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Why Physical Education Should be Mandatory in Schools (K-12)

Jonathan Stark

BIS 437 Senior Paper

Summer 2017

Abstract

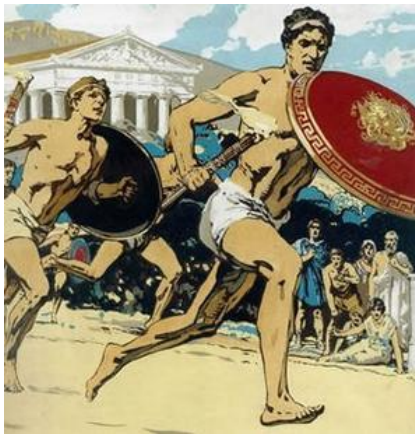
My paper is about physical activity being mandatory in schools. It is very important for students to start physical activity early in life. One reason for starting physical activity early is to get in a habit of working out to where it is a part of your lifestyle. Another reason is it helps you as a person to be healthy; mentally and physically. If you are healthy, you feel better about yourself. Physical activity is being less talked about more and more each day. It is one of the reasons why our country is number one for obesity rates.

Earliest beginnings of Physical Activity

Physical fitness originated a long time ago in Greece- 500-300 BC and also at the Roman Empire 300 BC- 476 AD. Physical fitness was essential for the military. The goals of physical fitness was to help build obedience and discipline. The Greeks and the romans felt like that would establish dominance.

The Greeks created gymnasiums. They were mainly used for two sports; wrestling and boxing. Wrestling was a lot different than it is today. In today's wrestling match, it is safer. There are more rules mainly because of the safety aspect of things. Back then, to win a wrestling match, you had to throw your opponent to the ground 3 times on their back, hip, or shoulder. There were not many rules. Biting and genital holds were legal.

The other sport that the gymnasiums were used a lot for was boxing. This sport was also a lot different than it is today. In today's boxing, it is controlled fairly well and is judged by the referee on if a contender can continue to fight or not. Back then, the only way you could win a match is if the contender admitted that he was done. Also in today's boxing, metal are not put into the gloves for more powerful impact. In older boxing, metal was inserted into the gloves to increase the impact of the punches. Boxing was a much more brutal sport than it is today.



- The first Olympic games trace back to approximately 776 B.C. and were held in honor of the Greek God Zeus



Olympics

The meaning of the Olympic rings is a very symbolic meaning and it was designed by a Frenchman, Baron Pierre De Coubertin in 1912. He is also regarded as the father of the modern day Olympics, and the founder of the international Olympic committee. The five multi-colored Olympic rings stand for the five continents where the athletes traveled from to take part in the sporting competitions of these Olympic events. The reason for the interlocking rings on the Olympic flag is symbolic in showing that the Olympic game are intended for all nations to be able to come and compete against one another in unity.

Modern Day Sports

Everyone in the U.S. knows what sports are but everyone may not be familiar with the specifics of the game. There are two levels, 'spectators' and 'fans.' The 'fans' buy all the team merchandise, hold season tickets and know the entire team roster by number and position. The spectator, attends sporting events for fun and may also have season tickets, buy team merchandise, but it does not dedicate a significant amount of personal time to the sport/team.

Some of the most popular sports /fan based followings include; golf, basketball, football, baseball, lacrosse, soccer, volleyball and track and field, etc. Sports can also be described as organized. The term organized means that a regular competition is governed by a sponsoring agency, records are kept, and officials are required to ensure proper play. The 'levels' of organized sports include; youth (beginners), intramural (often club teams for schools who have a significant number of students who want to play that sport but there is not enough roster room for them all), junior varsity (usually 8th-10th graders), varsity (best players on team), colligate (2-year community colleges or 4-year colleges/universities)

It can be said that sports drive American culture in that it is similar to religious ceremonies (tailgating, singing the National Anthem, the coin toss, the cultural values and beliefs of the fan base). Similarly, American history is synonymous with sports history when taken into consideration the famous athletes who helped break the color barrier (paving the way for minority groups), as well as those who fought for women's rights.

Additionally, the argument can be made that sports parallel our military. A group effort led by leaders in a chain of command who utilize tactical methods for achieving a 'win.' We show our patriotism when American Eagles, or fighter jets take flight above, we stand and sing God Bless America waving giant American flags. Oftentimes, sporting events will dedicate one game as 'Military Appreciation' to recognize and show appreciation to the men and women who have committed to protect our country. Likewise, really big sporting events are often broadcast overseas to our military bases.

Sports 'unify' groups and subcultures when people from various backgrounds come together, whether this be a fan base or the team players, sports blend color, ethnicity and socioeconomic status. As a team, individuals can support each other regardless of the outside factors that often divide us as a nation.

A good example is the Super Bowl is one of the largest events in the world. More than half of the people in the United States watch this event, and people all over the globe see it as



well! Super Bowl parties are as big as a national holiday and it has been shown, that the Monday after the Super Bowl is the number one day for employees not showing up to work at all, calling in sick or even taking the day off! Families and friends get together and cook big meals for the one event (which ironically a sporting event that glamourizes the perfection of skill = one of the biggest days for calorie consumption). If one sporting event can affect the United States in such a way, why wouldn't schools at least speak on things of that sort? You rarely hear something about people watching a math competition or reading competition, certainly no tailgating, or giant festivities and corporations do not fork over MILLIONS of dollars for 30 seconds of air-time!

Likewise, many children are influenced by some of the great players in sports not by the geniuses in the world. For example, Lebron James is considered to be one of the best players to ever play the game of basketball. He has such a major impact on the world. Kids watch him on television and go outside and try to do things they seen him do in the game. Kids do not look up to him because he is a good person or because he is 6 feet 8 inches tall. They look up to him because he is a great player in basketball. Stephen curry is one of the best shooters in the world to ever play the game of basketball. He also has a major impact on people around the world. I see kids wearing his jersey and saying "I'm the next Stephen Curry." Lebron James and Stephen Curry could rule the world if they wanted to. They have so much power and control over other people just by playing the game of basketball. If people can affect people in this way, I definitely think they should motivate kids in schools to actually believe they can be the next Lebron James or Stephen Curry.

According to Reuters News Agency (2016), "The sports market in the United States in 2012 was worth \$69 billion. 50 percent larger than the sports market of Europe, the Middle

East and Africa combined. The entire global market was \$141 billion. The U.S. alone accounted for almost half of that!

Furthermore, there are so many jobs that are related to sports. A lot of people that played sports at a young age or even liked sports at a young age tried to get jobs that surrounds sports. Sports analysts, commentators, journalists, trainers, coaches, media, electricians, and so many more jobs that are all related to sports somehow. For example, Stephen A. Smith is one of the most known sports journalists ever. He had a dream of playing in the NBA when he was younger but he quickly found out that he was not gifted enough but wanted to still have a job that was related to basketball. He knew that he was very well-spoken and started to pursue his dream of being a journalists. People such as Stephen A. Smith influence others in a major way. Children watch his shows and see him all over television and wish that they can do the same thing.

