



MANUAL OF PHYSICAL EXERCISES APPLIED TO STUDENTS THAT PRESENT TIREDNESS DURING CLASSES

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ABSTRACT

The training processes that are developed by the Educational Units represent one of the key tools of an institution that ensures adequate growth and development of its students, since in the not-too-distant future they will be weaving between their hands the responsibility of building and defining the course of our country. For this reason, the classes that are taught in the classroom must be totally practical and understandable for the students, the problem of this research is the exhaustion and fatigue that students present when receiving their theoretical classes in the classroom, therefore, our objective The main is to promote the practice of Physical Activity within the classroom for a short time, and in turn contribute to the decrease of physical or emotional fatigue that students suffer within their classes, our population is 132 teachers who They will be trained to be able to apply a manual of physical activities in the classroom, especially in the hours when students present greater physical exhaustion and fatigue, this manual of physical activities will help students to face the challenges that daily life offers, develop values and norms of coexistence, generate personal acceptance and satisfaction, promoting their

development biological, psychological and social, as well as the reinforcement of habits, skills and motor skills.

Keywords: Manual, physical condition, physical exercises, physical education, Teachers.

INTRODUCTION

Education in the school stage is fundamental for the development of boys and girls, it is the beginning of the learning path through which the child is formed in the early stages until he becomes an adolescent and adult (Gil G & Sánchez, 2004).

Physical activity at school is the means by which children enjoy going to class, this school stage becomes fun and allows easy learning of other subjects.

Physical activity can be done daily, it is an appropriate and entertaining option inside and outside the classroom, basically they are activities that use body movement as a means to achieve a healthy physique, which can be exercised either through momentary routines, groups of exercises between class or outside of it, among others.

Physical activities help to obtain a good physical condition in both students and teachers, in addition to an ideal weight that will contribute to good health, it is worked individually or in groups, in the social sphere and is clearly reflected in their state mood, considering these advantages, the people who perform it strengthen affective ties.

(Monzón Esquibel, 2017) The training processes that are developed within the framework of education represent one of the key tools of a country to ensure adequate growth and development of the population, since it is the children and adolescents who in the not-too-distant future they will be weaving in their hands the responsibility of building and defining the course of our country.

The World Health Organization, (WHO, 2018) Physical activity is considered any bodily movement produced by skeletal muscles that requires energy expenditure and defines physical activity as "all movements that are part of daily life, including work, recreation, exercise and sports activities". The regular practice of physical activity is associated with a healthier and longer life, it is essential for optimal growth and development, for which a complete diet and balanced.

In addition, the (WHO, 2020) recommends the following for children aged 5 and adolescents aged 17:

- They should spend at least an average of 60 minutes a day in moderate to vigorous physical activity, mainly aerobic, throughout the week;
- Should incorporate vigorous aerobic activities, as well as those that strengthen muscles and bones, at least three days a week;
- They should limit time spent in sedentary activities, particularly leisure time spent in front of a screen.

While adults aged 18 to 64:

- They should engage in moderate aerobic physical activity for at least 150 to 300 minutes;
- Perform vigorous aerobic physical activities for at least 75 to 150 minutes; or an equivalent combination of moderate and vigorous activities throughout the week;
- They should also engage in moderate or more intense muscle-strengthening activities that work all major muscle groups two or more days a week, as such activities provide additional health benefits.

The need to carry out this research arises from the fact that the researcher, having carried out his pre-professional practices in his three stages in the Educational Unit, has been able to demonstrate the little initiative that teachers have not only in the area of physical education but, of teachers at a general level in the institution, in not being able to activate their students while they are in consecutive hours of their classes inside the classroom. The fatigue and exhaustion that students generate in the classroom causes even teachers to get tired when teaching their class.

That is why the primary objective of this research is focused on: promoting the practice of Physical Activity in the classroom, contributing to the reduction of physical or emotional fatigue that the students of the Educational Unit suffer when witnessing several hours of class.

his research work is justified by observing the exhaustion that students generate in the classroom, their lack of physical activity, in addition to the limited knowledge that teachers who do not belong to the PE area have, so it is essential to generate an investigation that allows to improve these conditions within the classroom, in this way the academic environment takes a new turn and the classes become more pleasant and attractive for the students, it is proposed to carry out exercises that are taught by teachers of the PE area and above all for teachers who teach other subjects. Establish a manual of easy-to-perform physical activities that can be taught and developed by classroom teachers and that can be easily carried out in classrooms.

