



The Director of Physical Activity and Staff Involvement

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Part teacher, part cheerleader, the director of physical activity will need to involve the school staff to make the Comprehensive School Physical Activity Program successful.

The following three articles complete this two-part feature. In the August issue, after an introduction by Feature Editor Judith Rink, Russell Carson explained the certification process and duties of a director of physical activity (DPA). Next, Darla M. Castelli and Kimberly Ward showed how DPAs can promote physical activity during the school day. Part one concluded with Aaron Beighle and Melanie Moore writing on the DPA's role in before- and after-school physical activity programs.—Ed.

School leaders, faculty and staff, parents, and other key individuals need to be invested in the Comprehensive School Physical Activity Program (CSPAP) in order for the program to be effective. Faculty and staff involvement begins with the Director of Physical Activity (DPA) motivating them to “buy in” to the need for a CSPAP. The DPA will need to train staff to develop and integrate physical activity throughout the school day, encourage them to be involved in the before- and after-school activities, and create opportunities for faculty and staff to participate in activities themselves. In turn, faculty and staff should serve as effective role models in promoting physical activity and nutrition. The purpose of this article is to help the DPA in planning for and delivering the staff-oriented approaches of the CSPAP model.

Because of the emphasis that classroom teachers are asked to place on core academic subject areas and academic achievement, in addition to other responsibilities, classroom teachers may not promote or offer opportunities to be physically active. It is important for the DPA to acknowledge these pressures and minimize the burden related to the delivery of physical activity. The DPA can provide professional development, activity ideas, and tactics for managing physical activity opportunities. Further, the DPA can encourage faculty and staff to participate in wellness endeavors that simultaneously improve personal health and model healthful behaviors for students. This is especially important since research demonstrates that teachers who engage in physical activity remain on the job longer and are less likely to experience burnout (Carson, Baumgartner, Matthews, & Tsouloupas, 2010). Finally, and perhaps most significant, the DPA can make an impact by convincing classroom teachers of the need for a CSPAP. For example, the DPA can inform teachers of the research linking physical activity to overall health, academic performance, the ability to concentrate in the classroom, and decreased behavioral problems among students.

A limited amount of research has been conducted with teachers and worksite health promotion. However, research has shown that worksite wellness programs in other professions can improve employee job satisfaction, lower absenteeism, promote a sense of community, and improve healthful behaviors and long-term health (Chapman, 2004a, 2004b; Koffman et al., 2005; Merrill, Aldana, Ellrodt, Orsi, & Grelle-Laramee, 2009; Racette et al., 2009). Carson and colleagues (2010) determined that teachers in early childcare programs who participated in physical activity during the school day experienced positive effects related to teacher burnout. This supports the notion that teachers should be physically active during the day, not just during their leisure time outside of school or work. Research also demonstrates that physical activity is the most advantageous strategy for coping with and reducing stress (Austin, Shah, & Muncer, 2005). Therefore, it is believed that “professionals who adopt a physically active lifestyle will lead longer and happier careers” (National Association for Sport and Physical Education [NASPE], 2010, p. 3). Accordingly, this article discusses various approaches to involve faculty and staff by presenting opportunities for physical activity participation across the school curriculum.

The DPA can have a significant impact on the lives of students by encouraging faculty and staff to take the initiative in promoting lifelong physical activity. A staff-oriented approach may consist of encouraging faculty and staff to take responsibility for their own health; providing them with wellness opportunities before, during, or after school; motivating them to be effective role models for students regarding health and physical activity; encouraging them to participate in physical activity outside of school; and training teachers to lead students in classroom-based physical activities.