Americans begin playing baseball on informal teams, using local rules in the early 1800s. Alexander Cartwright from the New York Knickerboxer Base Ball club devised the first rules and regulations that were accepted for the modern game of baseball in 1854. By the 1860s, the sport, unrivaled in popularity was being described as America's "national pasttime". Baseball was based on the English game of rounders. The first recorded baseball game was held in 1846 when the knickerboxers lost to the New York Baseball Club. The game was held at Elysian Fields, in Hoboken, New Jersey. In 1858, the National Association of Base Ball Players, the first organized baseball league was formed.

Baseball is considered to be a physically active sport. There is a lot of conditioning involved in baseball. Players have to be able to run the bases as fast as possible. With an exception of a few players in the infield, most of the players have to be able to sprint short distances to catch the ball if hit towards their area. Unfortunately, some players are not required

to be in shape because they are only on the team to do specific things. Baseball is an example of a physical activity that can be played to help people become physically active.

Basketball was developed by James Naismith in 1891, in Springfield, Massachusetts. This idea was came about because Naismith was trying to find something to do in the winter in Massachusetts. The first game was played with a soccer ball and two peach baskets as their goals. Naismith joined the University of Kansas faculty in 1898, teaching physical education – which is why the University of Kansas lays claim to the first university to play basketball. The game started off with 13 rules.

Basketball is also a physically active sport. Participants are required to be in top-notch condition. Players run up and down the court the entire game. Basketball is one example of an activity that will help people become in better shape. It is a very fun sport that can be played for fun or can be played to be competitive as well.

Sports viewership varies by gender. Men's sports that are typically viewed live or on television include basketball, football, hockey, baseball, pro wrestling, and boxing. Women's sports that are covered include gymnastics, figure skating, skiing, and diving. Men's sports are also covered more often than women's sports in print and on television. With so many different physical activities going on in the world and the publicity it gets, it should affect the world in a positive way. The Olympics should be a type pf motivation for others across the world to take care of their bodies and be fit. Not everyone can be an Olympian, but everyone can do some type of physical activity every day to try to maintain a healthy lifestyle.

Special Olympics

Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities, providing year-round training and competitions to more than 4.2 million athletes in 170 countries. It was founded by Eunice Kennedy Shriver for her sister Rosemary. In the 1950s and early 1960s, Shriver saw how unjustly and unfairly people with intellectual disabilities were being treated. She also recognized that many children with these disabilities did not even have a place to play.

People with disabilities in that time were hidden from the public because their families were embarrassed of them. Her vision began to take shape, as she held a summer day camp in her backyard for young people with intellectual disabilities. The goal was to learn what these children could do in sports and other activities and not focus so much on what they could not do. In July, 1968, the first International Special Olympics Summer Games were held at Soldier Field in Chicago. A little over a 1000 people with intellectual disabilities from 26 the U.S. and Canada competed in track and field and swimming.



Women in Sports/ Opportunity

Women do not get treated as equally when it comes to sports. Even though, sports is something that is world-wide, women are not allowed to participate in some sports. This takes away some of their opportunities to be physically active. Women do not have anything to look forward to if they play sports growing up. Softball can only go so far. Volleyball can only go so far. Basketball for women is definitely not the same as men's basketball. The lowest paid NBA player gets paid at least double the amount of any female in the WNBA. The salary cap for one player on a WNBA roster is 109,500 dollars. The lowest an NBA player can get paid in the NBA is 525, 093 dollars. Some girls are embarrassed when they get to a certain age because playing sports is not a norm for them and is something they cannot have careers doing. With that being said, there is no drive to be physically fit for females.

Timeline of Women's sports

In 1887, indoor baseball was invented by George Hancock from Chicago. The basic equipment included a huge 17- inch ball and a stick-like bat. No gloves were worn, and the catcher wore no mask. In 1895, the first women's softball team was formed at Chicago's West Division High School. They did not have a coach for competitive play until 1899. By the 1890s, bowling was the second-largest participation sport in the world, with more than 100 million athletes. 46% of those athletes were women who competed equally with the men. In 1895, the first Women's amateur Golf championship was contested among 13 golfers at the Meadow Brook Club, Hempstead, N.Y. In 1899, two teams of women ice hockey players play a game on the artificial ice at the Ice Palace in Philadelphia.

In 1901, Field hockey began at Harvard University. In 1906, Lula Olive Gill became the first woman jockey to win a horse race in California. In 1914, women's basketball rules changed to allow half-court play, expanded from the original one-third court rules. Full-court for women did not start until the 1970s. In 1916, women started playing organized ice hockey at the University of Minnesota. In 1917, The American Physical Education Association forms a Committee on women's athletics to draft standardized, separate rules for women's collegiate field hockey, swimming, track and field, and soccer. Between 1900 -1920, physical education instructors strongly opposed competition among women, fearing it will make them less feminine.

In the 1800s, the participation of women in sports was discouraged, or banned and it was not until 1850 that physical education for women was introduced at colleges. Even though it is very noticeable that females do not get the same opportunity as males, a law was passed in 1972 that demands gender equity for men and women. This law is called Title IX. This law helped women have equal opportunity in sports. More women participated in sports and did not feel embarrassed about it. They also call this law the living, breathing law because there has been at least 20 amendments passed as well from this law.

Not only does this law help women in sports, but it also helps them with equal opportunity to get jobs as well. Track and field and softball was considered too masculine for women. By the late 1930s, many high schools and colleges eliminated these sports for women. After World War II, approximately around 1954, these sports resurfaced.

Tennis legend Billie Jean King is known for not only beating a male opponent Bobby Riggs in the infamous "Battle of the Sexes" during the male-dominated era of the early 1970s, she has been given sole credit for demanding equal pay for professional women's tennis. She was a trail blazer and activist for women in all sports.



Sociology of sports is the study of the relationship between sports and society. It examines how cultures and values influence sports. It also looks at the relationship between sports and social inequality and social mobility. Social inequality is characterized by the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. It contains structured and recurrent patterns of unequal distributions of goods, wealth, opportunities, rewards, and punishments.

There are two main ways to measure social inequality: inequality of conditions, and inequality of opportunities. Inequality of conditions refers to the unequal distribution of income, wealth, and material goods. Inequality of opportunities refers to the unequal distribution of “life chances” across individuals. This is reflected in measures such as level of education, health status, and treatment by the criminal justice system.

Social mobility is the ability of individuals or groups to move upward or downward in status based on wealth, occupation, education, or some other social variable. The American society operates on the principle that an individual’s achievements can be rewarded by upward social mobility.

Why are we so ‘pro sports’ but ‘no PE in schools?’

There are so many ways that you can make physical activity mandatory in schools. One of the ways is require every student to take a physical activity class yearly. In the physical activity class, every student must participate or they will fail the class. Another way to make physical activity mandatory is to have other classes do physical activities in class. There are a lot of things that are considered to be physical activity. Walking is considered to be physical activity. Body squats are considered to be physical activity. Basically, any physical movement is physical activity.

Understanding every student is not in the same circumstance so every school in the community will not have the same requirements. Every community does not have the same amount of money so some schools may not be able to afford to pay a teacher just for a physical education class, which is why each individual class should be required to do some type of physical activity. They may be able to buy workout machines or physical activity games and things of that sort. There should not be any excuses to why schools do not demand physical activity no matter the circumstance of the community.

