximately 16.5 % of the previous weight). Students then do another attempt at deadlifting the barbell at 45 lbs. This is a way for students to understand better of the weight difference between the moon and earth.

Language Arts Workouts

Haiku

Haiku is a traditional form of Japanese poetry. They usually involve three lines. A good way for students to learn Haiku through movement is to do something called Haiku yoga. Yoga is basically stretching positions that help people improve relaxation and flexibility. As the class read through each line of Haiku, they can do yoga positions that best represents the line. This a way for students to relieve stress, improve flexibility, and understand Haiku.

Reading

In Language Arts, the class would read an assigned book. Usually, students these days would sometimes learn better through a movie. So, a good way to understand what is happening in the book is to act out the books. Each student will be given a role in the book to act out. After reading each chapter, students can act out what happened in the book. This is a way for students to memorize what happens in the book and to review for the test over the books they are reading.

Mathematics Workouts

Division

Students can use CrossFit WODs to practice dividing while doing them. They can do so by dividing the reps into rounds. For example, *Murph*- 1-mile run, 100 pull-ups, 200 push-ups, 300 squats, and another 1-mile run- can have the reps divided into 5 rounds (20 pull-ups, 40 push-ups, 60 squats), 4 rounds (25 pull-ups, 50 push-ups, 75 squats), or 2 rounds (50 pull-ups, 100 push-ups, 150 squats). The 5 rounds can be made by dividing each set of reps by 5; same

thing for 4 rounds and 2 rounds. This is a good way for students to practice dividing while getting the exercise that they need.

Multiplication

Students can also use CrossFit WODs to practice multiplication. During the CrossFit Games in 2015, athletes were given *Double DT*. This WOD is the same thing as regular *DT*, only athletes would be doing 10 rounds instead of 5 rounds. Students can take a WOD and double the rounds/reps or even triple them. Students can practice multiplication and get the workout that they need.

Multiples/Sequences

In mathematics, students learn multiples and sequences. For multiples, numbers can be divided by another number without a remainder. Some numbers are multiples of the same number. For example, 10 and 20 are both multiples of 2, 5, and 10. If students are to use WODs to learn multiples, they can say that the reps in *DT* (12, 9, and 6 reps) are all multiples of 3 and the reps in *Murph* (100, 200, and 300 reps) are all multiples of 100, 50, 10, 5, 4, and 2.

A sequence is an order of numbers in a repetition of the same multiple. For example, making a sequence with multiples of 3 would be 3, 6, 9, 12, and so forth. Every WOD has a sequence of reps and if students are to learn sequences and get the exercise that they need, using WODs would be a good example.

Counting

One of the most common benefits in CrossFit when it comes to mathematics is counting. Every athlete needs to keep track of all the reps they have completed during a WOD. During a

timed WOD, athletes have to make sure that they completed all of the reps before stopping the timer. During an AMRAP WOD, athletes must remember how many rounds and reps they have completed when time is up. This is a way for students to practice remembering what number they are at when they are counting during a WOD.

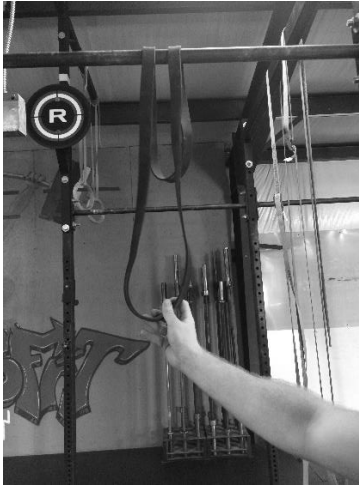
Conclusion

Exercise, fitness, or any physical activity is one of the most recommended things to get involved in life. Physical activity should be taught not only in P.E. classes, but in all classes as well. People might think that physical activity could be a negative effect on students citing injuries and poor academic performance. The truth is, physical activity has a positive effect on students including good health, positive relationships, social skills, and even improved academic performance. Without physical activity, obesity will keep increasing and that has nothing but negative effects on not only students, but people in general.

