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Sarah Shultz: Hello and welcome to Red Hawk squawk exercise for life, a podcast brought to you by Seattle University's, Kinesiology department.

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Sarah Shultz: Kinesiology is the study of how the human body functions and our department wants to share knowledge that will allow anybody

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Sarah Shultz: To function a little healthier, regardless of that body shape ability, age, gender, or race.

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Sarah Shultz: Each of our podcasts will highlight a different aspect of our field and help translate existing research into everyday practice.

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Sarah Shultz: A lot has happened since our last episode with a new year and a new president but there's also a lot that has stayed the same, including health disparities and inequities.

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Sarah Shultz: Joining us today is Dr. Rebecca Hasson Associate Professor at the University of Michigan and director of the childhood disparities research lab. Welcome, Dr. Hansen, how are you

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Rebecca Hasson: I am. Fantastic. How are you sir. Good to see you.

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Sarah Shultz: Good to see you. So let's just start, I think, with a little bit about your background and

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Sarah Shultz: how you got interested in this particular space and this idea of physical activity for children from maybe underrepresented communities or communities that just really need a little bit more?

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Rebecca Hasson: Absolutely. So that story goes all the way back to undergrad, so we will be here for five hours. If I told the whole story. But to give you the highlights.

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Rebecca Hasson: Which I've shared with my students quite a bit is when I was a student athlete at the University of Massachusetts.

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Rebecca Hasson: I was very interested in using physical activity and exercise for sports performance to enhance my own sports performance.

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Rebecca Hasson: But then when I realized all the benefits as I was taking Kinesiology classes is it's not only for sports performance but health promotion.

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Rebecca Hasson: And that you can use it to help a lot of people and exercise is medicine. I really transition to sort of looking at physical activity interventions that

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Rebecca Hasson: For individuals who are not elite athletes and for the common person in their communities.

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Rebecca Hasson: But then as you started to look at the literature, you see that we have a lot of health problems in our societies and they are

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Rebecca Hasson: Affecting different groups at different rates. And you see that, particularly in our pediatric populations and it starts really young. We think that oh, we don't have to worry about diabetes, obesity, heart disease, until we're 40, 50,60 but

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Rebecca Hasson: The former First Lady Michelle Obama brought to our attention, the issue of childhood obesity and how we see African American, Latino children have a much greater risk of being obese in

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Rebecca Hasson: Getting type two diabetes, much earlier in life than we see in the general population. So I wanted to know, why is that, and then what can we do about it. What are some solutions

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Rebecca Hasson: That we can help to provide more opportunities for children everywhere inside from their socio economic status.

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Rebecca Hasson: Aside from where they live, learn and play. How can we provide equal opportunity for children to be active.

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Rebecca Hasson: And I've been working on that for about the last 10 years really trying to understand how can we partner with schools? How can we partner with parents to provide those opportunities for all children?

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Sarah Shultz: Well, so before we get into how do we get the more active, you made a really interesting comment about how you

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Sarah Shultz: You learned the importance of physical activity. So what are some of those really important pieces of being physically active.

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Sarah Shultz: That maybe came as a surprise to you right so beyond. Oh, it will get a healthier heart or we can lose weight or maybe it'll be better on our joints. What are some of those physical activity benefits that you were like I never really thought

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Sarah Shultz: About physical activity benefiting

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Sarah Shultz: That aspect of that area.

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Rebecca Hasson: Yes. Well, more recently, we know that if we just talk about the dose. Well, let's talk about the dose of exercise first and then we'll transition to the outcomes.

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Rebecca Hasson: So I think the thing that I learned the most. That was really beneficial and this came out in the latest physical activity guidelines.

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Rebecca Hasson: Is that we do not have to be exercising at a high intensity as a former athlete, you're always thinking about, you have to exercise as hard as you possibly can for as long as you possibly can.

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Rebecca Hasson: And if it doesn't hurt, then, is not having any benefit. Well, we know since 1995 when the first recommendations came out from ACSM and that has continued over time that just going for a brisk walk getting slight

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Rebecca Hasson: perspiring doing our normal everyday activities, but just at a slightly higher intensity not at a... You don't have to run a marathon to

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Rebecca Hasson: prevent disease that was the, when we're thinking about the dose that was really important for me.

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Rebecca Hasson: I think another important thing that I learned was, you can do it in small bursts throughout the day. It does not have to be in a 30 minute chunk of time and everybody is so busy.

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Rebecca Hasson: That, you know, trying to find that 30 minutes 60 minutes is very difficult, but we can do it in 2,3,4 or five minute bursts throughout the day and we now have technology that actually helps us to do that. So that was also something that it was great to even change my own health behaviors.