Physical activity is also something that should be taught in schools. It is something that can be done not only at school, but at home as well. Most students do not know things they can do to keep their bodies in the proper condition. Without the education of physical activity, they will never know the proper ways of physical activity. The students need to know how to stretch and recover after certain physical activities. Physical activity in schools should be the minimum amount of exercise students should receive.

There are so many benefits that could help students in their life. Just from experience, physical education has helped me throughout school. It has helped me by making me feel better

as a person. I actually feel good about the person I am because I feel that my body is in shape and if it wasn't, I would know some ways to get it there. Some people do not have the knowledge of physical education, so they do not know the proper ways of eating and involving themselves in physical activity.

There are so many benefits from physical education being in schools. One of the most common and most obvious benefits is physical health. Physical education gives you the knowledge of physical activity and the ways you can do it safely. It also discusses stretching and things of that sort to prevent injuries. "In many, predominantly Anglophone, countries, the term 'physical education' is used to refer to that area of the school curriculum concerned with developing students' physical competence and confidence, and their ability to use these to perform in a range of activities" (Bailey, 2006). In other words, they are using physical activity to help students feel good about themselves. It can help them lose weight, gain muscle, and become more skilled in a sport.

In this article, it also discusses other ways that physical education benefits in schools. "Findings suggest that the outcomes of PES can be understood in terms of children's development in 5 domains: physical, lifestyle, affective, social, cognitive" (Bailey, 2006). The first domain is the physical aspect of the body. Physical activity helps you live a longer and healthier life. It decreases the risks of many diseases and cancers. "Regular participation in such activities is associated with a longer and better quality of life, reduced risk of a variety of diseases, and many psychological and emotional benefits" (Bailey, 2006). It is very important that the body is in good physical health. Physical activity at a young age increases your calcium intake which allows your bones to be stronger. Increasing your calcium uptake also allows you to prevent bone breaks and fractures in your adult life.

The second domain in terms of children's development is the lifestyle. Physical activity can affect the lifestyle of a person. "Physical inactivity has been identified as a major risk factor for coronary heart disease, as well as being associated with premature mortality and obesity" (Bailey, 2006). If physical activity becomes a part of someone's lifestyle, it becomes a habit to stay active. It is good to start this type of lifestyle early because you will get used to it now, and it will not be a problem later on in life.

The third domain is physical activity being affective. This domain talks about the psychologically side of things. It also talks about how it can help someone's self-esteem. It helps reduce others things as well. Physical activity helps you feel better about yourself. "Other associations with regular activity that have been reported include reduced stress, anxiety, and depression" (Bailey, 2006).

The 4th domain in terms of children's development is the social development. Physical activity helps socially because you will have more interactions with people discussing things about your health. There are a lot of adults that do not know much about physical education. Learning about physical education at a young age can help not only themselves but adults as well. Physical activity also helps people have conversations in a more positive manner. They will respect others more just because of their self-esteem level from physical activity. "Intervention studies have produced generally positive results, including improvements in moral reasoning, fair play and sportsmanship, and personal responsibility" (Bailey, 2006). Just from experience of being a point guard in basketball, the better I feel about myself, the easier it is for me to communicate with others. It is known that the point guards are the most conditioned players on the court because they have to do a lot of the coaching on the court as well as they playing. My

self-esteem and confidence have to be on another level before I can try to tell someone else what to do on the court.

The last and final domain is cognitive development. Physical activity has a major impact on the brain. The healthier your body is, the healthier your brain is as well. “Researchers have suggested that PES can enhance academic performance by increasing the flow of blood to the brain, enhancing mood, increasing mental alertness, and improving self-esteem” (Bailey, 2006). One reason why physical activity helps with your academic performance is because it helps you focus just on your schoolwork. If you do not feel good about your body, it can cause you to lose focus and not concentrate on your schoolwork.

Schools should make sure physical education is class that is mandatory for everyone. In elementary school, recess is the main type of physical activity that the teachers use. Students do not involve themselves in recess compared to recess years ago. Recess is a good way to for kids to be physically active if they are participating. All students do not participate in recess. Elementary is the primary source to where physical education should start. “[Regular participation in physical activity during childhood and adolescence helps build and maintain healthy bones, muscles, and joints; helps control weight, build lean muscle, and reduce fat; prevents or delays the development of high blood pressure; helps reduce blood pressure in some adolescents with hypertension; and reduces feelings of depression and anxiety]” (Burgeson, Wechsler, Brener, Young, Spain, 2000).

This article talks about the promotion of physical activity because of all the benefits for the youth. It not only helps the youth right now, but it helps them later on in life as well. It prevents them from things such as diseases, cancers, and even obesity problems. Physical education starts with the youth. It is important to get the youth to be motivated to involve

themselves in physical activity. Usually when they are young, they do not understand the importance of physical activity. This is when physical education could come into play. In my opinion, if someone was to show me ways to take care of my body at a young age, I would be very interested because no one ever wants to grow up to be obese.

One benefit that gets undervalued from physical activity is the adults. Children need to learn about physical education so they can help their parents learn about it. More importantly, if they know about it, the next generation of adults could know about it as well. In my opinion, the younger you learn about physical education, the better it is for you to understand the importance of physical activity.

Cardio-vascular disease is one of the deadliest diseases in the U.S. It causes more than half of the deaths. Physical activity can reduce the risk of CVD. This disease is rarely found in children, but it is very common for adults. This is another reason why children should learn about physical education at a young age. There are so healthy lifestyle habits that can be taught at an early age and by doing so, children into adolescents into adults, can make simple changes to reduce deadly diseases and conditions directly attributed to poor nutritional and lifestyle choices.

I believe that there are different levels of physical activity that does not cause a lot of moving. One type of physical activity is yoga. This is something that a lot of people not matter what age can do. It is basically intense stretching which allows your body to be more flexible and less likely to break or fracture. Yoga is something that should not be included when you are in elementary or middle school, but could help high school students.

Physical activity decreases around high school years. I think yoga is something that can have a lot of benefits not only to the youth but to the older kids as well. It benefits the younger

student because it can start habits. It can teach them that stretching is important which also falls back on learning physical education at a young age.

In an article written by Taras (2005), there is a detailed discussion regarding the benefits physical activity has on academic performance. “Physical activity improves general circulation, increases blood flow to the brain, and raises levels of norepinephrine and endorphins—all of which may reduce stress, improve mood, induce a calming effect after exercise, and perhaps as a result improve achievement.”

In other words, it helps children focus a lot more on their work. For example, every time I work out, I always feel a lot better afterwards no matter how I was feeling before. It boosts your self-esteem in a major way. Physical activity gives you a positive approach about things. Taras (2005) continues “Children who learn to cooperate, share, and abide by rules of group physical activities and those who learn to discover and test their physical abilities even in individual activities are likely to feel more connected to their school and community and want to challenge themselves.” The point is that physical activity encourages them to want to help others. It is also saying that you are going to challenge yourself because you are going to want to get better.