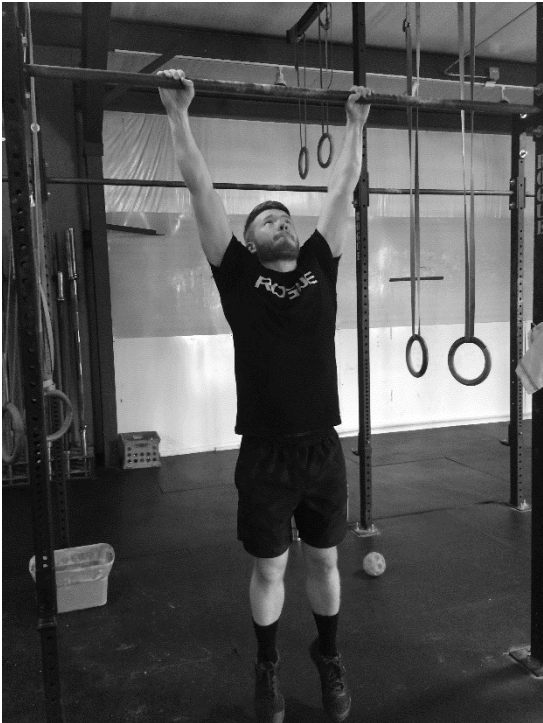
The sooner students are taught physical activity, the better. When children learn new things at a young age, including physical activity, it grows on them and stays with them throughout adulthood. There are many exercise programs that are beneficial, but the most popular one is CrossFit. CrossFit can be used for any classroom if it is used right. It focuses people to improve in their physical ability and prepares them for the unexpected. Students should be given opportunities to be physically active in school. The time has come to make our classrooms more fit.

Workout Demonstrations

Pull-ups (with bands)



Pull-ups (without bands)



Wallball Shots (front view)



Wallball Shots (back view)



