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Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

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As educators and legislators across the country debate how to improve public schools, the most vital factor often disappears from the equation—the relationship between the teacher and the student. According to veteran educators Rita and Marco Portales, this relationship is the central issue in the education of students, especially Latino/a students who often face serious barriers to school success because of the legacy of racism, insufficient English-language skills, and cultural differences with the educational establishment. To break down these barriers and help Latino/a students acquire a quality education, the Portaleses focus attention on the teacher-student relationship and offer a proven method that teachers can use to strengthen the print and oral skills of their students. They begin by analyzing the reasons why schools too often fail to educate Latino/a students, using eloquent comments from young Latinos/as and their parents to confirm how important the teacher-student relationship is to the student's success. Then they show how all educational stakeholders—teachers, administrators, state education agencies, legislators, and parents—can work together to facilitate the teacher-student relationship and improve student education. By demonstrating how teachers can improve students' reading, critical thinking, writing, and oral communication skills across the curriculum, they argue that learning can be made more relevant for students, keeping their interest levels high while preparing them for academically competitive colleges.

"Adapted Physical Education National Standards, Second Edition, is the essential resource for everyone in the adapted physical education field. Preservice teachers will use the text to prepare for the APENS exam, practicing teachers will use it to improve their understanding and application of the standards, college faculty will use it to prepare students for the APENS exam and evaluate their programs, and school administrators will use it to hire and review adapted PE teachers."--BOOK JACKET.

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