Physical Education Classes in Affluent Neighborhoods Versus Low Income Neighborhoods

There is a huge difference when it comes to comparing physical education in rich neighborhoods than low income neighborhoods. If a school is in a rich neighborhood, the school can afford a lot more things than a school in a low income neighborhood. Schools in a rich neighborhood can buy machines and things of that sort for physical activity. Schools in a low income neighborhood could not afford machines and things of that sort. Some schools cannot even afford to pay a teacher to teach physical education.

From experience, I know a few schools in the area that I am from that could afford to have a physical education class. I also know a couple that cannot afford a physical education class. For some of the schools that cannot afford a physical education class, they ask the football or basketball coach to help teach physical education. It is usually an easy grade for the students and not taken seriously. They do not have any equipment, so majority of the time, the teacher makes them walk laps around school for physical activity.

For the schools that can afford to have a physical education class usually have an area in the school where they have machines set up for ab workouts, leg workouts, and arm workouts. Some of the richer schools even have treadmills.

Another big difference with physical education being taught in affluent neighborhoods and low income neighborhoods is that some of the stuff they learn is supposed to be for the students to be able to come home and practice it. The big problem is that some students that stay in a low income neighborhood usually cannot play outside because of the danger they are surrounded with. On the other hand, students in an affluent neighborhood do not have to worry about things going on in their neighborhood so they can actually practice the things they learn in physical education class.

Children in low income neighborhoods are affected in schools dramatically especially with their physical activity. Physical activity decreases because of the environment. In my opinion, I also feel like physical activity decreases in rich neighborhoods as well. It is a better chance for the students in a rich neighborhood to be more physically active but I feel like if kids come from a rich neighborhood, they will get the opportunity to get more things.

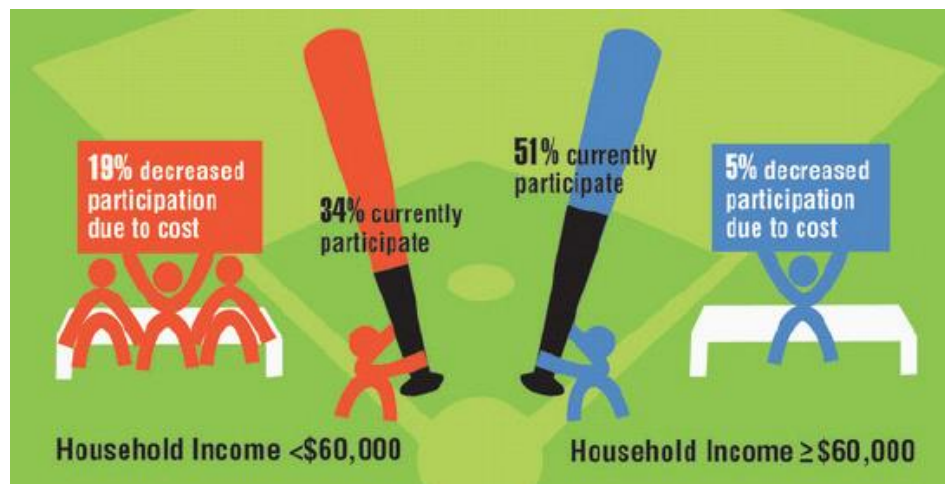
Technology is a major distraction from physical activity. In my opinion, if a kid stays in a richer neighborhood, he or she will have more things to do with technology which is why I think

physical activity decreases in a rich neighborhood as well. On the other hand, kids could definitely have the chance to be physically active in their neighborhood if they wanted to because the environment would be safe.

A majority of the low income neighborhoods are predominately Blacks and Hispanics, while a majority of the rich neighborhoods are Whites. This explains why education is different for races. This could also explain why Blacks and Hispanics do not get the same amount of respect that Whites do. If schools could afford a physical education class, it would not be taken as serious as a physical education class in a rich neighborhood. One reason why is because students in a rich neighborhood can afford eating the healthy foods that the teacher tells them about in class.

In a low income neighborhood, it is difficult to teach the kids about eating healthy foods when they cannot afford to buy the healthy foods. Kids in a low income neighborhood really do not have a choice on what they can eat. They have to eat whatever their parents get for them which is usually fast food because that is the cheapest.

“It is a well-known fact that children from affluent families tend to do better in school. Yet the income divide has received far less attention from policy makers and government officials than gaps in student accomplishment by race “(Tavernese, 2012).

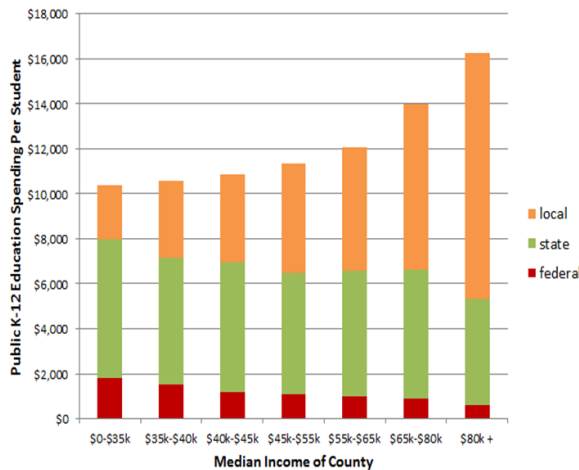


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Public schools in the wealthiest counties receive 57% more funding per student than they do in the least-wealthy counties.

Property taxes are not the right way to fund schools.

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This graph explains how the government spends more money on the kids that have more money. It shows the difference on a federal, state, and local level. It shows how much they spend on each student of the grades k-12. It also explains that public schools in the wealthiest countries receive 57% more funding per student than they do in the least-wealthy counties. If kids are getting more money because they are in a good neighborhood, they definitely have more reliable resources than the kids that are from low income neighborhoods.

Likewise, this graph explains how schools in good neighborhoods have better teachers to teach the students at their school. They have more money to pay for teachers that have experience and also are good teachers due to their resume. I think it is very unfair for kids in low income neighborhoods do not get the same opportunities as kids in a good neighborhood.

Another problem that people do not think about when it comes to schools and classes in an affluent neighborhood and a low income neighborhood is that it is very difficult to find a teacher who would want to teach in a low income neighborhood. It is very easy to try to find

teachers to work in an affluent neighborhood. It is very hard to find teachers that will work no matter the pay. It is hard to pay a teacher in a low income neighborhood because they do not have the money to pay the teacher. The schools are usually beat down and if the teacher is not there for the kids, it will be very difficult for him or her to teach in an environment like that.

Finally, with regards to comparing physical education in affluent neighborhoods and low income neighborhoods is the fact that no one would take that class serious in a low income neighborhood because it is other things that are more important. Physical education is not a class that students need to graduate. I feel like they would make sure they have teachers for the other classes first before they have a teacher for a physical education class. A school in an affluent neighborhood would make sure they had a physical education class. It would be important to a school in that type of environment because they have a lot less problems to worry about due to the resources they already have.

The Curriculum of Physical Education

A curriculum is basically the lessons and specific content that the professor teaches to the students. The curriculum helps break down information about characteristics of physical education. It also helps you to stay on track and helps the students learn quicker. In a curriculum, the basics of the subject, which is physical education in this case, would be taught first. The basics would be considered things such as: safety, history, and health.

