

3

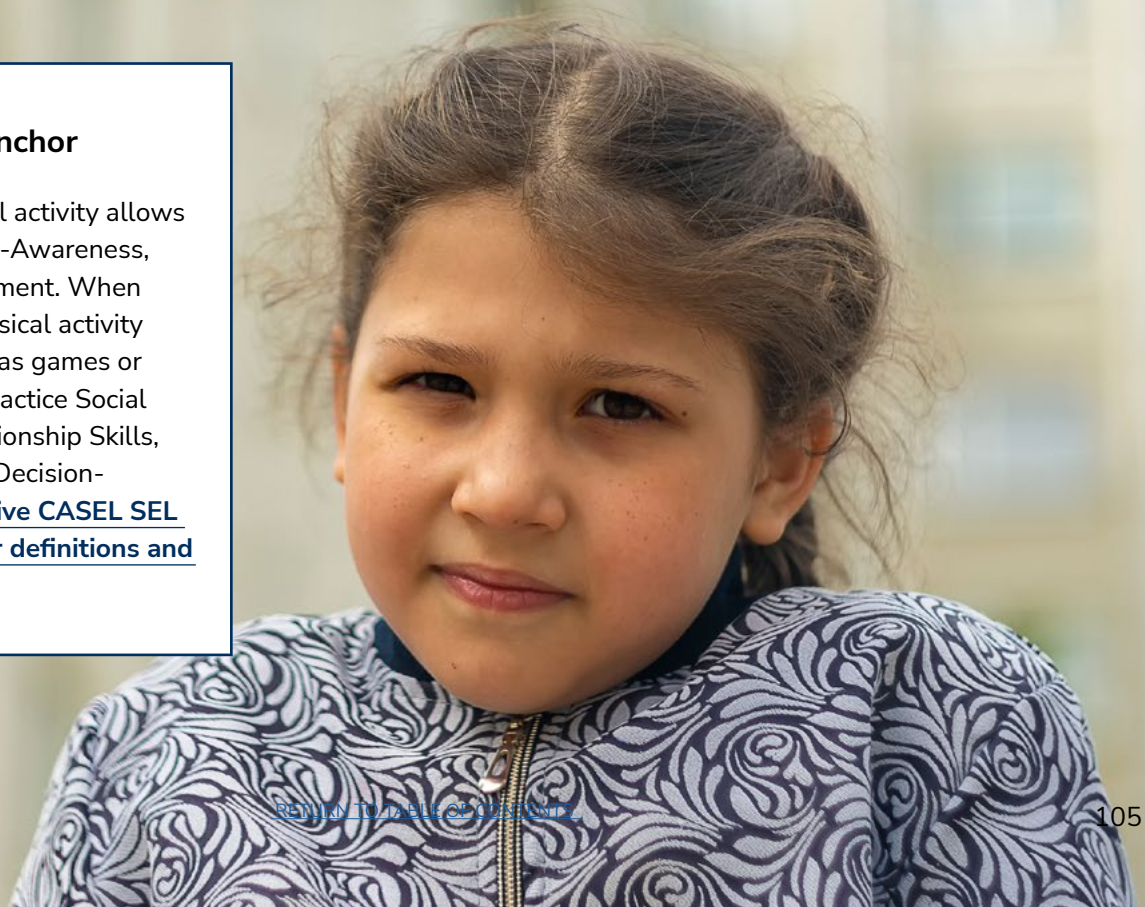
THIRD GRADE

The integrations below are meant to facilitate efficient MMH™ and InPACT coordination. This joint effort aims to increase healthy behaviors among children and families. These additions are not intended to change the MMH™ 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](http://inpactathome.umich.edu) (inpactathome.umich.edu).

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](http://inpact.kines.umich.edu) (inpact.kines.umich.edu) 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 **Social Emotional Health** each time:

- ✓ Physical activity is an important way to help us feel good, calm down, navigate strong feelings, manage stress, and regain focus. Ask students how they feel before and after completing an activity.
- ✓ The calming effects of physical activity can help us make good decisions.
- ✓ Doing physical activity with others, such as playing a game, can help us practice being respectful.
- ✓ Finding physical activities that we enjoy can help us discover some of our own special talents.
- ✓ 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” or a “Mindful Moment” before each lesson using an InPACT at Home video. 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. 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](http://inpactathome.umich.edu) (inpactathome.umich.edu) to access resources used with each lesson for children to enjoy at home, including the Family Engagement Modules. Be sure to review 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.”

3

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 1 Identifying Positive Role Models and Friends

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Checking in with Myself” to help students get centered. Checking in with ourselves can help us better understand how others may be feeling. Ask students how they feel after doing this exercise. How does their body feel?



(Length: 8:18. Click on video.)