Taking Responsibility for One's Own Health

Time spent preparing for lessons, working with children before and after school, and taking care of personal matters often leaves little time and energy for physical activity. The *2008 Physical Activity Guidelines for Americans* (U.S. Department of Health and Human Services [USDHHS], 2008) shows the type and amount of physical activity that is recommended for weekly participation by adults (table 1). Table 2 shows some of the benefits of following these physical activity guidelines. It is likely that many faculty and staff members in the school are not currently meeting the national recommendations, but "being physically active is one of the most important steps that Americans of all ages can take to improve their health" (USDHHS, p. vi). The physical activity guidelines list (p. vi) the major research findings related to the benefits of increased physical activity, which include the following:

- Regular physical activity reduces the risk of many adverse health outcomes.
- Some physical activity is better than none.
- For most health outcomes, additional benefits occur as the physical intensity, frequency, and/or duration increase.
- Most health benefits occur with at least 150 minutes (2 hours and 30 minutes) a week of moderate-intensity physical activity, such as brisk walking. Additional benefits occur with more physical activity.
- Both aerobic (endurance) and muscle-strengthening (resistance) physical activity are beneficial.
- Health benefits occur in children and adolescents, young and middle-aged adults, older adults, and those in every studied racial and ethnic group.
- The health benefits of physical activity occur in people with disabilities.

- The benefits of physical activity far outweigh any possible adverse outcomes.

When trying to encourage others to increase their own level of physical activity, the DPA can share these guidelines with faculty and staff members. The guidelines provide detailed information about how to put them into practice, the health benefits of physical activity, and how people of all ages can meet the recommendation in a safe and effective manner. Simple concepts described in the guidelines encourage adults to personalize the benefits of regular physical activity, set personal goals for physical activity, and develop knowledge to attain goals. As the health and physical activity specialist in the school, the DPA can help faculty and staff members in setting realistic and attainable goals.

One way to do this could be to host a professional development meeting before or after school that focuses on creating an individualized physical activity plan. The DPA could discuss the importance of goal setting and planning in relation to developing healthful behaviors, specifically physical activity and nutrition (Shilts, Horowitz, & Townsend, 2004; Stretcher et al., 1995). The DPA should provide specific resources for designing a personal physical activity plan. Perhaps the DPA can also give a copy of the guidelines to every faculty and staff member. Ultimately, however, all faculty and staff members must recognize that they are responsible for taking care of their own health. This personal application often results in the greatest benefits. Similar to brushing one's teeth, individuals are encouraged to view participation in physical activity, exercise, and physical fitness as a key daily habit. As Rink (2009) explained,

A health behavior is something we do almost exclusively to maintain health. Most of us do not brush our teeth because we enjoy it. We probably do not even look forward to it, but we do it and for the most part do it quite regularly. Although treating fitness as a behavior like brushing your teeth (health behavior) is not limited to a training perspective, it is probably easier to talk about exercise and training programs that you do daily than it is to talk about lifestyle changes. (p. 27)

In addition, because of the amount of easily accessible information related to improving physical activity and wellness, adults can increase their knowledge, design specific plans, track their activity and progress, and be physically active in a variety of ways. Naturally, the DPA can also help faculty and staff members in this regard.

Table 1. National Physical Activity Guidelines for Adults Ages 18–64

Type	Frequency	Intensity	Time
Aerobic physical activity (at least 10-min intervals)	Every week	Moderate to vigorous	150 min to 300 min or 75 min to 150 min
Muscle strengthening activities	Every week	Moderate to vigorous	2 or more days (30 minutes)

Source: U.S. Department of Health and Human Services (2008)

Before-, During-, and After-School Wellness Opportunities

In many school districts, the allotted time for physical education classes is not meeting national recommendations (i.e., 150 minutes/week for elementary; 225 minutes/week for middle and secondary). As a result, many schools promote physical activity during the school day, in addition to the physical activity opportunities students receive in a quality physical education program. In most cases, the DPA will assist in the organization of these opportunities. However, other faculty and staff members in the school can support the DPA by providing additional physical activity for their students, as well as by personally participating in physical activities before, during, and after school.

For example, faculty and staff members can walk or bike to and from school when possible, or take walking and exercise breaks at various times throughout the day. The DPA can facilitate participation by offering physical activity sessions before school, during lunch, or after school (e.g., walking/running clubs, aerobics or dance classes, access to the weight/cardio room, boot camps, intramural faculty sports, special events). The DPA does not have to teach these sessions personally, but could recruit qualified parents or volunteers in the community to lead the activities. Although not all activities will be moderate or vigorous in intensity, the additional physical activity acquired throughout the day is likely to improve participants' overall health and support a physically active lifestyle.

