

CrossFit in Schools Summary Table

Following is a summary of articles in the CrossFit Journal on the implementation of CrossFit in Schools. The CrossFit Journal is a subscription-based website, however the majority of the articles and videos below are available for free download without a subscription.

Article	School	Summary
<p>CrossFit Kids: An Administrator's View CFJ_09_2013_School_Spurlock_2.pdf http://journal.crossfit.com/2013/11/crossfit-kids-an-administrators-view.tpl http://journal.crossfit.com/2013/01/christianprep-kids.tpl</p>	<p>Savannah Christian Preparatory School</p>	<p>Implemented CF Kids curriculum for grades K-12 in 2013. According to assistant principal: <i>"The results were immensely rewarding and stimulated much learning. While I learned many things, three in particular have become very apparent from an administrator's point of view: CrossFit Kids works perfectly in the general population (i.e., the classroom), teachers of all subjects could benefit from CrossFit education and seminars, and CrossFit Kids can save physical education."</i> <i>"Some have been fearful that a CrossFit Kids implementation would create a hyper-competitive environment that might exacerbate the exclusion of the less athletic students. My experience was the opposite: as my kids were counting each other's reps and had the chance to cheer for success, they became more equal."</i> <i>"What we have seen with our CrossFit Kids implementation is that kids recognize the value in the program and, just as they do in math or English, they treat their P.E. time like it matters."</i> <i>"Our kids have learned things like goal setting and how to deal with adversity, which they can now apply not only in the traditional classroom but also in every aspect of their lives."</i> https://www.youtube.com/watch?v=yOrCl_BnOw4#t=24</p>
<p>Charting a New Course in the Classroom CFJ_11_2013_Charter_Cooper3.pdf http://journal.crossfit.com/2013/11/charting-a-new-course-in-the-classroom.tpl http://journal.crossfit.com/2013/11/noblecharterschool.tpl</p>	<p>Noble Network Charter Schools, Chicago, IL Empower Charter School, San Diego, CA</p>	<p>Network of Charter Schools, many of which have implemented CF as their PE program. <i>"Phys. ed. is not predominantly about fitness and health," a student said. "It's about going through real-life situations to better yourself and be prepared for anything. For example, my gym class is more about working together as a group and reacting to problems, learning from failure."</i> Empower Charter School includes CrossFit in its petition for charter: <i>In a section titled "Comprehensive Fitness Program That Incorporates Health and Character Education," Empower's petition for charter says, "The exercise program will be based on the CrossFit Kids curriculum. The CrossFit Kids PE curriculum is aligned to the National Standards for Physical Education, and ECS will ensure that lessons are also aligned to the Physical Education Content Standards for California."</i> <i>The petition continues: "The CrossFit Kids curriculum will empower students to be well-rounded children who embrace fitness early in life and choose to</i></p>

