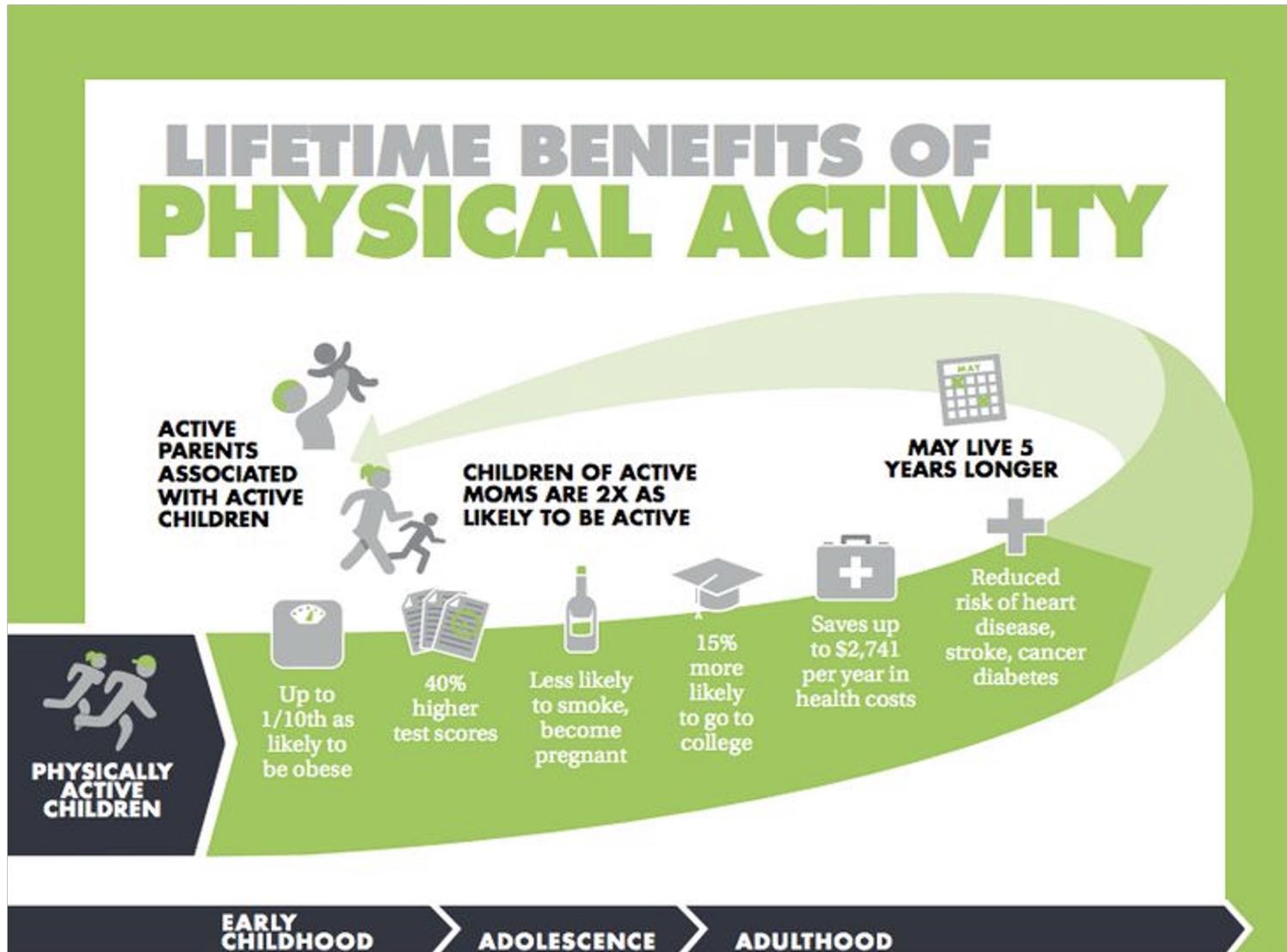


Interrupting Prolonged sitting with ACTivity (InPACT)

CHALLENGE
THE IDLE STATE





Intellectual Capital

- School engagement
- Concentration/Attention
- Memory
- Academic performance

Social Capital

- Positive relationships
- Social inclusion & acceptance
- Teamwork/Collaboration
- Community cohesion
- Bridging differences

Emotional Capital

- Feeling good
- Self esteem
- Mood
- Lowers stress, anxiety & depression



Popular classroom activity resources

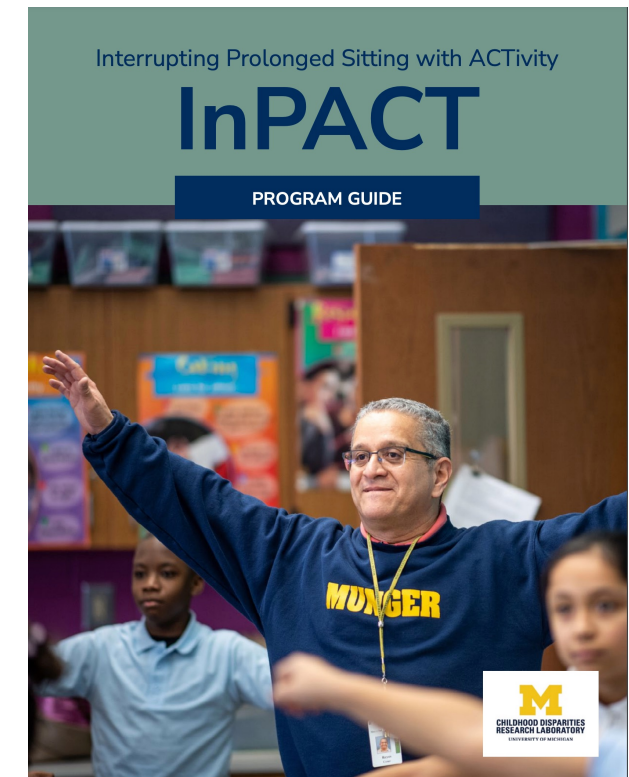
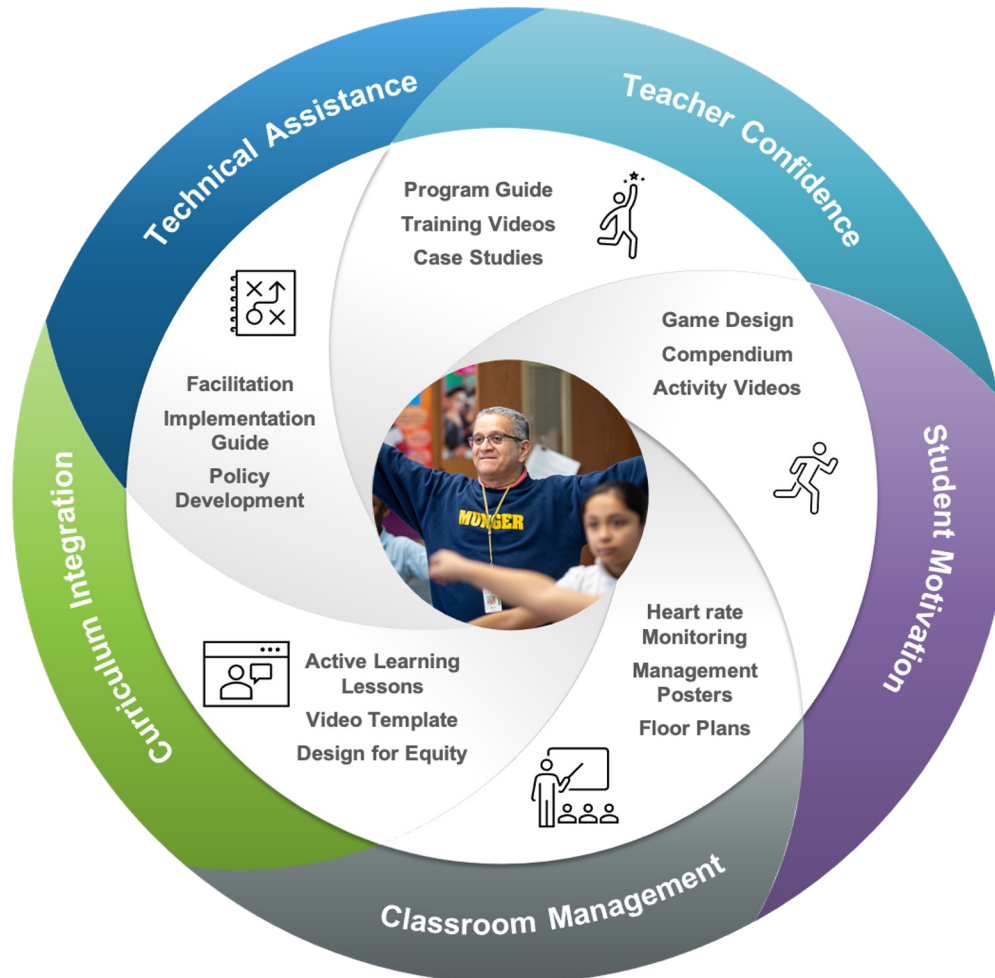


