

Interrupting Prolonged Sitting with Activity

InPACT

MICHIGAN MODEL FOR HEALTH
CURRICULUM INTEGRATION GUIDE (K5)



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Introduction

This integration document illustrates ways to efficiently use Interrupting Prolonged Sitting with ACTivity (InPACT) together with the Michigan Model for Health™ (MMH™). This guide aims to facilitate implementation of both programs in the classroom and to enhance family engagement.

After these programs were aligned in 2020, it became clear that the combined use of InPACT and MMH™ showed promise for improving overall health outcomes for children and families without duplicate efforts.

To promote joint implementation, this document integrates **InPACT at School** with MMH™ content areas in each grade. It also provides an **InPACT at Home** integration for each lesson per grade. Complementary materials include InPACT at Home videos modeling physical activity, Activity Cards, and Family Engagement Modules.



Commonalities between InPACT and MMH™

- Intended to enhance the overall health of students and their families
- Health-specific education at school with a strong at-home component
- Applicable to multiple grade levels
- Accessible: InPACT is available online and on the Michigan Learning Channel, and the MMH™ curriculum has an online or print option for teachers.
- Research-based; the MMH™ is also evidence-based
- Professional learning and support for teachers
- Affordable: InPACT is free, and the MMH™ is offered free or at low cost to Michigan Schools.

InPACT components used in this integration document:



- Short bouts of physical activity in the classroom throughout the school day, working towards a goal of 20 minutes of classroom-based physical activity per day
- Examples in the form of high-quality physical activity videos, sample classroom layouts to promote movement, classroom management guidance about activity breaks, and recommendations for curriculum integration
- Interactive website for educators and families
- Streamed physical activity videos for classroom modeling and at-home use via the InPACT at Home website (<https://inpactathome.umich.edu>) and Michigan Learning Channel (<https://www.michiganlearning.org/>)
- Family Modules covering 12 health-enhancing topics
- 20-day Family Challenges corresponding to the Family Modules
- Activity Play Cards



INTEGRATING INPACT ACTIVITY BREAKS

InPACT at School uses physical activity breaks to prime students' brains for learning. This document illustrates how to implement physical activity while reinforcing the MMH™ and using InPACT at Home Resources when teaching MMH™ lessons.



InPACT at School promotes 20 minutes of physical activity in the classroom through short bouts of activity throughout the day. If you already use resources like GoNoodle, Cosmic Kids, Move to Learn, or others, that's great! In this integration, we use InPACT videos during MMH™ lessons to model activities students can access at home through the InPACT at Home website or on the Michigan Learning Channel. You can count activity time during each MMH™ lesson towards your 20-minute activity goal for the day. We also provide messaging linking MMH™ topics and physical activity for you to use in the classroom when taking other physical activity breaks.

For support implementing InPACT at School, please contact [Dr. Rebecca Hasson](mailto:Dr.RebeccaHasson) (hassonr@umich.edu) or visit the [InPACT at School website](#)

InPACT at School emphasizes the importance of activity breaks in the classroom throughout the school day. Here are some of the resources you will find on the InPACT at School website.

Why are quality physical activity breaks important?

Physical activity helps regulate emotions and behavior, primes the brain for learning, and keeps students physically healthy. Healthy students are better learners. You can learn more about the science of physical activity in this [short video](#).



Is my classroom environment set up for movement?

Successful use of classroom-based physical activity breaks requires space that accommodates movement. If you need help, check out this [10-minute video](#) showing classroom floor designs proven to prepare your classroom for movement. Which one might work best for you?



How do I manage my classroom during physical activity breaks?

Getting kids up and moving can seem tricky. You might worry about how to manage your classroom effectively during physical activity or how to get students back on task after an activity break. This [16-minute video](#) reviews nine classroom management techniques that can help you implement physical activity breaks with limited behavior problems.



How do I integrate InPACT at School with the Michigan Model for Health (MMH)[™] curriculum?

Within this integration document, we lay out how to reinforce MMH[™] content while doing physical activity breaks throughout the day. For example, to reinforce the Nutrition and Physical Activity unit, you might discuss the importance of eating healthy food to fuel the body to be active. We also integrate resources from InPACT at Home to use when teaching MMH[™] lessons—including activity videos, Activity Cards, and Family Engagement Modules—as you will see on the next page.



Integrating InPACT at Home

InPACT at Home is a home-based physical activity program designed to motivate students and their families to get moving for 60 minutes a day. Below are the components of InPACT at Home which are included in this integration document.

[Website](https://inpactathome.umich.edu/) (<https://inpactathome.umich.edu/>)

Schools/educators should share the link to the [InPact at Home website](#) at the start of the school year and encourage families to register. This website houses all InPACT at Home resources, including those listed below. There is also an Educator portal. InPACT at Home emphasizes the importance of physical activity along with health-related concepts such as social emotional learning, family cohesion, physical health, and more!



Videos

After logging in, videos can be found under the Topics section of the website. Proper InPACT at School implementation involves multiple rounds of physical activity in class each day, with the goal of reaching 20 minutes per day. In this integration, we ask you to model InPACT at Home videos before each MMH[™] lesson. The time spent modeling these videos counts towards your daily activity goal. The InPACT at Home program includes 130 videos. If you would like to choose a different video, you can search for other options on the InPACT at Home website.





Family Modules

These modules provide family education, resources, and tools. They are found on the InPACT at Home website in the Resources section. We realize a cookie-cutter approach does not work for everyone. If you would like to use a different Family Engagement Module than the one suggested with an MMHT™ unit, you can find other options on the website—there are 12 to choose from. These modules are an excellent addition to the MMHT™ Family Resource Sheets accompanying some lessons, greatly expanding your family engagement work.

Family Monthly Challenges

These challenges are found in the Resources section and align with the Family Modules. It is best practice to use the challenges and modules together. If you would like to share more than one module in a month, you may want to have families choose one challenge and not both. You might also consider coordinating with other teachers in your building to ensure you are not sending several modules home within the same time frame. In this document, we align the same modules and challenges with each unit at K–3 and at 4–5 to reduce the likelihood of families receiving multiple modules. Other modules are great to share during months you may not be teaching the MMHT™ and to promote summer family learning!

20-Day Resilience Challenge

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
2	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
3	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
4	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
5	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
6	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
7	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
8	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
9	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
10	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
11	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
12	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
13	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
14	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
15	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
16	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
17	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
18	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
19	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.
20	1. Take a walk in nature.	2. Read a book.	3. Listen to music.	4. Spend time with family.	5. Practice a hobby.	6. Volunteer.	7. Relax.



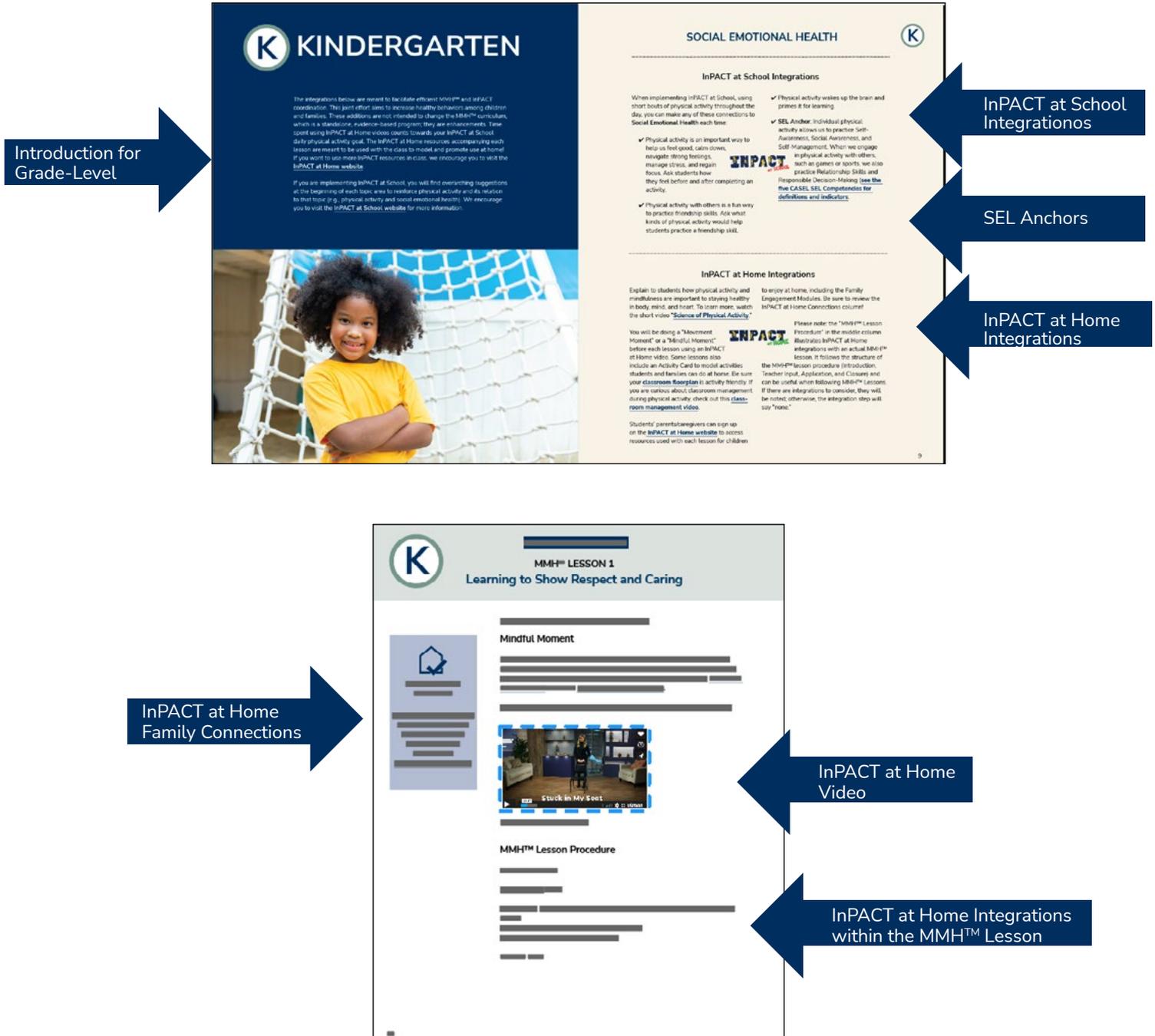
Activity Cards

Activity Cards are in the Resources section and can be used in class to model an activity kids can also do at home. There are 250 Activity Cards to browse. Many include physical activities, and some contain pictures that model the activity for better understanding.



HOW TO USE GRADE-LEVEL INTEGRATIONS

The box below provides a snapshot of how this integration document is organized: by grade level, then MMH™ unit, then individual MMH™ Lesson (see blue arrows).





KINDERGARTEN

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](#).

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.



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.
- ✓ Physical activity with others is a fun way to practice friendship skills. Ask what kinds of physical activity would help students practice a friendship skill.



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

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](#).



to enjoy at home, including the Family Engagement Modules. Be sure to review the InPACT at Home Connections column!

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

Students' parents/caregivers can sign up on the [InPACT at Home website](#) to access resources used with each lesson for children



MMH™ LESSON 1

Learning to Show Respect and Caring

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch this InPACT at Home video “Stuck in My Seat” on mindfulness to help students become centered. They can also do this activity at home, and their caregiver can access this video and others on the [InPACT at Home website](#) or on the [Michigan Learning Channel](#).

Ask them how they feel after doing this exercise. How does their body feel?



(Length: 8:17. Click on video)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: Consider adding the Extension Activity provided in your MMH™ lesson.

...” have students pretend they are fish swimming in a little pond...”

Closure: None



As an additional Family Resource, suggest to parents the Lifelong Skills Family Module. This module covers ways to manage challenging emotions and stress, and it aligns to CASEL SEL Competencies and Zones of Regulation. (This module can also be found on the InPACT at Home website under Resources.)



Along with the module, encourage families to use the [Life Long Skills 20-day Challenge!](#)



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 the site and look under the Schedule tab to see local times and stations.



MMH™ LESSON 2 Making Friends

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the energizing video “Shipwreck.” This video models an activity students can also do at home.



(Length: 8:03. Click on video.)

You can play this game in class anytime, with students taking turns being the captain and generating other moves for the game.

MMH™ Lesson Procedure

Introduction: You could ask students how they use respect and care with others while playing the “Shipwreck” game. (Answers may include listening, being careful not to bump into each other, or working together to stop a shipwreck.)

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#), “Good Deeds”.

A great way to make and nurture friendships is through acts of kindness. Challenge students to do three “Good Deeds” each day for a week. Check in with them to see how it is going each day.



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



MMH™ LESSON 3 Caring Touch

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the short video with a game called the “Big Cheese.” Ask students to practice using their “listening ears” and playing fair. This video models an activity they can also do at home.



(Length: 8:13. Click on video.)

You can play this game in class anytime, with students taking turns being the captain and generating other moves for the game.

MMH™ Lesson Procedure

Introduction: When reviewing the last lesson, you could ask this question about the “Big Cheese” video: “How do using your listening ears and playing fair help you be a friend?”

Teacher Input: None

Application: Consider adding the Extension Activity in your MMH™ lesson, reading the book *I Like Me*. After reading, you could have students do three “I’m Awesomes” as modeled in the “Big Cheese” video.

Closure: None



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



MMH™ LESSON 4 So Many Different Feelings

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the short video “Flexible in Mind and Body in an Uncertain World.” This video gives students mindfulness tools to help them navigate their feelings—especially when they are experiencing big feelings, confusing feelings, or many feelings all at once. (Length: 8:03. Click on video.)

You can play this game in class anytime, with students taking turns being the captain and generating other moves for the game.



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



(Length: 8:22. Click on video)

MMH™ Lesson Procedure

No Integrations



MMH™ LESSON 5 What to Do with Strong Feelings

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “All About the Breath” with your class. Students will learn to use their breath to calm the body and mind or to energize them. Breathing this way can help them work through strong feelings.



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



(Length: 8:22. Click on video)

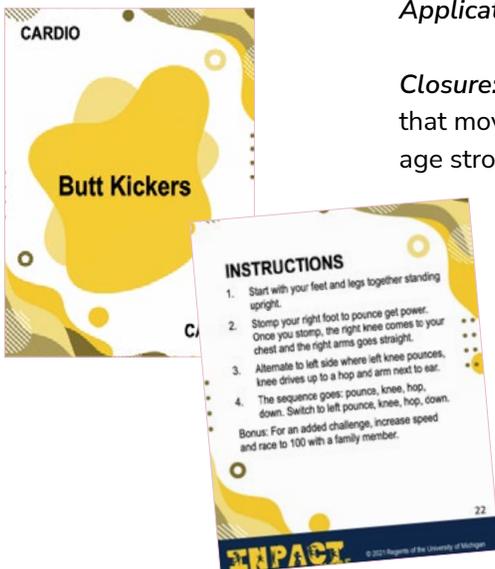
MMH™ Lesson Procedure

Introduction: In the introduction, you will explain the feeling “calm.” Consider asking students how the “All About the Breath” video with Ms. Heather taught them ways to feel calm.

Teacher Input: None

Application: None

Closure: Consider using the [Cardio Play Cards](#), “Butt-Kickers”. Remind students that movement and physical activity, when appropriate, is a great way to manage strong feelings.





MMH™ LESSON 6 Sharing Our Feelings

InPACT at Home Components with the MMH™

Movement Moment

Before you begin the lesson, use the InPACT at Home video “Beans on Toast”. This models an activity they can also do at home.



(Length: 8:06. Click on video)



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

MMH™ Lesson Procedure

Introduction: When reviewing the four feelings of happy, sad, surprised, and calm, consider this idea to add more movement: you could assign movements to the four feelings, much like the movements attributed to the four types of beans in the video. You could call out a feeling and have students do the movement. Examples could be “Happy” – smile and twirl; “Sad” – frown and dangle our arms towards our toes; “Surprised” – jump up with our hands in the air; and “Calm” - sit crisscross applesauce with our hands on our knees.

Teacher Input: None

Application: None

Closure: As you close, you can do the [Mindfulness Play Cards](#), “Self Hug”.





MMH™ LESSON 7 Compliments and Appreciation

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Building Strength through Mindful Movements.”



(Length: 8:24. Click on video)



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

MMH™ Lesson Procedure

Introduction: When starting the lesson introduction, consider telling students, “Now that we’ve practiced animal poses, let’s play a different game. I am going to see if you can guess my feelings by how I hold my body.”

Teacher Input: None

Application: None

Closure: Consider adding [Mindfulness Play Cards](#) “Giving Thanks”. This activity is a great way for students to practice compliments and showing appreciation.





MMH™ LESSON 8

Being Responsible at Home and At School

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Pumpkin Face, Raisin Face.” Remind students to be careful not to bump into each other and to be mindful of space in the classroom.



(Length: 7:56. Click on video)



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

MMH™ Lesson Procedure

Introduction: Consider asking students how they can be safe and responsible when playing the “Pumpkin Face, Raisin Face” game at school and at home (e.g., making sure not to knock anyone or anything over; being mindful of their space).