For this reason, we have formulated the following problem: by applying an exercise manual in the classroom will the fatigue that students present in the classroom be avoided?

DEVELOPING

Physical activity

At first glance, this concept seems easy to define, however, it is not so much due largely to the confusion of related concepts, such as exercise, sport..., especially since they all have the same support: movement, motor skills, with a clear intention of physical participation.

(Pérez Muñóz, 2014) Physical activity is considered as a science insofar as it elaborates specific theories about content. Along with this character of science, physical activity is technology in that it supposes a rational intervention in practical reality, and it is technical - art - in that the teacher cannot

avoid "a kind of personal touch", his action adapts to the home circumstances specific situation. This definition of physical activity shows that it is an important part of work, overcoming the most classic conceptions that are reduced to sports and, currently, to physical education, as the only ways for physical work. For this reason, he states (Mora, 1995) that "physical activity as an object of study is the result of a process of scientific specialization".

In this same sense, he defines (García, 2007) physical activity as: "the science, technology and practice that aims to study the elements, and their intervening interrelationships in the physical educational field, and that tries to explain and to regulate normatively its processes of differentiated accommodation, tending to achieve the educational objectives, proposed in advance, in the institutional framework that concretizes it".

Sánchez Bañuelos (1996) cited in (Pérez Muñoz, 2014) considers that "physical activity can be seen as bodily movement of any kind produced by muscle contraction and that leads to a substantial increase in the person's energy expenditure".

Along the same lines, the WHO (2018) states that: "physical activity is nothing more than a movement of some body structures caused by the action of skeletal muscles, and from which a certain energy expenditure is derived".

Internationally this concept is defined as "any bodily movement produced by skeletal muscles that results in energy expenditure" (WHO, 2020)

The WHO considers Physical Activity as "all the movements that are part of daily life, including work, recreation, exercise and sports activities" (Ros, 2017) In this concept we do not agree with the meaning of consider physical activity performed at work, since it would not maintain some of the parameters established on physical activity.

From the above definitions we can extract two significant parameters, one quantitative and the other qualitative. The first of them refers to the degree of consumption and mobilization of energy necessary to carry out the movement, an aspect that is controlled through the volume, intensity and frequency of said activity (Shephard, 1995) and, secondly, the qualitative, linked to the type of activity to be carried out, as well as the purpose and the context in which it is carried out (Hellín, 2008)

However, they are incomplete because they do not consider the experiential and experiential character that physical activity provides, forgetting its character as a social practice. Therefore (Devis, 2000) define physical activity as: "any bodily movement, performed with skeletal muscles, which results in energy expenditure and a personal experience and allows us to interact with beings and the environment that surrounds us". But, in addition to the personal experience, physical activity combines two other dimensions such as the biological and the sociocultural and this is how they express it when they affirm that "physical activity brings together a biological, a personal and a sociocultural dimension. Hence, any attempt to explain and define physical activity should integrate all three dimensions"

Finally, within the concept of physical activity there is a directly related concept, as long as "physical activities are oriented towards the purpose of improving the body structure itself, we arrive at the concept of physical exercise" (Hellín, 2008).

Exercise Manual

Knowing that an exercise manual is an objective, effective and easy to apply flexible guide, where regardless of the level of knowledge, age or academic degrees, people, coaches, teachers can study and apply it. We have some bibliographic sources on different manuals applied in the course of various physical and sports activities.

(Túqueres Suntaxi & Vaca Andramunio, 2019) in their publication Creation of the Manual of Technical Signs Applied to FEDEPDAL Soccer 2019, the same one that opened the door for coaches, students and athletes to have an interactive support for their learning and execution in practice newspaper of soccer with people with hearing disabilities, as an impact of the sample of soccer coaches of the investigation, the purpose of elaborating the soccer technical signs manual was proposed to raise the level of communication of the coach in the execution of sports practice with hearing impaired people.

We also have (Olympics, 2015) who motivate in their manual and exercise guide to perform physical activity regularly to keep the body healthy, proposing to perform 30 minutes of physical activity daily, which can be very fun if done with family, friends or even companions. Where they stipulate that there are many different ways to exercise such as moderate and vigorous exercise.