GoNoodle

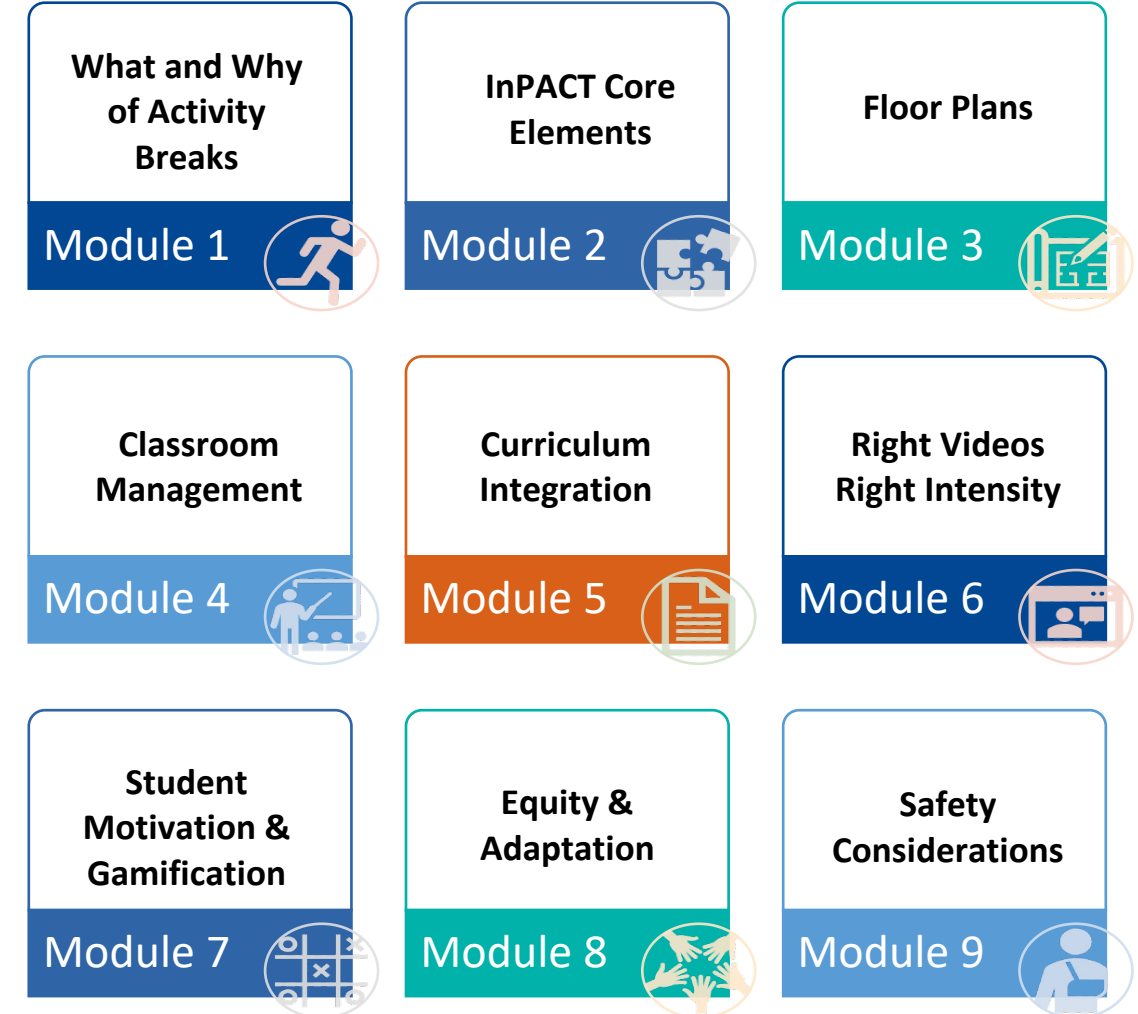
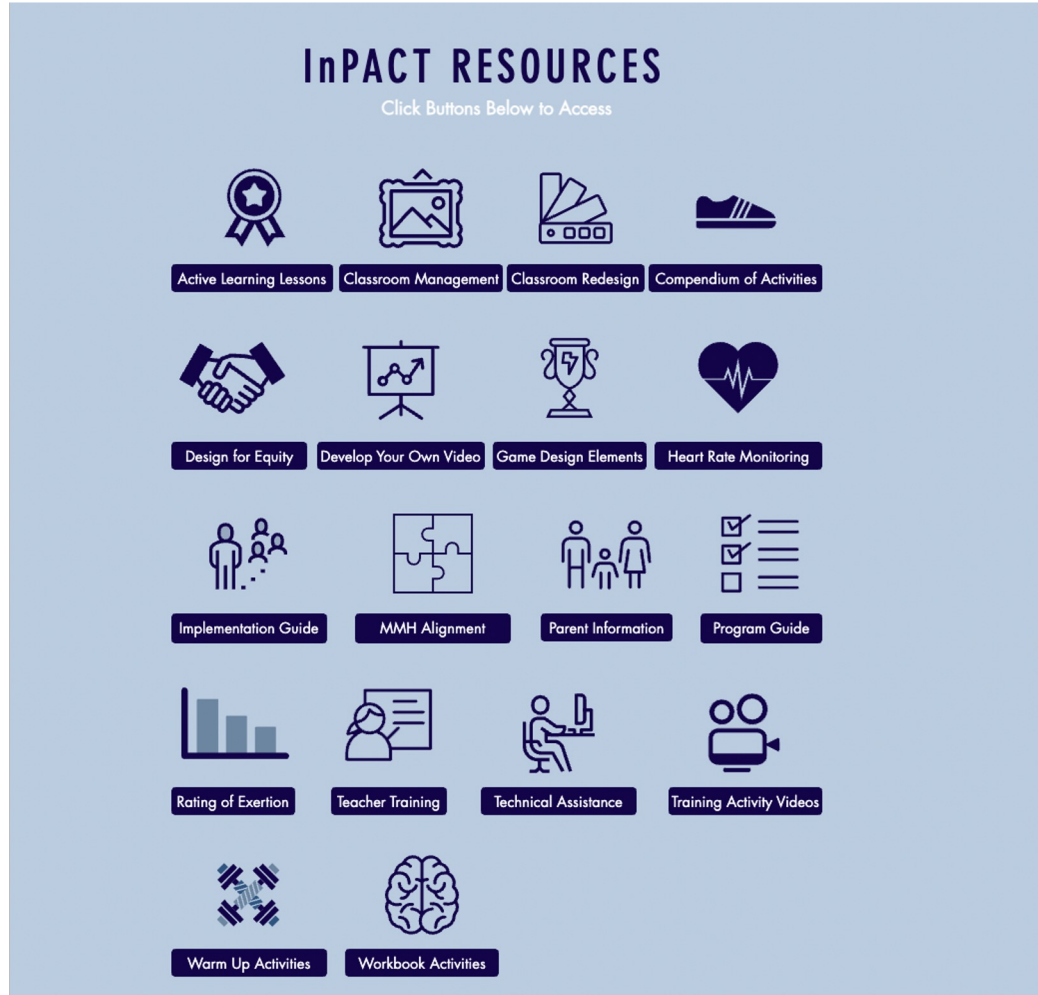
92%