Teacher Input: None

Application: None

Closure: This MMH™ lesson includes the resource “Family Helper Coupons.” Consider using these coupons and reminding students about the [“Mindfulness Play Cards”](#) from Lesson 2.



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:

- You are reinforcing the importance of physical activity each time you complete a video; be sure to verbalize it!
- Remind students that what we eat fuels the body for physical activity. What foods might give us energy to engage in 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.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/). <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).

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](#).



to enjoy at home, including the Family Engagement Modules. Be sure to review the InPACT at Home Connections column!

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

Students' parents/caregivers can sign up on the [InPACT at Home website](#) to access resources used with each lesson for children



MMH™ LESSON 1 Food Variety for Healthy Eating

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Banana Berry Splits.” This video can be used as an example of eating a variety of healthy food. It models a recipe students can make with their families.



(Length: 3:47. Click on video)



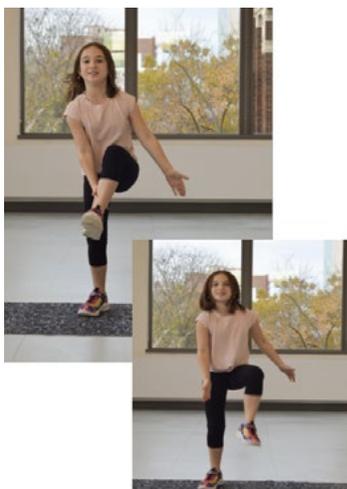
MMH™ Lesson Procedure

Introduction: During the introduction, you could ask students, “In what ways are Banana Berry Splits healthy?”

Teacher Input: None

Application: None

Closure: Consider using the Hacky Sack activity from the [Cardio Play Cards](#) at the end of the lesson. Emphasize that eating healthy food gives us energy to do physical activity!





As an added Family Resource for this unit, suggest the [Nutrition Family Module](#) for use at home; see the Resources section of the InPACT at Home website.



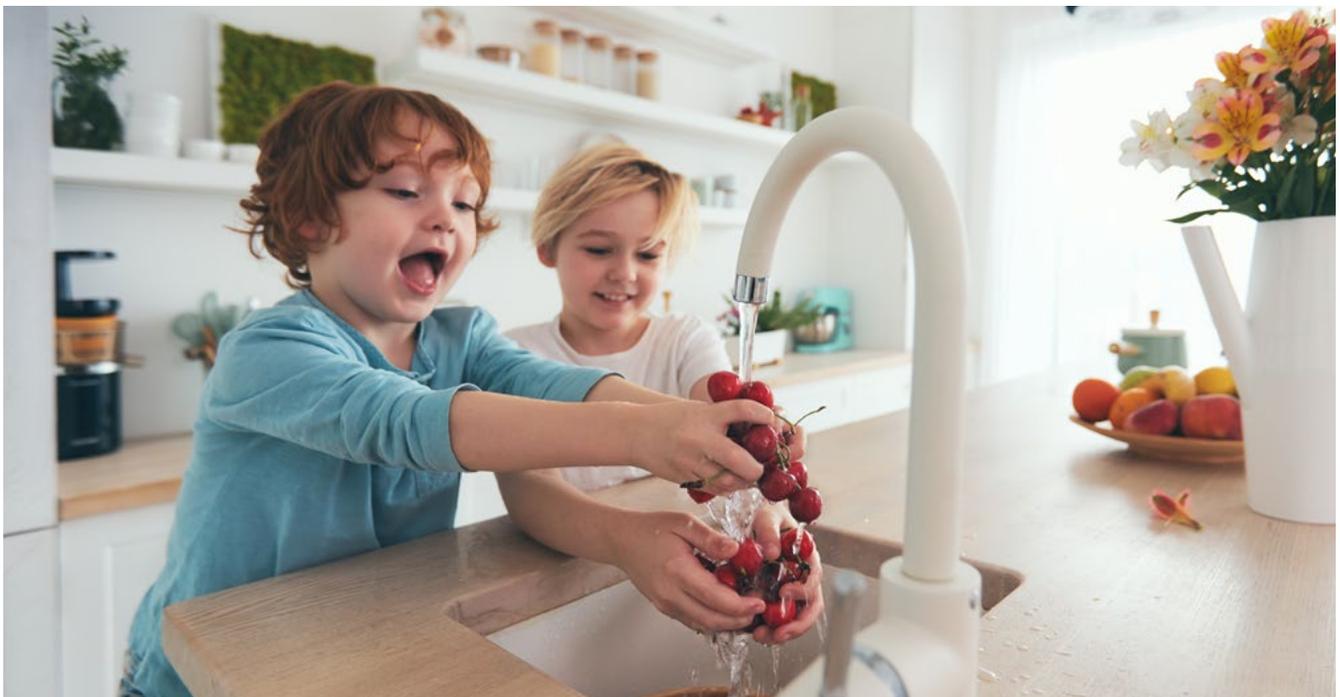
Along with the module, encourage families to use the [Nutrition 20-day Challenge!](#)



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](#). 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

Watch this InPACT at Home video “Mr. Miller’s Power Bowl.” This video shows how to make choices to eat tasty and healthy foods. It also models a recipe students can make at home with their families.



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




(Length: 4:39. Click on video)

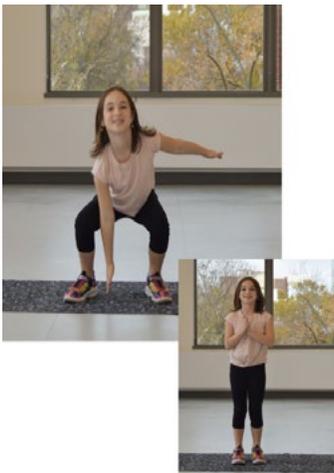
MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students about the ingredients in Mr. Miller’s Power Bowl. Then ask them which food group they think each food belongs to (e.g., berries = fruit, yogurt = dairy, granola = grains).

Application: None

Closure: Consider closing with “Remember Mr. Miller’s Power Bowl video? Healthy food can give our bodies the power we need to do physical activity. Let’s practice physical activity and use our strength.” Use the [Cardio Play Cards](#) “Split Squat”.





MMH™ LESSON 3 On the Move

InPACT at Home Components with the MMH™

Nutrition Moment

Before the lesson, do this InPACT at Home video “Up, Down, Stop, Go” to get kids physically active before the lesson.



(Length: 7:52. Click on video)



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

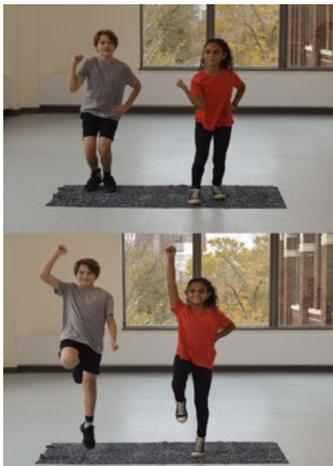
MMH™ Lesson Procedure

Introduction: Consider asking about the movement in the video: “Was it fun to move?”; “Was it hard to do the opposites?”; “Was it hard to know your right and left?”. If students say it was difficult to complete some parts, try out the phrasing modeled in the video (e.g., “That’s OK,” “Good job,” “Nice try!”).

Teacher Input: None

Application: None

Closure: As you close the lesson, consider doing [Cardio Play Cards](#), “Mario Jump”. It provides another physical activity students can do.



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 the **Alcohol, Tobacco, and Other Drugs** unit each time:

- Explain to students that when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).



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](https://inpactathome.umich.edu) (<https://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 column!

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 Being Safe with Medicines



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



As an additional resource, suggest the [Feeling Good Family Module](#). Also share the [Feeling Good 20-day Challenge](#).



As an additional resource, suggest the [Feeling Good Family Module](#). Also share the [Feeling Good 20-day Challenge](#).



InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching” to get students moving and ready to learn.



(Length: 8:17. [Click on video](#))

MMH™ Lesson Procedure

Introduction: Consider mentioning that when we are physically active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine. We should only take medicine given by a parent/caregiver, doctor, or trusted adult.

Teacher Input: None

Application: None

Closure: None



MMH™ LESSON 2 Poison Safety

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Stretches and Exercise.” While not directly linked to this lesson, it’s a great way to get kids moving and ready to learn.



(Length: 6:52. Click on video)

MMH™ Lesson Procedure

No Integrations

SAFETY

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 **Safety** each time::

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).
- Emphasize the importance of drinking plenty of water, especially when being active.
- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away.



- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>). 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](#)."



SAFETY (CONTINUED)

InPACT at Home Integrations

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](#) 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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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

Helping Ourselves Stay Safe

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Checking in with Myself.” Checking in with ourselves can help us determine if an action is potentially dangerous or destructive.



(Length: 8:18. Click on video)

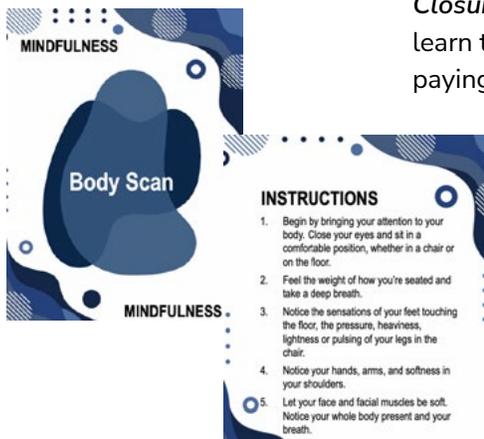
MMH™ Lesson Procedure

Introduction: After introducing the focus of the lesson, consider asking students how “checking in with ourselves,” as in the video, can help us decide when to speak with an adult.

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#), “Body Scan”. Students can learn to recognize if something might be dangerous, destructive, or disturbing by paying attention to how their body is feeling.





As an added Family Resource for this unit, suggest the [Family Discussions](#) Module for use at home. This module covers how to have meaningful discussions about important topics; see the Resources section of the InPACT at Home website.



Encourage parents to also use the [Family Discussions 20-day Challenge!](#)



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](#). Look under the Schedule tab to see local times and stations.





SAFETY

MMH™ LESSON 2 Moving Around Safely

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” This video shows a lot of movement. Remind students to be safe when jumping around each other.



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



(Length: 1:10. Click on video)

MMH™ Lesson Procedure

Introduction: When listing ways to be physically active, you can tie in the video by giving jump roping as an example.

Teacher Input: None

Application: None

Closure: Consider closing out with physical activity. Try the Cardio Play Cards “Side Hops.” Again, you can remind students of being safe while hopping near each other and being aware of what is on the floor around them.





MMH™ LESSON 3 Staying Safe Around Dangerous Objects

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Fast Feet.” While not directly linked to this lesson, it will get kids ready to learn.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



MMH™ LESSON 4 When and How to Phone 911

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” While not directly linked to this lesson, it’s a quick way to get kids moving and to prime the brain for learning!



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



MMH™ LESSON 5 Staying Personally Safe

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, repeat the InPACT at Home video “Checking in with Myself.” A calming video can be helpful because the lesson addresses personal safety.



(Length: 8:18. Click on video)



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

MMH™ Lesson Procedure

Introduction: After introducing the focus of the lesson, consider asking how “checking in with ourselves,” as in the video, can help us decide when to speak with an adult.

Teacher Input: None

Application: None

Closure: Consider adding the [Mindfulness Activity Cards](#), “Self-Hug.” Remind students that they have learned ways to keep themselves safe.



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 **Personal Health and Wellness** each time:

- Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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

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](https://inpactathome.umich.edu) (https://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 column!

Please note: the "MMH™ Lesson Procedure" in the middle column 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 Germ Buster

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” This video shows a physical activity that can help keep us healthy, just like staying clear of germs can keep us from making ourselves and others sick.



(Length: 1:10. Click on video)

MMH™ Lesson Procedure

No Integrations





Encourage families to use the [Sleep 20-day Challenge!](#)



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](#). Look under the Schedule tab to see local times and stations.



As an added Family Resource for this unit, suggest the [Sleep](#) Family Module for use at home. This module covers the importance of sleep as part of overall health and wellness. It also provides families strategies to ensure their children are getting good sleep; see the Resources section of the InPACT at Home website





MMH™ LESSON 2 Taking Care of Teeth

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Ski Jumps.” This video will get kids ready to learn. Being physically active is an important way to keep our bodies healthy, as are washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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



(Length: 1:00. Click on video.)

MMH™ Lesson Procedure

No Integrations



MMH™ LESSON 3 Helping Others Remember to Wash and Brush

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Fast Feet.” Being physically active is an important way to keep our bodies healthy, as are washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



1

FIRST 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](https://inpactathome.umich.edu) (<https://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](https://www.inpact.kines.umich.edu/) (<https://www.inpact.kines.umich.edu/>) for more information..



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.
- Physical activity with others is a fun way to practice friendship skills. Ask what kinds of physical activity would help students practice a friendship skill.



- Physical activity wakes up the brain and primes it for learning.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making ([see the five CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).

InPACT at Home Integrations

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 (<https://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 column!

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1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 1 Predicting How People Feel

InPACT at Home Components with the MMH™

Movement 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.)

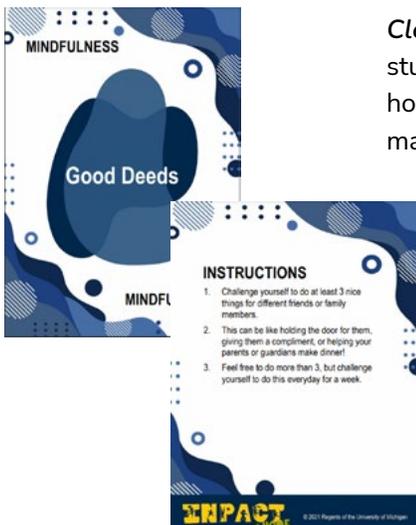
MMH™ Lesson Procedure

Introduction: To integrate the above video, you might add, “Now that we have checked in with our own feelings, we are going to learn about how other people might feel.”

Teacher Input: None

Application: None

Closure: Consider adding the [Mindfulness Play Cards](#), “Good Deeds.” Challenge students to do three Good Deeds a day for a week. Check in with them to see how it is going each day. Also ask them to observe how their Good Deeds might make other people feel.



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 2 Asking Others How They Feel

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the energizing video “Shipwreck.” Remind students that it’s important to pay attention to how others might be feeling when working together.



(Length: 8:00. Click on video)

MMH™ Lesson Procedure

Introduction: Consider having students ask the student next to them how they felt playing the game “Shipwreck.” This way, students can practice asking others how they are feeling.

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [With a Buddy Play Cards](#), “Shoulder Circle Timeouts.” Have students ask their buddy how they feel after the activity.



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 3 Showing Courtesy to Others

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the short video with a game called “The Big Cheese.” Ask students to practice using their “listening ears” and playing fair. This video models an activity they can also do at home..



Continue reminding students and caregivers to visit the [InPACT at Home website](https://inpactathome.umich.edu)



(Length: 8:13. Click on video)

MMH™ Lesson Procedure

Introduction: When reviewing the last lesson, you could add this question about “The Big Cheese”: “In what ways did you show courtesy to others while playing this game?”

Teacher Input: None

Application: None

Closure: None

1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 4 Appreciating Other People

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the video “Flexible in Mind and Body in an Uncertain World.” It can be easier to appreciate others when we are more mentally flexible. When we are flexible in both our bodies and minds, we can better handle the stress around us and remember to be courteous..



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

MMH™ Lesson Procedure

Introduction: None.

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#), “Giving Thanks,” as a way to show appreciation to other people.



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 5 Helping Our Friends and Family

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “All About the Breath.” Students will learn to use their breath to calm the body and mind or to energize them.



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



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

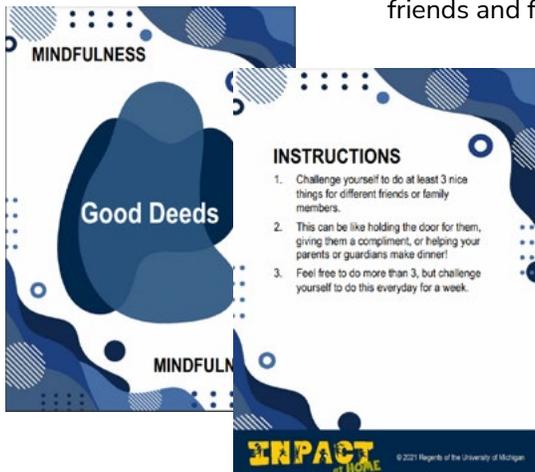
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider checking in with students who are doing the [Mindfulness Play Cards](#), “Good Deeds,” used in Lesson 2. How are Good Deeds helpful to friends and family?



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 6 Building Friendships by Listening

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the video “Coach Says.” This video illustrates the need to be a good listener. Being a good listener is helpful for developing friendships.



(Length: 8:13. Click on video.)