Being a Role Model

According to social learning theory (Bandura, 1977), learning occurs within a social context in various professions. Social learning theory posits that people learn from one another by means such as observational learning and modeling. In addition, social learning theory includes the concept of self-efficacy, which is the "belief in one's capabilities to organize and execute the courses of action required to produce given levels of attainment" (Bandura, 1998, p. 3). This concept is commonly used in approaches to increase physical activity. It directly relates to one's ability to control thought processes, become motivated for activity, and to act (Bandura, 1989). Personal self-efficacy can be enhanced by successful opportunities, having role models who influence behavior, and receiving encouragement. Individuals who observe others participating in physical activity and feel competent in their own abilities to participate are often likely to exert more effort and persistence, even when facing obstacles. Therefore, the DPA and faculty and staff members can have a powerful influence on students regarding physical activity habits and behaviors. Best of all, as faculty and staff demonstrate a physically active lifestyle to encourage students to participate, they will be contributing to their own health and well-being.

Research has demonstrated that parents, as role models of physical activity, can have a positive effect on their children (Edwardson & Gorely, 2010; Sallis et al., 1992). But since children spend most of their waking hours at school, it is

Table 2. Physical Activity Benefits for Adults

Strong Evidence

- Lower risk of:
 - Early death
 - Heart disease
 - Stroke
 - Type 2 diabetes
 - High blood pressure
 - Adverse blood lipid profile
 - Metabolic syndrome
 - Colon and breast cancer
- Prevention of weight gain
- Weight loss when combined with diet
- Improved cardiorespiratory and muscular fitness
- Prevention of falls
- Reduced depression

Moderate Evidence

- Weight maintenance after weight loss
- Lower risk of hip fracture
- Increased bone density
- Improved sleep quality
- Lower risk of lung and endometrial cancers

Source: U.S. Department of Health and Human Services (2008)

believed that faculty and staff can also play an important role in motivating students to be active by modeling and supporting a physically active lifestyle (Cardinal, 2001; Drummond, McGuire, & Bennett, 2002; Melville & Maddalozzo, 1988). In addition to physical activity, faculty and staff members can and should model appropriate nutrition and eating behaviors as a way of enhancing health. Students often look up to their teachers and other adults in the school. Therefore, promoting an overall healthy lifestyle can enhance the effectiveness of the CSPAP model.

The National Association for Sport and Physical Education (2010) stated:

Participating in regular physical activity at a level sufficient to promote health-related physical fitness is important for professionals in all fields and levels of physical activity (e.g., coaches, K-12 teachers, fitness professionals, physical education and kinesiology faculty members in higher education). (p. 4)

In sum, in order for a school to truly demonstrate a CSPAP, the faculty and staff within the school should regularly promote physical activity, support students in their efforts to be physically active, be physically active themselves, and view physical activity as a positive behavior that affects many other aspects of one's life. Ultimately, students will be more physically active when significant adults in their lives are also physically active and promote physical activity in a positive way (Freedson & Evenson, 1991; Moore et al., 1991).

Table 3. Physical Activity Suggestions for Faculty and Staff

Activity	Time	Point Value
Aerobics	20 minutes	4 points
	Each add'l 10 minutes	2 points
Badminton Game Play	20 minutes	2 points
	Each add'l 10 minutes	1 point
Basketball Game Play, Full Court	20 minutes	4 points
	Each add'l 10 minutes	2 points
Basketball Game Play, Half Court	20 minutes	2 points
	Each add'l 10 minutes	1 point
Dance (all forms except aerobic)	20 minutes	2 points
	Each add'l 10 minutes	1 point
Elliptical Trainer	20 minutes	4 points
	Each add'l 10 minutes	2 points
Football Game Play	20 minutes	2 points
	Each add'l 10 minutes	1 point
Gardening/Landscaping	20 minutes	2 points
	Each add'l 10 minutes	1 point
Golf (walking only)	18 holes	6 points
	9 holes	3 point
Hiking and/or Power Walking	20 minutes	4 points
	Each add'l 10 minutes	2 points
Jog/Run	20 minutes	6 points
	Each add'l 10 minutes	3 points
Kayak/Canoe/Outdoor Sport	20 minutes	2 points
	Each add'l 10 minutes	1 point