The percentage of elementary schools across the country that have students participating in physical activity breaks during the school day.

InPACT coaching model



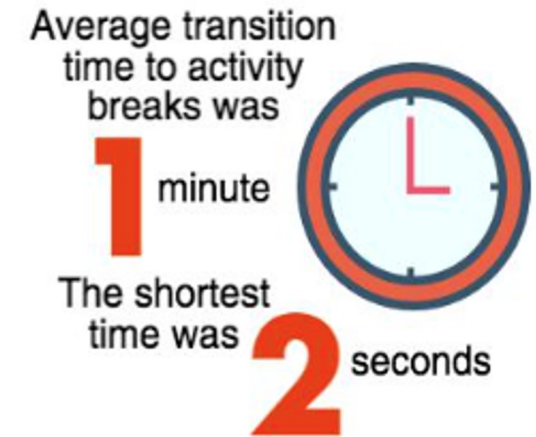
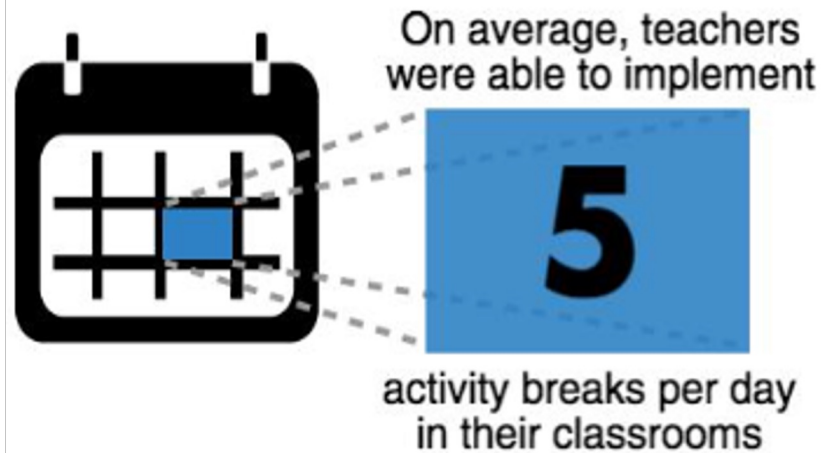
Resources (inpact.kines.umich.edu)



InPACT by the numbers



Students reported an
8
out of 10
on their confidence to
complete 30 minutes
of physical activity
every day at school



99%
of students were on-task
within 30 seconds of
completing an activity break



Children reported a
4.2
out of 5
on an enjoyment scale
during activity breaks

85%
of students were
exercising at a
moderate-to-
vigorous intensity



Feedback from North Elementary teachers

- When asked: *“What difference, if any, has InPACT made for your classroom?”*
 - **95%** of teachers responded positively citing improved students’ focus, engagement, and the breaks being a productive outlet for energy



Feedback from North Elementary teachers

- When asked: *“What, if any, behavior changes have you observed since implementing InPACT?”*
 - **82%** teachers responded positively citing fewer behavioral issues, and improved student self-regulation



Feedback from North Elementary teachers

- When asked: *"What, if any, academic changes have you observed since implementing InPACT?"*
 - **68%** teachers responded positively citing improved student test scores



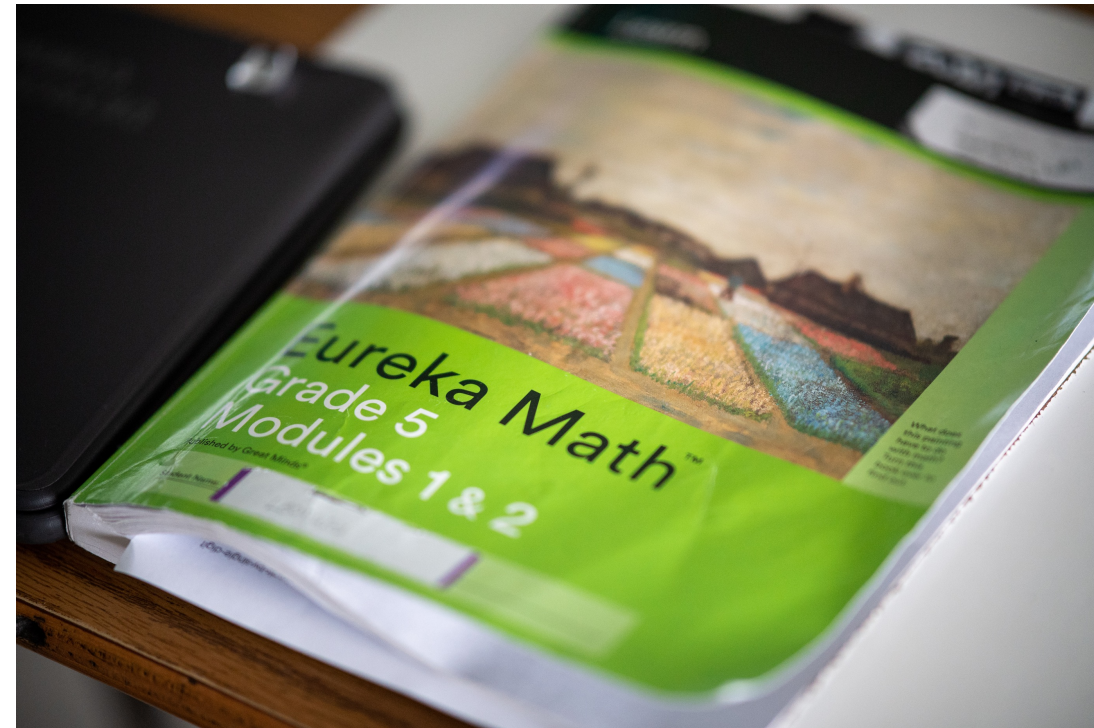
Feedback from North Elementary teachers

- Finally, when asked: *“What, if any, changes have you observed in the overall mood of students when engaging in classroom physical activity?”*
 - **86%** teachers reported positive mood changes citing student enjoyment, happiness and excitement related to activity breaks