MMH™ Lesson Procedure

Introduction: Consider asking the question, “In what ways was listening important in the ‘Coach Says’ game?”

Teacher Input: None

Application: None

Closure: In closing, consider using [Flexibility Play Cards](#), “Bear Hug Stretch,” and compliment students on doing a great job learning to listen.



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 7 Three Steps for Solving Problems and Making Decisions

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Pumpkin Face, Raisin Face.” Make sure students use their listening skills!



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



(Length: 7:56. Click on video.)

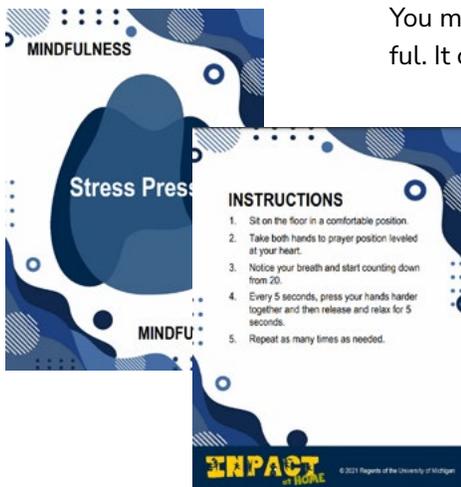
MMH™ Lesson Procedure

Introduction: When reviewing the last lesson, consider asking how “Pumpkin Face, Raisin Face” requires listening skills.

Teacher Input: None

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Stress Press.” You might explain to students, “Sometimes making big decisions can be stressful. It can be helpful to first relax our bodies and clear our minds.”



1

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 8 Praticing the WIN Steps

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Energizing Mindful Movement.” When we sit for a long time, we can feel tired, sluggish, and even grumpy. We need to move our bodies to become energized. Doing so can help us think better when making important decisions. Checking in with our bodies and feelings can help us when making decisions, too.

Ask students how they feel after doing this exercise. Do they feel calmer and more relaxed or more energized? (There is no right answer.)



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



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

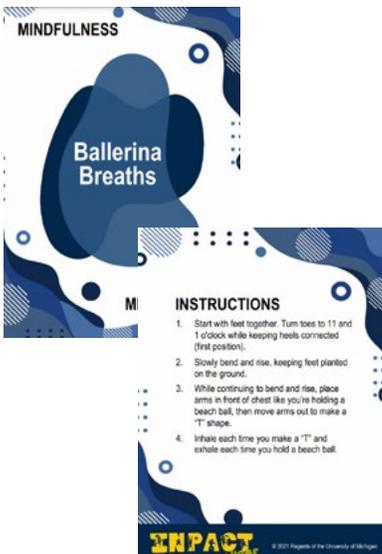
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Ballerina Breaths.” You may want to explain to students, “Sometimes when we need to make a big decision, it can be helpful to first relax our bodies and clear our minds.”



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

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](#) <https://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 column!

Please note: the "MMH™ Lesson Procedure" in the middle column 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."

1

NUTRITION AND PHYSICAL ACTIVITY

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: 3:47. Click on video.)

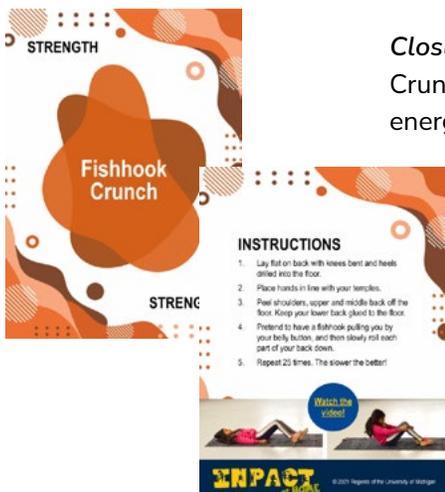
MMH™ Lesson Procedure

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 InPACT at Home [Strength Play Cards](#), “Fishhook Crunch.” You can make the connection that eating healthy foods can give us energy to be strong and active.





As an added Family Resource for this unit, suggest the [Nutrition Family Module](#) to use at home; see the Resources section of the InPACT at Home website.



Encourage families to use the [Nutrition 20-day Challenge!](#)



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



1

NUTRITION AND PHYSICAL ACTIVITY

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.



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



Consider sharing the video “Start Simple with MyPlate”: [start-simple-with-myplate](#) | [ESSI InPACT \(umich.edu\)](#)



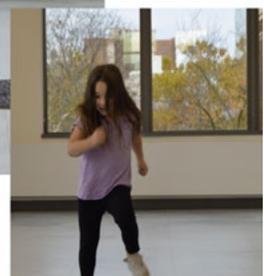
MMH™ Lesson Procedure

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

Teacher Input: None

Application: None

Closure: Consider adding the InPACT at Home [Cardio Play Cards](#), “Fast Feet.” You may want to tell students, “We need to eat healthy food so we have the energy to be active. Let’s do physical activity now!”



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 InPACT at Home [Cardio Play Cards](#), “Punching Bag,” to model another physical activity students can do.



ALCOHOL, TOBACCO, AND OTHER DRUGS

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 the **Alcohol, Tobacco, and Other Drugs** unit each time:

- Remind students that sometimes when we are active, such as playing a game or riding our bikes, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine that your parent/caregiver, doctor, or school nurse give you.



- Remind students that when we inhale cigarette smoke from the air into our lungs it can make our lungs not work as well. This can make it harder to do physical activity that keeps us healthy and strong.

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

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. 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](https://inpactathome.umich.edu) (https://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 column!

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1

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 1 Being Safe with Medicines

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching” to get kids moving and ready to learn. We can remind students during the lesson that sometimes when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we’ll need medicine. We should only take medicine that a parent/caregiver, doctor, or other trusted adult gives us.



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

MMH™ Lesson Procedure

No Integrations



As an added Family Resource for this unit, suggest the [Feeling Good Family Module](#). This module covers healthy ways families can help themselves feel good and develop a sense of well-being; see the Resources section of the InPACT at Home website.



Also share the [Feeling Good 20-day Challenge](#). Each InPACT at Home module has a monthly challenge. This is one of them!



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 <https://www.michiganlearning.org/> and look under the Schedule tab to see local times and stations.

1

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 2 Poison Safety

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching” to get kids moving and ready to learn. We can remind students during the lesson that sometimes when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we’ll need medicine. We should only take medicine that a parent/caregiver, doctor, or other trusted adult gives us.



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



(Length: 6:52. Click on video.)

MMH™ Lesson Procedure

No Integrations

1

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 3 Terrible Tobacco

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Out, Out, In, In.” When we inhale cigarette smoke from the air, our lungs might not work as well as usual. It can then become harder to do physical activity that keeps us healthy and strong. Consider having students pay attention to their breathing before and after this activity.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: You may wish to explain to students that it can be harder to complete physical activities, like the one in the video, when we breathe in smoke from cigarettes.

Teacher Input: None

Application: None

Closure: Consider using the [Cardio Play Cards](#) “Clap Jacks.” Have students notice how their lungs and heart are working during this activity (e.g., breathing harder, heart beating faster). You may want to remind them that, when we inhale cigarette smoke from the air, the smoke can hurt the lungs and heart and make it hard to be active.



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 **Safety** each time:

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).



- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away. You can also tie in the “Three Ds” after you teach that lesson.

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

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. 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](https://inpactathome.umich.edu) (https://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 column!

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1

SAFETY

MMH™ LESSON 1 Safety on Wheels

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Jump Shots.” While shooting hoops is not directly related to wheeled activities, this activity will get students energized so they are ready to learn.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



As an added Family Resource for this unit, suggest the [Family Discussions Module](#) for use at home. This module covers how to have meaningful discussions about important topics; see the Resources section of the InPACT at Home website.



Along with the module, suggest the [Family Discussions 20-day Challenge!](#)



Along with the module, suggest the [Family Discussions 20-day Challenge!](#)



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

1

SAFETY

MMH™ LESSON 2 The Dangers of Fire

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” While this activity is not directly linked to this lesson, it is a great way to get students energized and to prime the brain for learning.



(Length: 1:10. Click on video.)

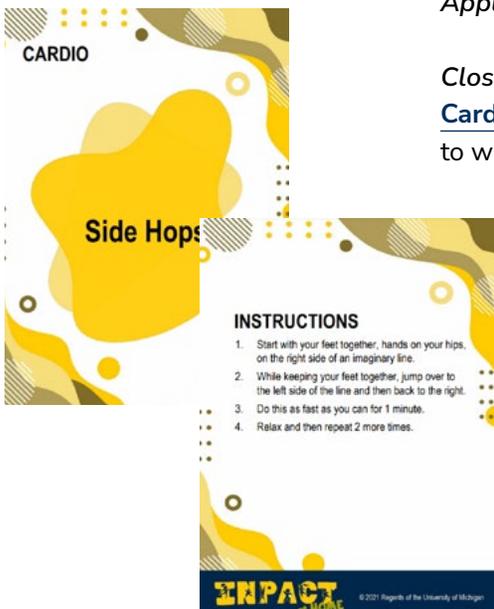
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with some physical activity by using [Cardio Play Cards](#), “Side Hops.” Talking about the dangers of fire might cause some children to worry. A quick physical activity can help them expel anxious energy.



1

SAFETY

MMH™ LESSON 3 Applying What We Learned to Prevent Fires and Burns

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Fast Feet.” This activity is not directly related to the lesson but will get kids moving and prime the brain for learning.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

1

SAFETY

MMH™ LESSON 4 Staying Safe in A Fire Emergency

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In” to get students energized and ready to learn.



(Length: 1:10. Click on video.)

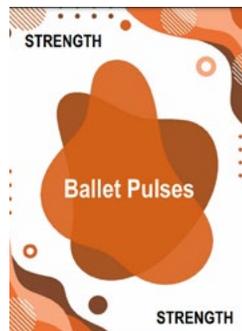
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with some physical activity by completing [Strength Play Cards](#), “Ballet Pulses.” Talking about fire emergencies might make some students worry. Doing a physical activity can help them get rid of this anxious energy.



1

SAFETY

MMH™ LESSON 5 The Three D's for Telling

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Curl Ups” to energize your students.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

1

SAFETY

MMH™ LESSON 6 Calling 911

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Beans and Toast,” which offers a fun way to get kids ready to learn.



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



(Length: 8:06. Click on video.)

MMH™ Lesson Procedure

No Integrations

1

SAFETY

MMH™ LESSON 7 Staying Personally Safe

InPACT at Home Components with the MMH™

Movement Moment

Repeat the InPACT at Home video “Checking in with Myself.” This lesson addresses personal safety, and a calming video can be helpful.



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: When talking about speaking with a trusted adult, consider asking students how checking in with themselves (as in the video) can help them decide when to notify an adult.

Closure: Consider doing the [Mindfulness Play Card](#) “Body Scan.” Personal Safety lessons might make some students feel uneasy; a grounding activity can be helpful for quieting the body and mind.



PERSONAL HEALTH AND WELLNESS

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 **Personal Health and Wellness** each time:

- Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).

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. 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](https://inpactathome.umich.edu) (<https://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 column!

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1

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 1 Stop That Sneeze

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” This video shows a physical activity that can help keep us healthy, just like staying clear of germs can keep us from making ourselves and others sick.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing out with some physical activity by using the [Cardio Play Cards](#) “Butt Kickers.” Along with stopping the spread of germs, physical activity is another way we can keep ourselves healthy.





As an added Family Resource for this unit, suggest the [Sleep Family Module](#) for use at home.

This module covers the importance of sleep as part of overall health and wellness. It also provides families strategies to ensure their children are getting good sleep; see the Resources section of the InPACT at Home website.



Encourage families to use the [Sleep 20-day Challenge](#) as well!



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

1

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 2 Washing Hands the Right Way

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Ski Jumps.” This video can get kids ready to learn. Being physically active is an important way to keep our bodies healthy, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

1

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 3 Preventing Tooth Decay

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Fast Feet.” Being physically active is an important way to keep our bodies healthy, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

2

SECOND 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](https://inpactathome.umich.edu) (<https://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](https://www.inpact.kines.umich.edu/) (<https://www.inpact.kines.umich.edu/>) for more information.



SOCIAL EMOTIONAL HEALTH

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.

- Physical activity wakes up the brain and primes it for learning.

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

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](#) (<https://>

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 column!



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2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 1 Tending Our Garden of Feelings

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.)

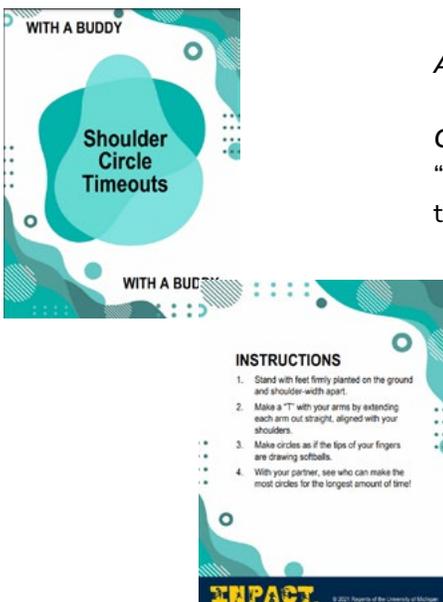
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [With a Buddy Play Cards](#), “Shoulder Circle Timeouts.” Have students ask their buddy how they feel after the activity.





As an additional Family Resource, suggest to parents the [Lifelong Skills](#) Family Module. The module covers managing challenging emotions and stress, and it aligns to CASEL SEL Competencies and Zones of Regulation; see the Resources section of the InPACT at Home website.



Along with this module, encourage families to use the [Lifelong Skills 20-day Challenge!](#)



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources (<https://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](#). Look under the Schedule tab to see local times and stations.

2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 2 Handling Mixed Feelings

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Energizing Mindful Movement.” When we sit for a long time, we can feel tired, sluggish, and even grumpy. We may have mixed feelings. Sometimes we need to move our bodies to deal with these feelings.



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

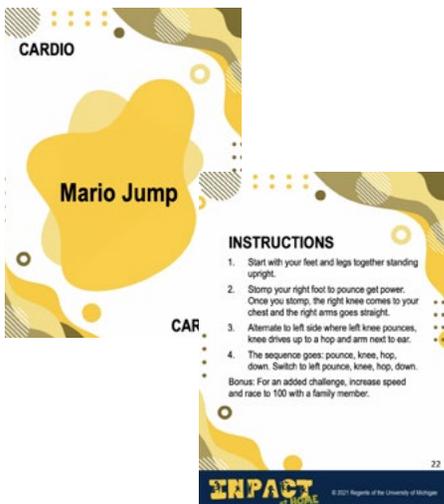
MMH™ Lesson Procedure

Introduction: Consider asking about the movement in the video: “How did you feel before doing the exercise in the video?”; “How did you feel after doing the exercise in the video?”; “Do you feel more calm/happy/upset/surprised?”.

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#), “Mario Jumps.” Sometimes we can use breathing and stretching to handle mixed emotions. Being more active, as in this activity, can also help.



2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 3 Expressing Feelings Respectfully

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the video “Flexible in Mind and Body in an Uncertain World.” When we are mentally flexible, we can more easily express our feelings respectfully—even when the feelings are strong. When we are flexible in body and mind, we can handle the stress around us better and remember to be respectful.



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



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

MMH™ Lesson Procedure

Introduction: When you introduce the purpose of this lesson, consider asking students, “How might moving ourselves to feel calmer and more flexible, like in the video with Ms. Heather, help us to be respectful, especially when we have big feelings?”

Teacher Input: None

Application: None

Closure: None

2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 4 Listening to Others with Respect

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the video “Coach Says.” This video models the importance of listening carefully.

**Students will need something soft and small to toss in the air (e.g., a crumpled-up piece of paper, a beanbag, a small stress ball) and a slightly larger ball-like object if possible (e.g., a large ball of crumpled-up paper, a larger stress ball or beanbag).*



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



(Length: 8:13. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#), “Giving Thanks,” as a way for students to show respect and appreciation to others.



MINDFULNESS

Giving Thanks

MINDFUL

INSTRUCTIONS

1. Take some time to think about some nice things that someone has done for you. It could be a parent, guardian, friend, or family member!
2. Then, challenge yourself to say thank-you to that person. Or, write them a thank-you note to give to them in person.
3. Do this for at least 5 different people in your life!

INPACT

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2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 5 Everyone Deserves Respect

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “All About the Breath” with your class. Students will learn to use their breath to calm or energize body and mind.



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

WITH A BUDDY

High Five Planks

WITH A

INSTRUCTIONS

1. Get into plank position with your buddy!
2. Switch over to a side plank on your left side and high five your partner.
3. Rotate back to normal plank position.
4. Switch over to a side plank on your right side and high five your partner.
5. Repeat 40 times total.

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [With a Buddy Play Cards](#), “High Five Planks.” Explain that high fives can be an example of respectful touch when playing and being active. Have students congratulate each other at the end with a “Good job!”