		<p><i>continue healthy habits as adults. CrossFit Kids is easily scalable and differentiated to meet the needs of all children from a variety of fitness backgrounds. This accessibility allows every child to participate and experience success."</i></p> <p>https://www.youtube.com/watch?x-yt-cl=84503534&x-yts=1421914688&v=A96PuncdgmE</p> <p>https://www.youtube.com/watch?v=MbBFx1VdYnw</p>
<p>Class-Action CrossFit CFJ_2014_03_Rancho_Bruner.pdf http://journal.crossfit.com/2014/04/class-action-crossfit.tpl</p>	<p>Rancho High School, Nevada</p>	<p>Started using CF in PE in 2010. Van Buren, the PE teacher, teaches 5 CF classes each day. CF classes have a waiting list.</p> <p><i>"I wait all day for CrossFit class," said student Eddie Calahan. "When I come here, I get to escape every stress I have going on in life, work out and be with my friends."</i></p> <p><i>"They push each other to be their very best," Van Buren said. "They want to be role models for each other, and they aren't afraid to coach each other in every workout."</i></p> <p><i>"I like to think of my assignments like they are a CrossFit workout," said Elijah Abram, senior and Rancho CrossFit Club president. "It has helped me a lot with my mental strength and not being lazy."</i></p> <p><i>"When I was a sophomore, I was getting some A's, mostly Bs and a few Cs," Abram said. "But since I started CrossFit, I am getting all A's, and I will be going to the University of Utah in the fall and studying physics to eventually go to (medical) school."</i></p> <p>Last year, Clark County, home to Rancho High, was awarded a Community Transformation Grant of \$2.4 million. In a district that continues to receive government funding to improve numbers, word is spreading about the success of Rancho CrossFit. Now, 10 other schools are using grant funds to implement CrossFit.</p> <p>https://www.youtube.com/watch?x-yt-cl=84503534&x-yts=1421914688&v=B4egzoxiA4A</p>
<p>CrossFit Kids Goes to Middle School CFJ_BodyShopKids_Rakos.pdf http://journal.crossfit.com/2011/07/crossfit-kids-goes-to-middle-school.tpl</p>	<p>Olive Pierce Middle School, Ramona, CA</p>	<p>CF Kids after school program serving 40+ kids</p> <p>They gather the kids around the whiteboard to explain the skill work, focus work for a new movement, a WOD that applies either the skill or focus work or both, and a game or two. WODs and games are often done outside and incorporate various things found on the campus; e.g., walls and benches. Games end at 4 p.m. and the kids are brought back in for discussion. In terms of equipment, the needs are minimal; CrossFit Kids programming is adaptable to the available environment. However, some gear can make life easier:</p> <p>Safety cones—for borders, start and end points or obstacle courses.</p> <p>Medicine balls—for warm-up drills, weighted movements, wall-ball WODs and</p>

		<p>games. PVC pipe—for safe training of movements. AMRAPs with a non-specified time have proven most effective with this age group. With no knowledge of the time frame, the kids are less apt to watch the clock and tend to be more honest about rep counts than they might be with task-driven WODs. Assessments demonstrated that the kids improved their air squat, push-up, sit-up, and 100-meter sprint time over course of school year.</p>
<p>Facebook or Fitness? CFJ_Jordan_Facebook.pdf http://journal.crossfit.com/2010/07/facebook-or-fitness.tpl</p>	<p>Saratoga High School, Saratoga, CA</p>	<p>All high school PE classes are CrossFit classes. Students need 4 semesters to graduate. In March, midway through the second semester of implementation, they surveyed 227 freshmen and sophomore students about fitness in general, CrossFit in particular, and how the “new P.E.” compares to the “old P.E.”</p> <ul style="list-style-type: none"> - 86 percent of respondents agree that the new class is challenging, and over 90 percent agree that it is tiring. - 86.2 percent of respondents agreed with the statement, “I am stronger.” - Many students also reported being faster (62.1 percent), more flexible (38.9 percent), more agile (35 percent) and more knowledgeable (33 percent). - Many report that they think more about what they eat (32 percent), and a significant number report sleeping better (24.6 percent) and improved ability to focus in school (24.1 percent). <p>Student quotes:</p> <p><i>“This class is a refreshing break from the classes I have taken in the past, where the focus is not particularly on strength, but on skills in different sports. I really enjoyed this class and would love to take it again.”</i></p> <p><i>“This class is new to me. I can at least do something rather than nothing like the old P.E.”</i></p> <p><i>“It is very effective. I have really noticed improvements in terms of flexibility and muscle.”</i></p> <p><i>“It is really fun and I like going to PE, and at the end of the period I am in fact tired and I am improving day by day.”</i></p> <p><i>“It’s really annoying and hard but it’s good and makes you stronger”</i></p> <p><i>“I did a pull-up today! I was so happy!”</i></p> <p><i>“Yesterday when I had to pick up my hairbrush, instead of bending with my back, I did the gorilla squat. I liked how we were working out, but it was still fun—not painfully boring.”</i></p> <p><i>“I ran with (my friend) in the beginning but towards the second lap, she walked and I kept running. I was not as sore/ weak as usual. I was quite proud of myself.”</i></p> <p><i>“I like this workout. I feel healthy yet not tired. That’s weird I guess.”</i></p>