Feedback from North Elementary teachers

- *How much time do you spend in . . .*
 - *Physical activity?*
 - *Classroom management?*
 - *Instructional time?*
- High PA group teachers (22-54 min) spent, on average, **40 minutes** more in instructional time than the moderate PA (14-20 min) and **61 more minutes** than the low PA (3-14 min) groups.



INPACT

at HOME



Improving the health and well-being of Michigan children and their families





Welcome to the official website of the InPACTatHome program.

InPACTatHome is a home-based physical activity program designed to motivate students and entire families to get moving for 60 minutes a day. Our workout videos provide fun, easy ways to do a short workout with little to no equipment. Now get up and get moving with InPACTatHome. You'll be surprised what these moments of movement can do for you and the rest of your family.

Families

Exercising with your children will not only make exercising more fun and enjoyable, it can also help motivate you to stick to a workout routine.

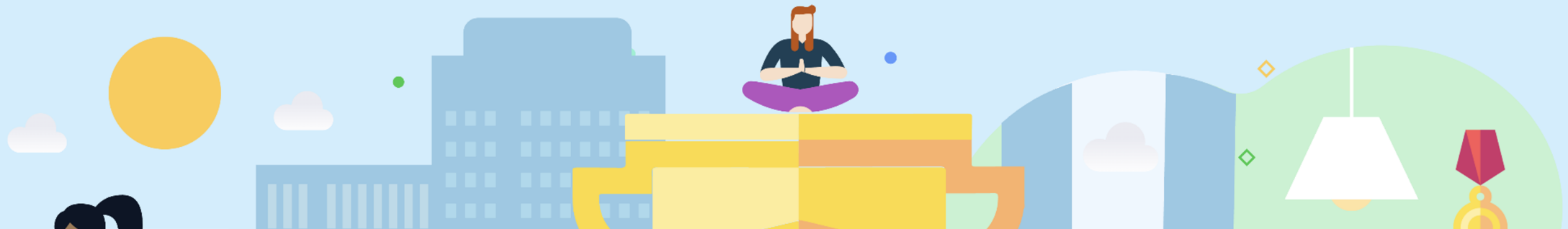
[PARENTS LOGIN](#)

Teachers

The more you burn, the more you learn! Prepare your students' brains for learning with daily exercises.

[TEACHERS LOGIN](#)

inpactathome.umich.edu



About Family Engagement

- *Move Together, Think Together, Be Together*
- 11 Modules completed
 - 12 total...final module coming soon!
- Monthly family challenges for each topic
- Messaging in modules linked to videos and public TV segments for physical activity



It's Time To Get Moving!

You'll be surprised what these moments of movement can do for you and the rest of your family. Check out our library of over 100 videos that were developed by physical education teachers and health professionals across the State of Michigan! Today is the day to meet your health and wellness goals!



Cardio



Strength



Mindfulness



Sports Skills



Nutrition



Latest Videos



Quote from Social Worker

"I just want to give a shout out and say what a wonderful resource this site is. I took time to share the information with all our local district School Social Workers as well as our 31n therapist. The resources look beautiful and have such nice user-friendly content. Keep up the excellent job!"



MI

Blueprint

for Comprehensive
Student Recovery



MMH/InPACT Alignment



Michigan Model for Health™ Alignment



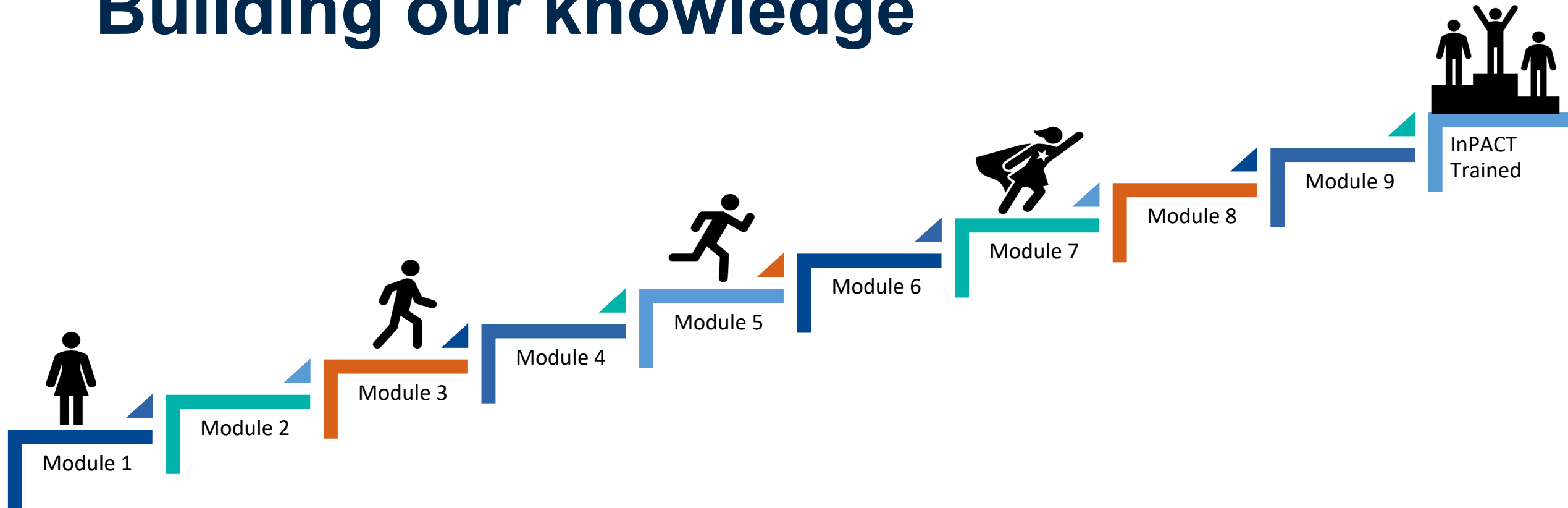
InPACT (Interrupting Prolonged Sitting with Activity) and Michigan Model for Health™: An Alignment Document

October 2021

Lisa Jo Gagliardi, MPA, LJ Gagliardi, LLC
Rebecca E. Hasson, PhD, University of Michigan School of Kinesiology