2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 6 Showing Respect to Other People

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 respectful and safe in the space around us. It will also get kids up and moving!



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

MMH™ Lesson Procedure

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

Teacher Input: None

Application: None

Closure: Consider using [Flexibility Play Cards](#), “Bear Hug Stretch,” and complimenting students on their learning during this lesson.



2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 7

Managing Anger and Other Strong Feelings

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Tense and Relax for Our Bodies and Minds”



(Length: 8:19. Click on video.)



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

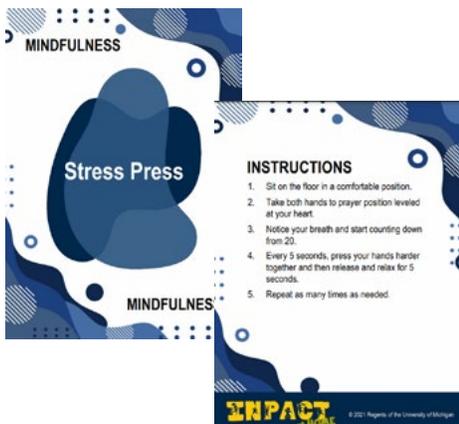
MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students, “How could the exercises we did in the video help us calm down when we have strong feelings?”

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Stress Press.” You may wish to explain to students, “Sometimes we can feel upset or angry and need to find ways to calm our minds so we can make good decisions. This activity can help.”



2

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 8 Making Good Decisions

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Energizing Mindful Movement.” Sometimes energy in our bodies can get stuck, especially when we sit for too long. We need to move our bodies to get energized. This movement can help us think more clearly so we can make good decisions.

Ask students how they feel after doing this exercise. For example, do they feel more calm, relaxed, or energized?



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



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When discussing the WIN steps, consider asking students how exercises like those in the video can aid in decision making.

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Ballerina Breaths.” Consider reminding students, “Sometimes when we need to make a big decision, it can be helpful to first relax our bodies and calm our minds.” This way, students can better use the WIN steps.



NUTRITION AND PHYSICAL ACTIVITY

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:

- You are reinforcing the importance of physical activity each time you do a video.
- Remind students that what we eat fuels the body for physical activity. What foods can give us energy to engage in 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 helps us prime it for learning.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](#)).

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 "Nutrition 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](https://inpactathome.umich.edu) (https://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 column!

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2

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 1

The Food Groups: Building Blocks for Health

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 at home.

**Have students remember the ingredients used in the recipe.*

The nutrition videos on the InPACT at Home website feature many other healthy recipes for families.



(Length: 3:47. 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 InPACT at Home [Strength Play Cards](#), “Fishhook Crunch.” Remind students that eating healthy foods can give us the energy we need to be strong and active.





As an added Family Resource for this unit, suggest the [Nutrition Family Module](#) to use at home; see the Resources section of the InPACT at Home website.



Along with the module, suggest the [Nutrition 20-day Challenge!](#)



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources (<https://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](#). Visit <https://www.michiganlearning.org/> and look under the Schedule tab to see local times and stations.

2

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 2 Combination Foods and Foods to Limit

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Banana Berry Splits.” This recipe is a great example of a simple combination food. It also models a recipe students can make with their families. The nutrition videos on the InPACT at Home website feature many other healthy combination food recipes as well.



Consider sharing the video “Start Simple with MyPlate”: start-simple-with-myplate | ESS1 InPACT (umich.edu)



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

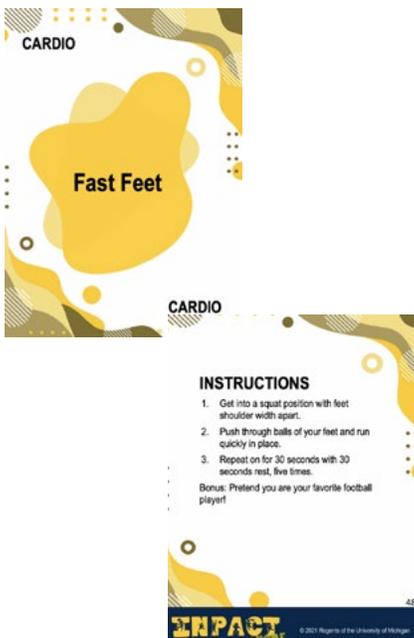
MMH™ Lesson Procedure

Introduction: Consider reviewing the food groups used in the Banana Berry Splits recipe (dairy, fruit, grains).

Teacher Input: None

Application: None

Closure: When previewing the next lesson during Closure, consider adding the InPACT at Home [Cardio Play Cards](#), “Fast Feet.” You may want to tell students, “We need to eat healthy food so we have the energy to be active. Let’s do physical activity now!”



2

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 3 Physical Activity, Rest, and Sleep

InPACT at Home Components with the MMH™

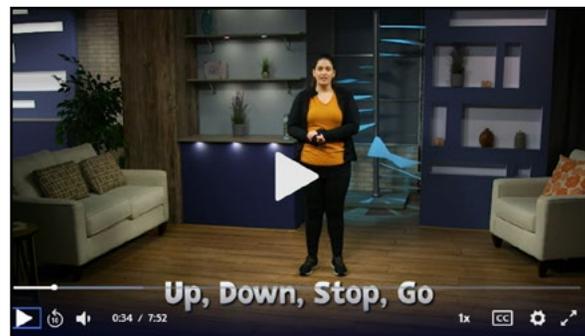
Movement Moment

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

For the activities in this lesson, consider adding phrases such as “Good job” and “Nice try” like Ms. Jamie uses in the video.



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



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



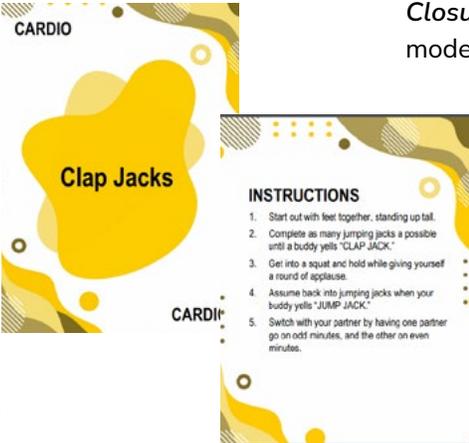
MMH™ Lesson Procedure

Introduction: When asking students about what makes something a physical activity, consider asking them to explain how the game “Up, Down, Stop, Go” is a physical activity.

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#), “Clap Jacks” to model another physical activity for students.



CARDIO

Clap Jacks

INSTRUCTIONS

1. Start out with feet together, standing up tall.
2. Complete as many jumping jacks a possible until a buddy yells “CLAP JACK.”
3. Get into a squat and hold while giving yourself a round of applause.
4. Assume back into jumping jacks when your buddy yells “JUMP JACK.”
5. Switch with your partner by having one partner go on odd minutes, and the other on even minutes.

CARDIO

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 the **Alcohol, Tobacco, and Other Drugs** unit each time:
- Explain to students that when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- Remind students that when we inhale second-hand cigarette smoke or e-cigarette aerosol, this smoke can make our lungs not work as well. It can then become harder to engage in physical activity that keeps us healthy and strong.
- Remind students that using alcohol and other drugs can make it difficult and unsafe to be physically active.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).



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. 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](https://inpactathome.umich.edu) (<https://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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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.”



2

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 1 Caffeine and Kids: A Shaky Mix

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Mountain Climbers.” Explain to students that physical activity gives us a natural burst of energy.



(Length: 6:52. Click on video.)



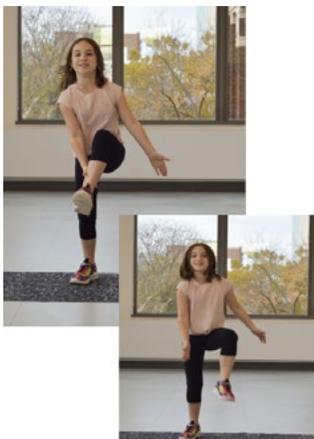
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Hacky Sack” to model an alternative to caffeine—and a free and natural way to get an energy boost!





As an added Family Resource for this unit, suggest the [Feeling Good Family Module](#). This module covers healthy ways families can help themselves feel good and develop a sense of well-being; see the Resources section of the InPACT at Home website.



Also share the [Feeling Good 20-day Challenge](#). Each InPACT at Home module has a monthly challenge. This is one of them!



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources (<https://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](#). Visit <https://www.michiganlearning.org/> and look under the Schedule tab to see local times and stations.

2

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 2 Using Medicine Safely

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching” to get kids moving and ready to learn. We can remind students during the lesson that sometimes when we are active, such as when playing a game or riding our bikes, we might get hurt. Sometimes we even need medicine. We should only take medicine that a parent/caregiver, doctor, or school nurse gives us.



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



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

MMH™ Lesson Procedure

No Integrations

2

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 3 Staying Away from Nicotine and Alcohol

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” When we inhale cigarette smoke from the air, our lungs might not work as well as usual. It can then become harder to do physical activity that keeps us healthy and strong.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: Instead of using index cards for the true-or-false activity, consider having students do a physical movement for “true” and a different movement for “false.” Examples might be “stand or sit,” “jump or squat,” and “jumping jacks or toe touches.” You might also consider having students suggest movements for this activity as a group.

Application: None

Closure: None

2

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 4 Say No to Second-Hand Smoke and E-Cigarette Aerosol

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Beans on Toast.” It’s an entertaining game with frequent movement.

Ask students if they were breathing heavier or felt a bit tired after the video. Explain that the lungs and heart were working hard during the game.



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



(Length: 8:06. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When reviewing how secondhand smoke and aerosol affect the lungs and heart, consider asking students how the game “Beans on Toast” might be harder for a person who inhales a large amount of secondhand smoke or aerosol from e-cigarettes.

Application: None

Closure: None

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 **Safety** each time:

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).



- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away.

- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/): <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).

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. 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](https://inpactathome.umich.edu) (<https://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 column!

- Please note: the “MMH™ Lesson Procedure” in the middle column 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.”

2

SAFETY

MMH™ LESSON 1 Wheeled Recreation Equals Physical Activity

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Shooting Hoops” to get students energized. This physical activity is not wheeled; however, you can ask students if they use a bike, skateboard, or scooter to go play basketball or other games.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



As an added Family Resource for this unit, suggest the **Family Discussions Module** for use at home. This module covers how to have meaningful discussions about important topics; see the Resources section of the InPACT at Home website.



Encourage families to use the **Family Discussions 20-day Challenge!**



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 <https://www.michiganlearning.org/> and look under the Schedule tab to see local times and stations.

2

SAFETY

MMH™ LESSON 2 Water Safety

InPACT at Home Components with the MMH™



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

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” Jump rope is a physical activity. Swimming is also a physical activity, and we need to be safe around the water.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing out with some physical activity using [Cardio Play Cards](#), “Side Hops.”



2

SAFETY

MMH™ LESSON 3 Surfing Safely on the Internet



As another resource, consider adding the [Focus Family Toolkit](#). This toolkit covers the dangers and effects of too much screen time and ways to limit it.



InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Screen Time.” Students will do physical activity while reviewing screen time guidance.



(Length: 9 minutes. Click on video.)

MMH™ Lesson Procedure

No Integrations

2

SAFETY

MMH™ LESSON 4 Staying Personally Safe

InPACT at Home Components with the MMH™



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

Mindful Moment

Before this lesson, repeat this InPACT at Home video “Checking in with Myself.” The lesson addresses personal safety. By reminding students to check in with themselves, they can learn to better listen to themselves and their feelings. Doing so will help them identify potentially risky situations to avoid and know when to talk to a trusted adult.



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with some physical activity by completing [Strength Play Cards](#), “Ballet Pulses.” Talking about fire emergencies might make some students worry. Doing a physical activity can help them get rid of this anxious energy.



2

SAFETY

MMH™ LESSON 5 Practicing Ways to Stay Personally Safe

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “All About the Breath.” Because the lesson addresses personal safety, a calming video can be helpful.



Length: 8:22. 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 closing with the [Mindfulness Play Card](#) “Body Scan.” Personal Safety is a topic that may make some kids anxious. This activity can help students feel calm.



2

PERSONAL HEALTH AND WELLNESS

There are no MMH™ lessons in this unit for 2nd grade. You can still take time with your class to review topics such as washing hands, stopping the spread of germs, brushing teeth, sleeping, eating healthy, and doing physical activity. Below are some integration ideas.

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 **Personal Health and Wellness** each time:

- Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.



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

InPACT at Home Integrations

Schedules are essential to students' personal health and wellness as well as to their success in school and at home. Consider sharing the Family Engagement Module "[Activities, Schedules, and Routines](#)" and its accompanying [Monthly Challenge with families](#). [Need screenshots](#).



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](https://inpactathome.umich.edu) (<https://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](https://www.inpact.kines.umich.edu/) (<https://www.inpact.kines.umich.edu/>) for more information.



SOCIAL EMOTIONAL HEALTH

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.

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

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](#) (<https://>

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 column!



Please note: the "MMHT™ Lesson Procedure" in the middle column illustrates InPACT at Home integrations with an actual MMHT™ lesson. It follows the structure of the MMHT™ lesson procedure (Introduction, Teacher Input, Application, and Closure) and can be useful when following MMHT™ 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



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



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

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



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.)

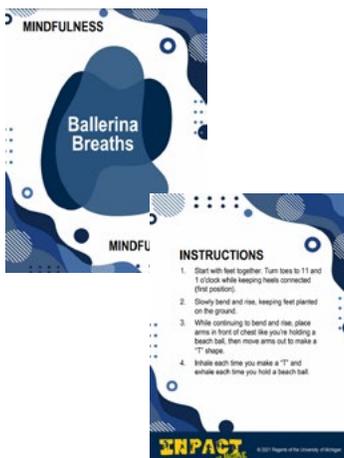
MMH™ Lesson Procedure

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](#)

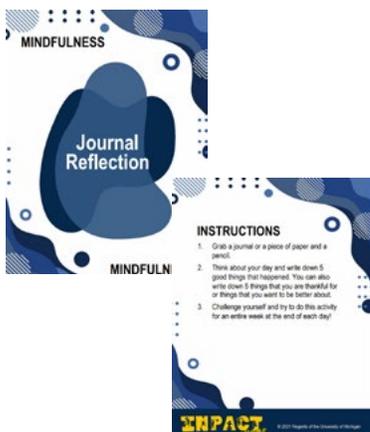
MMH™ Lesson Procedure

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.



NUTRITION AND PHYSICAL ACTIVITY

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:

- You are reinforcing the importance of physical activity each time you do a video.
- The physical activity you do contributes to the 60 minutes students need a day; you can tie this to the “Magic Numbers” 5 (food groups) and 60 (minutes of physical activity).
- Remind students that what we eat fuels our bodies to do physical activity. What foods might give us energy to do physical activities and to 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.

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

InPACT at Home Integrations

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3

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 1 The Magic Numbers

InPACT at Home Components with the MMH™

Nutrition Moment

Watch the InPACT at Home video “Spicy Veggie Wraps,” which models a recipe students can make with their families. This recipe contains three of the five food groups: grains, vegetables, and protein.

The nutrition videos on the [InPACT at Home website](#) feature many other healthy recipes for families. Make sure students know they can use non-spicy hummus in this recipe if they do not like spicy food.



(Length: 4:30. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students to recall what food groups were in the “Spicy Veggie Wraps” recipe (tortilla wrap = grains; red pepper, cucumber, spinach, chickpeas [legumes] = vegetables; hummus = protein).

Application: None

Closure: Consider using the InPACT at Home [Strength Play Cards](#), “Fishhook Crunch.” You can reinforce that eating healthy foods can give us energy to get 60 minutes of physical activity per day.





As an added Family Resource for this unit, suggest the [Focus Family Module](#) to use at home. The Focus Module addresses using various forms of physical activity and good nutrition to improve focus and overcome stress. It also discusses screen time; see the Resources section of the InPACT at Home website.



Along with the module, suggest the [Focus 20-day Challenge!](#)



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

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 2 Don't Be Tricked by Advertising

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Making Fruits and Vegetables Fun to Eat.” This video provides many examples of recipes students can try. Promoting healthy food choices can help students become more aware of how advertising might trick them into eating less nutritious foods.

The nutrition videos on the [InPACT at Home website](#) contain many other healthy combination food recipes for families to try.



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



(Length: 5:33. Click on video.)



CARDIO

Fast Feet

INSTRUCTIONS

1. Get into a squat position with feet shoulder width apart.
2. Push through balls of your feet and run quickly in place.
3. Repeat on for 30 seconds with 30 seconds rest, five times.

Status: Pretend you are your favorite football player!

CARDIO

INPACT

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: When previewing the next lesson, consider adding the InPACT at Home [Cardio Play Cards](#), “Fast Feet.” You may explain to students, “We need to eat healthy food so we have the energy to be active. Healthy food and physical activity work together to build healthy bodies. Let’s do physical activity now!”



3

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 3 Three Types of Physical Activity

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching and Exercise.” This video models an activity students can also do at home.