		<p><i>“Okay, so I get how this is supposed to get us fit or whatever but really being physically fit is a choice not a requirement. This class is stupid, for several hours a week I could have been studying for my SATs because Stanford is going to choose me for that and not for my physical fitness. This class is a complete waste of my time, I don’t need a knowitall teacher telling me what to do in order to take care of my body. If I want to be physically fit I’ll do it on my own time, maybe when I’m older. Right now I need to focus on my future, not on my body. Thanks.”</i></p> <p>https://www.youtube.com/watch?v=7ruktjEA9iQ Video on how they adapt Crossfit for a special needs student: https://www.youtube.com/watch?v=6E6k9OHh1P0</p>
<p>“You Die Slower If U Work Out” CFJ_Jordan_Sawmill_June2011.pdf http://journal.crossfit.com/2011/06/you-die-slower-if-u-work-out.tpl</p>	<p>Saratoga High School, Saratoga, CA</p>	<p>Follow up report from this school. We administered our second survey at the end of the fall semester (January 2011). Of the 230 respondents, about 55 percent were male, about 60 percent freshmen and 35 percent sophomores. <u>“Estimate your level of effort during demanding activities—like a WOD or mile test.”</u> The most popular response (33.2 percent of respondents) was 90 out of 100. Just over 70 percent of students reported effort levels of 80, 90 or 100. Only 7 percent rated their level of effort at 50 or below. <u>“Are you motivated to improve your physical fitness?”</u> When asked outright, 88.6 percent of the students responded “yes.” The vast majority of responses addressed general benefits of improved fitness:</p> <ul style="list-style-type: none"> • Live a more healthy life. • Maintain a healthy body. • It helps me do things easier. • To be strong. <p>A number of students indicated the effect that improved fitness would have on their sport:</p> <ul style="list-style-type: none"> • Helps me with tennis. • In the future I might be able to run marathons. • I can become a better lacrosse player. <p>Other practical applications were identified as well:</p> <ul style="list-style-type: none"> • I need to overcome a problem with asthma and to prove that someone with a sort of disability can still be as fit if not better than those without these problems. • Because if there is a stalker guy chasing me, I want to be able to outrun him. <p>Or the responses addressed specific effects on physical appearance:</p> <ul style="list-style-type: none"> • I want to not be fat. • To gain weight, look better, better legs.

		<ul style="list-style-type: none"> • I want to get in shape and to make sure I also look like a stud. • So I can lose some weight. <p><u>“How would you rate your level of physical fitness?”</u></p> <p>In August 2010, most students rated their fitness at a 5 or 6. In January 2011, most students rated their fitness as a 7 or 8.</p> <p><u>Take Home Points</u></p> <ol style="list-style-type: none"> 1. Grades are a powerful motivator for our students. 2. Students report significant gains in physical fitness as a result of participating in our program. 3. Students are able to identify a number of benefits of improved physical fitness. 4. Students want to become more fit. 5. Students as a group are highly motivated to work hard by their desire to improve their appearance. 6. Students are likely to work harder if they are part of a team.
<p>Building the New School CFJ_MVHS_Burton_FINAL2.pdf http://journal.crossfit.com/2013/01/building-the-new-school.tpl</p>	<p>Mission Vista High School, Oceanside, CA</p>	<p>CrossFit programming forms the foundation of MVHS’s general physical-education classes. The focus is on technique first, and then students progress to light weights, which are scaled for each student. They do a warm-up, work out with PVC pipe and focus on movements that take advantage of their body weight.</p> <p>Using dumbbells and kettlebells, they do complexes, as well as cleans, snatches and deadlifts. The emphasis is on quality over quantity. Students have the freedom to scale their own workouts by reducing reps or rounds. They do the benchmark workouts and follow the CrossFit Kids PreTeen and Teen Lesson Plans.</p> <p>“Our weight room is still relatively barren. ... We were able to buy a rig, and we have a few bars. But we operate primarily with eight sandbags, 10 boxes, 24 sets of dumbbells, 25 medicine balls, 24 kettlebells, 15 truck tires and 96 jump ropes. With that, we train 500 students daily.”</p> <p>The school is very committed to collecting and assessing data points on its students. To begin with, all high-school students in the state are tested in physical fitness. MVHS does pre and post testing including assessments of body composition; height and weight; and level of capacity in push-ups, sit-ups, pull-ups or flexed-arm hangs, and 1-mile runs.</p> <p>The students enjoy the activity, being there by choice. They like the variety of the challenging workouts. They have noticed big changes in their level of fitness and their scores on the statewide fitness tests. They improve their mile times, with many knocking two to four minutes off previous times. Two students in the current class had already lost 25 and 26 lb. before the end of the current term.</p>