Physical Activity Outside of School

The DPA can help faculty and staff members to participate in physical activity during their leisure time (i.e., outside of school) by suggesting a variety of activity options that may fit into their normal routine (e.g., walking/jogging, cycling, aerobics classes, weight training). In addition, faculty and staff members should be encouraged to participate in physical activity according to the national guidelines (tables 1 and 2). However, participation in physical activity does not always mean engaging in exercise sessions. When participation in moderate-to-vigorous physical activity is not an option, other ways of incorporating physical activity into the daily routine include parking their car farther away from specific activities or functions, gardening and doing basic chores around the house, or participating in simple, low-organization games and activities with children and youths. The DPA can help faculty and staff with these efforts by developing a system for accountability, offering additional motivation, and perhaps including other extrinsic rewards. School administrators also play a role by assisting the DPA through such means as funding and facility usage.

Motivation. It would be ideal if all faculty and staff members were intrinsically motivated to engage in physical activity. Individuals who feel competent do not need external motivation, and they may experience more personal well-being and psychological growth than those who lack confidence (Standage, Duda, & Ntoumanis, 2005). These participants often engage in physical activity for personal satisfaction, or because they find the activity enjoyable or challenging (Blankenship, 2008).

However, many people need encouragement and motivation to engage in physical activity. Extrinsically motivated individuals participate in physical activity, but often only to receive a reward, support, or because they are afraid of suffering consequences for not participating (e.g., weight gain, stress). Some people may lack both intrinsic and extrinsic motivation. For these individuals, participating in any physical activity is a real struggle. Others believe in the benefits of physical activity and may even think about participating, but are just not sufficiently motivated or cannot find the time to do so.

Because of the likely differences in the motivational levels

Activity	Time	Point Value
Soccer Game Play	20 minutes	4 points
	Each add'l 10 minutes	2 points
Softball/Baseball	20 minutes	2 points
	Each add'l 10 minutes	1 point
Stationary Cycle/Spinning/Road Cycling	20 minutes	4 points
	Each add'l 10 minutes	2 points
Swimming (laps)	20 minutes	4 points
	Each add'l 10 minutes	2 points
Tennis Game Play, Doubles	20 minutes	2 points
	Each add'l 10 minutes	1 point
Tennis Game Play, Singles	20 minutes	2 points
	Each add'l 10 minutes	1 point
Ultimate Game Play	20 minutes	4 points
	Each add'l 10 minutes	2 points
Volleyball Game Play	20 minutes	2 points
	Each add'l 10 minutes	1 point
Walk	20 minutes	2 points
	Each add'l 10 minutes	1 point
Weight Training, Circuit	20 minutes	4 points
	Each add'l 10 minutes	2 points
Weight Training, Rest Intervals	20 minutes	2 points
	Each add'l 10 minutes	1 point
Yoga/Pilates	20 minutes	2 points
	Each add'l 10 minutes	1 point

Note: Faculty and staff can keep track/record of their personal physical activity performed each week (log, etc.). They would then convert their physical activity to a point value based on the above chart and submit the point value to the DPA each week (Monday to Sunday activity).