Remind students to bring their BOOM (Brilliant Original Optimistic Me) to the activity!



(Length: 6:52. Click on video.)

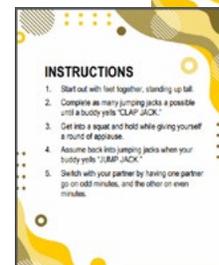
MMH™ Lesson Procedure

Introduction: In the introduction, consider telling students that they just completed about 6 minutes of physical activity, which counts towards their 60 minutes for the day (20 minutes in the classroom)!

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Clap Jacks” to model another physical activity for students. You may wish to time the activity and tell students how much physical activity they have completed towards their 60 minutes for the day (20 minutes in the classroom)! Between the video and this activity, they will be well on their way to their goal!



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

3

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 4 My Plan to Be Physically Active

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Just Move.” This video models movements students can use at home to be physically active.



(Length: 7:46. Click on video.)



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

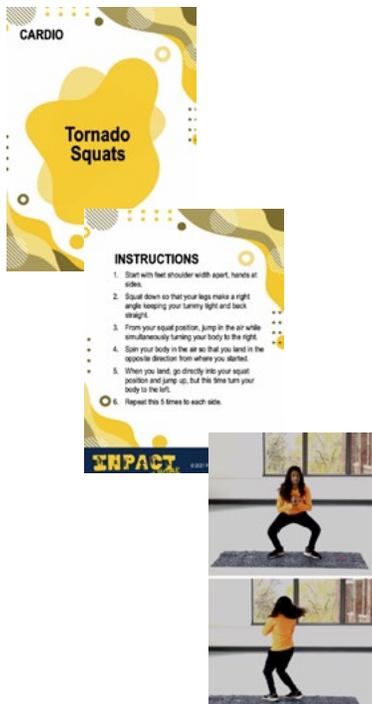
MMH™ Lesson Procedure

Introduction: In the introduction, consider telling students that they just completed about 7 minutes of physical activity, which counts towards their 60 minutes for the day (20 minutes in the classroom)!

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Tornado Squats” to model another physical activity students can do. Time how long the activity takes and count it towards their 60 minutes for the day (20 minutes in the classroom)! Between the video and this activity, they will be well on their way to their goal!



CARDIO

Tornado Squats

INSTRUCTIONS

1. Start with feet shoulder width apart, hands at sides.
2. Squat down so that your legs make a right angle keeping your torso tight and back straight.
3. From your squat position, jump in the air while simultaneously turning your body to the right.
4. Spin your body in the air so that you land in the opposite direction from where you started.
5. When you land, go directly into your squat position and jump up, but this time turn your body to the left.
6. Repeat this 5 times to each side.



3

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 5 Encouraging Healthy Habits

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Plum and Spinach Salad.” This video shows a recipe students can make at home with their families. This recipe video, and others like it, can be found on the InPACT at Home website and is from [Michigan Harvest of the Month](#). This recipe is packed with nutrients we need to be active and healthy!



(Length: 4:30. Click on video.)

MMH™ Lesson Procedure

Integrations: Students could use the InPACT at Home activities in previous lessons to inform their Advocacy Projects.



Consider sharing the video “[Start Simple with MyPlate](#)”: start-simple-with-myplate | ESSI InPACT (umich.edu)



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 the **Alcohol, Tobacco, and Other Drugs** unit each time:

- Explain to students that when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- Remind students that inhaling cigarette smoke and e-cigarette aerosol (even secondhand) can hurt the lungs and heart. We might then find it harder to engage in physical activity that keeps us healthy and strong.
- Remind students that using alcohol and other drugs like marijuana can make it difficult and unsafe to be physically active.



- The use of alcohol and other drugs affects our performance when physically active, such as when playing sports. For instance, alcohol can weaken hand-eye coordination and reduce reaction time.

- Using alcohol or other drugs causes our bodies to feel tired, so we may not be able to perform our best when being active.

- **Teacher Note:** Research indicates that physical activity helps to protect against the development of substance abuse, including tobacco and alcohol use disorders.

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

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. 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](#) 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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 1 Being Safe with Medicines and Poisons

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Squats.” The lesson introduction gives the example of caffeine. Physical activity is a natural way to get a burst of energy.



(Length: 1:00. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Hacky Sack” to model a natural way to get an energy boost.





As an added Family Resource for this unit, suggest families use the [Substance Use and Your Body](#) module. This module outlines how parents and caregivers can be prevention superheroes for their children.



Also share the [Substance Use and Your Body Challenge](#) for families to practice the healthy activities 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

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 2 The Negative Effects of Tobacco Use

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Lower Body Cardio Circuit” to get kids moving and ready to learn. Have students pay attention to their breathing before, during, and after the activity.



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



(Length: 7:42. Click on video)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When discussing the effects of tobacco smoke and aerosol on the lungs, consider having students remember how hard their lungs and heart had to work during the “Lower Body Cardio Circuit” video.

Application: None

Closure: None

3

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 3 Tobacco and the Media

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” When we inhale tobacco smoke or aerosol, our lungs may not work as well as usual. The smoke can also harm our heart, which can make it harder to engage in physical activity that keeps us healthy and strong.



Continue reminding students and caregivers to visit the [InPACT at Home website](https://inpactathome.umich.edu)



(Length: 1:10. Click on video.)

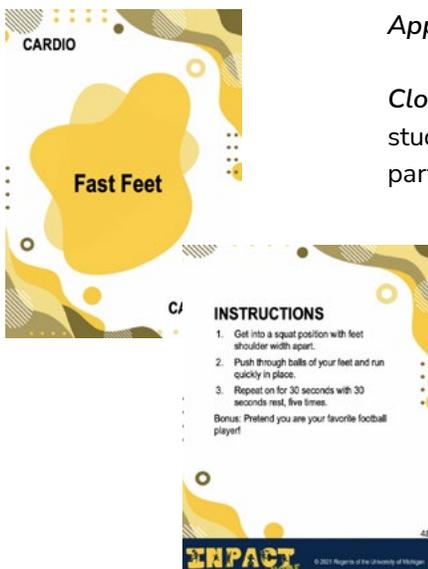
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: In closing, consider using the [Cardio Play Card](#) “Fast Feet”. Remind students that tobacco products can hurt the lungs and heart and make it hard to participate in physical activities like this.



3

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 4 Alcohol and Alcohol Use Disorder

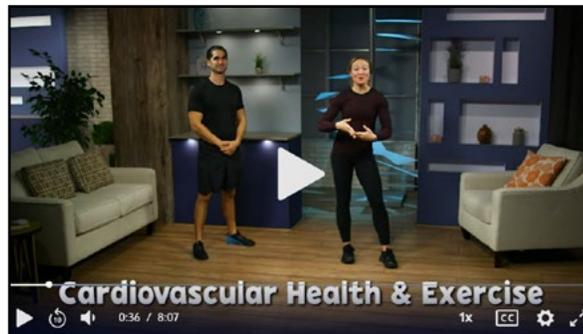
InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Cardiovascular Health & Exercise.” Using alcohol, drugs, and tobacco hurts our cardiovascular system and makes it hard to be active and healthy. Substance use also affects coordination and concentration, which are needed when engaging in physical activities such as sports.



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



(Length: 8:07. Click on video.)

MMH™ Lesson Procedure

No Integrations

3

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 5 Marijuana

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Fitness Memory Game.” Using marijuana and alcohol can make it difficult to remember information. These substances can also lead people to become easily confused. Playing this memory game would be quite difficult while using marijuana. .



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



(Length: 8:07. Click on video.)

MMH™ Lesson Procedure

No Integrations

3

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 6 Avoiding Drugs with The Help of Positive Influences

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Fit Dice Game.” This video models a fun game students can do at home with only dice. Research shows that physical activity helps to protect against the development of substance abuse disorders.



(Length: 8:15. Click on video.)

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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When talking about influences, consider mentioning playing physical activity games such as that featured in the video. Another example could be playing sports with friends, which serves as a positive influence to be healthy.

Application: None

Closure: Consider doing the [With a Buddy Play Cards](#) “High Five Planks.” Reinforce to students that being active together is one way to avoid using tobacco, alcohol, or marijuana. Each time students high five, they can tell each other they commit to being a positive influence.



3

ALCOHOL, TOBACCO, AND OTHER DRUGS

MMH™ LESSON 7 Practicing Saying “No” to Drugs

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Grapevine.” You can remind students that using alcohol and drugs affects concentration and coordination. Imagine how hard this exercise would be if you were under the influence of alcohol or drugs.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: During the Practicing Refusal Skills section, when students suggest another activity, consider asking them if they can recommend an activity such as playing a game, riding bikes, or even doing some InPACT at Home videos.

Closure: None

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 **Safety** each time:

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).
- Remind students that where they play (e.g., outside, at a friend's house) should be well lit and free of unsafe objects or

people acting in unsafe ways nearby. Students should also always inform a trusted adult of their whereabouts.

- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away.



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

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. Some lessons also include an Activity Card to model activities students and families can do at home. Be sure your [classroom floor-plan](#) 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](#) 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 column!



Please note: the “MMH™ Lesson Procedure” in the middle column 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

SAFETY

MMH™ LESSON 1

Three Keys to Passenger Safety: Safety Belts, Booster Seat, Back Seat

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Shooting Hoops” to prime the brain for learning.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations



As an added Family Resource for this unit, suggest the [Family Team Building](#) Module for use at home. This module covers how to be successful and to conquer obstacles as a team. Building a strong family team is a positive factor in keeping students safe; see the Resources section of the InPACT at Home website.



Encourage families to use the [Family Team Building 20-day Challenge!](#)



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 the site and look under the Schedule tab to see local times and stations.



3

SAFETY

MMH™ LESSON 2 Safety Belt Smarts

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” This activity will get students energized.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with some physical activity, such as by using the [Cardio Play Cards](#), “Side Hops.”



3

SAFETY

MMH™ LESSON 3 Safety First

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dicey.” Students can also play this game with friends. Sometimes kids might go to a park, a neighbor’s house, or somewhere else to play. They should always make sure the area is well lit, that there are no unsafe objects or people acting in unsafe ways around them, and that a trusted adult knows where they are. You can even play on the word “dicey” and tell children that they are going to learn ways to avoid dicey situations. “Dicey” can mean unpredictable, possibly dangerous, or risky.



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



(Length: 8 minutes. Click on video.)

MMH™ Lesson Procedure

No Integrations

3

SAFETY

MMH™ LESSON 4 Staying as Safe as Possible

InPACT at Home Components with the MMH™

Mindful Moment:

Before this lesson, watch the InPACT at Home video “All About the Breath.” Because the lesson addresses personal safety, a calming video can be helpful.



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



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

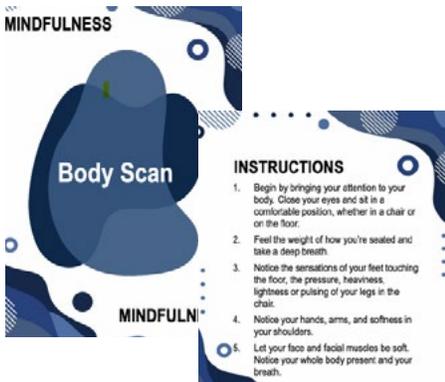
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing out with the [Mindfulness Play Cards](#) “Body Scan.” The topic of personal safety might cause some students to feel nervous. This activity can help calm them down.



MINDFULNESS

Body Scan

MINDFULN

INSTRUCTIONS

1. Begin by bringing your attention to your body. Close your eyes and sit in a comfortable position, whether in a chair or on the floor.
2. Feel the weight of how you're seated and take a deep breath.
3. Notice the sensations of your feet touching the floor, the pressure, heaviness, lightness or pulsing of your legs in the chair.
4. Notice your hands, arms, and softness in your shoulders.
5. Let your face and facial muscles be soft. Notice your whole body present and your breath.



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 **Personal Health and Wellness** each time:

Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.

It is important to keep our bodies clean, especially after being physically active.

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



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. 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 need more information about classroom management during physical activity, here is a [classroom management video](#).

Students' parents/caregivers can sign up on [the InPACT at Home website](#) 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 column!



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3

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 1 Hello Hygiene, Goodbye Germs

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” This video shows a physical activity that can help keep us healthy, just like staying clear of germs can keep us from making ourselves and others sick.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: In the introduction, consider emphasizing the importance of good hygiene after physical activity. For instance, we need to clean our bodies if we are sweaty or dirty.

Teacher Input: None

Application: None

Closure: None



As an added Family Resource for this unit, suggest the **Health Choices Family Module** for use at home. This module covers taking control of our health and life and emphasizes that we have the agency to make choices; see the Resources section of the InPACT at Home website.



Along with the module, suggest to parents the **Health Choices 20-day Challenge!**



Be sure to invite caregivers to create an account on the **InPACT at Home website** to access all resources (<https://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**. Visit the site and look under the Schedule tab to see local times and stations.

3

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 2 Keepin' It Clean

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Ski Jumps.” This video will help students get ready to learn. Being physically active is a key way to keep our bodies healthy and well, much like washing our hands, brushing our teeth, bathing, eating nutritious food, and getting enough sleep. Proper hygiene after exercise is important.



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



(Length: 1:00. Click on video.)

MMH™ Lesson Procedure

No Integrations

4

FOURTH 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](#) .

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.



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.

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

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](#).



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 column!

Please note: the "MMH™ Lesson Procedure" in the middle column 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."

Students' parents/caregivers can sign up on the [InPACT at Home website](#) to access

4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 1 Using Self-Control to Manage Strong Feelings

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “All About the Breath.” This video will help students learn to use their breath to calm the body and mind. Ask students how they feel after doing this exercise. How does their body feel?



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

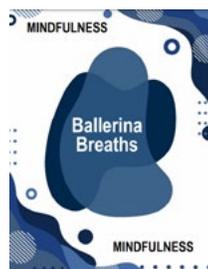
MMH™ Lesson Procedure

Introduction: Consider asking students how breathing exercises, like those in the “All About the Breath” video, can help them feel calmer.

Teacher Input: None

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Ballerina Breaths.” You may wish to remind students, “Sometimes when we need to make a big decision, such as telling an adult when something is destructive, dangerous, or disturbing, breathing exercises can help us to keep our minds calm.”





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 the site and look under the Schedule tab to see local times and stations.

4

MMH™ LESSON 2 Feeling Better Through Positive Self-Talk

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Positive Self-Messages.” This video shows family members modeling positive self-talk while being active together.



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



(Length: 8:33. Click on video.)

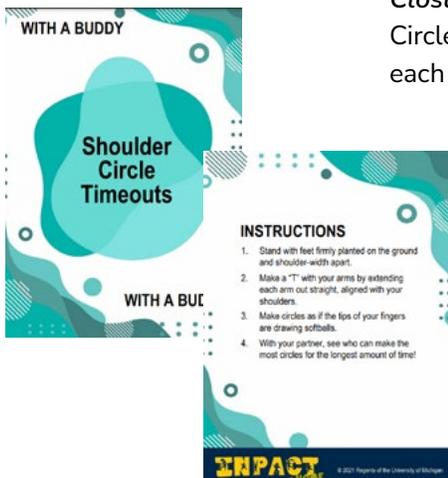
MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider using the video “Positive Self-Messages” as an example of positive self-talk.

Application: None

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



WITH A BUDDY

Shoulder Circle Timeouts

WITH A BUDDY

INSTRUCTIONS

1. Stand with feet firmly planted on the ground and shoulder-width apart.
2. Make a “T” with your arms by extending each arm out straight, aligned with your shoulders.
3. Make circles as if the tips of your fingers are drawing softballs.
4. With your partner, see who can make the most circles for the longest amount of time!

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4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 3 Bullying Hurts Everyone, But No One Is Helpless

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 says “BOOM.” BOOM stands for **B**rilliant **O**riginal **O**ptimistic **M**e. Remembering this acronym can be helpful when using positive self-talk.



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



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

MMH™ Lesson Procedure

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

Teacher Input: None

Application: None

Closure: None

4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 4

Practicing Ways to Protect Self and Others from Bullying

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Getting Stronger Through Movement and Stillness.” This video practices going from movement to stillness to understand the effects both have on the body. It is helpful for modeling activities students can do to self-regulate in times of stress.

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: 8:04. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider doing the With a [Buddy Play Card](#) “Disco Party.” When the activity is complete, consider encouraging students to compliment their buddy on a job well done.



4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 5 Making WISE Decisions

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Checking in with Ourselves.” This video models ways to help calm ourselves. It is especially important to “check in” with ourselves before making big decisions.



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



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students how checking in with themselves could help them make a WISE decision.

You may also want to use exercises from the video during the “Check It Out” part of Step 2.

Application: None

Closure: None

4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 6 Practicing the WISE Steps for Decision-Making

InPACT at Home Components with the MMH™

Mindful Movement

Before this lesson, watch the video “Flexible in Mind and Body in an Uncertain World.” Making decisions can come with uncertainty. It is important to be flexible in body and mind to remain grounded; doing so can help us make good decisions.



