

Health and fitness research paper examples

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Integration of Arts in Cultures

Introduction

Art health/fitness is very essential in a person's life not only in the classroom. Art and fitness help in reducing health risks related to lifestyle. In the contemporary society, most children suffer from lifestyle diseases that could easily be prevent by various health and fitness resources. This thesis attempts to analysis the various activities and resources that are useful in art, health/fitness in the classroom setting for grades k- 8 students. Activities such as fitness and exercises help the mind to be alert and active for the students (Virgilio, 1997). It is worth noting that that benefits accrued to fitness and frequent activities are not only received by students but also for any other person involved in it as well. Health enhancement programs such as physical education and exercise science are created for students with an interest in fitness, especially adult fitness in teaching health education in the secondary or elementary levels. It is useful in training at individual levels, workplace, promoting good health and in coaching, for example, athletics and other sports (Montgomery College, 2014). Regular physical activities has a number of benefits to the health of both the teacher and student. Fitness helps students feel better, have more energy and built a resilient metabolism (Ravenstein & Hulley, 2008). Fitness, therefore, combats unhealthy conditions and diseases leaving the student upright physically, mentally and emotionally (Jackson, 2004). Training is essential in burning down body calories hence controls weight. Class room based assessments are today used in ensuring that students get the necessary skills and knowledge in art, health/fitness and social studies. Students are thus, given opportunity to

grow wholly into a health and well informed person (Berea College, Physical Education and Health Program, 2014).

Health and fitness project such as the sexuality training and counseling are good in promoting the health of children with respect to their ages. The project was essentially initiated to help educate parents and consumer, but it can as well be modified to the needs of students as recommended in their various curriculums. Such a project educates the subject on sexual affairs, post trauma and ways of reacting to suspicious persons (North Mason School District, 2014). A student would thus be well informed of the biological occurrence in her or his body and, as a result, they will be well informed (Physical Best Program & National Association for Sport and Physical Education, 2011).

Interactive websites and books help students share ideas, learn and develop into responsible and healthy young adults. Social sites such facebook and twitter for instance were established to help young people interact so that they eliminate boredom as they engage with their friends even when not close to each other (Partington, 2004). Other internet resources have options for things like sports for fun and it facilitates student mental health and growth. Such resources play a great role in the physical education of the students (Exhibition calendar, 2014). Children are able to learn more about health and fitness easily on social sites. Activities that involve walking or playing while running are also essential in the promotion of good health and fitness. The resources are essential life activities in the education of students, developing their interpersonal relation and problem solving skills. Games such as a bicycle reading, dancing rope games, and racing are some

of the common games for the student but play a major role in their health.

They make the student's minds be active and thus able to grasp issues very fast and well (College of Art and Science, American University).

CDs and DVDs provide a valuable resource in performance based assessment to students, for example, video games such as chess, cards and PS. It is because they provide numerous instructions to students on physical education. The teacher becomes an expert in presenting the resource due to his/her involvement in the integration. It also improves his health as well.

Complete integration of art, health/fitness help as well to entertain the kids.

Consequently, the effectiveness of students receiving instructions and evaluation system is highly increased (Partridge, 1999). It is most common in elementary school physical education programs. Such tools are useful in promoting flexibility, improving strength, cardio fitness and engaging students to be more active and in turn promote health. Above all, they are fun to the children in engaging way to built cognitive and social skills (McArdle & Katch, 2006).

Social resources such as museums have education programs that help in exchange of ideas and information about the society and art. They provide vital links for collection, exhibitions and offer a unique perspective that promotes inquiry and dialogue among the populations (Mayo Clinic, 2014).

Education programs and projects for students and scholars use active learning that inspires people of all abilities and backgrounds. Irrespective of one's age or interests, such education programs explore art and visual communication which in turn ignite imaginations, and this is good for the health (Bates, 2008). It further engages the minds to reflect on past human

experiences, present and the future. It is, therefore, shapes thinking and perception (State of Washington Office of Superintendent of Public Education, 2014).

According to National Intramural-Recreational Sports Association U. S 2013, fitness clubs are increasingly becoming much more necessary and a requirement for a majority of the people today. Fitness clubs and events are playing a significant role to promote a health person, especially with increased use of genetically modified foods. Overweight cases are managed by professionals in the clubs. Increased cases of obese threaten the health of the people and the ability to work effectively (Physical Education, 2014).

Obese children tend to be sluggish and ineffective in most incidences and have high chances of suffering from cardiovascular diseases. Fitness clubs and events thus promote flexibility and activeness in both teacher and pupil. Health clubs employ trainers who are accessible to the members for training, fitness, and nutrition and health information. Personal health consultants' advice clients on fitness routine including nutrition program so that they stay fit and are not affected by the activities in achieving their goals. A personal health club trainer monitors and train with the client so that the instructions are easily understood (Carroll, 2003). In the process, the instructor keeps fit and sharpens his skills on how to deliver a session in future.

Moreover, art, fitness and health are very useful in promoting good health in students, especially when incorporated in the education program. Frequent exercises, help to keep the minds alert and active. A person is, therefore, in healthy emotionally and physical. Fitness keeps students strong and helps to prevent lifestyle diseases that are rampant in the contemporary society. Life

style diseases are easily managed by frequent fitness and exercises. Simple fitness plan such as walking, internet games, story books and social resources such as museums help the young people to grow health with a well informed mind. Health persons help in nation building as they are strong flexible and fit. Health students learn very well as they are very imaginative and cognitive. Students and adults interested in health clubs need to seek advice of trained club personnel to train them and monitor their activities so that they meet their goals without other interference with their well being. Resources such as CDs and DVDs provide a well organized set of instructions that simplifies implementation of physical education among kids. They are fun and thus easy to understand and practice.