of faculty and staff members, it would be beneficial for the DPA to provide motivational activities that will encourage faculty and staff to become physically active. Many schools promote popular media activities such as "The Biggest Loser" because they allow teachers to focus on an overall goal. It is important for the DPA to plan carefully when setting up similar activities within the school, making sure that each activity is fair and can include all individuals regardless of fitness level. For example, if incorporating a "Biggest Loser" competition, the DPA would not want to focus solely on weight loss. Instead, it would be more appropriate to focus on the increase in physical activity and intensity. Using tools such as heart rate monitors, pedometers, and physical activity logs may be just the motivation some individuals need to reach their physical activity goals. The DPA might also encourage faculty and staff members to have a "workout buddy" or to participate in physical activity with others. Another option could include a simple system in which faculty and staff members earn a certain number of points each week, based on the activities they engaged in over the course of a week. In this system, participants earn more points based on

the intensity of their efforts (tables 3 and 4). Individualized extrinsic rewards, a team "competition" among faculty and staff members, or school-wide recognition for positive outcomes may be appropriate in most settings. These or related opportunities often provide the motivation that some people need to continue participating in physical activity.

Administrative Involvement and Support

In order for the culture of the school to reflect physical activity, the DPA will need the support of teachers, staff, administrators, and leadership teams. Administrator support is an essential piece to changing the culture of the school (Heichberger, 1975; Olsen & Chrispeels, 2009) and establishing and maintaining a CSPAP. Therefore, the DPA needs to focus initially on gaining administrator support. The first step is to express the importance of physical activity for adults. Administrators need to be active themselves to improve their overall health. Likewise, they also need to be a model of physical activity for their staff and students.

Next, the DPA should discuss the value of implementing a CSPAP with administrators and with leadership teams.

Sharing information about the benefits of physical activity for the overall health of children, as well as for their classroom behavior and academic achievement, may help administrators to understand how CSPAP implementation could benefit the school. Administrators have an influence on the time allotted for educational activities, recess, and physical education. They also plan and develop workshops, often making the final decisions on the topics that will be offered during teacher inservice training. With an administrator on board, time could be set aside for the DPA to help teachers implement physical activity in the school setting. Without administrative support, however, it could be hard for the DPA to find time to make professional development for teachers and other school staff a reality.

Training Teachers to Lead Classroom-based Physical Activities

When encouraging the integration of physical activity in the classroom, the DPA cannot expect classroom teachers to develop implementation strategies on their own. After all, the one who typically knows the most about physical activity at the school is the physical education teacher or health educator. It is imperative that the DPA offer professional development (PD) for classroom teachers so they can become comfortable with providing physical activity opportunities for students during the school day. This should include not only physical activity ideas, but strategies for properly managing movement in the classroom. When providing PD for classroom teachers, it is essential for the DPA to construct a delivery method that is unobtrusive. Classroom teachers, the same as physical education teachers, have a lot on their plate. Therefore, disseminating ideas for physical activities that are effective and that complement academic core areas is critical. Every DPA will have his or her own comfort level when it comes to leading PD, but the more resources the DPA provides for the classroom teachers, the more likely the classroom teachers will be to embrace, promote, and feel prepared for classroom-based physical activity. The DPA can offer PD for classroom teachers in a variety of ways, including formal and informal meetings, printed materials, and by encouraging attendance at conferences and workshops.

Formal and Informal Meetings. Every school and district has designated time for teacher PD. This time is set aside to enhance the knowledge of teachers and allow them to collaborate with one another, which often creates a better learning environment for students. Professional development for teachers is often planned at the beginning of the year for both semesters. In order to provide formal PD for the staff, the DPA should contact the principal or superintendent to discuss the possibility of providing physical activity and movement management instruction for the classroom teachers. It is imperative that the DPA explain why physical activity is important during the school day by using statistics and stories about how physical activity affects the whole child, attendance, academic achievement, cognitive performance, and overall health. Once formal PD for the teachers is secured,

the DPA should begin planning for successful implementation. The DPA does not have to do this alone; he or she could gather a group of physical education specialists to assist in the delivery of the PD.

Formal PD may not always be approved by the administration, in which case the DPA should be prepared to offer informal PD opportunities. Informal PD could include meeting with teachers after school or during their planning time to share and discuss ideas. The DPA could go into the classroom and lead a physical activity break (energizer) to show the teacher how it can be accomplished. Video podcasts are another form of informal PD that could be created by the DPA. These often consist of short video clips that either instruct classroom teachers how to manage physical activity opportunities in their classrooms or provide actual physical activity lessons for teachers to use.