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

MMH™ Lesson Procedure

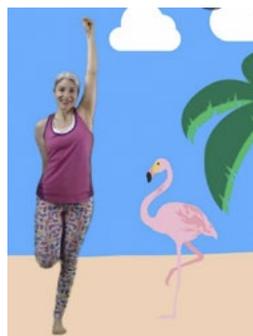
Introduction: When you introduce the purpose of this lesson, consider asking, “How might using flexibility to feel calmer, like in the video, help us when we need help making decisions?”

Teacher Input: None

Application: None

Closure: When closing the lesson, consider adding the “Flamingo Stretch” [Flexibility Play Card](#).

A graphic titled "FLEXIBILITY" with the subtitle "Flamingos". It contains a list of instructions for a stretch. The instructions are: 1. Stand with feet together and lift one leg behind you to hold onto ankle. 2. Keep knees touching and hold for 30 seconds. 3. You will feel a stretch in your quads. The card is numbered 34 and has the "IMPACT at HOME" logo at the bottom.



4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 7 More Practice Making Decisions the WISE Way

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Sports Theme.” We need to make many decisions and follow certain steps when playing sports.



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



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

MMH™ Lesson Procedure

No Integrations

4

SOCIAL EMOTIONAL HEALTH

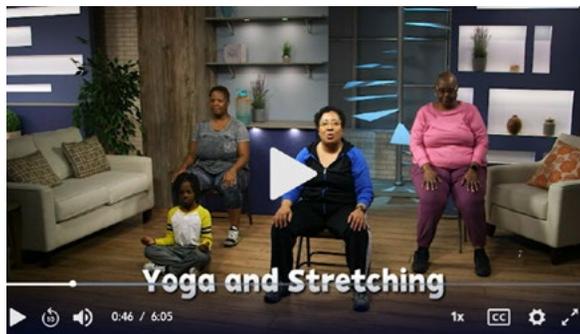
MMH™ LESSON 8 What to Do When You Disagree

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](#)

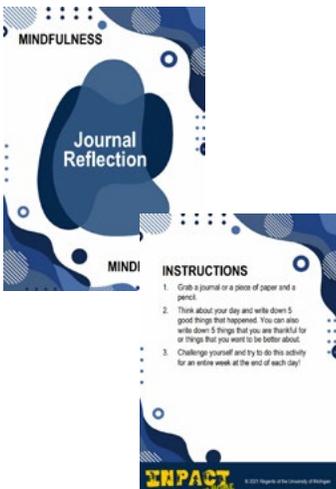
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#) “Journal Reflection”. Listing things that we are thankful for can help us handle frustrating situations. This activity could also be fun to incorporate into your classroom’s beginning- or end-of-day routine. Research shows that practicing gratitude has great emotional benefits. Remember, things we are thankful for today can be small, big, or anywhere in between.



4

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 9 Practicing Ways to Resolve Conflicts

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Overhand Throw.” Students can use a soft ball, a crumpled-up piece of paper, or simply pretend they are holding a ball to practice. One of the worksheets in the Application portion of your lesson uses a baseball scenario.



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: When introducing the “Who’s Going to Pitch” worksheet, consider reminding students of the overhand throw video they watched at the beginning of the lesson.

Closure: None

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:

- You are reinforcing the importance of physical activity each time you do a video.
- The physical activity you do contributes to the 60 minutes students need a day; you can tie this to the “Magic Numbers” 5 (food groups) and 60 (minutes of physical activity).
- Remind students that what we eat fuels the body for physical activity. What foods can give us energy to engage in 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.

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

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 “Nutrition 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](#).



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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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.”

Students’ parents/caregivers can sign up on the [InPACT at Home website](#) to access

4

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 1 Help Yourself to The Food Groups

InPACT at Home Components with the MMH™

Nutrition Moment

Watch the InPACT at Home video “Spicy Veggie Wraps,” which models a recipe students can make with their families. This recipe has three of the five food groups: grains, vegetables, and protein.

The nutrition videos on the [InPACT at Home website](#) feature many other healthy recipes for families to try. Make sure students know they can use a non-spicy hummus in this recipe if they do not like spicy foods.



(Length: 4:30. Click on video.)

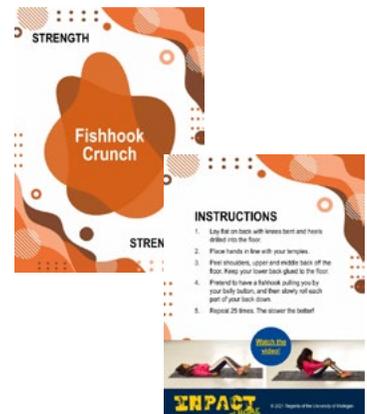
MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider asking students to recall what food groups were in the “Spicy Veggie Wraps” recipe (tortilla wrap = grains; red pepper, cucumber, spinach, chickpeas [legumes] = vegetables; hummus = protein).

Application: None

Closure: Consider using the InPACT at Home [Strength Play Cards](#), “Fishhook Crunch.” You can reinforce that eating healthy foods can give us energy to get 60 minutes of physical activity per day.





As an added Family Resource for this unit, suggest the [Focus Family Module](#) to use at home. The Focus Module addresses using various forms of physical activity and good nutrition to improve focus and overcome stress. It also discusses screen time; see the Resources section of the InPACT at Home website.



Encourage families to use the [Focus 20-day Challenge!](#)



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 the site and look under the Schedule tab to see local times and stations.

4

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 2 Serve Up Good Nutrition

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Making Fruits and Vegetables Fun to Eat.” This video provides many examples of recipes to try. By promoting examples of healthy food choices, students can be more aware of how advertising can trick them into eating less healthy foods.

The nutrition videos on the [InPACT at Home website](#) have many other healthy combination food recipes for families to try.



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



(Length: 5:33. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider adding the InPACT at Home [Cardio Play Cards](#), “Fast Feet.” You may wish to explain to students, “We need healthy food so we have the energy to be active. Healthy food and physical activity work together to build healthy bodies. Let’s do physical activity now!”



4

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 3 Food Advertising Influences

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching and Exercise.” This video models an activity students can also do at home.

Remind students to bring their BOOM (Brilliant Original Optimistic Me) to the activity!



Consider sharing this video on nutrition fact labels with families:



(Length: 6:52. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Clap Jacks” to model a physical activity students can do. Good nutrition and physical activity work together to keep our bodies healthy.



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



4

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 4 Finding the Balance: Physical Activity, Rest, and Sleep

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Sleep with Ms. A.P.” Ms. A.P. and her family review the importance of sleep as they engage in physical activity together. Students will not have weights to practice this in the classroom; however, they can still do the exercises. Have students brainstorm what they might use at home if they do not have weights (e.g., cans of soup, water bottles).



Consider sharing the video “[Start Simple with MyPlate](#)”: start-simple-with-myplate | ESSI InPACT (umich.edu)



(Length: 7:46. Click on video.)

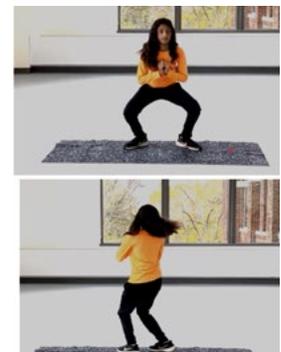
MMH™ Lesson Procedure

Introduction: In the introduction, consider telling students that they just did about 7 minutes of physical activity, which counts towards their 60 minutes for the day!

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Tornado Squats” to model another physical activity students can do. Consider timing how long you do the activity and add it towards their 60 minutes for the day (20 minutes in the classroom a day)! Between the video and this activity, they will be well on their way to their goal!



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

ALCOHOL, TOBACCO, AND OTHER DRUGS

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 the **Alcohol, Tobacco, and Other Drugs** unit each time:

- Explain to students that when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- Remind students that inhaling cigarette smoke and e-cigarette aerosol (even secondhand) can hurt the lungs and heart. We might then find it harder to engage in physical activity that keeps us healthy and strong..
- Remind students that using alcohol and other drugs like marijuana can make it difficult and unsafe to be physically active.



- The use of alcohol, marijuana, and other drugs affects performance during physical activity such as sports. For instance, alcohol and marijuana can weaken hand-eye coordination and reduce reaction time. These substances can also cause fatigue that prevents us from performing at our best while active.

- Physical activity helps to protect against the development of substance use disorders, including tobacco and drug use.

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

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. 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](#) 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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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.”

4

MMH™ LESSON 1 Dangers of Secondhand Smoke and E-Cigarette Aerosol

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Mountain Climbers.” When we inhale secondhand smoke and e-cigarette aerosol, our lungs might not work as well as usual. It can then become harder to do physical activity that keeps us healthy and strong.



(Length: 1:10. Click on video.)



MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Hacky Sack” as another physical activity that could be harder to do if the lungs are irritated from inhaling secondhand smoke or e-cigarette aerosol.





As an added Family Resource for this unit, suggest families use the [Substance Use and Your Body](#) module. This module outlines how parents and caregivers can be prevention superheroes for their children.



Also share the [Substance Use and Your Body Challenge](#) for families to practice the healthy activities 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 the site and look under the Schedule tab to see local times and stations.

4

MMH™ LESSON 2 Why Not Alcohol?

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Shuffles” to get kids moving and ready to learn. Alcohol can make it unsafe and difficult to be physically active. This activity requires coordination, which alcohol impairs.



(Length: 1:10. Click on video.)



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

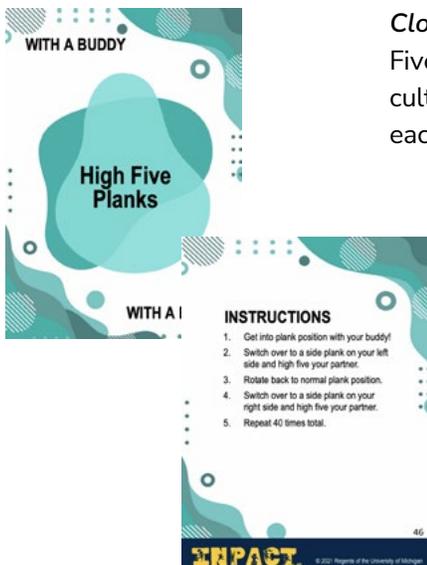
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [With a Buddy Play Cards](#) “High Five Planks.” This activity requires physical effort, which can become more difficult when inhaling smoke or aerosol. It also requires balance and coordination, each of which alcohol impairs.



4

MMH™ LESSON 3 Influences of Friends and Families

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” When we inhale cigarette smoke from the air, our lungs might not work as well as usual. It can then become harder to do physical activity that keeps us healthy and strong.



Continue reminding students and caregivers to visit the [InPACT at Home website](https://inpactathome.umich.edu)



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [With a Buddy Play Cards](#) “Finder’s Keeper.” Remind students that, as a way to decline when offered substances, they can suggest fun activities to do with friends such as games.

WITH A BUDDY

Finder's Keeper

WITH A

INSTRUCTIONS

1. Both partners get into a plank position on forearms or on hands shoulder-width apart. Face each other.
2. Put a small object in between you and your buddy.
3. Count to 5 out loud and whoever can grab the item wins. Repeat 10 times.



4

MMH™ LESSON 4 Advertising and Drugs

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Cross Punches.” Remind students that physical activity is a healthy way to feel good.

Ask students if they were breathing heavier after the video. Tell students that their lungs and heart were working hard to play the game. This video also requires substantial coordination, which alcohol impairs.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

4

MMH™ LESSON 5 Marijuana: What's Fact? What's Fiction?

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Ski Jumps.” When people use marijuana, their coordination is impaired and they may struggle to think clearly. These circumstances can make it unsafe to participate in physical activities such as skiing, basketball, or soccer.



(Length: 1:10. 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 [Cardio Play Cards](#) “Clap Jacks.” This activity requires coordination, which can become impaired when using marijuana.

CARDIO

Clap Jacks

INSTRUCTIONS

1. Start out with feet together, standing up tall.
2. Complete as many jumping jacks a possible until a buddy yells “CLAP JACK.”
3. Get into a squat and hold while giving yourself a round of applause.
4. Assume back into jumping jacks when your buddy yells “JUMP JACK.”
5. Switch with your partner by having one partner go on odd minutes, and the other on even minutes.



4

MMH™ LESSON 6 How to Say “No” to Drugs

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Jump Shots.” One option when saying “No” to drugs is simply to say “No” and then suggest a fun physical activity to do instead, like a game of basketball.



(Length: 1:10. Click on video.)



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When using the third method, *suggesting something else to do*, consider asking students if they remember which sport they were practicing in the video “Jump Shots.” You might then ask what other games or sports they could suggest as alternatives when refusing drugs.

Application: None

Closure: None

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 **Safety** each time:

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).
- Remind students that where they play (e.g., outside, at a friend's house) should be well lit and free of unsafe objects or people acting in unsafe ways nearby. Students should also always inform a trusted adult of their whereabouts.
- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away.
- Explain to students that when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- When being active outside, the sun can damage our skin, including causing sunburns. To stay safe, we should use sunscreen and wear a hat and long-sleeved shirt when possible.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](#)).



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.”](#)

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 column!

You will be doing a “Movement 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](#).



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4

SAFETY

MMH™ LESSON 1 Preventing Fires and Burns

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Foot Dribble” to get students energized and ready to learn. Soccer is usually played outside. When outdoors, we need to practice sun safety to help prevent sunburns.

If students cannot make a sock or hoodie ball in class, try using a crumpled-up ball of paper from the recycling bin.



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: When displaying the “Slip, Slap, Slop” poster for sun safety, consider asking students about the physical activities they do outdoors. Remind them of the importance of sun safety, regardless of the weather or time of year.

Application: None

Closure: None



As an added Family Resource for this unit, suggest the [Family Team Building](#) Module for use at home. This module covers how to be successful and to conquer obstacles as a team. Building a strong family team is a positive factor in keeping students safe; see the Resources section of the InPACT at Home website.



Encourage families to use the [Family Team Building 20-day Challenge!](#)



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources (<https://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](#). Visit the site and look under the Schedule tab to see local times and stations.

4

SAFETY

MMH™ LESSON 2 Escaping Fires at Home

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” This video will get students energized and ready to learn.



(Length: 1:10. Click on video.)

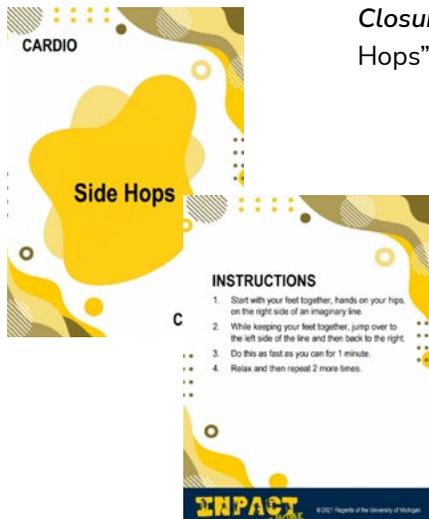
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing out with some physical activity by using the “Side Hops” [Cardio Play Cards](#).



4

SAFETY

MMH™ LESSON 3 Don't Take Risks with Medicines

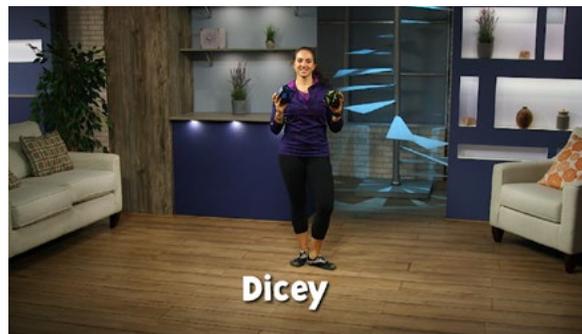
InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dicey.” Dicey is a game students can play at home. The word “dicey” can also mean unpredictable, possibly dangerous, or risky. Medicines can be dicey if not used correctly. Students should only take medicines a parent, doctor, or other trusted adult gives them.



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



(Length: 8 minutes. Click on video.)

MMH™ Lesson Procedure

No Integrations

4

SAFETY

MMH™ LESSON 4 Preventing Injuries at Home

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” This energizing video can get kids moving and ready to learn.



(Length: 1:10. Click on video.)



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

MMH™ Lesson Procedure

Introduction: When reviewing ways to stay safe from injuries at home, consider asking students what hazards they should check for before doing a physical activity (e.g., cords, toys, or other items on the floor they could trip on; not throwing objects in the house because items can break, including sharp glass)

Teacher Input: None

Application: None

Closure: When closing the lesson, consider doing the quick [Cardio Play Card](#) “Butt-Kickers.”