We also cite (NSCA, 2017) National Strength and Conditioning Association who in their manual on the technique of exercises for strength training teach us step by step and with color photographs, the proper technique of 54 exercises with free weight and 16 with machine, for all muscle groups.

Physical education

Physical Education in the educational field begins to play a fundamental role in the academic and comprehensive training of children and young people.

The subject of physical education in the Ecuadorian educational field became more important since the application of the new national curriculum in 2016, going from two class hours to five in basic general education, seeking for students to develop different motor skills and basic skills.

Physical Education seeks the development of the human being both physically and comprehensively, using sport and body practices as the main means that generate physical and emotional well-being and a healthy lifestyle for the individual, based on the learning of the subject through its different techniques and methodologies, seeks to develop fine and gross motor skills (Ruiz Merizalde, 2020).

The interest of analyzing the practice of physical education from the educational regulations is pursued that during compulsory and post-compulsory schooling, Physical Education contributes to all students acquiring healthy habits of physical and sports practice in their free time that leads to learning.

significant (Aguilar, Peña, Valle, & López, 2020) In his book determines that "These habits are decisive in the comprehensive training of students for their incorporation into a society in which it is necessary to study, learn, work and have leisure and free time habits within their daily routine" (p.154). According to Vázquez Gómez (2001), physical education is much more than the acquisition of valuable physical skills, if not the relationship established with the body, which originates personality, nuances it and conditions development, hence its importance since physical education should not take into account the physical only, but should develop the whole person and its social implications.

Importance of the practice of physical education

The importance of physical education is fundamental in the formation of individuals, which is why their participation in the educational process must be carried out actively for the development of skills that allow them to face the challenges of today's society, and it is important to understand that " The subject is of remarkable importance since it contributes to the development of individuals from both the physical and psychological aspects" (Ruiz, 2020, p.19).

Morales & González (2014) point out the importance of physical education, delimiting that "without physical education there cannot be a complete formation of the individual, nor perfect health, nor due efficiency in physical-intellectual work, nor even adequate social adaptation" (p.47).

Some of the benefits of the practice of physical education in the social sphere refer to the transmission of values and attitudes through the area from sports and games taught in class in which students develop as they contribute to the integral development of the person must be promoted continuously from the first instances of educational life, the values that must be paramount when teaching the subject as follows: cooperation, respect, improvement, as a means of communication and integration (Sánchez, 2011).

Estrada et al (2016) express that physical activity is beneficial in the dimension of psychological well-being according to the construct linked to the positive dimensions of psychic health, above all the individual's self-concept is strengthened, feeling hedonistic and playful pleasure, it reduces the feeling of fatigue, as well as greater social interaction, moving away from anxieties of cognitive origin, freeing them from them, coping better with stress.

The intention of physical education in schooling is to ensure that the student, through the practice of the subject, establishes significant learning, establishing new lifestyle habits that favor and benefit health "the value of the practice of physical activity to throughout life in relation to health and thus encourage the incorporation of active lifestyles" (Cecchini Estrada et al., 2008).

