



Inner Fit

**Building Foundations
For Success In Life**

InnerFit Kids

Developing InnerFitness in Students





The Big Picture

Our vision is to see schools equipped to develop students who are well balanced, inwardly strong, outwardly focused and able to make good choices.

Our mission is to equip teachers with a 21st century approach that integrates the development of students character formation and personal qualities that provide the foundations for success in their learning and throughout their lives.

We know that the dream for any teacher is to see their students develop these vital qualities that will enable them to do well as a person and as a contributing citizen. Fitting this level of development, however, into already packed curricula is challenging and can increase the potential for overwhelm.

Our InnerFit Educational resources provides an approach that has been designed by teachers for teachers to integrate development in and through a range of curriculum subjects.

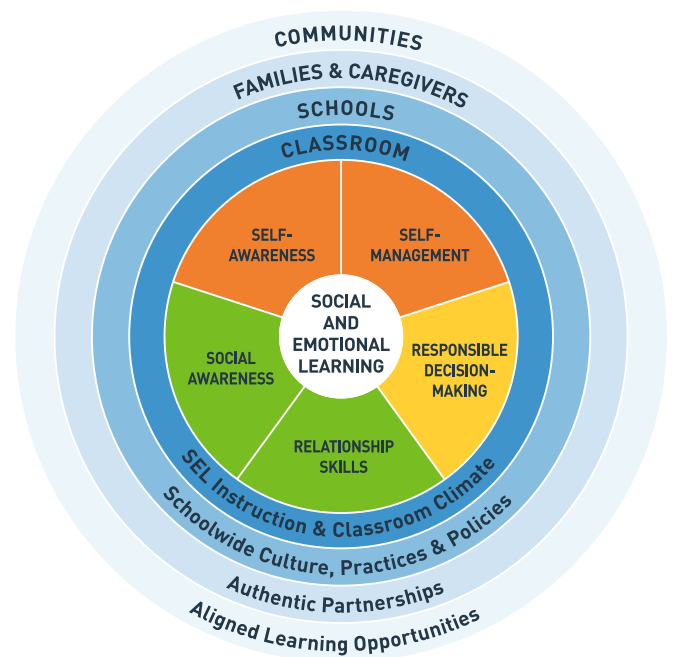
We have done the hard work, written by teachers for teachers classroom resources and professional development with well-researched tools and techniques, saving teacher prep time, producing positive behaviours that make teaching a pleasure and is fun for students.

Effective Methodologies Imbedded in the InnerFit Approach

Social and Emotional Learning (SEL)

Social and emotional learning has been defined as the process of learning social and emotional skills to enable students to use knowledge, skills, attitudes, and values as they interact with others through different learning experiences.

As well as strongly complementing the Key Competencies outlined in the New Zealand Curriculum, the InnerFit modules are designed to strengthen the five social and emotional key competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL).



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These are:

- Self-awareness
- Self-regulation
- Social awareness
- Relationship skills
- Decision making

These five competencies are regarded as fundamental skills, and instead of saying, "No don't do that," it's about showing them what to do. Strong social and emotional skills enable people to cope better with challenges, perform better academically, providing a foundation for positive, lifelong learning in school and in life.

Connections to PB4L

InnerFit's educational modules are designed to give teachers tools and resources to implement the Ministry of Education's Positive Behaviour for Learning school-wide initiative. Resources and training support school communities as they work towards their vision for their tamariki.

Our resources focus on a positive, not deficit perspective, explicitly teaching children what "TO DO" in different situations. They work to develop the school as a positive and supportive environment, designed to minimise problem behaviours by teaching social and emotional skills designed to improve well-being in tamariki.

The support offered through the implementation of these resources promotes a safe, inclusive learning environment for both teachers and students, and in doing so, supports the Vision and Principles of the New Zealand Curriculum.

Key Components of an InnerFit Module

- Easy to follow learning pathways across 3 levels and multiple subjects.
- Achievement Objectives that support the NZ Curriculum document.
- Slide presentations for easy classroom use by the teacher.
- Video clips to reinforce key learning intentions.
- Discussion ideas.
- Reflections.
- Templates of handouts relevant to the learning included in the module.
- Professional Development for staff.
- Ideas that cover multiple areas of the curriculum.
- A games centred approach to teaching Physical Education, with questions specifically related to the character focus for each learning pathway.

Tips for Implementing the InnerFit Approach

- Engaging staff in a series of Professional Development training will give them the tools and strategies included in each module.
- As teachers, you become strong modellers of the behaviours being taught.
- Use personal stories as they have the power to connect more meaningfully to your students and helps them to make connections with real life.
- Play is one of the main ways children learn and develop. Use the games included with each module to teach important life skills. Because it's fun, they become absorbed in what they are doing.
- A school-wide positive behaviour support approach (SWPBS) provides the most effective result
- Appointment of leads are essential to avoid mission drift and maintain focus
- Have a long term commitment, change happens slowly- there are no silver bullets!

Built on evidence

The InnerFit approach is grounded in research on two level:

Firstly clear evidence that character formation in children improves academic achievement and life course outcomes.

Secondly evidence that confirms the effectiveness of the approach adopted. Where maturation happens organically.

Research points to the fact that while knowledge and skills are important, to be successful in life and relationships it is the personal qualities developed that matter most.

The "Dunedin Study" (Poulton 2020) is an internationally recognised research project that followed the life outcomes of a large cohort from early childhood.

When evaluated in their thirties it was found that where self-control was developed at a young age life outcomes were well ahead of their peers on almost every level. Similar results have been observed in the Perry Project undertaken in the US and research by Bristol University in the UK to name a few.

The Power of Game Play

InnerFit's resources are designed to develop both personal and social resilience, and in so doing, help students to develop confidence and competence while fostering pro-social behaviours in the wider student population. (Farrant, 2013)

Farrant (2013) highlights several factors for effective character education. These include a multifaceted, multi-dimensional approach, the creation of positive school culture with comprehensive reforms that are introduced schools-wide, and programmes that touch different areas of school life. Decision making and problem-solving opportunities, regarded as key elements in developing autonomy are also cited by Farrant, something that the InnerFit educational modules encourage. The modules also encourage the teaching of character both implicitly through games and physical activity and explicitly through teaching and discussions, an approach that supports the development of character in students. (Farrant, 2013)

Developing Growth Mindsets - Carol Dweck's Research

Growth Mindset (GMS) thinking also lies at the heart of the InnerFit educational resources. Believing that students can be successful through dedication and hard work is at the heart of Dweck's Growth Mindset theory. Helping students to develop a GMS will develop a love of learning that will nurture resilience, which is essential in helping students to reach their potential. (Dweck, 2006).

In Summary

Our resources focus on a positive, not deficit perspective, explicitly teaching children what “TO DO” in different situations. They work to develop the school as a positive and supportive environment, designed to minimise problem behaviours by teaching social and emotional skills designed to improve well-being in tamariki.



The support offered through the implementation of these resources promotes a safe, inclusive learning environment for both teachers and students, and in doing so, supports the Vision and Principles of the New Zealand Curriculum.

If children are to become the best that they can be in our modern world helping them to develop strong foundations as human beings has never been so important as today.

The pace of change and impact of technologies has opened children to a world of possibilities unlike any previous generation.

We cannot risk developing a generation of Human Knowings to become Human Doings without building the foundations as a Human Being.

Farrant, D. (2013). Character Development through Physical Education: Measuring the effectiveness of a curriculum-based programme in primary schools. (Master's thesis, The University of Auckland). <http://hdl.handle.net/2292/20955> • Dweck, C.S. (2006). Mindset: How you can fulfil your potential. Random House, New York