There are many benefits that come with using a curriculum. It is an easier way to help the students learn. It also helps the students to learn at a quicker pace which allows them to learn more information. “Additionally, the curriculum and in service program equipped trained classroom teachers to provide significantly better classes than were provided by controls in terms

of student activity engagement, lesson context, and active instructional behavior, though their classes did not match the quality of those taught by the physical education specialists” (Mckenzie Dr, Sallis, Faucette, Roby and Kolody, p. 1). These are just a few benefits from the article that helps explain the affects a curriculum can have on a classroom.

It is very important to have curriculum when teaching a lesson. For example, most of the time when you start teaching about a specific subject, you always have to start with the history or background of that subject. If I was making a curriculum about physical education, I would start off teaching the history of physical education. I would have several different ways of testing the students’ knowledge.

After the students have learned the history, I would go to the next part of my curriculum. Some people can have different ways or steps of their curriculum to teach their students. My next step in my curriculum of teaching physical education would be the safety aspect of things. I would teach them different ways of stretching before you do any type of physical activity. I would probably test them by asking them to physically show me the different types of stretching you can do before doing a physical activity.

One thing that is coming up a lot in some of the articles that I read is a hidden curriculum. Some people agree with this and some do not. Some people think it is good for a classroom and others do not. (Dreeben, 1968) suggests, “Some writers have proposed that the hidden curriculum teaches social norms and values necessary for the transition from childhood to the adult world” (Dreeben, 1968). A hidden curriculum is basically something that is learned from a teaching experience unintentionally. Any lesson from a teacher can have a hidden curriculum.

To continue my example with my curriculum, the next step would be teaching them about many different foods that could help the students stay healthy. I would teach them foods

that are needed to help the body stay physically fit. To be more specific, I would tell them to eat some fruits or vegetables with every meal if possible, which would keep them on the right track of eating the right foods. Going off some of things that were talked about in the last article, stretching and eating healthy foods can be taken with you from your childhood to your adulthood.

With the students knowing about the history of physical education and the safety of physical activity, the next step of my curriculum would be teaching them specific physical activities. I would teach them simple activities depending on their age. If they were younger students, I would teach them activities such as jogging in place, jumping jacks, and defensive slides. If the students were older, high school more specifically, I would let them play basketball or dodgeball for their physical activity. My curriculum would also include the rules and safety of each physical activity.

Before we could start the physical activity, we would have to learn about the safety of each physical activity and also how it should be done. There would also be rules that the students would have to learn, especially the older students that are playing games and things of that sort. I would basically be repeating the steps of the curriculum in the step of teaching the physical activity.

There are some curricula that focus on specific improvements from the students. The curriculum in this article is very specific. “It focuses on the development of individual human motor performance and the utilization of selected movement learning media to achieve specified educational outcomes in relational perception and orientation in space” (Jewett, Mullan, p.1).

This article is basically talking about a curriculum that focuses on students learning how to move in space and being aware of their surroundings. It also talks about the improvement of

your motor skills which would be things such as running faster. “Concerned essentially with the development of a purpose-process conceptual framework for curricular decision-making, the document seeks to relate proposed curriculum theory to the more comprehensive theories underlying the entire discipline of human movement phenomena” (Jewett, Mullan, p.1).

Negative Effects of Not Having Physical Education in Schools

There are many negative outcomes that can occur due to the lack of physical education. I personally think that this could have a major effect on people that are young. It is good to learn about physical education at a younger age because it will stick with you as you get older. People at a young age do not understand the importance of physical education because it does not affect them as much physically because their bodies have not fully matured. I do not think it will affect them as much when they get older because teenagers usually have decided on whether they will be physically active or not by the time they graduate high school.

Some of the outcomes of not having physical education in schools can affect the mind and the body. Some people could want to take care of their body but do not know the proper way because they do not have the knowledge about it. Another major problem that we are currently having about physical education is the way we eat. A lot of people do not learn the proper foods to consume in the body to maintain a healthy lifestyle. I think this is one of the reasons why our country is obese. This is something that can be taught through physical education in schools. One thing that is very important that people do not learn without the knowledge of physical education is the risk of diseases and ways to have a healthy lifestyle.

“The barriers to the provision of physical education were found to be largely institutional, although two-thirds of respondents recognized their own difficulties in engaging students when

teaching as potential obstacles to student participation” (Jenkinson, Benson, 2010, p.1). This article is very interesting because it explains how students are not interested in physical education so they do not participate. In my opinion, I think this is because the lack of knowledge about the negative effects physical activity can have on the body and your lifestyle.

If students do not want to participate at a younger age, I think this will definitely translate with them as they get older. Most of these students are influenced from peers and other friends that they hang around. If they are not getting the knowledge from them, the only place they can get it from is school.

The older people get, the less physical activity they involve themselves in. this is why it is very important to make sure physical education is taught in schools at a young age. If students have the understanding of the effects of physical education, they would want to keep their bodies healthy to reduce the risk of diseases.

One negative effect of not having physical education in schools is low self-esteem. Some individuals want to work out but do not know the proper way to work out so they choose not to. This can cause a lack of confidence in an individual which makes him or her not like their body. A result in low self-esteem could cause someone to start eating too much or too little. It is not good to have this type of stress at a young age because it could carry over to your adulthood. A lot of people do not understand the effect that physical education in schools can have on people because parents and friends do not teach things of that sort.

Motivation to work out is definitely decreased because they do not have the knowledge about it. If someone is not motivated to do something, they will probably not enjoy doing it. Extrinsic motivation will not be a good way to motivate someone either because they will only do it so they can receive something.

So what does all this really mean?

Our current state of fitness and health is at an all-time low. Approximately 300,000 deaths per year in the United States are attributed to unhealthy diets and lack of physical activity. Excess body fat especially in the abdomen is a breeding ground for carcinogens. 80% of people with type 2 diabetes are overweight. Approximately 30 million Americans have some type of diabetes. Another 86 million of Americans are pre-diabetic. Type 2 diabetes is the 7th leading cause of death in the United States and accounts for 11% of US healthcare.

Leading causes of death in the United States are:

1. Heart Disease: 614,348
2. Cancer: 591,699
3. Chronic lower respiratory disease: 147,101
4. Accidents(unintentional injuries): 136,056
5. Stroke: 133,103
6. Alzheimer's disease: 93,541
7. Diabetes: 76,488
8. Influenza and pneumonia: 55,227
9. Nephritis, nephrotic syndrome: 48,146
10. Intentional self-harm(suicide): 42,773

High levels of blood lipids and high LDL cholesterol are all risk factors for heart disease and stroke. One in every four Americans has some form of cardiovascular disease. There are a couple of ways how we got to this point. Excess body weight occurs when we take in more

calories than we burn. In order to lose 1 pound a week, a person must cut 3,500 calories per week. Average daily calorie intake should not exceed 2,500 (unless physically active).

Basic Concepts of physical education

There are five primary concepts in physical education. These five concepts are:

- A physically educated person is one who has knowledge and skill concerning her or his body and how it works.
- Physical education is health insurance.
- Physical education can contribute to academic achievement.
- A sound physical education program education contributes to development of self-efficacy.
- A sound physical education program helps an individual to attain social skills.