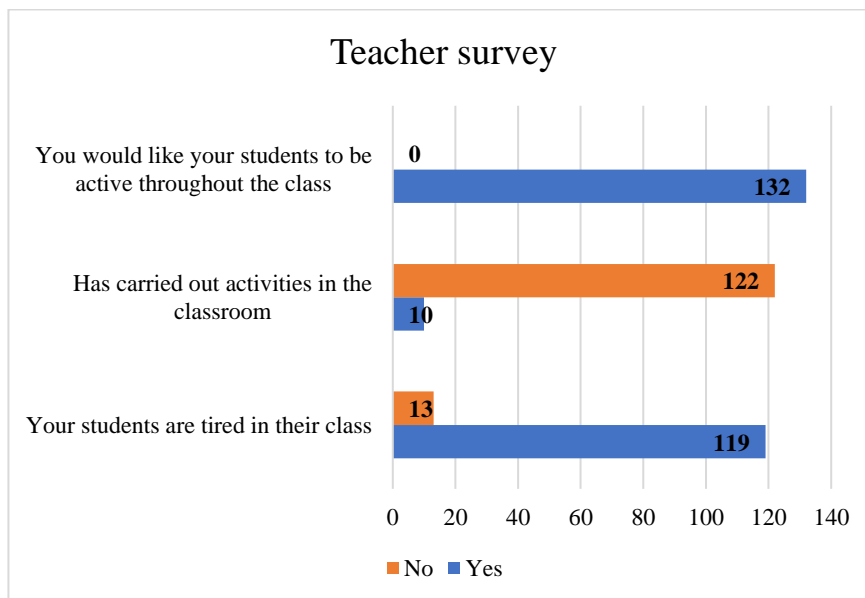
METHODOLOGY

The present investigation was imparted with the teachers who work in a Fiscal Educational Unit, which was explained through a meeting by the researchers, in which the purpose and importance of carrying out a few minutes of physical activity in the classroom were detailed, in which is about clearing the minds of students who present exhaustion or tiredness within the class, this research is field research with an experimental character and cut, which was applied for the first time with the teachers of the Educational Unit, especially with great emphasis on those teachers who do not work in the area of Physical Education.

We worked with a population of 132 teachers distributed as follows: 53 men and 79 women belonging to the morning and evening modalities.

Below is evidence of the key questions that were asked of the teachers in order to later be able to generate a proposal for action.

Figure 1 Survey of 132 teachers



Source: Karla Rivadeneira

As we can see in figure 1, it is evident that the majority of teachers present attention problems in their students during class, it is 90% (n=119) who have this problem within their class, while 10% (n=13) have no problems, since most of them are Physical Education teachers.

It is evident that teachers do not carry out physical or recreational activities to avoid fatigue in their students, as can be seen in 95% (n=122), they have never carried out any type of activity to prevent fatigue or exhaustion in their students in the classroom.

Finally, it is observed that 100% of the teachers would like to keep their students active during their theoretical classes.

It is for this reason that the researchers have made a proposal that can improve the environment in the classroom, and that any teacher can apply it in their class time.

In addition, this manual of physical exercises can be applied in schools and colleges without skimping on the student's age, since they are easy exercises to perform.

Proposal

The following proposal was developed based on interviews with teachers and specialists in the area of Physical Activity and Sport, we have also included the experiences of the authors of this article.

The main objective of our proposal is: To provide classroom teachers with a useful tool for the teaching-learning process.

General indications

- This proposal will be a methodological guide for the teacher addressed to students of primary and secondary education.
- The methodological guide has a series of activities as proposals within a week, which will be carried out in the order convenient for the teacher.
- The time for carrying out the physical activities should be carried out at the times when the students are most tired and it will be done between 20 - 30 minutes, or else at the time provided to the teacher.
- The teacher who directs the session must have an induction regarding the application of the activities suggested in this guide.
- The exercises may be performed regardless of the clothing with which the student attends classes daily.
- The structure of the physical activity session in the classroom should respond to the following order: initial, main and final part.
- Consider and adapt to students who present some pathology and/or disability, when performing certain exercises.

Methodological Guidelines

The guidelines of the Manual of Exercises for Physical Activity in the Classroom, will be support tools for the teachers of the Educational Unit in the development of physical activities in the classroom, contributing to physical and mental growth and the acquisition of healthy lifestyle habits in childhood and adolescence.

The regular practice of physical exercise by students not only favors their physical and cognitive development, but also provides them with other important benefits in the short, medium and long term. There is no doubt that students who practice some types of sport are generally healthier, happier and have better academic performance (Arce & Claramunt, 2009).

The schedule of work that the teacher must carry out through the proposal is detailed below.

Table 1. Suggested order of execution of activities

Exercise	Monday: (Coordination exercises)	Tuesday (Recreational Games)	Wednesday (Flexibility)	Thursday and Friday (Recreational Games)
Preparation				
Total time	5 minutes	x	x	x
Main	30 minutes	20	x	x
Final	5 minutes	x	x	x

Source: Karla Rivadeneira

Activity 1. Coordination exercises

Coordination exercises are intended to enhance different capacities in students. One of them is the orientation, which will allow you to synchronize in relation to the movement of your body, as well; Coordination exercises stimulate coupling capacity, which makes it possible for your body to act together during a physical activity, in search of an objective. It also provides balance, good physical coordination, it will help you maintain the position of your body, whether in motion or static.