Printed Materials. Whether or not the DPA is comfortable with providing formal or informal PD for teachers, giving printed materials to classroom teachers to use and reference is essential. The DPA can create handouts that have a variety of activities that teachers can implement in the classroom and at recess. These materials may also describe strategies on how to manage movement in different settings. Examples might include a monthly newsletter highlighting the importance of physical activity or other related concepts, physical activity sheets that teachers can use in their classrooms, a monthly calendar of physical activity that coincides with the core curriculum for each grade level, packaged materials such as CATCH boxes or Take 10!, or physical activity web sites that can be used in the classroom.

Locating books and other resources that can help classroom teachers to incorporate physical activity in the curriculum is also recommended. Lastly, the DPA could create a link on the physical education web site that leads to ideas about managing movement and physical activities in the classroom. This information could include sample activities, links to additional useful web sites, or sample videos of movement taking place in the classrooms of other teachers.

Encouraging Attendance at Conferences and Workshops. Some classroom teachers may want more formal training than what the DPA is prepared to offer, or has time to provide. As the DPA encourages an increased amount of physical activity in the classroom, he or she should also provide teachers with a list of outside opportunities for PD as a way of supporting extended learning. Many conferences and workshops are available at the district, state, and national levels such as the state AHPERD, district AAHPERD, and national AAHPERD conferences, or other professional conferences in education (AERA, AEA, etc.). The DPA could also inform classroom teachers that attending these conferences and workshops may make them eligible for PD credits in many states. The DPA (and administrators) might encourage classroom teachers to attend graduate-level courses about implementing physical activity in the classroom, such as those offered by the Florida Virtual School and other universities.

It is important that the DPA consider the differences of the

Table 4. Sample Faculty/Staff Physical Activity Rubric

Name: John Doe

Date: Monday, September 1 to Sunday, September 7

Date of Activity	Activity	Time	Points	Running Total
9/1/2011	Walking	30 minutes	3 points	3 points
9/3/2011	Gardening	60 minutes	6 points	9 points
9/5/2011	Walking	40 minutes	4 points	13 points
9/6/2011	Tennis Doubles	60 minutes	6 points	19 points
				19 points

Note: Although this is shown as a paper/pencil or word processing task, it could easily be adapted to be posted on a Wiki or web site where teachers could enter their physical activity points online.

classroom environment and prepare teachers to administer physical activity opportunities and manage movement in tight spaces (the classroom) or outside. The DPA does not have to implement all of the suggestions presented here, but it is important to arm fellow teachers with tools for incorporating physical activity throughout the school day.

The Role of Teacher Education

In addition to the opportunities for inservice teachers, physical education teacher education (PETE) programs can play a significant role in the training of future physical education teachers to become DPAs. Preservice physical education teachers should become fully aware of what a CSPAP is, recognize the influence the physical education teacher can have in each of the five CSPAP components, and gain some experience developing and incorporating these components before obtaining a full-time teaching position. This requires PETE faculty to have in-depth knowledge about CSPAPs and to be able to share specific examples of effective CSPAP programs. Teacher education programs might also consider adopting a course closely linked to CSPAPs.

Conclusion

People of all ages need physical activity. Current research demonstrates that many are not meeting the national recommendations. Schools can make an impact on the overall physical activity levels of students, faculty, and staff by implementing a CSPAP and thereby contribute to the overall health and wellness of school participants. Specifically, the DPA can provide faculty and staff with wellness opportunities by encouraging them to take responsibility for their own health; providing physical activity opportunities before, during, or after school; motivating them to be effective role models for students regarding health and physical activity; encouraging them to participate in physical activity during their leisure time; and training teachers to lead students in classroom-based physical activities. Finally, the DPA can

research additional ways to increase physical activity during the school day. Rink, Hall, and Williams (2010) have provided numerous examples and suggestions for increasing physical activity in the school. Consistent efforts for a faculty and staff wellness approach may enhance the overall physical activity level of all those involved and help the school to become a leader in comprehensive school physical activity.

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