There are a few types of development. They are called physical development, mental development, motor development, and social development. Physical development is activities that build physical power in an individual through the development of the various organic systems of the body defined as such;

- Motor development is making physical movement useful and with as little expenditure of energy as possible as well as being proficient, graceful, and aesthetic in movement.
- Mental movement is accumulation of body knowledge and the ability to think and interpret knowledge.
- Social development helps an individual in making personal adjustments, group adjustments, and adjustments as members of society. It also helps young people cop

better with a complex social world, achieve a higher degree of control over their own lives, and contribute more positively to the small social worlds that they are a part of.

Children in sport can learn a variety of different things when participating in sport activities. They learn the difference between cooperation and competition at a young age without really knowing the actual words cooperation and competition. Children learn to be appropriately or inappropriately competitive through their early learning experiences in sport. Programs for children should involve a lot of physical activity, help develop skills that involve large muscle groups, and help them learn how to participate fairly with one another. There are a few standards for youth when participating in sports.

Standards for youth sports:

- Drug/alcohol free environment for all parents and coaches (no tailgating at little league)
- Part of a child's life- policies that encourage participation in a variety of activities,
- Limit practices- especially at night
- Do not demand year-round involvement
- Training- coaches should be trained and certified – at a minimum CPR/1st Aid/ AED certification
- Parent's active role- parents should attend orientation meetings and meetings with the coaches
- Communication should go both ways
- Positive role models- conduct codes that includes acceptable behaviors – communicating behaviors expectations to parents, officials, and coaches
- Parental commitment- parents should sign a code of ethics to have children to participate

- Safe playing situations- playing facilities and equipment should be inspected for safety
- Equal play opportunities- nondiscrimination policies, participants should not be prevented from playing based upon ability to pay in co-recreational leagues up to 12 and affirmative action coaching-recruitment programs.

In most states it is mandatory for elementary schools to have recess. Recess is a scheduled period of time during school hours where students do their own type of physical activity which can be very valuable to a child's development. According to the American Academy of Pediatrics, recess provides the following:

- Cognitive/ Academic Benefits
- Social and Emotional Benefits
- Physical Benefits

There has been an exponential amount of research to show that state laws play a crucial role in making sure that students are required to do a certain amount of physical activity during school. The research also discusses the relationship between P.E and recess. Some people suggested that one should be substituted for the other, rather than both of them getting a certain amount of P.E and recess.

With the obesity problem in the United States, P.E and recess should be required especially in elementary school. In middle school, P.E should definitely should be required and also taken more seriously. Most middle schools in Tennessee have P.E but do not make the students participate in physical activity if they do not want to. In high school, it is very similar to middle school, but they also start to teach about physical education but most of the time that class is used to get an easy grade.

Most of the time, the teacher for the physical education class was a coach of some sort at the school and really did not focus on the students as he or she should have. From past experiences, when we had to go to the gym for P.E, there was at least 4-6 people sitting out every day and did not participate. Teachers did not give the students consequences for not participating.

Some schools try to make excuses why physical education is not involved in their community. Their excuses are because they do not have the money to pay the teachers. They also say they do not have money to pay for equipment for the students to use. There are multiple ways to get students to participate in physical activity. Teachers can enforce certain types of physical activities when learning lessons in school. Teachers can also take a 10-minute break a day to walk around the school or do some type of physical activity in the classroom. When playing competitive games in the classroom, students that lose can do 20 jumping jacks, 10 sit-ups, or anything that makes them physically active. In my opinion, there is no excuse not to have physical activity during schools.

Kids are learning more about physical education so they can be more intelligent and also live a healthier lifestyle. Schools are the best way to teach kids about physical education because majority of kids go to school at some point in their life. The number of children is at an all-time high which is 74.2 billion kids. 74.2 billion kids is a huge chunk of the world. If we can start teaching our kids about physical education it could definitely reduce obesity rates and longevity would increase.

Physical literacy has also become an important component of physical education. It is no longer about physical activity in the gym, but understanding and acquiring knowledge and skill-based learning for life-long health.

According to SHAPE America (Society of Health and Physical Educators), a physically literate individual;

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physical active
- Values physical activity and its contributions to a healthful lifestyle.

Furthermore, SHAPE has established five National Standards for K-12 Physical Education. These include;

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-embracing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Comprehensive School Physical Activity Program (CSPAP)

In addition, SHAPE has created a Comprehensive School Physical Activity Program (CSPAP). This program includes multiple components which can be utilized in schools as opportunities to be physical active throughout the school day in order to meet the Center for Disease Control (CDC) recommendation for physical activity. It is a structure for young people to learn and know about physical education and physical activity. This program has produced a lot of positive results from students.

The CSPAP strives to educate students in K-12 both knowledge and skill application and encourages them to find ways to take that information to adopt a healthy lifestyle. A CSPAP is a coordination of five foundational components which include;

- Physical education,
- Physical activity throughout the school year,
- Physical activity before and after school,
- Staff involvement, and
- Family and community engagement



This framework allows for the development of fundamental education and skills to foster good decision making regarding physical activity.

In regards to physical activity during the school day components include active recess, integrating physical activity into classroom lessons. Physical activity breaks in and outside the classroom and intramural programs. It is important that school districts encourage these activities in all grade levels.

To integrate physical activity before and after school, school districts must develop opportunities for knowledge and skill application. By doing so, students are more adequately prepared for academic learning. It is also critical that school employees practice good role-modeling.

Finally, the community engagement component encourages opportunities in programs at the school that build positive relationships within the community which then increases the likelihood of overall health within the community.

The Foundation of Physical education within a CSPAP

According to SHAPE (2015), “Physical education provides students with a plan sequential K-12 standards-based program of curricula and instruction designed to develop motor skills knowledge and behavior for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.” For the most part, the terms *physical education*, *physical activity*, and *exercise* are used interchangeably with the misconception that they all refer to the same thing. However, each of the three have distinctly different meanings. It is critical that within the physical education foundation students understand the language and concept of each of these to be able to improve and maintain overall fitness and a healthy lifestyle.

SHAPE (2015) defines each of these terms accordingly;

- **Physical Activity:** Physical activity is any bodily movement that results in energy expenditure.
- **Exercise:** Exercise is any physical activity that is planned, structured and repetitive for the purpose of improving or maintaining one or more components of fitness.
- **Physical Education:** Physical education is an academic subject that provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

A physically literate person is developed from the deliberate practice of learning tasks that include skill acquisitions and instruction that includes the following levels; learning, developing, and mastery. These traits are developed by incorporating the three domains of learning: cognitive, which is related to skill movements and concept themes. Affective to develop and interpret feelings and attitudes, and psychomotor, which must be developed in order to master manual and physical skills related to movement.

According to the CDC (2015) in order to produce optimal results physical education programs must be sequentially appropriate for all ages as well as:

- Meeting the needs of all students;
- Keeping students active for most of physical education class time;
- Teaching self-management;
- Emphasizing knowledge and skills for a lifetime of physical activity; and creates an enjoyable experience for all students.