How dance, music, theater, visual arts, health, and fitness shape reflect culture and history

The close connection between changes in culture and art implies the relation between the artistic process and the development of cultural identity.

Traditional poetry, for instance, not only reinforces values upheld but also that tribal identities are based on its performance (Zuhur 183). The poems also represent the history. Most importantly, oral arts construct fundamental cultural values rather than just reflecting the social activities of the tribe they originated. Dance, on the other hand, participates in the production of the world they originated alongside reflecting the social part of that world. Art is, therefore, both product and producer of Culture since it constructs as well as reflects Culture.

Arts Education Partnership 2002 report revealed that School Children (in grades k-8) who are exposed to drama, music and dance may do a better job

at mastering reading, writing and arithmetic faster than those who focus solely on academics.

Traditional aesthetic markers such as dressing, dancing, poetry and food distinguished social groups from each other (Dyer 12). The differences and similarities in cultures should be considered aesthetic rather than psychological or technological. We can, through manipulating artistic metaphors, change our culture.

Different social groups across the globe have both similarities and differences in their cultures. However, there are as definite, unique and independent cultures as there are tribes and social groups. Ancient paintings from most parts of the world reveal the belief in God. In ancient Yemen, however, paintings barely depict worship since most of the paintings bear landscapes and natural sceneries. Paintings from France in 50 AD, on the other hand, depict the events of the Roman Empire other than the French culture at that time. Written history has however helped to tell more of the story the paintings could not.

Paintings of dinnerware reveal the level of civilization of the community at a time. In medieval times, paintings rarely included details of equipment used at the time. In this case, historical sources such as poems and songs come are handy in explaining what and why the paintings show.

With the advancement in technology, philosophy and politics, culture developed as did the art. We are the area, therefore, a product of our own age. The change in culture has been steady and progressive.

Songs, dance, music, language and dressing all go hand in hand in defining the identity of a culture (whether the social group is old or newly formed).

People wear and speak with the culture they associate themselves. Though living as a family, different people have different cultures they adore and different traditions they engage in. Young people associate themselves with a new-age culture. The Hip-hop culture, for instance, is not as old as most tribal traditions yet it has a complete set of art style accompanying it. The dress-code is for instance, unique and creative. The music consists heavy metal beats, excessive bass and rapping. The language, though derived from American English has been corrupted to a slang and accent that identifies the speaker. The cyberspace and media have contributed to the spread of cultures of interest across the globe. The Japanese youth in Tokyo city is, for instance, the most notorious imitators of African American culture. In the developing nations and especially in Africa, tribal clans insist on preserving their cultures. This effort is evident in especially the songs, the language they speak and most importantly, the clothing. The Maasai community in East Africa maintains the wrapping of sheets and open shoes.

Integration into life, cultures and work

Using grade 8 as the final stage, arts can be incorporated into the curricula to widen the exposure of the children. Arts enable the young students to develop the necessary skills in collective creativity, communication, collaboration, perseverance, thinking, motivation and social life. These skills are vital for them to not only succeed in school, understand and respect others, but also help them in their work and life (Alonso 2).

Availability of a wide variety of art skills provides many opportunities of approach for young students to access educative content in their subjects of interest. Integration of arts supports the teaching and learning experience to

a great extent in schools. The creativity and aspirations of both teachers and students were cultivated and nurtured into realization of dreams. Arts integration is, therefore, effective in motivating both teachers and students while at the same time, creating a better environment for learning.

Incorporation of arts into the syllabus takes time before participants (the school community) can be committed and be supportive to the programs. A collaboration of teachers, students, parents and art experts is essential. The collaboration can be achieved by planning and budgeting on activities that will enhance interaction and moral support alongside imparting professional skills. For instance the activities prescribed for grade 2 students should be more basic and general than those meant for grade 8.

Professional development is crucial; classroom tutors need the resources and content to help them analyze and develop a syllabus, create lessons and units of instruction. The planning of the curricula needs association with cultural institutions and other interested partner-schools.

Budget

A lead art-head of department teacher who is skilled and professional is a priority to a school that has the integration process in place. Enough teachers and integration specialists should be recruited to support the integration. These teachers can either be on short-term contracts, shared positions or as part-time tutors according to their convenience.

Art organizations have vital experience and knowledge necessary for sharing. Collaboration between classroom teachers and these experts will positively impact the program. Schedules that entail common planning time with these organizations will provide the teachers with rich and professional

knowledge.

Over time, as schools attain success and experience, they can provide more training for their teachers to deepen their knowledge, experience and capacity to run the programs in a new place (which could be an institution or otherwise).

Negative effects

As students learn more about cultures (including negative aspects), they are exposed to information that exposes their differences with friends and family members. These differences may lead to learners creating distance with people of different cultures. For instance, a child whose parents are of different origins may discriminate between them.

Conclusion

A variety of resources available for choice according the students' interests will broaden their minds and exposure hence they will learn to appreciate and accommodate the differences in cultures. By appreciating differences in cultures, children learn the importance of equality as they become less discriminative consequently reducing levels of racial discrimination and negative ethnicity.

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