CARDIO

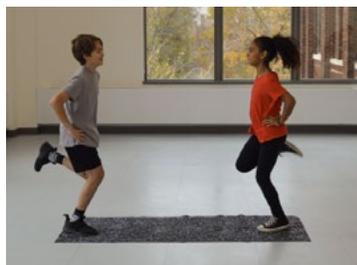
Butt Kickers

INSTRUCTIONS

1. Start with your feet and legs together standing upright.
2. Alternating one leg with another, kick your legs back toward your butt in a jogging pace.
3. Add arm air punches to increase your heart rate.

C Bonus: For an added challenge, increase speed and race to 100 with a family member.

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4

SAFETY

MMH™ LESSON 5 Staying Safe When Home Alone

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jumping Jacks.” This energizing activity requires adequate space. When doing physical activities at home, students need to be careful to avoid hazardous objects. They must also be aware of their surroundings so they do not accidentally get hurt or hurt someone else.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: When reviewing ways to stay safe from injuries at home, consider asking what hazards students should check for before doing a physical activity (e.g., cords, toys, or other items on the floor they could trip on; not throwing objects in the house because items can break, including sharp glass).

Teacher Input: None

Application: None

Closure: None

4

SAFETY

MMH™ LESSON 6 Dangerous Objects and Weapons

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Warm-Up Exercises,” featuring the Detroit Lions’ mascot, Roary! This video will get students energized and ready to learn.



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



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

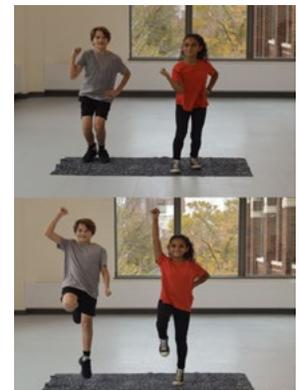
MMH™ Lesson Procedure

Introduction: None

Teacher Input: When discussing situations where a friend wants to do something dangerous, consider offering to play a game instead (e.g., “Let’s go toss the football around.”).

Application: None

Closure: Consider closing with the [Cardio Play Cards](#) “Mario Jump.” The Bonus option can be a fun game to play with friends.



4

SAFETY

MMH™ LESSON 7 Using the Internet Safely

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Screen Time.” This video reviews the need to limit screen time while exercising.



(Length: 9 minutes. Click on video.)

MMH™ Lesson Procedure

No Integrations



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

4

SAFETY

MMH™ LESSON 8 Learning About Personal Safety

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “All About the Breath.” Because the lesson addresses personal safety, a calming video can be helpful.



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



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

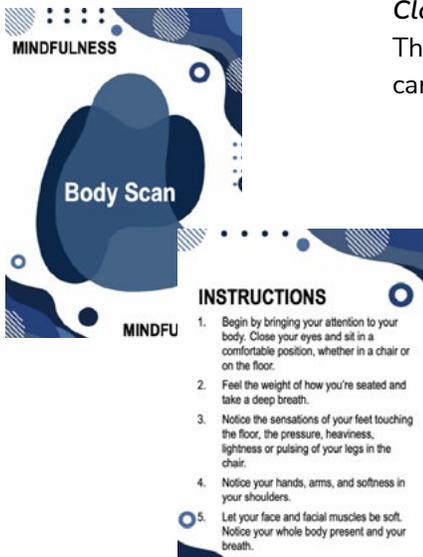
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with the [Mindfulness Play Cards](#) “Body Scan”. The topic of personal safety may make some students anxious. This activity can help them feel calm.



MINDFULNESS

Body Scan

MINDFU

INSTRUCTIONS

1. Begin by bringing your attention to your body. Close your eyes and sit in a comfortable position, whether in a chair or on the floor.
2. Feel the weight of how you're seated and take a deep breath.
3. Notice the sensations of your feet touching the floor, the pressure, heaviness, lightness or pulsing of your legs in the chair.
4. Notice your hands, arms, and softness in your shoulders.
5. Let your face and facial muscles be soft. Notice your whole body present and your breath.



While there are no Personal Health and Wellness lessons at this grade level, you can still use the following Integrations that are based on what is taught in this unit at other grades.

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 **Personal Health and Wellness** each time:

- Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.
- It is important to keep our bodies clean, especially after being physically active.

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



InPACT at Home Integrations

As an additional Family Resource, share the “Activities, Schedules, and Routines” Family Module and its accompanying Monthly Challenge with families. Schedules can promote students’ personal health and wellness along with their success in school and at home. Need screenshots



If your school is using the MMHT™ HIV Lesson and/or teaching a puberty curriculum, consider using the module **Family Discussions** and the **Family Discussions Challenge** as an added family resource. This module and accompanying challenge guide families in having meaningful discussions with their children, which is imperative when talking about challenging or uncomfortable topics.

Family Discussions
Move together, think together, be together!

Why are meaningful discussions important?
Creating meaningful and engaging discussions can seem impossible! If you or your kids are anxious, over-tired, stressed, hungry, it's almost impossible to get more than a one-word response.

But what happens when something **big** happens with the family? Let's say a loss of a loved one, moving, financial hardships, or divorce. Having the discussion on **PACE** to have these conversations will always be our first step. The more we can engage in meaningful discussions, the more we will build a healthy, happy, and resilient family.

Collective commitments
If we want to feel open to discussions, everyone must feel safe. [Click here](#) to watch a video that will help you come up with 3-5 collective commitments that you will make together as a family. This is where we give our kids an even playing field, so that feel open to talking to us, setting our expectations, and guiding each discussion.

5

FIFTH 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 (<https://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 (<https://www.inpact.kines.umich.edu/>) for more information.



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

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](#) 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 column!

Please note: the "MMH™ Lesson Procedure" in the middle column 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."

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 1 Using Self-Control to Manage Strong Feelings

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “All About the Breath.” This video will help students learn to use their breath to calm the body and mind. Ask students how they feel after doing this exercise. How does their body feel?



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

MMH™ Lesson Procedure

Introduction: Consider asking students how breathing exercises, like those in the “All About the Breath” video, can help them feel calmer.

Teacher Input: None

Application: None

Closure: Consider adding [Mindfulness Play Cards](#), “Ballerina Breaths.” You may wish to remind students, “Sometimes when we need to make a big decision, such as telling an adult when something is destructive, dangerous, or disturbing, breathing exercises can help us to keep our minds calm.”





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 the site and look under the Schedule tab to see local times and stations.

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 2 Telling Others What Bothers Us

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Chair Tabata.” Exercise can help us feel better and think more clearly. Exercising and getting energy out can be useful when we need to share with people what is bothering us, especially when we are having strong feelings.



(Length: 8:09. Click on video.)



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

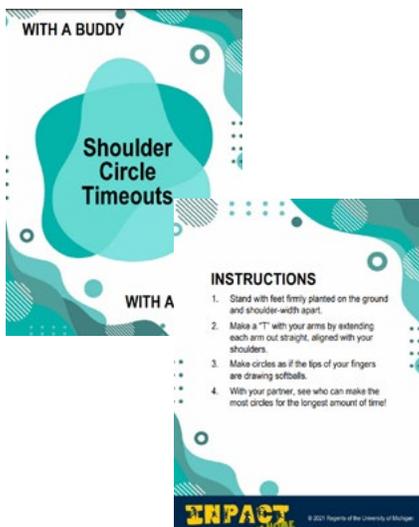
MMH™ Lesson Procedure

Introduction: None

Teacher Input: When brainstorming effective ways to handle upsetting feelings, consider asking students about how exercise or physical activity can help. You may wish to ask if the activities they did in the “Chair Tabata” video might help.

Application: None

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



5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 3 Healthy Ways to Handle Harassment and Bullying

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Get Stronger Through Movement and Stillness.” Have students pay attention to how they feel after moving and when staying still.

Consider asking students to think about when they feel calmer: when moving or when being still. Some people feel calmer while doing breathing and mindfulness exercises, whereas others feel calmer when they are active and releasing energy.



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



(Length: 8:04. Click on video.)

MMH™ Lesson Procedure

No Integrations

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 4 Practicing Positive Ways to End Bullying

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Positive Self Images.” This video models a family practicing positive self-talk while exercising together. Positive self-talk can be a helpful buffer when experiencing bullying or harassment.



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



(Length: 8:33. Click on video.)

MMH™ Lesson Procedure

Introduction: When reviewing ways to develop courage, consider asking students, “In what ways might positive self-talk, like we saw in the video, help us build courage?”

Teacher Input: None

Application: None

Closure: Consider doing the [With a Buddy Play Cards](#) “Disco Party.” Once the activity is complete, encourage students to compliment their buddy on a job well done.



WITH A BUDDY

Disco Party

INSTRUCTIONS

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



5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 5 Speaking with Respect for Self and Others

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Checking in with Ourselves.” This video models ways to help calm ourselves. It is especially important to “check in” with ourselves before making big decisions.



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



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

MMH™ Lesson Procedure

No Integrations

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 6 Listening with Respect

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the InPACT at Home video “Building Strength through Mindful Movements.” These movements revolve around building strength and holding poses like animals. Holding poses is helpful because it requires us to focus on what we are trying to do, especially when the task is challenging! Listening also requires us to pay attention. Sometimes listening respectfully is difficult and calls for practice.



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



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: To close the lesson, consider adding the “Flamingo Stretch” [Flexibility Play Card](#). When listening with respect, we need to focus on our actions and be flexible in order to respond thoughtfully.



5

MMH™ LESSON 7 Making WISE Decisions to Avoid Trouble Way

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Sports Theme.” We must make many decisions and follow certain steps when playing sports. We can also use steps such as the WISE strategy to make decisions.



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

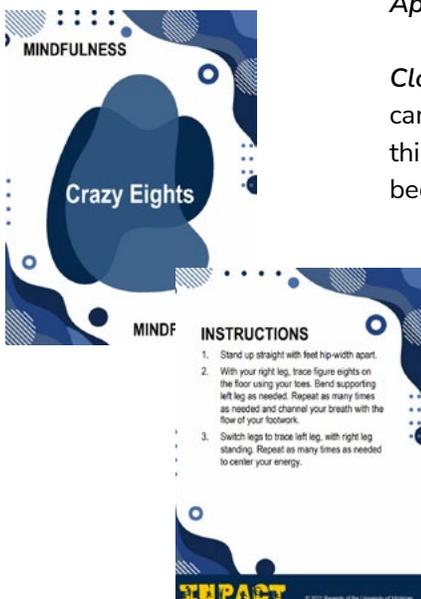
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Mindfulness Play Cards](#) “Crazy Eights.” This activity can be challenging, just as making WISE decisions can be hard. In terms of both this activity and decision making, the more we practice, the more skilled we become.



5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 8 Practicing the WISE Way to Avoid Trouble

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Yoga and Stretching.” Just as we need to practice physical activities to get better at them, we also need to practice decision-making skills. Students will practice yoga and stretching in this video.



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



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

MMH™ Lesson Procedure

No Integrations

5

MMH™ LESSON 9 Getting Help from Adults for People in Danger

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Overhand Throw.” Students can use a soft ball, a crumpled-up piece of paper, or simply pretend they are holding a ball to practice. This video is a great way to get kids moving and ready to learn!

Remind students that, when playing a game or doing other physical activities (e.g., riding bikes, skateboarding, using playground equipment), it is important to get an adult’s help right away if someone gets hurt.



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [With a Buddy Play Cards](#) “Buddy Pick Ups.” You may wish to explain to students that it is important to help one another—and sometimes, that means getting help when someone you know may be in danger. Just as students won’t let their partner fall in this physical activity, kids can do their part to keep others safe from danger by getting help from an adult when needed.



5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 10 Working Things Out

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Squats.” Squats can be challenging, much like conflict resolution. But it’s possible to get better with practice!



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

5

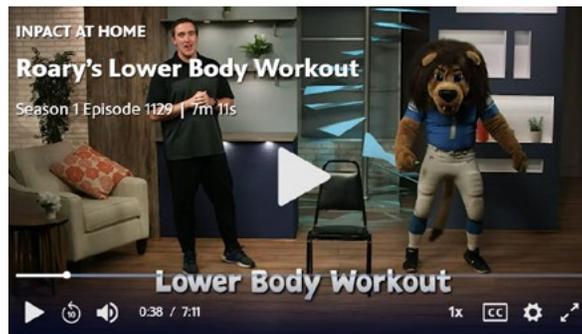
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 11 Finding Healthy Solutions to Conflicts

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Lower Body Workout,” featuring the Detroit Lions’ mascot, Roary! Just as we need to practice sports skills to get better, we also need to practice our conflict resolution skills.



(Length: 7:11. 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 [With a Buddy Play Cards](#) “Buddy Shadows.” You may wish to explain that conflict resolution requires working together: there is a time to lead (talk) and a time to follow (listen) when coming to a resolution.



5

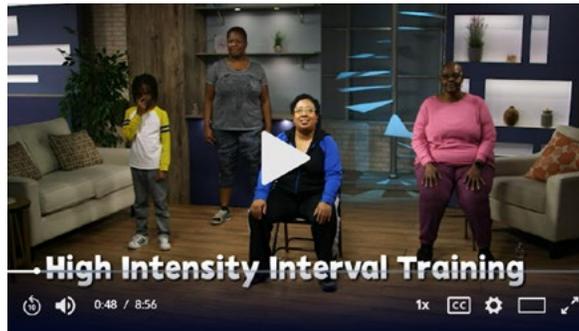
SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 12 Practicing Our Conflict Resolution Skills

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “HIIT.” Just as we must practice being more physically fit, we also need to practice our conflict resolution skills.



(Length: 8:56. Click on video.)

MMH™ Lesson Procedure

No Integrations



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

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 13 Setting Positive Goals for Health and Happiness

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “AMRAPs = As Many Reps as Possible.” In this video, Lexie and Tiwa set a goal to do as many repetitions of three exercises as possible. They set this goal to get healthier!



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



(Length: 8:09. Click on video.)



As an added Family Resource for this unit, suggest the [Personal Best Family Module](#) to use at home. This module discusses doing our personal best, including goal setting, and the importance of effort over outcome; see the Resources section of the InPACT at Home website.

MMH™ Lesson Procedure

Integrations: Consider encouraging students to set a physical activity goal as they work through the lesson.

5

SOCIAL EMOTIONAL HEALTH

MMH™ LESSON 14 Making Our School a Caring and Respectful Place

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Total Body HIIT Workout.” This video will get students moving and ready to learn. Students can advocate for their school community to be more physically active.



(Length: 7:57. Click on a video.)

MMH™ Lesson Procedure

No Integrations



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

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:

- You are reinforcing the importance of physical activity each time you do a video.
- The physical activity you do contributes to the 60 minutes students need a day; you can tie this to the “Magic Numbers” 5 (food groups) and 60 (minutes of physical activity).
- Remind students that what we eat fuels the body for physical activity. What foods can give us energy to engage in 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.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](#)).

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 “Nutrition 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](#) 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 column!

Please note: the “MMH™ Lesson Procedure” in the middle column 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

What's In Food

InPACT at Home Components with the MMH™

Nutrition Moment

Watch the InPACT at Home video “Berry Spinach Smoothie,” which models a recipe students can make with their families. This video reviews the dietary information/food labels of each ingredient while showing how to make this tasty, nutritious snack.

The nutrition videos on the [InPACT at Home website](http://www.inpactathome.umich.edu) feature many other healthy recipes for families to try.



(Length: 7:10. Click on video.)

MMH™ Lesson Procedure

Introduction: When reviewing food groups, consider asking students about the food groups in the smoothie recipe from the video.

Teacher Input: After reviewing food labels, consider asking students in what ways the smoothie from the video would be a healthy choice for a snack or light meal.



Application: As students try to list healthy snacks, consider bringing their attention to the InPACT at Home Nutrition/Recipe videos on the [InPACT at Home website](http://www.inpactathome.umich.edu) (www.inpactathome.umich.edu). You could also refer to [Michigan Harvest of the Month](http://www.mihotm.recipes), which offers numerous healthy food ideas with recipes (www.mihotm.recipes).

Closure: Consider using the InPACT at Home [Strength Play Cards](#), “Fishhook Crunch.” You can reinforce that eating healthy foods can give us energy to get 60 minutes of physical activity per day.



As an added Family Resource for this unit, suggest the [Focus Family Module](#) to use at home. The Focus Module addresses using various forms of physical activity and good nutrition to improve focus and overcome stress. It also discusses screen time; see the Resources section of the InPACT at Home website.



Encourage families to use the [Focus 20-day Challenge!](#)



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 the site and look under the Schedule tab to see local times and stations.

5

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 2 More about Nutrients and Using Food Labels

InPACT at Home Components with the MMH™

Nutrition Moment

Before this lesson, watch the InPACT at Home video “Nutrition Fact Labels.” This video compares food labels for a fruit juice smoothie and soda pop.



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



(Length: 5:33. Click on video.)



Consider sharing this video on nutrition fact labels with families:



MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider adding the InPACT at Home [Cardio Play Cards](#), “Fast Feet.” You may want to explain to students, “We need to eat healthy food so we have the energy to be active. Healthy food and physical activity work together to build healthy bodies. Let’s do physical activity now!”