Physical activity, fitness, and physical education are all effects on academic performance. Overall, a rapidly growing body of work suggests that time spent engaged in physical activity is related not only to a healthier body but also to a healthier mind (Hillman et al., 2008). Majority of children respond much quicker when physical activity is involved. Any basic physical activity has been found to increase brain cells related to a specific cognitive task.

To date, countless studies have been conducted in which a child participating in an aerobic physical activity for over 30 minutes rather than a child sitting down watching television or playing video games, the child that participated in an aerobic activity for over 30 minutes outperformed the other child . Sometimes it has been tested that during breaks in class, the students who participate in physical activity in breaks, tend to be more attentive and learn more resulting in higher test scores in class.

According to the U.S Department of Health & Human Services (USDHHS) website (Jan.26, 2017), the President's Council on Fitness, Sports & Nutrition Facts and Statistics report on physical activity states:

- Only one in three children are physically active every day.
- Less than 5% of adults participate in 30 minutes of physical activity each day; only one in three adults receive the recommended amount of physical activity each week.
- Only 35 – 44% of adults 75 years or older are physically active, and 28-34% of adults ages 65-74 are physically active.
- More than 80% of adults do not meet the guidelines for both aerobic and muscle-strengthening activities, and more than 80% of adolescents do not do enough aerobic physical activity to meet the guidelines for youth.

- In 2013, research found adults in the following states to be most likely to report exercising 3 or more days a week for at least 30 minutes: Vermont (65.3%), Hawaii (62.2%), Montana (60.1%), Alaska (60.1%). The least likely were Delaware (46.5%), West Virginia (47.1%) and Alabama (47.5%). The national average for regular exercise is 51.6%.
- Children now spend more than seven and a half hours a day in front of a screen (e.g., TV, videogames, computer).
- Nationwide, 25.6% of persons with a disability reported being physically inactive during a usual week, compared to 12.8% of those without a disability.
- Only about one in five homes have parks within a half-mile, and about the same number have a fitness or recreation center within that distance.
- Only 6 states (Illinois, Hawaii, Massachusetts, Mississippi, New York and Vermont) require physical education in every grade, K-12.
- 28.0% of Americans, or 80.2 million people, aged six and older are physically inactive.
- Nearly one-third of high school students play video or computer games for 3 or more hours on an average school day.

Based on these results, it is not surprising that the United Press International released a report in September of 2016 identifying that the U.S ranked 47 out of 50 countries around the world who participated in a study conducted by Children's Hospital of eastern Ontario in conjunction with University of North Dakota. This study was published in the British Journal Sports Medicine and to date, it is the largest study of this kind.

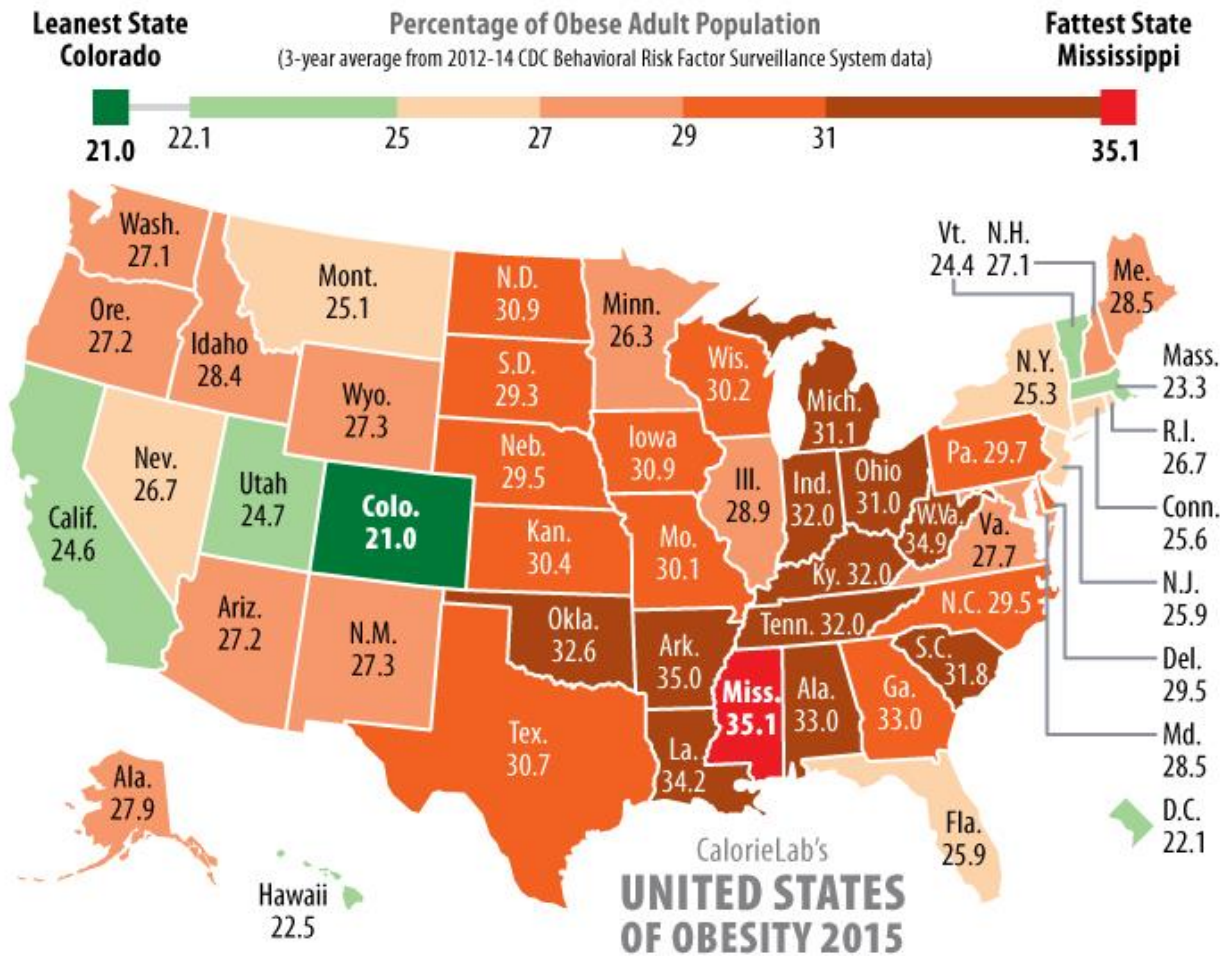
Researchers evaluated the fitness levels of children between the ages of nine and seventeen. Data was collected from 1.14 million children utilizing results from a 20-meter shuttle race.

According to the study results, the top 5 countries were Tanzania, Iceland, Estonia, Norway, and Japan, the least fit was Mexico. Final data indicated income and inequality was directly related to physical fitness and not surprisingly children from poorer countries were less physically fit for the obvious reasons;

- Children from these type of environments do not have access to fitness gyms or recreational facilities and/or even parks with basic outdoor basketball and a couple of tennis courts.
- They do not have enough money to but workout machines to put in their house. Their schools do not have the money for machines.
- Some of the schools do not have a gymnasium at all for the children to run and do physical activities.
- Due to the area being so poor, they do not have the money to pay teachers to come teach physical education because it is not a core class.
- Schools with students of predominantly white race/ethnicity were more likely than all other racial/ethnic groups to have daily recess, and schools with the highest number of students receiving free or reduced-cost lunch were less likely to have 20 minutes of recess daily.”

