



# 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.

## SEL Anchor

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



## InPACT at School Integrations

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

- ✓ 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.



## 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!

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



# MMH™ LESSON 1 Food 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”.



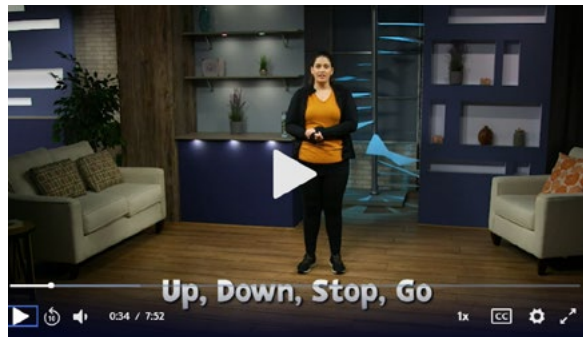


# MMH™ LESSON 3 On the Move

## 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.