CARDIO

Fast Feet

INSTRUCTIONS

- Get into a squat position with feet shoulder width apart.
- Push through balls of your feet and run quickly in place.
- Repeat on for 30 seconds with 30 seconds rest, five times.

Bonus: Pretend you are your favorite football player!

INPACT



5

NUTRITION AND PHYSICAL ACTIVITY

MMH™ LESSON 3 Guidelines for Healthy Eating



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



Consider sharing the video “Start Simple with MyPlate”: [start-simple-with-myplate | ESSI InPACT \(umich.edu\)](#)

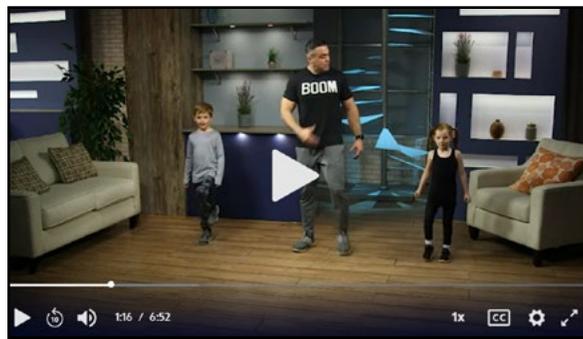


InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dynamic Stretching and Exercise.” This video models an activity students can also do at home.

Remind students that physical activity goes hand in hand with good nutrition to keep our bodies healthy and strong.



(Length: 6:52. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Clap Jacks” to model a physical activity students can do. Good nutrition and physical activity work together to keep our bodies healthy.

CARDIO

Clap Jacks

INSTRUCTIONS

1. Start out with feet together, standing up tall.
2. Complete as many jumping jacks as possible until a buddy yells “CLAP-JACK!”
3. Get into a squat and hold while giving yourself a round of applause.
4. Assume back into jumping jacks when your buddy yells “DUMP-JACK!”
5. Switch with your partner by having one partner go on odd minutes, and the other on even minutes.

CARDIO



5

MMH™ LESSON 4 Planning A Healthy, Scrumptious Meal

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Total Body Exercise.” The lesson emphasizes the importance of physical activity and healthy nutrition. This video models physical activity.



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



(Length: 8:07. Click on video.)

MMH™ Lesson Procedure

Introduction: In the introduction, consider telling students that they have completed about 7 minutes of physical activity by doing the exercises in the video. This amount counts towards their 60 minutes for the day!

Teacher Input: None

Application: None

Closure: Consider telling students to try the InPACT at Home [Mindfulness Play Card](#) “Snack Time Focus” next time they are enjoying a nutritious snack.



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 the **Alcohol, Tobacco, and Other Drugs** unit each time:

- Remind students that sometimes when we are active, such as when playing a game or riding a bike, we might get hurt. Sometimes we might even need medicine for an injury. Remind them to only take medicine from a parent/caregiver, doctor, or other trusted adult.
- Remind students that inhaling smoke (even secondhand) from cigarettes and e-cigarette aerosol, or using chemical inhalants, can hurt the lungs and heart. We might then find it harder to engage in physical activity that keeps us healthy and strong.
- Remind students that using alcohol and other drugs like marijuana can make it difficult and unsafe to be physically active.



- The use of alcohol, marijuana, and other drugs affects performance during physical activity such as sports. For instance, alcohol and marijuana can weaken hand-eye coordination and reduce reaction time.

These substances can also cause fatigue that prevents us from performing at our best while active.

- Physical activity helps to protect against the development of substance use disorders, including tobacco and drug use.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators](#))

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.”](#)

with each lesson for children to enjoy at home, including the Family Engagement Modules. Be sure to review the InPACT at Home Connections column!

You will be doing a “Movement 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](#).



Please note: the “MMH™ Lesson Procedure” in the middle column 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.”

Students' parents/caregivers can sign up on the [InPACT at Home website](https://inpactathome.umich.edu) (<https://inpactathome.umich.edu>) to access resources used

5

MMH™ LESSON 1 Inhalants and Medicines – More Dangerous Than You Think

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Mountain Climbers.” Using inhalants hurts the lungs and heart and can make it harder to do physical activity that keeps us healthy and strong.



(Length: 1:10. Click on video.)

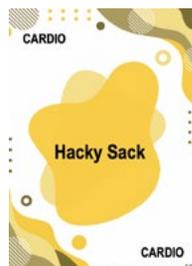
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [Cardio Play Cards](#) “Hacky Sack” as another example of a physical activity that can become more difficult if the lungs are irritated from inhaling secondhand cigarette smoke or e-cigarette aerosol.





As an added Family Resource for this unit, suggest families use the [Substance Use and Your Body](#) module. This module outlines how parents and caregivers can be prevention superheroes for their children.



Also share the [Substance Use and Your Body Challenge](#) for families to practice the healthy activities 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 the site and look under the Schedule tab to see local times and stations.

5

MMH™ LESSON 2 Tobacco and Your Health?

InPACT at Home Components with the MMH™

Movement Moment

Before the lesson, try this quick 1-minute InPACT at Home video “Shuffles” to get kids moving and ready to learn. Tobacco use can hurt our lungs and heart and make it hard to be physically active.



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



(Length: 1:10. Click on video.)

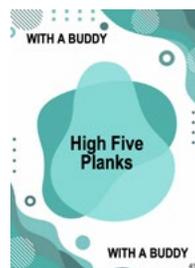
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the InPACT at Home [With a Buddy Play Cards](#) “High Five Planks.” This activity requires physical effort, which can become more difficult after inhaling cigarette smoke or e-cigarette aerosol.



5

MMH™ LESSON 3 What's in an Ad

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” When we inhale cigarette smoke from the air, our lungs might not work as well as usual. It can then become harder to do physical activity that keeps us healthy and strong.



(Length: 1:10. Click on video.)

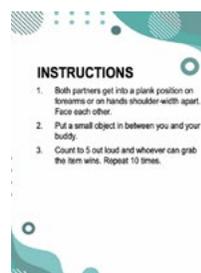
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [With a Buddy Play Cards](#) “Finder’s Keeper.” Remind students that, as a way to decline when offered substances, they can suggest fun activities to do with friends such as games.



5

MMH™ LESSON 4 Marijuana: Know the Facts!

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Cross Punches.” Using marijuana can affect coordination, motivation, and the ability to learn new skills, including physical activities.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

5

MMH™ LESSON 5 Saying “No” to Tobacco, Marijuana, Inhalants, and Taking Medicines Unsafely

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Ski Jumps.” When people use marijuana, their coordination is impaired and they may struggle to think clearly. These circumstances can make it unsafe to participate in physical activities such as skiing, basketball, or soccer.



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Cardio Play Cards](#) “Clap Jacks.” This activity requires coordination, which can be impaired when using alcohol or marijuana. It also requires the lungs and heart to work well. Inhaling substances such as tobacco, e-cigarette aerosol, or chemical inhalants can compromise these functions as well.



5

MMH™ LESSON 6 The Power of Choice

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Jump Shots.” One option when saying “No” to drugs is simply to say “No” and then suggest a fun physical activity to do instead, like a game of basketball.



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



(Length: 1:10. Click on video.)

MMH™ Lesson Procedure

No Integrations

5

MMH™ LESSON 7 Impaired Driving: How to Stay Safe

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Lunge Matrix.” These exercises require intense coordination and balance; they would be unsafe to do if impaired by substances. *Students do not need a bucket like the one used in the video; they can just use their hands.



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



(Length: 8 minutes. Click on video.)

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Flexibility Play Cards](#) “Flamingos.” This activity requires coordination and balance, which are impaired when using alcohol or drugs.



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 **Safety** each time:

- Discuss ways to be safe when being physically active indoors (e.g., maintaining personal space, keeping a clear area, and not being destructive).
- Discuss ways to be safe when being physically active outdoors (e.g., pedestrian safety, bike helmets, being safe around unknown people, and not going places a parent/caregiver does not allow).
- Remind students that where they play (e.g., outside, at a friend's house) should be well lit and free of unsafe objects or people acting in unsafe ways nearby. Students should also always inform a trusted adult of their whereabouts.
-
- Remind students that if someone is injured while being physically active, a trusted adult must be notified right away.
- Sometimes when we are active, we may get hurt. Sometimes when we get hurt, we need medicine. We should only take medicine a parent, doctor, or another trusted adult gives us.
- When being active outside, the sun can damage our skin, including causing sunburns. To stay safe, we should use sunscreen and wear a hat and long-sleeved shirt when possible.
- **SEL Anchor:** Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five [CASEL SEL Competencies for definitions and indicators.](#))



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.”](#)

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 column!

You will be doing a “Movement 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](#).

Please note: the “MMH™ Lesson Procedure” in the middle column 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.”

Students’ parents/caregivers can sign up on the [InPACT at Home website](#) to access

5

SAFETY

MMH™ LESSON 1 Having Fun and Staying Safe

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Foot Dribble” to get students ready to learn. Soccer is usually played outside. When outdoors, we need to practice sun safety to protect ourselves from sun damage.

If students cannot make a sock or hoodie ball in class, try a crumpled-up ball of paper from the recycling bin.



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

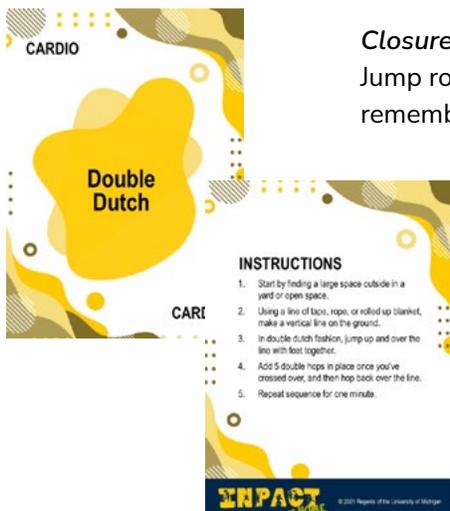
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider using the [Cardio Play Card](#) “Jumping Jack Touch-Downs.” Jump roping is another activity that is often done outside. It is important to remember to protect ourselves from the sun





As an added Family Resource for this unit, suggest the [Family Team Building](#) Module for use at home. This module covers how to be successful and to conquer obstacles as a team. Building a strong family team is a positive factor in keeping students safe; see the Resources section of the InPACT at Home website.



Encourage families to use the [Family Team Building 20-day Challenge!](#)



Be sure to invite caregivers to create an account on the [InPACT at Home website](#) to access all resources (<https://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](#). Visit the site and look under the Schedule tab to see local times and stations.

5

SAFETY

MMH™ LESSON 2 Staying Safe at Home

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Jump Roping.” This video will get students energized and ready to learn.



(Length: 1:10. Click on video.)



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

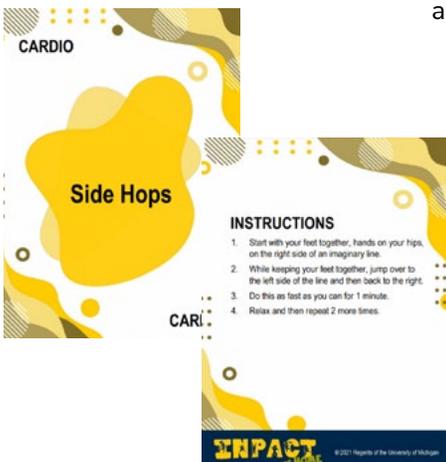
MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with some physical activity by using the “Side Hops” [Cardio Play Cards](#). Remind students to be safe. Before starting this activity, kids should ensure there are no objects on the floor they could trip over. Students should also be spaced far enough apart that they will not run into each other or any items that could break.



5

SAFETY

MMH™ LESSON 3 Staying Safe in Public

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the InPACT at Home video “Dicey.” Students can play this game at home. The word “dicey” can mean unpredictable, possibly dangerous, or risky. Students should avoid dicey situations when playing outside (e.g., biking, playing ball at a local park). For example, they should ensure they wear a bike helmet, cross the street safely, and avoid dangerous objects like broken glass.



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



(Length: 8 minutes. Click on video.)

MMH™ Lesson Procedure

No Integrations

5

SAFETY

MMH™ LESSON 4 Learning About Personal Safety

InPACT at Home Components with the MMH™

Mindful Moment

Before this lesson, watch the quick InPACT at Home video “All About the Breath.” Because the lesson addresses personal safety, a calming video can be helpful.



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



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

MMH™ Lesson Procedure

Introduction: None

Teacher Input: None

Application: None

Closure: Consider closing with the [Mindfulness Play Cards](#) “Body Scan”. The topic of personal safety may make some kids anxious. This activity can help them feel calm.



MINDFULNESS

Body Scan

MINDFULNES

INSTRUCTIONS

1. Begin by bringing your attention to your body. Close your eyes and sit in a comfortable position, whether in a chair or on the floor.
2. Feel the weight of how you're seated and take a deep breath.
3. Notice the sensations of your feet touching the floor, the pressure, heaviness, lightness or pulsing of your legs in the chair.
4. Notice your hands, arms, and softness in your shoulders.
5. Let your face and facial muscles be soft. Notice your whole body present and your breath.

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INPACT
at HOME

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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 **Personal Health and Wellness** each time:

- Being physically active is one way we keep our bodies healthy and well, along with washing our hands, brushing our teeth, eating nutritious food, and getting enough sleep.
- It is important to keep our bodies clean, especially after being physically active.



SEL Anchor: Individual physical activity allows us to practice Self-Awareness, Social Awareness, and Self-Management. When we engage in physical activity with others, such as games or sports, we also practice Relationship Skills and Responsible Decision-Making (see the five CASEL SEL Competencies for definitions and indicators: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>).

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. 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](#) 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 column!

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5

MMH™ LESSON 1 Clean and Cool

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Out, Out, In, In.” It is important to keep our bodies clean, and we should pay special attention to hygiene after being physically active.



(Length: 1:10. Click on video.)

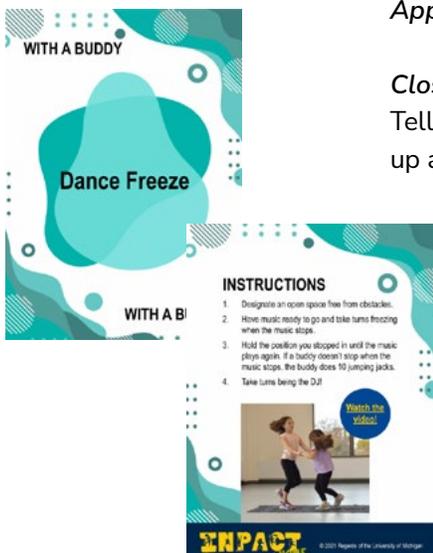
MMH™ Lesson Procedure

Introduction: None

Teacher Input: Consider emphasizing the importance of good hygiene after physical activity. For instance, we need to clean our bodies if we are sweaty or dirty.

Application: None

Closure: Consider closing with the [With a Buddy Play Card](#), “Dance Freeze.” Tell students that dancing is fun and a great way to be active—and if we work up a sweat, it’s important to have proper hygiene.





As an added Family Resource for this unit, suggest the [Health Choices Family Module](#) for use at home. This module covers taking control of our health and life and emphasizes that we have the agency to make choices; see the Resources section of the InPACT at Home website.



Along with the module, suggest to parents the [Health Choices 20-day Challenge!](#)



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 the site and look under the Schedule tab to see local times and stations.

5

PERSONAL HEALTH AND WELLNESS

MMH™ LESSON 2 Becoming a Savvy Consumer

InPACT at Home Components with the MMH™

Movement Moment

Before this lesson, watch the quick InPACT at Home video “Ski Jumps.” This energizing video will get kids ready to learn. Being physically active is an important way to keep our bodies healthy, along with washing our hands, brushing our teeth, bathing, eating nutritious food, and getting enough sleep. Proper hygiene after exercise is important, and many hygiene products are available. It is helpful to know what is necessary and what works best for us.



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



(Length: 1 minute. Click on video.)

MMH™ Lesson Procedure

No Integrations

HIV AND PUBERTY

If your school is using the MMH™ HIV Lesson and/or teaching a puberty curriculum, consider using the module **Family Discussions** and the **Family Discussions Challenge** as an added family resource. This module and accompanying challenge guide families in having meaningful discussions with their children, which is imperative when talking about challenging or uncomfortable topics.



Family Discussions
More together, think together, be together!

Why are meaningful discussions important?
Creating meaningful and engaging discussions can seem impossible! If you or your kids are anxious, overwhelmed, stressed, hungry, it's almost impossible to get more than a one-word response.

But what happens when something big happens with the family? Let's say a loss of a loved one, moving, financial hardship, or divorce. Having the dynamics in place to have these conversations will always be our first step. The more we can engage in meaningful discussions, the more we will build a healthy, happy, and resilient family.

Collective commitments
If we want to feel open to discussions, everyone must feel safe. [Click here](#) to watch a video that will help you come up with 3-5 collective commitments that you will make together as a family. This is where we give our kids an even playing field, so they feel open to talking to us, setting our expectations, and guiding each discussion.