Medicine Ball Carry



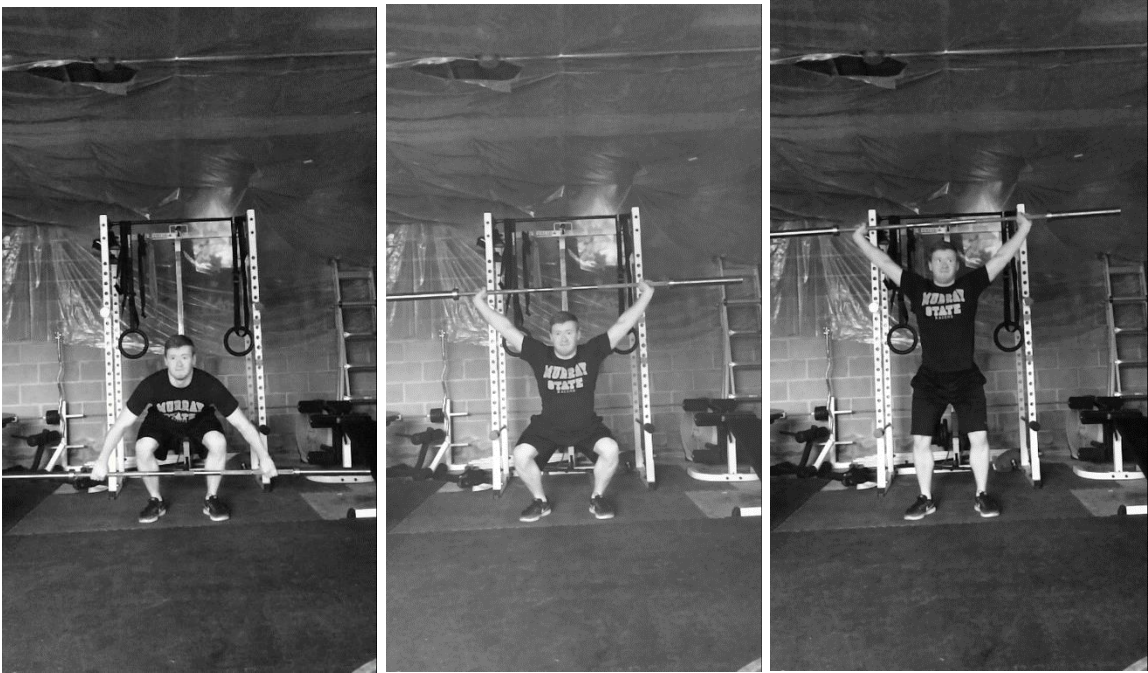
Box Jumps



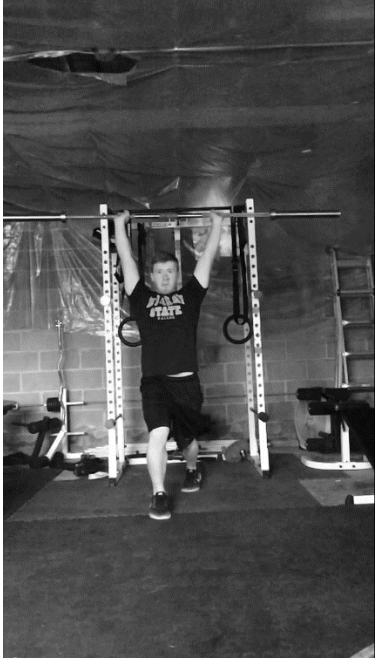
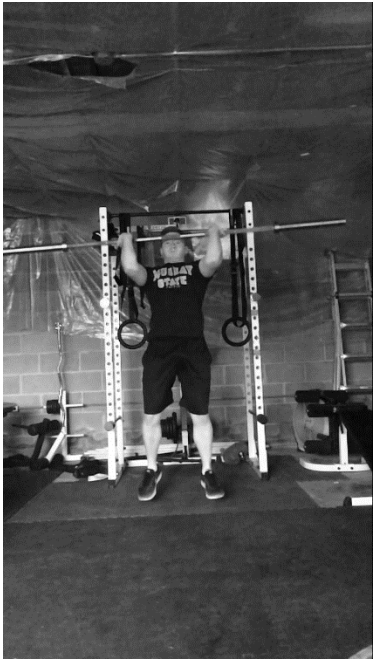
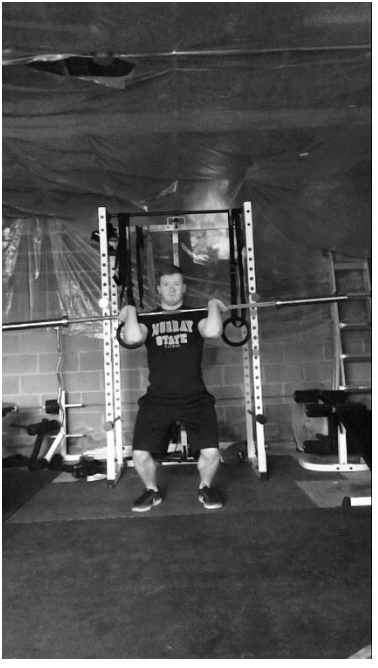
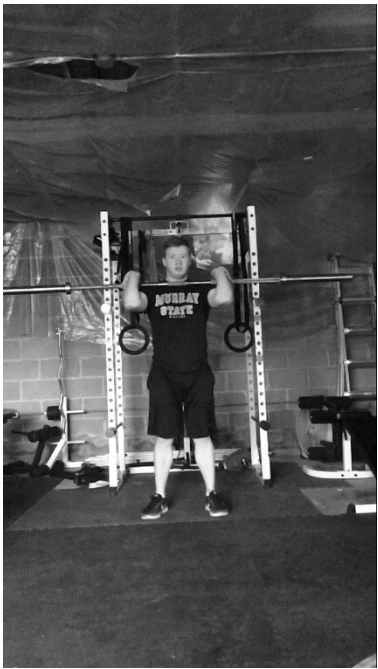
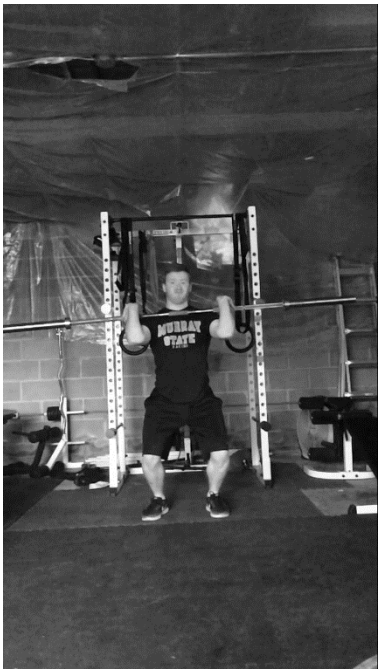
Power Cleans