Michigan Model for Health™ (MMH) Key Content	InPACT at School Key Connections and Opportunities
Social Emotional Health Unit: Social emotional wellness and mental health. Includes identifying and managing feelings, empathy, speaking and listening with respect, conflict resolution and stress management.	<ul style="list-style-type: none"> InPACT at School promotes physical activity, an important part for maintaining emotional and mental health. Physical activity can be an impactful SEL strategy. Physical activity is a proven way to stabilize and improve mood and focus. Incorporating physical activity into instructional blocks aids in keeping students focused, regulated, and engaged. Using InPACT at School physical activity breaks are an opportunity to teach that physical activity can be a strategy to calm down, manage stress, navigate emotions, or regain focus.
Nutrition and Physical Activity Unit: Promotes the importance of proper nutrition, including the importance of the five food groups, as well as hydration. Focuses on the need for moderate-to-vigorous physical activity to achieve physical health.	<ul style="list-style-type: none"> InPACT at School promotes physical activity. InPACT at School can lend itself to student tracking of their daily physical activity. The accessibility of using InPACT at School in the classroom illustrates for children the ease in which they can partake in physical activity in multiple ways and multiple environments. InPACT at School promotes nutrition as imperative for optimum physical activity performance.

Building our knowledge



Training Module Format



Technical Assistance

- Weekly newsletters with links to activity videos and tips for teacher wellness
- Monthly visits during lunch hour to answer any implementation questions
- Time dedicated at staff meetings to discuss implementation successes and challenges





Module 1: Science of activity breaks



Small group discussion

1. Review the InPACT at School one-pager that highlights the benefits of classroom activity
2. Which benefits do you think teachers will value the most?
3. Which benefits do you think parents will value the most?

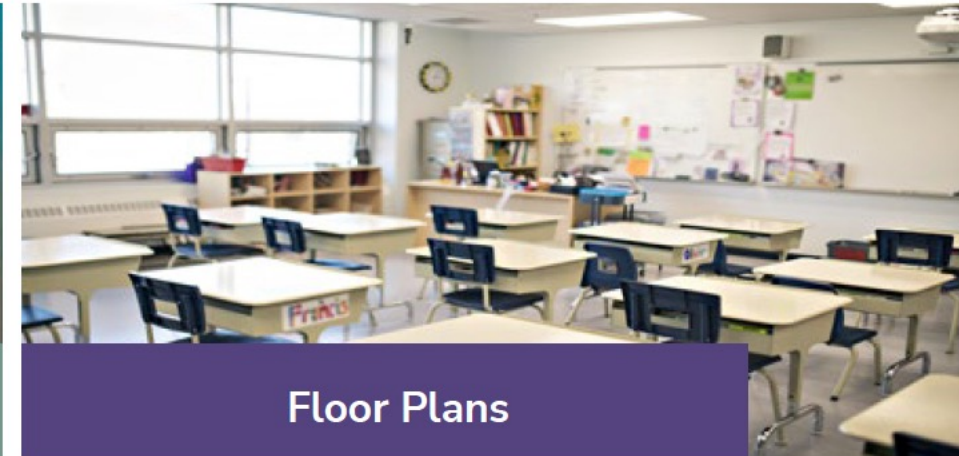
Take whatever type of break you need!

- Activity break
- Biology break
- Connection break
- Email break
- Reflection break
- Snack break

10 MINUTES



Module 2: InPACT core elements



Module 2: InPACT core elements

Non-negotiables

1. Teachers should model activity breaks
2. Teachers should encourage students to participate
3. Teachers should slowly integrate PA breaks
4. The goal is 20 min of PA
5. PA should be at a moderate-to-vigorous level

Negotiables

1. Teachers can be creative and develop their own activity breaks
2. Classroom floor plans are suggestions
3. Activity breaks can be completed outside the classrooms

Small Group Discussion

1. What are some additional best practices that can help teachers successfully implement activity breaks in their classrooms every day?
2. How can we best emphasize the importance of flexibility and adaptability in implementing activity breaks?
3. Develop a list of best practices for engaging in physical activity in the home environment?
4. How can we emphasize flexible routines for family engagement in physical activity?

Module 3: Floor plans

- What is your intended floor plan for this school year?
- Is it conducive for physical activity?



Module 3: Floor plans



Small group discussion

1. Which floor plans do you typically see in an elementary school classroom? What has worked well in terms of this floor plan? What hasn't worked well?
2. Which floor plan would be best for activity breaks in your classroom? Which floor plan would be best for instruction? Are they different or the same?
3. If the floor plans listed in Question 2 were different, which floor plan could you use as a compromise?
4. How can we help families redesign a space in their residence to promote movement?

Take whatever type of break you need!

- Activity break
- Biology break
- Connection break
- Email break
- Reflection break
- Snack break

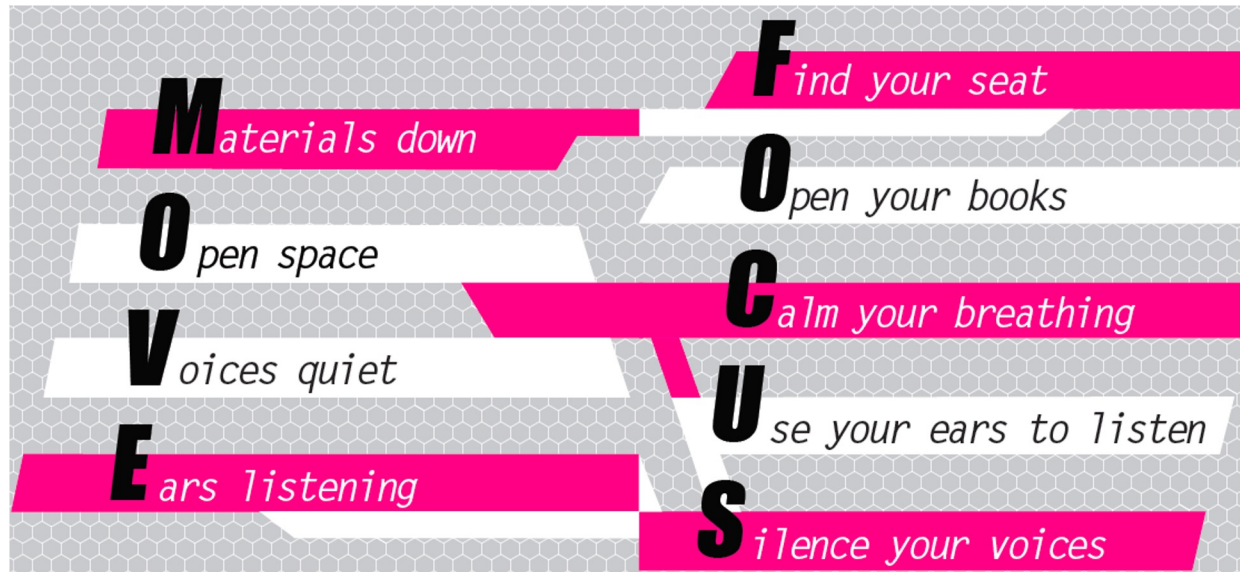
10 MINUTES



Module 4: Classroom management



Resources for classroom management



Grade 5 Target Heart Rate Zone		
5th Grade Max HR : 209 Target HR Zone = 125-178		
10 second count X 6 = Beats per Minute (BPM)		
20 x 6 =		120
21 x 6 =		126
22 x 6 =		132
23 x 6 =		138
24 x 6 =		144
25 x 6 =		150
26 x 6 =		156
27 x 6 =		162
28 x 6 =		168
29 x 6 =		174
30 x 6 =		180

* Magenta = In correct range

Small group discussions

Nine Classroom Management Strategies

1. Define expectations
2. Be firm with your expectations
3. Prepare the room
4. Use basic cues
5. Use partners effectively
6. Provide time limits
7. Adopt a step-by-step approach
8. Start small
9. Move continuously

Task

1. How are classroom management strategies currently integrated into your current PD?
2. Of the nine strategies, which one would be most helpful to your teachers?
3. How might these strategies be used in the home environment
4. What is a classroom strategy that you currently use that isn't listed but works well for your students?

