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# Classroom teachers and physical activity integration

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### Abstract

This project examined 23 teachers' involvement in a curricular project to integrate physical activity into the school day. The teachers represented all grade levels and worked in schools that served Native American students in the United States. Interviews occurred twice during the year-long project. Data were analyzed via constant comparison. Teachers' willingness to engage was influenced positively by caring about students and their own personal wellness history. Their engagement was impeded by institutional factors of scheduling and assessment pressures. The results provide insights into how teachers might be persuaded to and prepared for the implementation of similar programs in new locations.



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