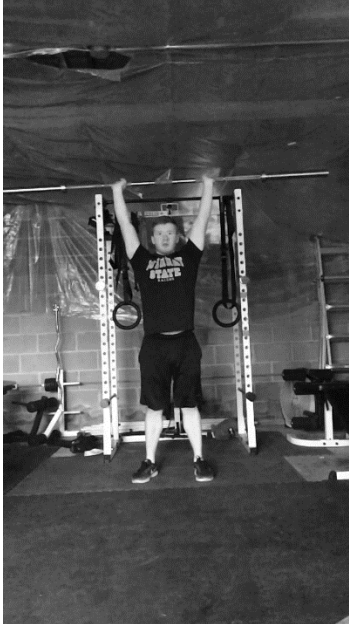
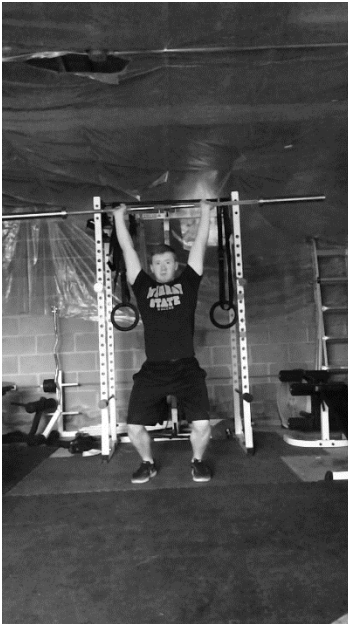
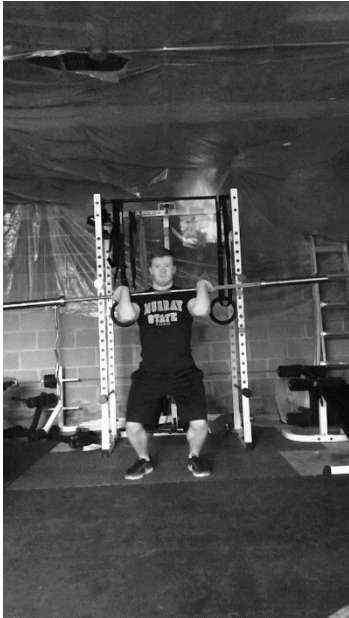
Power Snatches



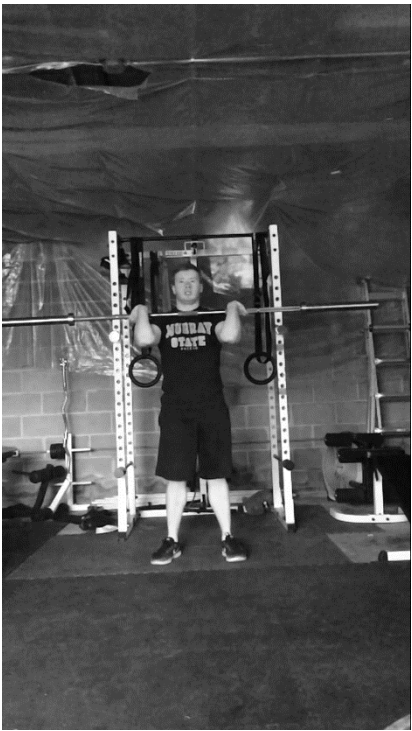
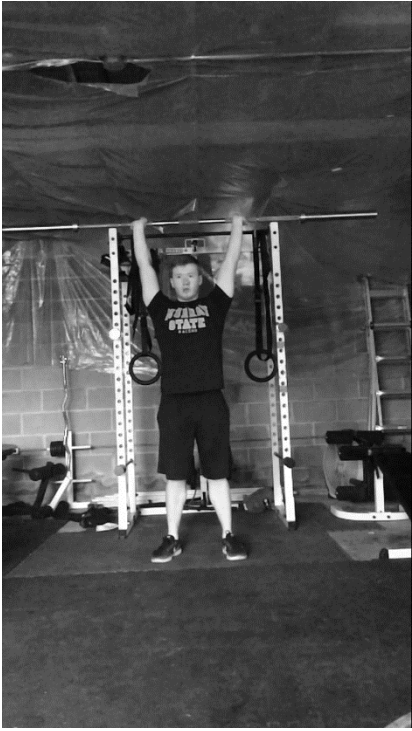
Clean and Jerk