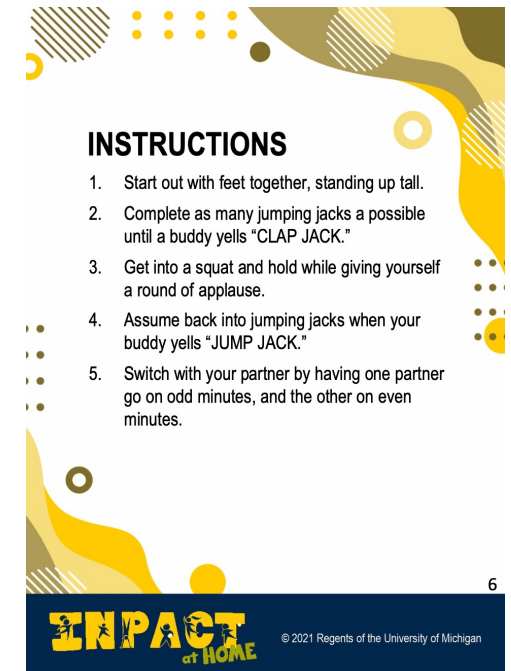
Zones of Regulation

A curriculum designed to foster self-regulation and emotional control

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

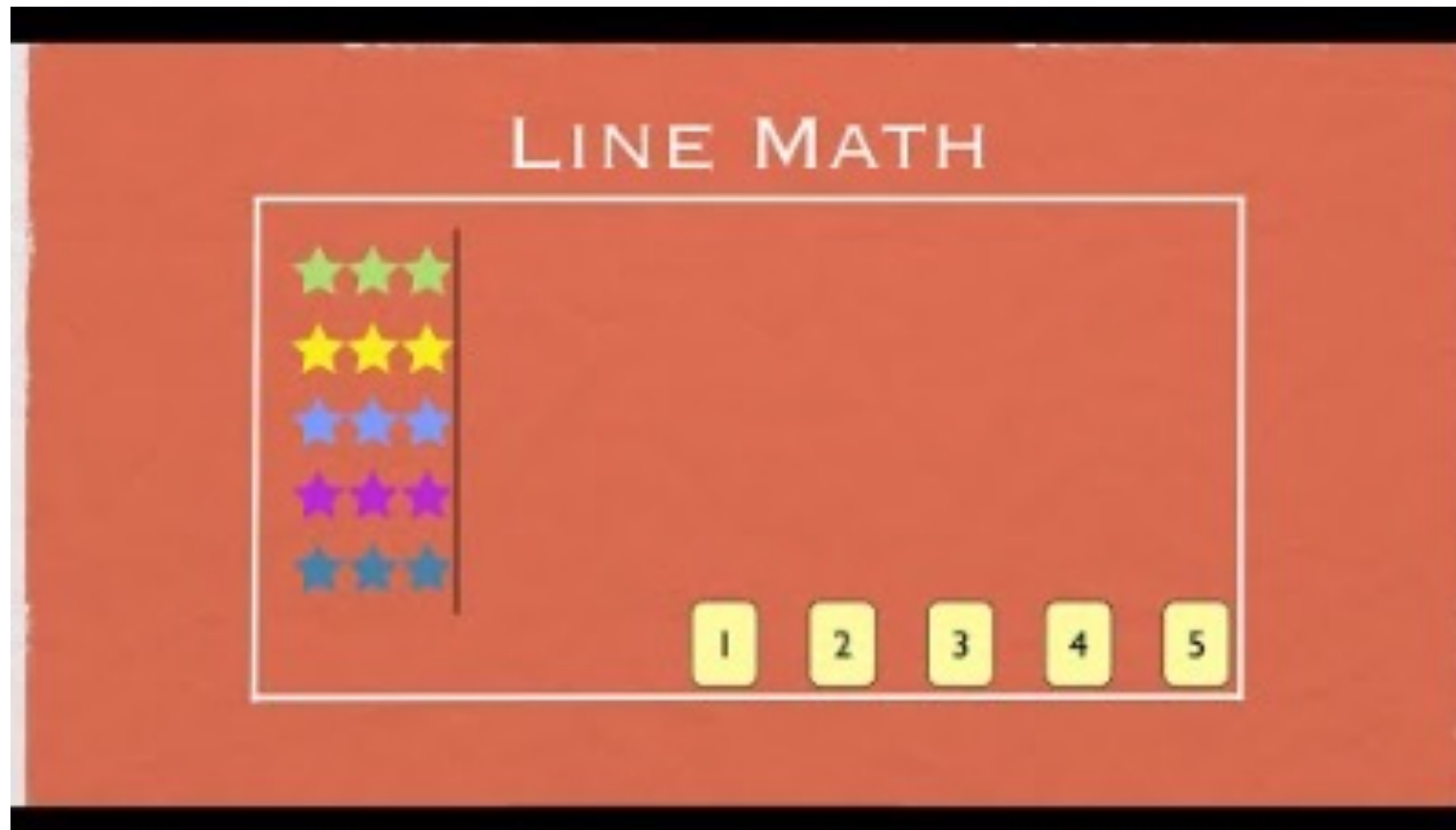
Connection physical activity to emotions

"Low" Energy Zone	"Good-To-Go" Energy Zone	"On the Edge" Energy Zone	"Extreme" Energy Zone
Emotion- Sad Activity- Self-Hug (Mindfulness Play card 1-2)	Emotion-Happy Activity-Disco Party (Buddy Play card 9-10)	Emotion- Worried Activity- Polar Bear Stretch (Flexibility Play card 17-18)	Emotion- Overjoyed/Elated Activity- Tornado Squat (Strength Play card 25-26)
Emotion-Bored Activity-Texture Trek (Mindfulness Play card 3-4)	Emotion- Focused Activity- Bubblegum Flow (Flexibility Play card 11-12)	Emotion-Frustrated Activity- Split Squat (Cardio Play cards 19-20)	Emotion- Panicked Activity- Butt Kickers (Strength Play cards 27-28)
Emotion-Tired Activity- Clap Jack (Cardio Play card 5-6)	Emotion- Calm Activity- Hacky Sack (Cardio Play card 13-14)	Emotion- Silly Activity-Mario Jumps (Strength Play cards 21-22)	Emotion- Angry Activity- Body Scan (Mindfulness Play card 29-30)
Emotion-Sick Activity-Child's Pose (Flexibility Play card 7-8)	Emotion- Proud Activity- Seat Belt Crunch (Strength Play card 15-16)	Emotion- Excited Activity-Finder's Keeper (Buddy Play card 23-24)	Emotion- Terrified Activity- Punching Bag (Cardio Play cards 31-32)



**Adapted from Zones of Regulation, Think Social Publishing, Inc. **Please see supplemental sources on why these specific exercises are paired with an emotion.