<https://www.sciencedaily.com/releases/2011/12/11205165851.htm>

Where there are obese adults, there will be obese children. The following data map shows the percentages of obese adults per state as collected by the CDC’s Behavioral Surveillance Survey



Not surprisingly, and more specifically to the United States, ABC News/ Good Morning America in May of 2014 released statistics from the CDC claiming that more than half of U.S. children age 12-15 meet criteria for “physically unfit,” Researchers conducted a test on more than 600 teenagers to test their cardiorespiratory fitness. They did this test to check to see how well the heart and lungs can move blood during any type of physical exercise. Data indicated that only half of the boys and a third of girls were considered “fit.” According to Gahche (2014), “Children should spend at least 60 minutes daily, mostly doing aerobic exercise, like walking, running, participating in team sports or martial arts.”

More commonly in today's society, kids come home from school and do not leave the house to go play or anything. They usually eat and watch their favorite show. If they are not watching television, they are playing video games but nothing that is physically active.

In effort to reverse these trends the USDHHS has created programs and awards as part of the President's Council on Fitness, Sports, & Nutrition. One of these is the #0to60 Campaign. This is a national public awareness campaign to motivate all Americans to lean towards a more healthy and active lifestyle. They give you a plethora of ways of how to do this. One of the fastest ways to living a healthy lifestyle is participating in this #0to60 campaign.

The following is a press release from the campaign in September 2016 (<http://fitness.foundation/news/2016/9/7/national-football-league-national-dairy-council-kick-off-renewed-commitment-to-youth-health-wellness>);

DENVER, CO. (September 7, 2016) – As part of their efforts to improve youth health and wellness, the NFL and its partners today announced a renewed commitment to the “Hometown Grants” program. Developed by the NFL and Fuel Up to Play 60 in 2014, the initiative provides grants to support physical activity and nutrition programs in school districts in all 32 NFL markets. This year, the National Foundation on Fitness, Sports and Nutrition will join the partnership, which to date has provided nearly \$1 million to schools across the country.

Another program that is well known and helps people all over the country is the Presidential Youth Fitness Program. This program is a comprehensive school-based program that encourages the youth to have better health and participate in the physical activity regularly. This program has multiple ways of keeping the youth active and also teaches them

better eating habits by feeding them healthier foods. Below is information taken from the Presidential Fitness Website regarding how the program works as well as resources for teachers (<https://pyfp.org/how-it-works>);

The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices by providing tools to:

- teach fitness concepts
- assess fitness and understand results
- plan for improvement or maintenance of fitness levels
- empower students to be fit and active for life.

Upon registration, teachers have access to a variety of resources necessary to implement the program, including:

- Professional development opportunities
- FitnessGram® protocols and Healthy Fitness Zone® standards
- Technical assistance
- Presidential recognition for students and schools
- Access to grants

Former First Lady, Michelle Obama, utilized her platform by encouraging an increase in physical activities in schools. Mrs. Obama also championed attention to be directed at childhood obesity, access to healthier foods, redesigned school lunch programs, and promoted physical activity.

At the launch of *Let's Move!* Mrs. Obama stated “*The physical and emotional health of an entire generation and the economic health and security of our nation is at stake*” (Michelle

Obama). According to *Let's Move!* (*The Obama White House website*) the statement has been made that the program was developed to implement as a comprehensive initiative, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams.

Let's Move! is about putting children on the path to a healthy future during their earliest months and years; providing healthier foods in our schools; ensuring that every family has access to healthy, affordable food; and, helping children become more physically active” (<https://letsmove.obamawhitehouse.archives.gov/>). She started this program to focus on children nutrition and physical activity. Let's Move is a positive program to keep kids healthy and active.

As stated by Let's Move Obama White House website, The Task Force recommendations focus on the five pillars of the First Lady's *Let's Move!* initiative:

- Creating a healthy start for children
- Empowering parents and caregivers
- Providing healthy food in schools
- Improving access to healthy, affordable foods
- Increasing physical activity

The initiative Michelle Obama took to increase physical activity was needed and important. Physical education and activity will have a major effect on kids in school. Physical education will teach kids about the importance of health. The positive thing about physical education being taught in school is it give kids: regular fitness activity, builds self-confidence, develops motor skills, health and nutrition, relieves stress, and considerations. Physical fitness is not only an important component to living a healthy lifestyle; the teaching of physical education helps

students maintain fitness. Students are getting regular fitness activity that will help improve the nutrients in their body.

Physical education in high school gives a clear-cut influence on students' self-esteem and their personality. Physical education students will interact with one another and have group exercises. Group exercises require team-building that strengthens communication skills; the proper skills that students need to get along with different ethnic backgrounds and personalities. Students will also develop motor skills in physical education.

Students learn enhancements on good body movement, and that helps in the development of good and healthy body posture. Physical education also teaches students why physical health is important. When students get to high school they're at an age where they really do not understand the correct meaning of overweight. Physical education teaches students about essential guidelines for nutrition and healthy eating habits.

Michelle Obama was very high on nutrients and the servings of food given in schools. She thought that the servings should be much smaller. She also wanted schools to have healthier choices for the students. She figured if she could insert these small things into the school systems, it could have a major impact on reducing the obesity of the United States. These are a few benefits that Michelle Obama wanted to bring to the United States as being the first lady.



Finally, the common thread in achieving better physical health is understanding the factors associated with ‘achievability.’ The CDC’s webpage explains exactly what this means

(<https://www.cdc.gov/healthyyouth/disparities/index.htm>);

Health disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.¹ Populations can be defined by factors such as race or ethnicity, gender, education or income, disability, geographic location (e.g., rural or urban), or sexual orientation. Health disparities are inequitable and are directly related to the historical and current unequal distribution of social, political, economic, and environmental resources.

Health disparities result from multiple factors, including

- Poverty
- Environmental threats
- Inadequate access to health care
- Individual and behavioral factors
- Educational inequalities

Health disparities are also related to inequities in education. Dropping out of school is associated with multiple social and health problems. Overall, individuals with less education are more likely to experience a number of health risks, such as obesity, substance abuse, and intentional and unintentional injury, compared with individuals with more education. Higher levels of education are associated with a longer life and an increased likelihood of obtaining or understanding basic health information and services needed to make appropriate health decisions. At the same time, good health is associated with academic success. Health risks such as teenage pregnancy, poor dietary choices,

inadequate physical activity, physical and emotional abuse, substance abuse, and gang involvement have a significant impact on how well students perform in school.

To conclude, point being made here is that sports drives America in a positive way. Not only does it encourage kids to be active, it provides the opportunities for social engagement, time management, leadership, communication self-esteem and discipline. But, more importantly, it has been well documented and proven that sports/physical activity also increases test scores, social skills, team work, and self-esteem. It also can teach principals that are religious to nature – perseverance, courage, and sacrifice. Understanding cultures other than your own reduces stereotypes and fear of being physically active.



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