<p>CrossFit at Sierra High Video: http://journal.crossfit.com/2012/10/vera-sierrahigh.tpl</p>	<p>Sierra High School, Manteca, CA</p>	<p>After no success with traditional strength and conditioning programs, Hobby and fellow P.E. teacher Richard Boyd, also the department chair, began running a CrossFit program in 2008 at the school. Student Nick Calonico says the workouts make him feel revitalized. <i>"I feel like I have more energy than normal," he says. "It kind of helps me with my school work because I noticed my grades have improved a lot from freshman year. I was kind of struggling with even passing, and then sophomore year I improved it, and now I'm getting As and Bs."</i> https://www.youtube.com/watch?v=SYRRlcQRnfM</p>
<p>Blue Flame CrossFit Video: http://journal.crossfit.com/2011/01/blueflame1.tpl</p>	<p>Pickens High School, Pickens, SC</p>	<p>Adopted CrossFit at high school level. Started with just one class, eventually added more sections and an after school club. "The kids just absolutely fell in love with it," Coach Wilson says. Fellow PE teacher Brittany Kelley even used CrossFit as her research topic for her master's degree. She compared two of her classes: one doing CrossFit and another following a more conventional PE program. The class following CrossFit made phenomenal progress. "In a matter of six weeks, my class dropped a huge amount of time just on their mile run at the end of the PT test," Kelley says. "I've discovered that basically any kid that comes in and gives 100 percent is going to really reap the benefit of the program," Wilson says.</p>
<p>My Introduction to CrossFit Kids CFJ_Intro_WalkerMar2012.pdf http://journal.crossfit.com/2012/03/my-introduction-to-crossfit-kids.tpl</p>	<p>Lemon Grove School District, San Diego, CA</p>	<p>Middle school teacher reflect on how implementing CrossFit principles in her PE classes has been beneficial. Some points include:</p> <ul style="list-style-type: none"> - Getting students to understand the concept of working for their own personal PRs rather than a predetermined teacher-set goal. - The CrossFit Kids course provided so many great kid-friendly cues: "stand like a super hero" instead of "open the hips at the top of a squat or box jump"; "angry gorilla" instead of "lock in your lumbar curve". - Fitness should be fun for kids. If they're not having fun, they aren't going to embrace the idea of fitness. - I encourage students, praise their hard work and empathize with their fatigue. - I generally stick to WODs with little or no equipment because we don't have much. I use aerobic steps for box jumps, and most of our WODs are unloaded, especially because squats are a constant struggle and most of the students wouldn't be safe with weight anyway. We do have light dumbbells and medicine balls we use for some weighted work. - I have found AMRAPs work better than WODs for time because there is less cheating.

		<ul style="list-style-type: none">- Having students demonstrate the movements teaches leadership while allowing the other kids to mimic successful peers. Students also get to own their successes by recording their times, rounds or maybe just a smiley face on the board for all to see what they achieved that day.- My students are getting stronger and faster, and they know it.
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