

1

FIRST GRADE

The integrations below are meant to facilitate efficient MMHT™ and InPACT coordination. This joint effort aims to increase healthy behaviors among children and families. These additions are not intended to change the MMHT™ curriculum, which is a standalone, evidence-based program; they are enhancements. Time spent using InPACT at Home videos counts towards your InPACT at School daily physical activity goal. The InPACT at Home resources accompanying each lesson are meant to be used with the class to model and promote use at home! If you want to use more InPACT resources in class, we encourage you to visit the [InPACT at Home website](#).

If you are implementing InPACT at School, you will find overarching suggestions at the beginning of each topic area to reinforce physical activity and its relation to that topic (e.g., physical activity and social emotional health). We encourage you to visit the [InPACT at School website](#) for more information.

SEL Anchor

Individual physical activity allows us to practice Self-Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Social Awareness, Relationship Skills, and Responsible Decision-Making ([see the five CASEL SEL Competencies for definitions and indicators.](#))





InPACT at School Integrations

When implementing InPACT at School, using short bouts of physical activity throughout the day, you can make any of these connections to **Nutrition and Physical Activity** each time:

- ✓ Emphasize the importance of physical activity each time you complete a video.
- ✓ Make connections to how what we eat fuels the body for physical activity. What foods can give us energy to do activity and grow healthy and strong?
- ✓ Emphasize the importance of drinking plenty of water, especially when being active.
- ✓ Physical activity wakes up the brain and primes it for learning.



InPACT at Home Integrations

Explain to students how physical activity and mindfulness are important to staying healthy in body, mind, and heart. To learn more, watch the short video [“Science of Physical Activity.”](#)

You will be doing a “Movement Moment” before each lesson using an InPACT at Home video. In this Nutrition and Physical Activity unit, we sometimes use a “Nutrition Moment” video instead. Some lessons also include an Activity Card to model activities students and families can do at home. Be sure your [classroom floorplan](#) is activity friendly. Ask students how they feel after they move and get some activity, using feeling words. If you are curious about classroom management during physical activity, check out this [classroom management video](#).

Students’ parents/caregivers can sign up on the [InPACT at Home website](#) (inpactathome.umich.edu) to access the resources used with the lesson for their students to use at home, including the Family Engagement Modules. Be sure to use the InPACT at Home Connections!

Please note: the “MMH™ Lesson Procedure” illustrates InPACT at Home integrations with an actual MMH™ lesson. It follows the structure of the MMH™ lesson procedure (Introduction, Teacher Input, Application, and Closure) and can be useful when following MMH™ Lessons. If there are integrations to consider, they will be noted; otherwise, the integration step will say “none.”

MMH™ LESSON 1 Food Group Fun

InPACT at Home Components with the MMH™

Nutrition Moment

Watch the InPACT at Home video “Mr. Miller’s Power Bowl,” which models a recipe students can make with their families. Ask students to try to remember the recipe’s ingredients.



(Length: 4:39. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students if they remember the food groups in Mr. Miller’s Power bowl. You could then ask them which food group each ingredient belongs to (berries = fruit, yogurt = dairy, granola = grains).

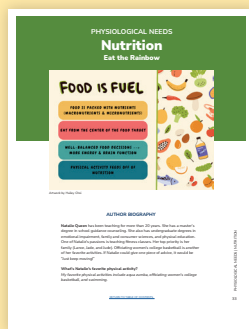
Application: None

Closure: Consider using the Strength Activity Card, “[Down, Down, Up, Up.](#)” You can make the connection that eating healthy foods can give us energy to be strong and active. If you would like to see this activity modeled, [click here.](#)





As an added Family Resource for this unit, suggest the **Nutrition Module and 20-Day Challenge** to use at home; see the Resources section of the InPACT at Home website.



Be sure to invite caregivers to create an account on the **InPACT at Home website** to access all resources (inpactathome.umich.edu).



Ensure families know that InPACT at Home videos, like the one featured in this lesson, also air on PBS's **Michigan Learning Channel** and look under the Schedule tab to see local times and stations.



MMH™ LESSON 2 Using Food Groups to Make Choices

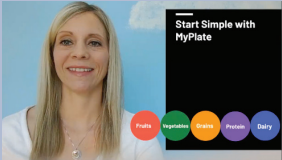
InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Banana Berry Splits,” which models a recipe students can make with their families.



Consider sharing the video [“Start Simple with MyPlate.”](#)




(Length: 3:47. Click on video.)

MMH™ Lesson Procedure

Introduction: Consider asking students in what ways Banana Berry Splits are a healthy snack.

Teacher Input: None

Application: None

Closure: Consider adding the Cardio Activity Card, [“Fast Feet.”](#) You might tell students, “We need to eat healthy food so we have the energy to be active. Let’s do physical activity now!” If you would like to see this activity modeled, [click here.](#)



Instructions

CARDIO
Fast Feet

1. Start in a squat position with your feet shoulder-width apart. This is your “rest” position.
2. Push off the balls of your feet and run in place quickly. This is your “on” position.
3. Alternate between 30 seconds of “on” and 30 seconds of “rest”, repeating for 5 rounds.

Pretend you are your favorite football player!



[Watch Video](#)

INPACT Activity Cards 1/2024



1

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 3 Physical Activity, Rest, and Sleep

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Up, Down, Stop, Go” to model an activity students can do at home. This video showcases how games based on physical activity are a fun way to be healthy.

When doing the activities in this lesson, consider encouraging students with language such as “Good job” and “Nice try” as used in the video.



Continue reminding students and caregivers to visit the [InPACT at Home website](#)



(Length: 7:52. Click on video.)

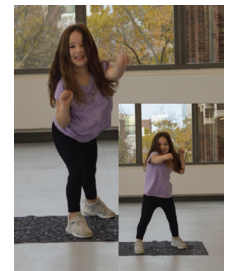
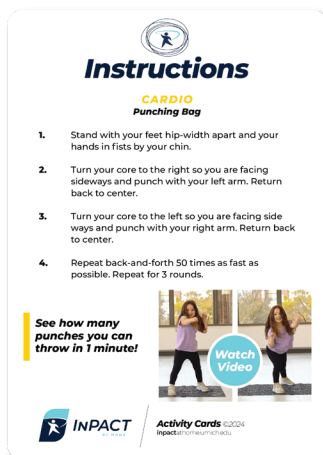
MMH™ Lesson Procedure

Introduction: When asking students about what makes something a physical activity, consider asking them, “How was the game ‘Up, Down, Stop, Go’ from the video a physical activity?”

Teacher Input: None

Application: None

Closure: Consider using the Cardio Activity Card, “[Punching Bag](#),” to allow students to practice another example of a physical activity before handing out their physical activity logs. If you would like to see this activity modeled, [click here](#).





Funding for this document was provided in part by the Michigan Health Endowment fund, which supports the implementation and dissemination of the InPACT programs. More information at: mihealthfund.org.

Funding for this document was provided in part by the MDHHS Adolescent School Health Grant, which supports the implementation of the Michigan Model for Health Curriculum, Michigan's tier 1, evidence-based curriculum, for preK-12 schools. More information at: www.michiganmodelforhealth.org.