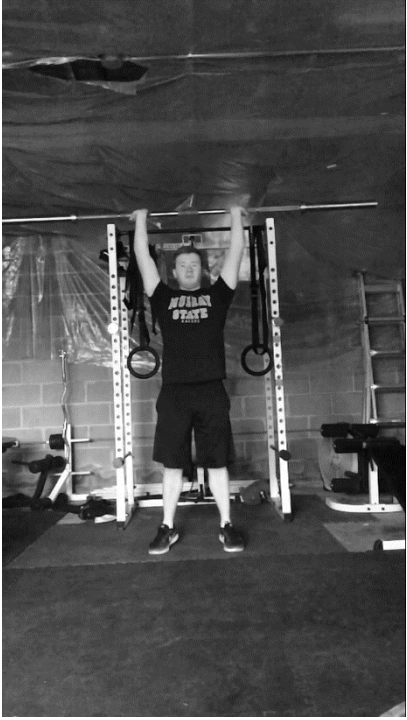
Jerk



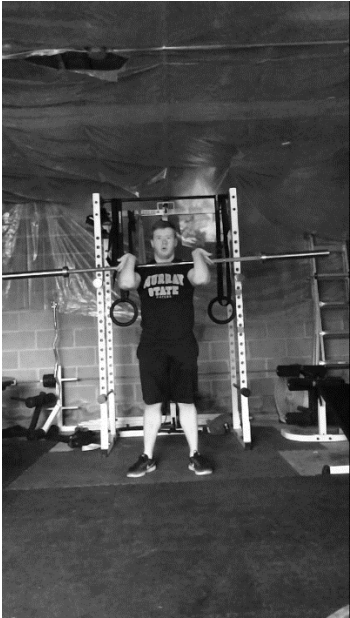
Shoulder Press



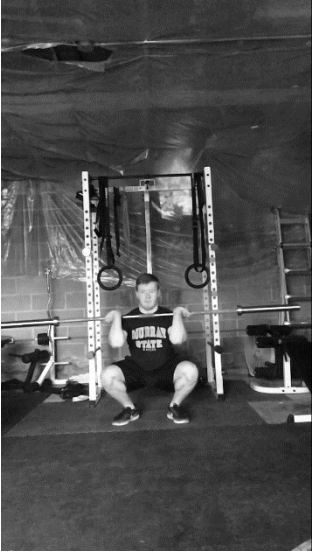
Push Press



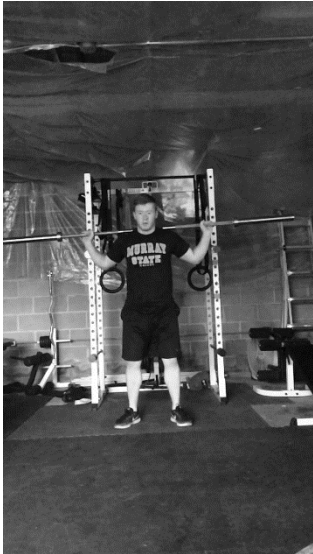
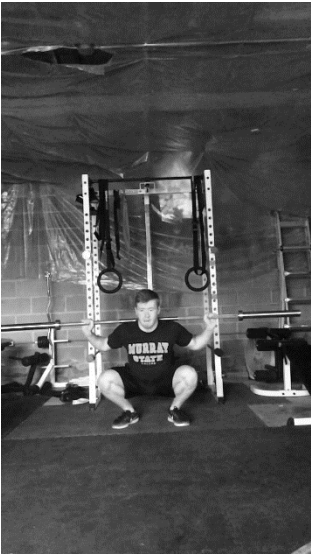
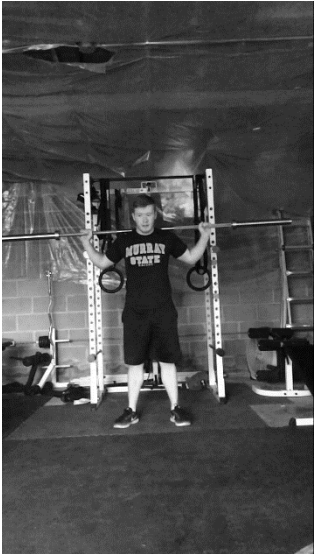
Front Squat



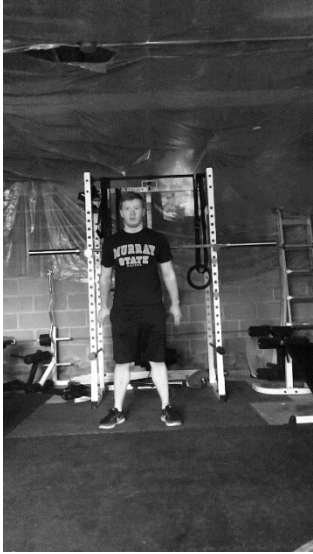
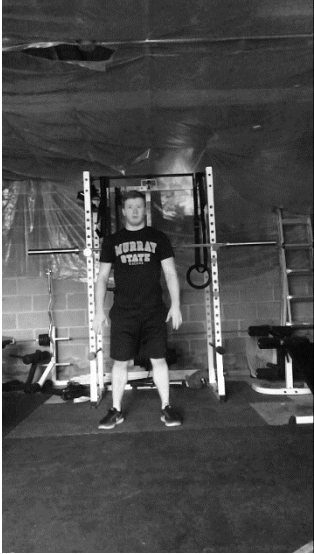
Thruster