Coordination exercises will keep the body ready to perform in different circumstances. Physical exercise helps you develop children's coordination, elasticity, balance, and sense of rhythm (Conader, 2017).

Session dosage

- Initial part: 5 minutes organizational procedures.
- Main part: 20 minutes (real activity time), which will be for carrying out the scheduled activities.
- Final part: 5 minutes in which relaxation, feedback and evaluation of the activity carried out will take place.

Coordination Exercise 1

Game Name:	<i>Centipede</i>
Objective:	To stimulate the development of strength and coordination in students.

Development:	In teams of four students forming in circles, they will be placed in a position of inclined ground (on all fours), placing each student with their feet on the shoulders of the partner behind. At a signal from the teacher, they will begin to move around the field like a centipede.

Source: Karla Rivadeneira

Coordination Exercise 2

Game Name:	<i>The 8 jumps</i>
Objective:	Stimulate the strength capacity in the lower body.
Development:	A starting line will be painted on the ground, and behind All the children will be placed next to each other. From the first to the last they will perform 8 jumps with feet together one by one and without taking momentum (less depending on the age of the children), in the last jump, they will remain motionless until they have all jumped and they will place a mark to see then if they can beat it on the next try.

Source: Karla Rivadeneira

Recreational Games 1

Recreational games help foster the intellectual development of students and it is a fun process for them. Games allow them to educate and increase their cognitive capacity, they also provide excellent results since they allow them to quickly assimilate new knowledge.

- They guarantee in the student habits of collective decision-making.
- Increase interest and motivation in students.
- They allow to verify the level of knowledge reached by them, they rectify the erroneous actions and point out the correct ones.
- They allow to solve the problems of correlation of the activities of direction and control of the professors, as well as the collective self-control of the students.

- They develop generalized skills and abilities in the practical order.
- They allow the acquisition, expansion, deepening and exchange of knowledge, combining theory with practice in an experiential, active and dynamic way.
- They improve interpersonal relationships, the formation of coexistence habits and make classes more enjoyable.
- They increase the level of independent preparation of the students and the teacher has the possibility of analyzing, in a more detailed way, the assimilation of the content taught.

Recreation Exercise 1

Game Name:	<i>Back-to-back</i>
Objective:	Stimulate the development of muscular resistance of the upper and lower body.
Development:	All participating students should be spread out in pairs and stand back-to-back. At the signal they should try to sit on the ground, but without falling, as they could get hurt. Once on the ground, they should try to get up.

Source: Karla Rivadeneira

Recreation Exercise 2

Game Name:	Peter calls Paul
Objective:	Stimulate the development of muscular resistance of the upper and lower body.
Development:	A circle is formed with the students, all of them seated. The player in the lead starts by saying his name and calling another player, example: "Pedro calls Maria", Maria answers "Maria calls Juan", Juan says "Juan calls Pablo", etc.

Source: Karla Rivadeneira

Flexibility Exercise

Flexibility helps maintain and improve health, contributes to the proper functioning of the joints, which in the future will prevent physical pain of any kind.

To improve flexibility, individual exercises can be performed (accompanied by implements), or in pairs, among which we can name exercises that involve joint movements and stretching exercises.

Some effects of flexibility work are:

- Contributes to an optimal global physical state: body and mind must always be united to enjoy good health. Stretching provides calm and relaxation to the body,
- Including mental relaxation, since they cause a reduction in stress, and contribute to a moment of thought and reflection.
- Relaxation and relief of muscular pain: when the muscles are tense and contracted, the blood reaches them with less fluidity, and consequently there is a lack of oxygen and nutrients in that muscle. All this causes fatigue and muscle pain.
- This is where stretching helps to reduce or eliminate the tension suffered by the muscles.

Flexibility Exercise 1

Game Name:	I stretch
Body segments:	Shoulder, elbow and wrists.
Muscles involved:	Biceps and triceps brachii.
Development:	Starting the movement with the arms down close to the body and standing. Then you must interlock your hands and raise your arms as high as possible, extending the tips of the feet at the highest part of the stretch, slowly, when reaching the top, the wrists will be bent outwards, the position will be held for 5 seconds and then we will slowly return to the initial standing position. 10 repetitions should be performed. Exercise variant 1: Starting the movement with the arms down touching the ground in a sitting position. Then you must interlock your hands and rise slowly until you reach as high as possible, when you reach the top, your wrists will be bent inward, the position will be held for 5 seconds and then we will slowly return to the initial sitting position. You should do 10 repetitions.