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When discussing examples of role models, consider asking if students consider athletes or people who are skilled at being physically active as role models (e.g., an Olympic or Para-Olympic athlete, a professional athlete, or an adult who works out every day). Do these role models engage in other positive health behaviors, too? Examples include avoiding substances, being kind to others, eating nutritious food, or giving back to their community.

Application: None

Closure: None



As an added Family Resource for this unit, suggest the [Resilience Family Module](#) to use at home. It discusses that we can bend but not break and ways to keep ourselves in the “OK” Zone; see the Resources section of the InPACT at Home website.



Also share the [Resilience Family 20-Day Challenge!](#) Each InPACT at Home module has a 20-Day Challenge for families to practice the healthy behaviors covered in the module.



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources



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

3

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 2 Creating Positive Friendships

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Cone Hops” with the Detroit Lions’ mascot Roary and his coach. Consider placing a piece of masking/ painter’s tape on the floor. You can also simply ask students to visualize a cone on the floor to reduce the need for equipment.

(Length: 8:26 Click on video.)



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

MMH™ Lesson Procedure

Introduction: Consider asking students in what ways the coach was a good friend and respectful to Roary. Possible answers include “caring,” “encouraging,” “patient,” “helpful,” and “fun.”

Teacher Input: None

Application: When using “Situations for Practicing Friendship Skills,” consider adding a scenario that involves playing together, such as during recess or in sports.

Closure: Consider using the InPACT at Home [Buddy Play Cards](#) “Shoulder Circle Timeouts.” When you have completed the exercise, have students give each other a high five for a job well done.



3

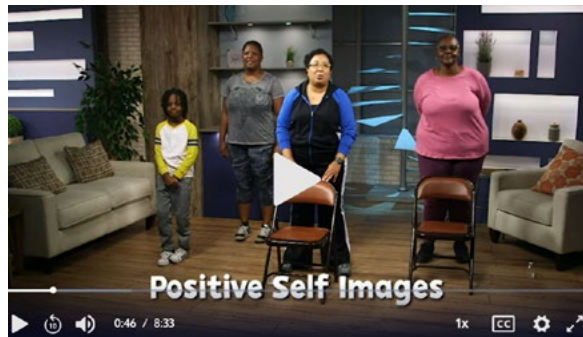
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 3 Everyone Has Special Talents

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Positive Self-Messages.” These types of messages can help students appreciate what is special about them.



Length: 8:34. *Click on video.*)

MMH™ Lesson Procedure

Introduction: Consider asking students how they feel when they use positive self-talk, as discussed in the video.

Teacher Input: None

Application: None

Closure: None



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

3

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 4 Respecting Our Differences

InPACT at Home Components with the MMH™

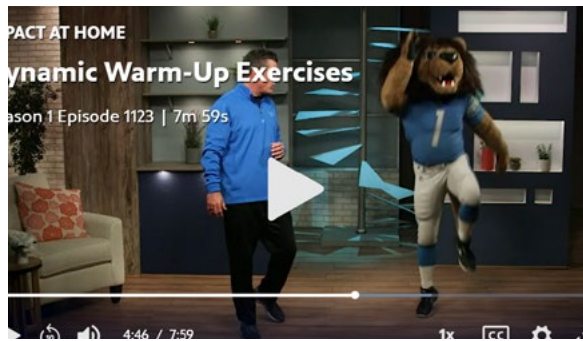
Movement Moment

Before this lesson, watch the video “Dynamic Warm-Up Exercises” featuring the Detroit Lions’ mascot, Roary! This video illustrates the need to be safe in the space around us and to be respectful of others. It will also get kids up and moving!

Consider asking students, “During the video, in what ways did you need to be respectful of our classroom space and other people around you?”



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



(Length: 7:59. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider doing the [With a Buddy Play Card “Disco Party.”](#) After students have completed the steps with a buddy as directed, consider asking them to make up their own unique moves. Help students notice how they can each do a dance move differently. Encourage students to compliment one another on their style.



WITH A BUDDY

Disco Party

WITH A BUDDY

INSTRUCTIONS

1. It's boogie fever time!
2. With a buddy, you are going to complete the following dance sequence:
 - o Jump with feet together to the right, and then to the left 10 times.
 - o Point with right arm to upper right corner then the bottom left corner 5 times while bouncing in place.
 - o Point with left arm to upper left corner then the bottom right corner 5 times while bouncing in place.
 - o Repeat 5 times. Remember, shake it, don't break it!