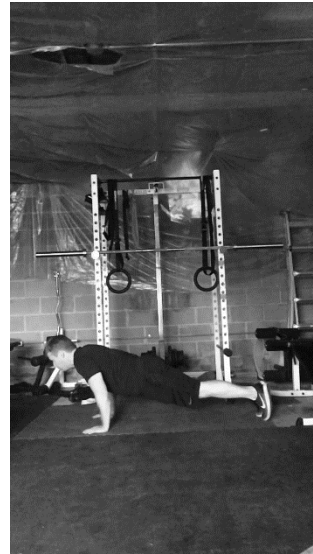
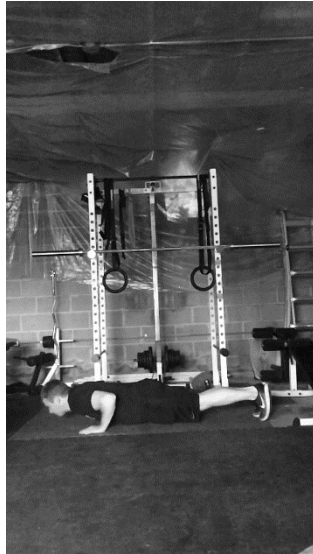
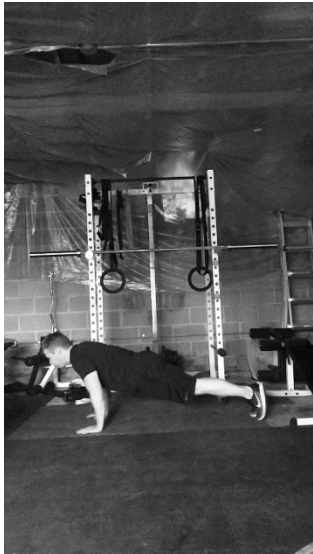
Back Squat



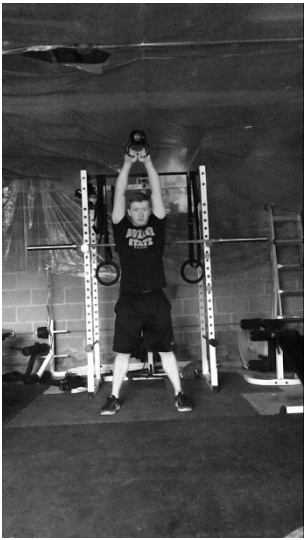
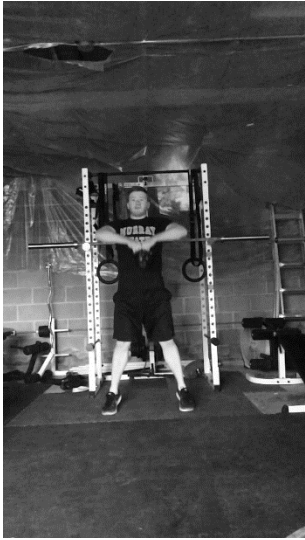
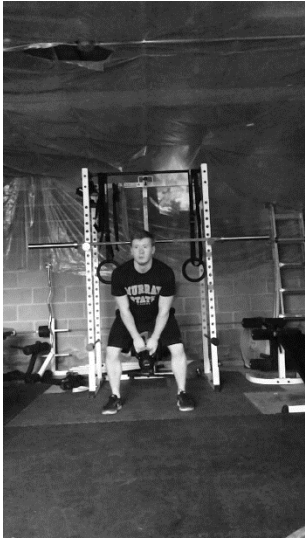
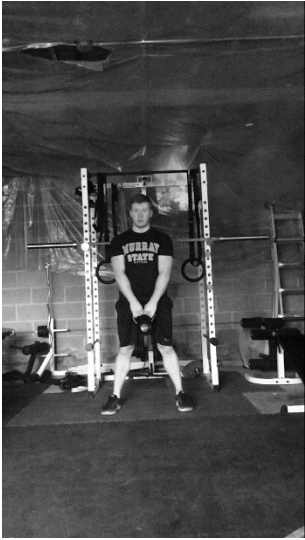
Air Squat



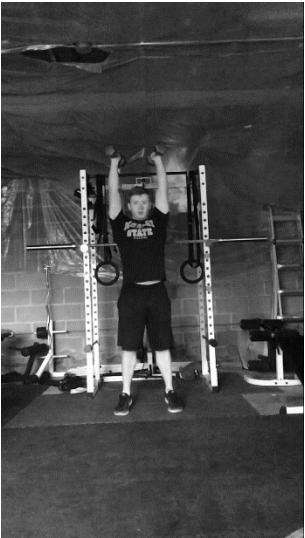
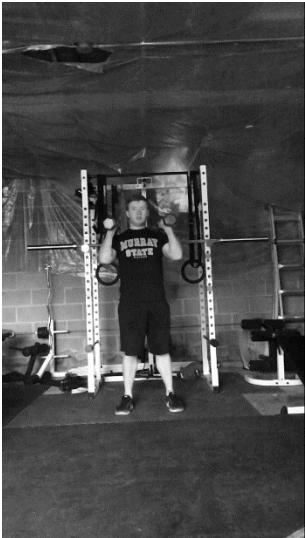
Push-ups