Module 5: Curriculum Integration



Small group discussion

Social Studies

- Michigan geography
- US geography
- World geography

Science

- States of matter
- Weather and climate
- Chemical reactions
- Solar system
- Energy, energy transfer

What connections can you make? How can **teachers** use movement to reinforce concepts from geography and science class?
How can **parents** use movement to help their children with geography and science homework?

LUNCH TIME

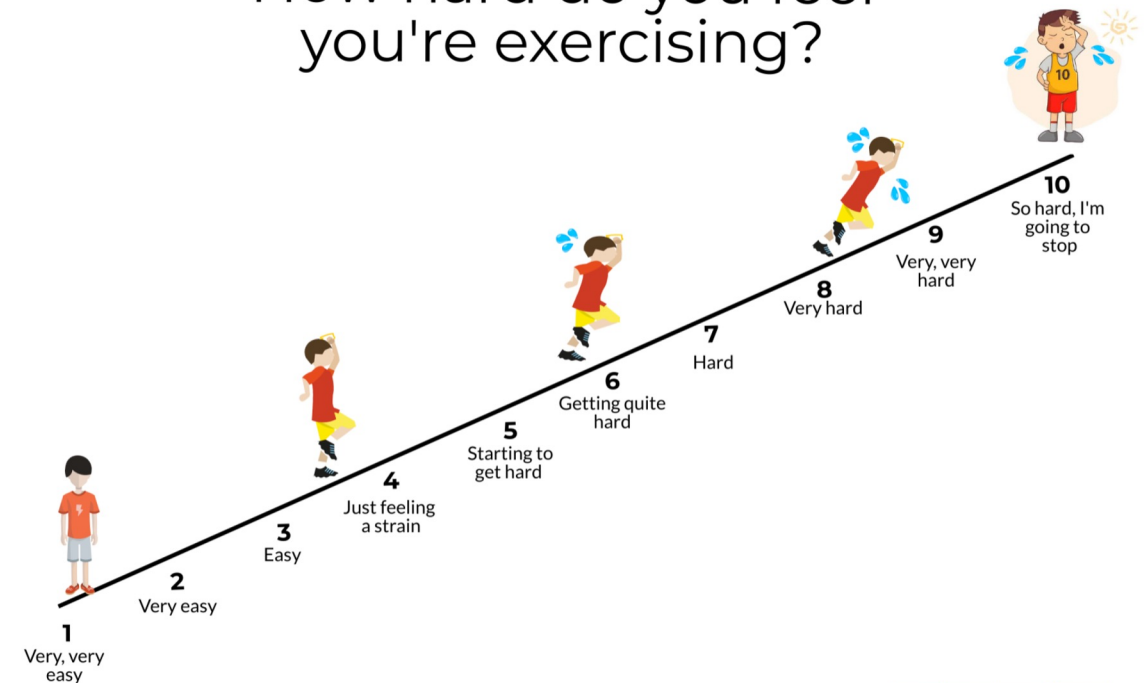
See you at 1pm!



Module 6: Right videos and Right Intensity



How hard do you feel
you're exercising?



Criteria of a good video

- Is the video at the right intensity?
- Is it age-appropriate?
- Is it the right length?
- Does it match your students needs?
- Does it provide instructions?

Small group discussion

1. Why is exercise intensity an important factor to consider when selecting an exercise video?
2. What are other important factors to consider when selecting an exercise video to use?
3. How can teachers and parents differentiate between a high quality and low-quality exercise video?

Example of a good video



Module 7: Student Motivation



Small group discussion

1. What are some additional ways that teachers and parents can gamify an activity break?
2. What are the pros and cons of gamifying physical activity?
3. Are there other successful strategies that you have used that can help to enhance student motivation?

Take whatever type of break you need!

- Activity break
- Biology break
- Connection break
- Email break
- Reflection break
- Snack break

10 MINUTES



Equality



Equity



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Module 8: Equity and Adaptation

Three components of UDL

1. Multiple Means of representation
“The What”
1. Multiple Means of Engagement
“The Why”
1. Multiple Means of Action and Expression
“The How”