3

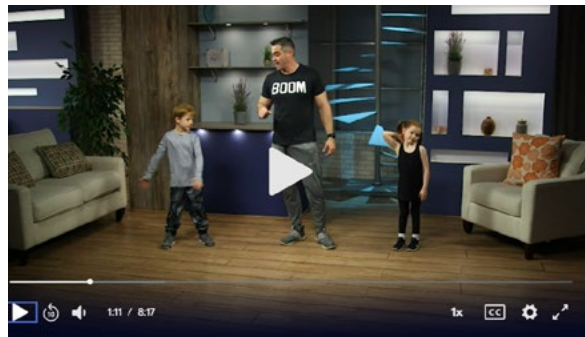
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 5 Helping Others by Protecting Them From Bullies

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching.” Have students pay attention to Mr. Mair’s shirt that reads “BOOM.” BOOM stands for Brilliant Original Optimistic Me. Remembering this acronym can be helpful when showing respect to others; that is, everyone is their own BOOM.



(Length: 8:17. Click on video.)



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

MMH™ Lesson Procedure

Introduction: Consider weaving the acronym BOOM into the discussion around special talents.

Teacher Input: When reviewing ways to calm down, consider asking students, “What are some physical activities that help you calm down?”

Application: During the Role Play section, when reviewing the suggested list of scenarios, you may wish to choose scenarios that include physical activity. Consider the following examples:

- On the playground, a student makes rude comments and mocks how another student walks or runs, trying to get other students to join in.
- At recess, several students refuse to let another student join their game.
- After school, a student and two friends follow another student to the park and begin poking and hitting him or her.

Closure: None

3

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 6 Helping Others and Getting Help

InPACT at Home Components with the MMH™

Mindful Movement

Before this lesson, watch the video “Flexible in Mind and Body in an Uncertain World.” It is important to be flexible in body and mind so we can remain grounded when dealing with bullying or other uncomfortable situations. This flexibility can help us determine how to help others, including when to seek assistance from a trusted adult.



(Length: 8:22. Click on video.)

MMH™ Lesson Procedure

Introduction: When you introduce the purpose of this lesson, consider asking students, “How might using flexibility to feel calmer, like in the video, help us when we need to get help for ourselves or others?”

Teacher Input: None

Application: None

Closure: Consider adding the [Mindfulness Play Cards](#) “Ballerina Breaths.” Consider reminding students, “Sometimes when we need to make a big decision, like when to tell an adult if something is destructive, dangerous, or disturbing, it can help to keep our minds calm. This activity can help.”



3

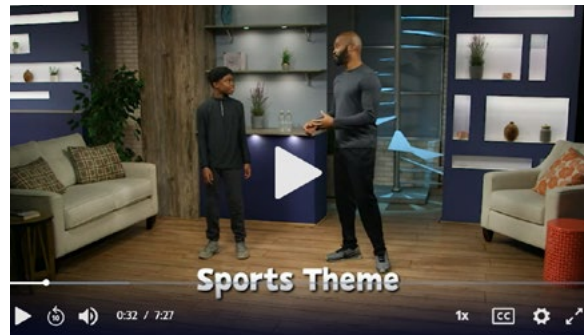
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 7 Expressing Thanks and Appreciation

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Sports Theme.”



(Length: 7:27. Click on video.)



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

MMH™ Lesson Procedure

Introduction: To reference this video, when using the bike analogy, consider including analogies about playing sports. You could use the example that sometimes you’re winning and feeling happy and excited, and sometimes you’re losing and feeling frustrated or sad. You could also choose an analogy specific to a sports theme in the video.

Teacher Input: When reviewing ways to express manners, consider adding to the conversation using the sports theme in the video, discussing the need to show good sportsmanship.

Application: None

Closure: None

3

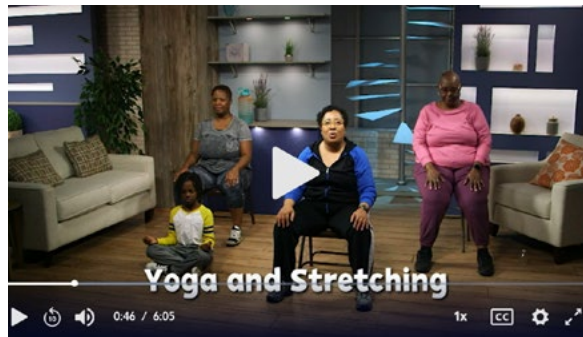
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 8 Expressing Annoyance Respectfully

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Yoga and Stretching.” It presents an example of how we can help ourselves feel calmer when we are annoyed.



(Length: 6:05. Click on video.)



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#) “Journal Reflection”. Listing things that are good in our lives and that we are thankful/grateful for can help us better handle situations that might frustrate us. This activity could also be fun to incorporate into your classroom’s end-of-day routine. Research has shown that practicing gratitude has great emotional benefits. Remember, good things can be small, big, or anywhere in between; there is no right or wrong.