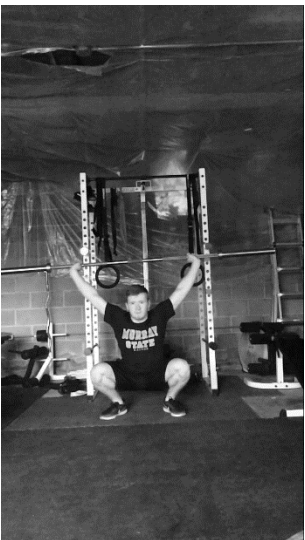
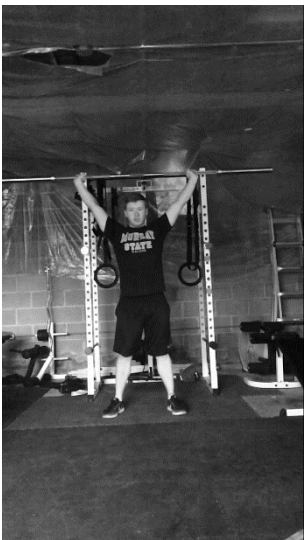
Kettlebell Swing



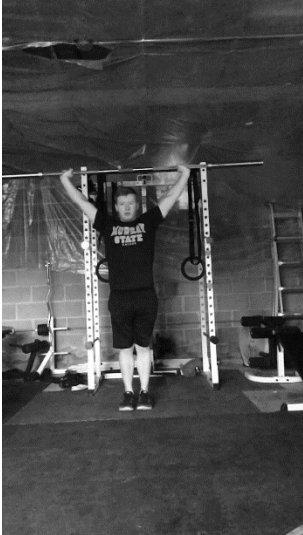
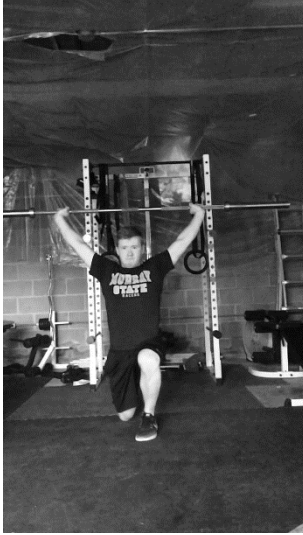
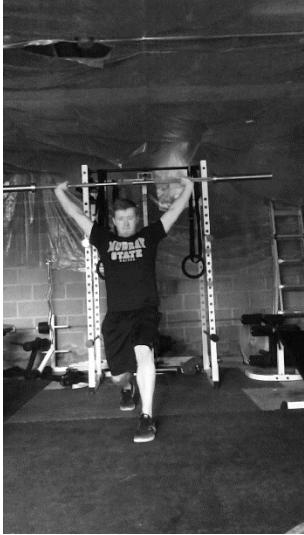
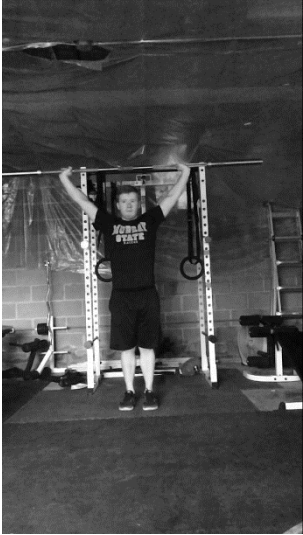
Dumbbell Shoulder Press