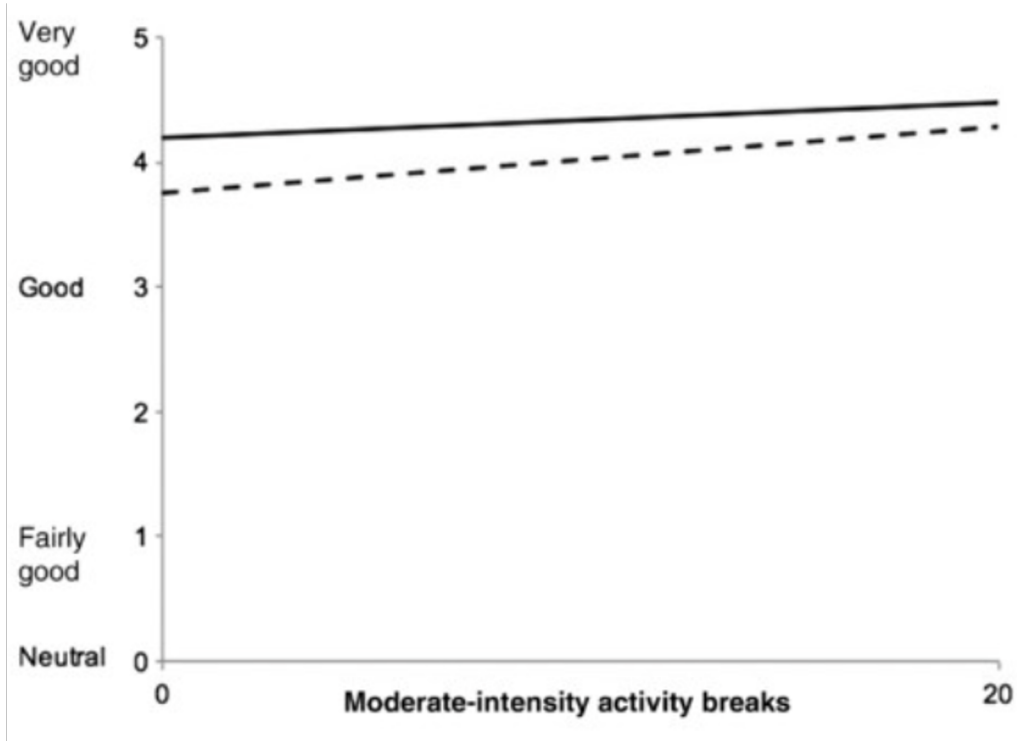


Small group discussions

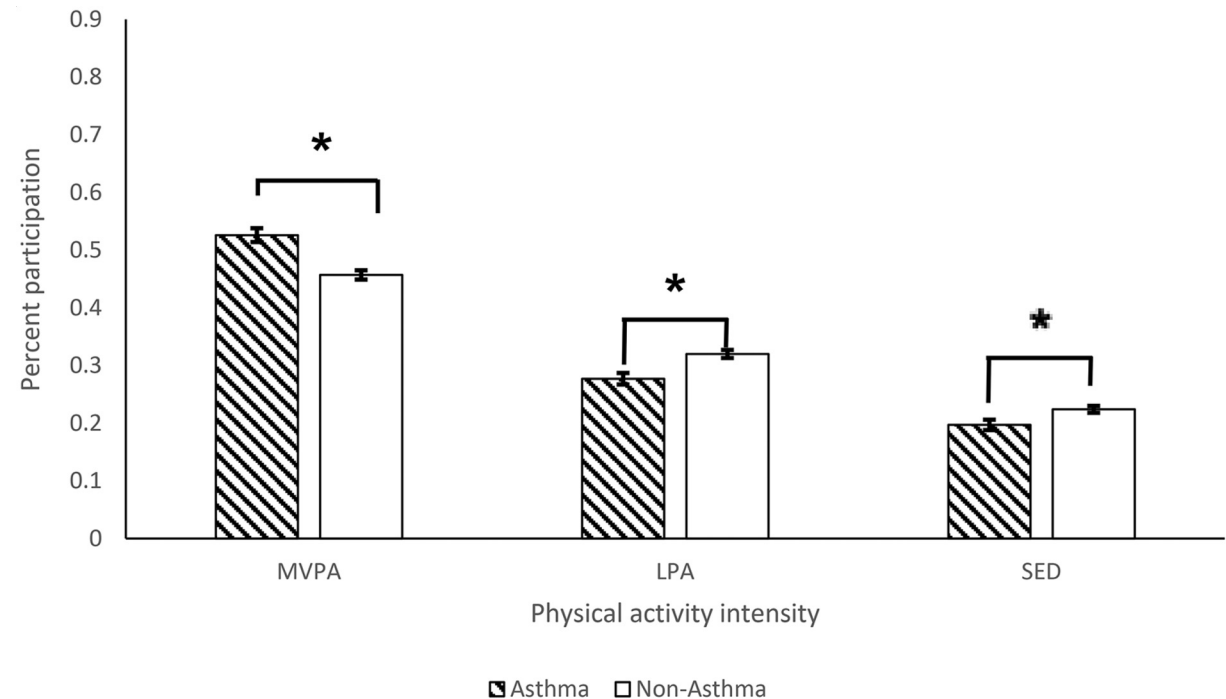
1. What does inclusive physical activity breaks look like?
2. What does an inclusive physical activity environment look like?
3. What are a few strategies that teachers and parents can use to ensure equitable access to physical activity for all learners?

Module #9: Safety Considerations

Children with and without obesity



Children with and without asthma



Nama-stay in First Grade

Penny

Rachel

Karin

Lillie

John

Dana

Kerrie

We want to feel:

Understood

Respected

Included

Calm

Appreciated

Be an active listener.

We will:

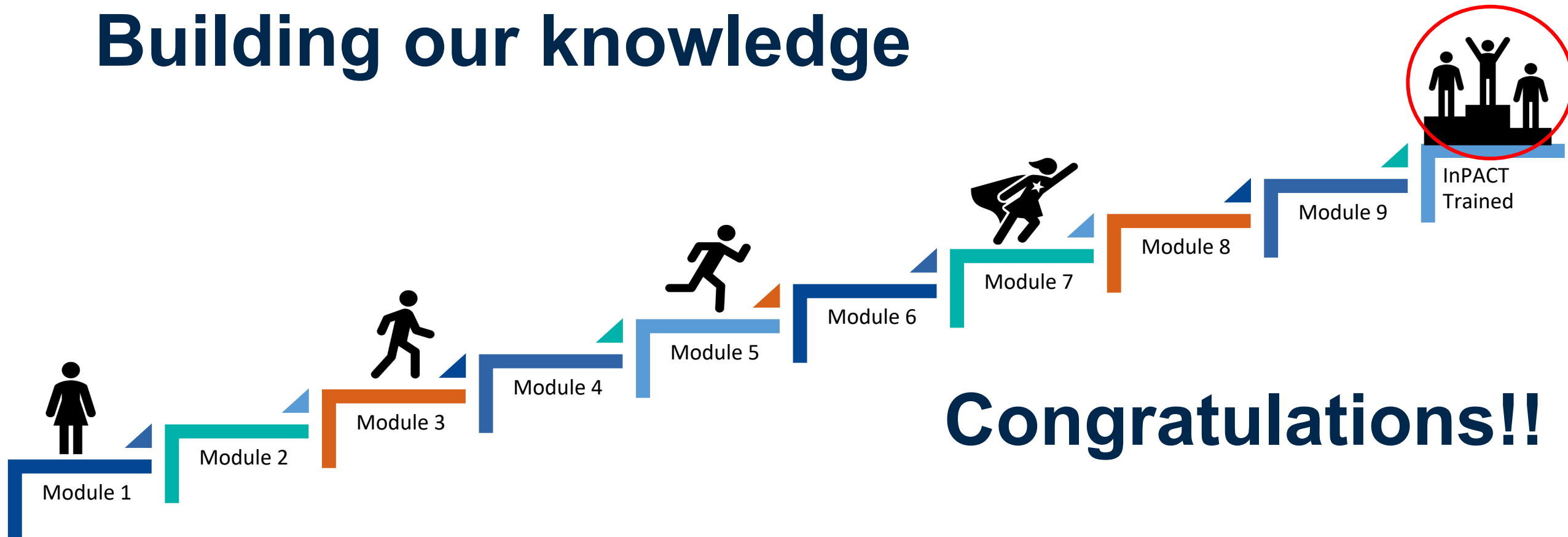
Have an open door policy.

and welcome id

Small group discussions

1. Does your school have an injury action plan? Do you know where it is, and have you read it?
2. Are there additional school-based trainings that you can take?
3. Are there any safety trainings available for parents?
4. How can identify students with ailments, varying ability statuses, or health conditions before program implementation?
5. How can you ensure both physical and psychological safety in the classroom?

Building our knowledge



Training Module Format





Where are we going next?

InPACT incremental
implementation protocol
starts in October



Take time to establish:
Classroom procedures
Curriculum Integration
Student Relationships

Technical Assistance

- Weekly newsletters with links to activity videos and tips for teacher wellness
- Monthly visits during lunch hour to answer any implementation questions
- Time dedicated at staff meetings to discuss implementation successes and challenges



Questionnaires

- Teacher questionnaires
- Teacher feedback during implementation
- Student questionnaires



Contact Us

InPACT at School website: inpact.kines.umich.edu

InPACT at Home website: inpactathome.umich.edu

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