Source: Karla Rivadeneira

Flexibility Exercise 2

Game Name:	I keep stretching
Muscles involved:	Biceps, triceps and lats.

Description:	It will develop in a happy and friendly way with your body and space.
Development:	Starting standing, with your arms outstretched, you will bring your right arm extending it towards the left shoulder and then his left arm will hold it by the elbow, to stick it to the chest, bending inward to hold it extended. Then we must hold for 10 seconds in the final position. To finish the extension, return to the initial position with your arms down. Continuing to stand, arms outstretched, bring your left arm out to your right shoulder and then your left arm. right will hold it by the elbow, to stick it to the chest, bending inward to hold extended. Then they must hold for 10 seconds in the final position. To finish the extension, return to the initial position with your arms down.

Source: Karla Rivadeneira

Endurance, Strength and Motor Games

The stimulation of strength brings benefits far beyond the purely aesthetic. Little mentioned and sometimes ignored to treat problems such as weight loss, this type of exercise provides numerous functional, health and well-being benefits.

Strength exercises allow you to tone or develop muscle mass, offering many advantages:

- By developing muscles and their strength, the internal organs are kept in their correct positions and their functioning is optimized, improving digestion, intestinal transit, respiration and cardiovascular health.
- Improves posture, because the muscles involved in maintaining the upright position are well toned.
- Increases calorie expenditure, by increasing muscle mass the basal metabolism rises and the body burns more calories, even at rest.
- Prevents injuries, since strong and developed muscles not only protect the joints, but also perform each movement better, avoiding discomfort due to poor posture, and are more resistant to intense work, which reduces the danger of certain overloads.

Endurance and Motor Games 1.

Game Name:	The tenant
Objective:	Contribute to the development of the ability to move.
Development:	Trios of people are formed, so that the one who placed between the two responds to the name of tenant, while the two others represent right and left walls respectively. The participant who is loose must shout one of those three names and take advantage of the "commotion" to join one of the new groups. Nobody can carry out the same function twice in a row, but the different functions or roles must be alternated. Don't waste time and find yourself a threesome!

Source: Karla Rivadeneira

Endurance and Motor Games 1

Game Name:	The alarm
Objective:	Contribute to the development of reaction speed and agility.
Development:	The coordinator numbers from one to three all the students (1, 2, 3, 1, 2, 3 etc.). He starts saying these numbers randomly. Every time you say a number everyone who says it have to get up and try to catch a ball of paper that will be thrown up. Variants: We can start from different starting positions (sitting, lying down, face down, lying face up, etc.). Changing the stimulus to which one must react (decide on a different sound for each number).

Source: Karla Rivadeneira

It is recorded that there are twelve activities for each Proposed Exercise and that it will be developed during all the weeks of classes by the teachers in the Educational Unit.

CONCLUSIONS

This proposal was developed with the purpose of promoting experiences in the classroom that help students overcome fatigue and emotional exhaustion that is generated within it, especially when there is a very theoretical workload.

This investigative work will help students face the challenges that daily life offers, develop values and norms of coexistence, generate personal acceptance and satisfaction, promoting in them their biological, psychological and social development, as well as the reinforcement of habits, skills and motor skills.

The teacher must keep in mind that the teaching of life skills is collaborative and participatory, which fosters a supportive environment for the student who is active during the process.

Students should be given the opportunity to reflect on how motor skills can help them to improve exhaustion or also to solve situations and problems in the classroom.

The teacher must prevent the most extroverted students from dominating this type of activity, so it is recommended that measures be taken to ensure the participation of all students. In addition, the activities must be attractive, challenging, motivating and at the same time fun.

The teacher must know that his actions can encourage or discourage a participatory environment, therefore, he must be willing to listen more to his students, give short and precise instructions.

The proposed games can be modified by the teacher, you should not be afraid to make changes, use the instructions as a guide and if you do not have the requested material, use something similar that can be adapted to the proposed activities.

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