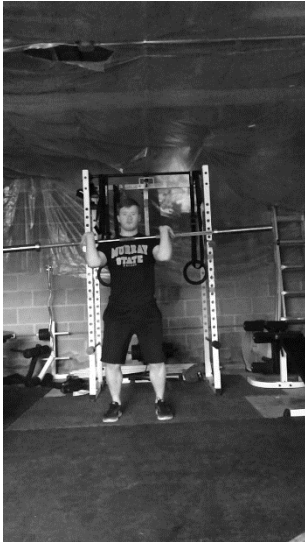
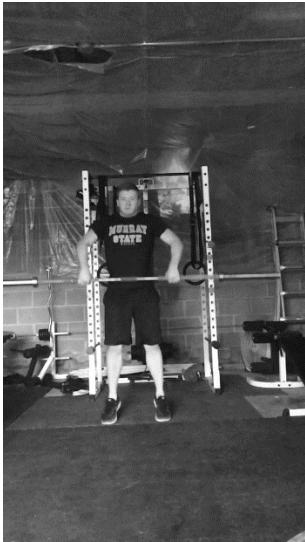
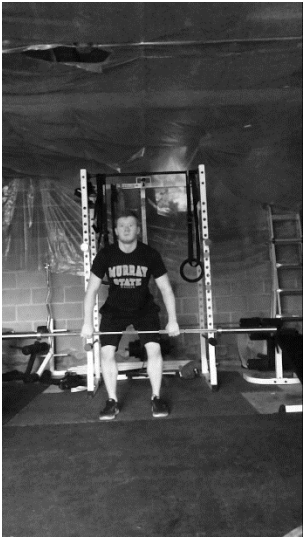
Overhead Squat



Overhead Lunge



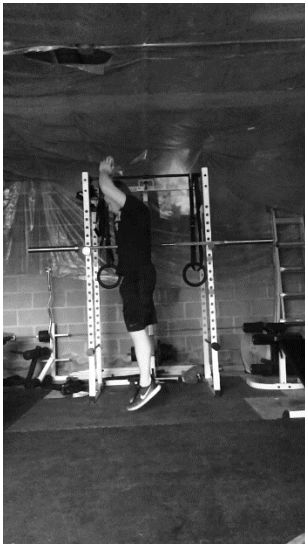
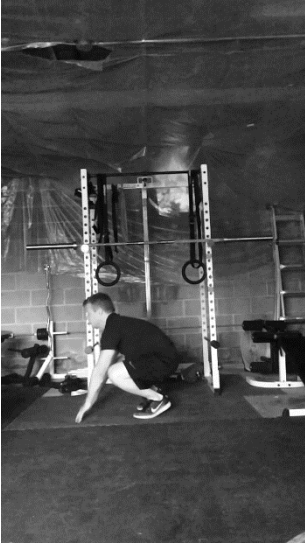
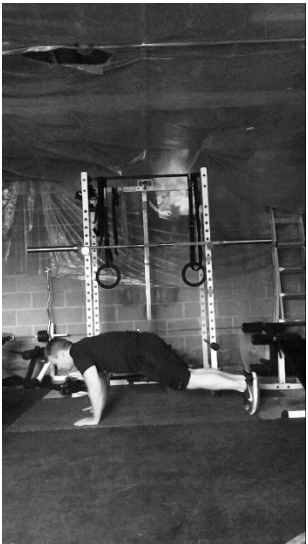
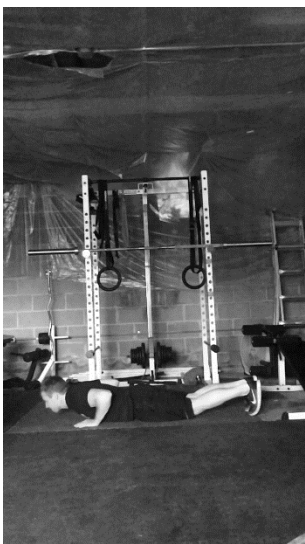
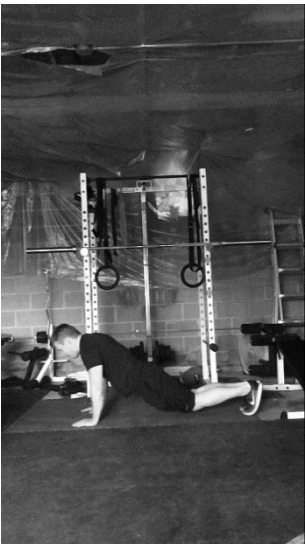
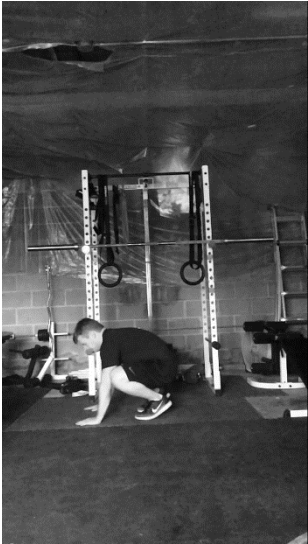
Hang Power Clean



Deadlift



Burped



Wheel Barrel Carry



Farmer's Carry



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