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Sarah Shultz: But I think that's really important for children right who are already

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Sarah Shultz: kind of intuitively doing sporadic doses of activity. Right. You look at small children and small children are going to sprint for like a half a second, and then they're going to go off and they're going to, you know,

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Sarah Shultz: Play on the ground and look at something and then they'll go and sprint off for another half a second. And they're always doing the sporadic dosing and so you're

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Sarah Shultz: When you're thinking about, specifically that physical activity with the children and the children having to bear that burden of that health disparity. Hmm.

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Sarah Shultz: If we can get it back to what they're used to what they intuitively understand to do and know that it's making a difference. I think that's good that's got some incredible knock on effects and benefits in that space.

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Rebecca Hasson: Absolutely. I think that you hit the nail right on the head when you think about

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Rebecca Hasson: Children do move in sporadic bursts. So if a kid wants to go to the restroom. They spread to the restroom. They sprint to the water fountain.

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Rebecca Hasson: They don't just saunter over there. And so how do we harness their natural physical activity patterns.

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Rebecca Hasson: To promote health in that age group. And that is what we've been doing in classrooms for the last five or so years.

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Rebecca Hasson: Is weaving in these short bursts of activity throughout the school day to help children accumulate physical activity throughout the lifespan throughout this school day. And then they can transition it to even when they get older.

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Rebecca Hasson: And are sitting all day in a desk job or even when they have any sort of job, thinking about activity in these small bursts.

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Rebecca Hasson: And moving all throughout the day. I think capturing that timeframe in between ages six to 10 on, we see that the most

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Rebecca Hasson: Is the most influential and I think it can have great effects, particularly on our kids who need it the most. And may not have as many structured opportunities to engage in long term physical activity or sports or

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Rebecca Hasson: may not even have PE at their schools or a certified PE instructor thinking about moving in the short bursts is key.

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Rebecca Hasson: But to answer your second question about what are some of these other

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Rebecca Hasson: Benefits. I mean, there are numerous. They are absolutely numerous; we only really think about physical activity in terms of health.

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Rebecca Hasson: But we 100% know that physical activity helps to reduce stress helps to reduce symptoms of anxiety and all of us are clearly stressed out in this pandemic environment.

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Rebecca Hasson: It helps to...even just psychologically, but even biologically thinking about the cortisol responses.

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Rebecca Hasson: We have data that says that physical activity helps to normalize that cortisol response and it's that cortisol. It makes us feel really yucky and bad

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Rebecca Hasson: We know physical activity, exercise, fitness all helps to improve academic achievement helps with focus and attention. The CDC put out this whole motto that says, the more you burn the more you learn

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Rebecca Hasson: And so that has really been helpful in schools, as we have worked with teachers and principals. To say your primary outcome is to help children learn. Well, if you match physical activity with that that will help to improve

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Rebecca Hasson: Your learning outcomes and I even use physical activity bursts in my classrooms, even in a virtual environment for my college students.

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Rebecca Hasson: To help them realize the benefits that, that will help them refocus in a three hour class and it will help them refocus as they are taking exams. So those are just a few of the benefits. I could go on and on, but I won't.

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Sarah Shultz: Well, and you mentioned to that in the last five years you've been working to get some of these sporadic bursts into a more formulized,

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Sarah Shultz: Structured pattern within the school. So can you tell us a little bit about that journey and what you've been able to accomplish what you're seeing as results from that five years of being within the schools and and understand what's happening in that space.

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Rebecca Hasson: Yeah, so if there has been a really interesting project that we've been working on. Because it sounds so simple, right, that hey, we just put a few minutes of physical activity into the classroom.

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Rebecca Hasson: And teachers can easily manage that and, you know, we can promote physical activity anywhere, it's not that difficult. Well,

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Rebecca Hasson: What we've learned from an equity standpoint is that every classroom is unique and different and every school building every school district has different resources.

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Rebecca Hasson: That makes that physical activity program easier to implement or more difficult to implement. And when we first did our first round of

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Rebecca Hasson: Pilot feasibility studies we saw just like you seeing those little equity equality graphs that when we gave different schools of

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Rebecca Hasson: Varying socio economic status if socio economic background high resource, middle resource, low resource schools that are implementation varies based on the economics of that school

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Rebecca Hasson: That in our low resource schools, the teachers were only able to implement about two or three activity breaks in our high resource schools. They were able to implement maybe close to eight. Some of the teachers can implement eight

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Rebecca Hasson: Activity breaks and that was really disheartening for us because that means you're giving children who already don't have enough physical activity, even just

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Rebecca Hasson: Slightly more activity and children who are already very active, giving them even more physical activity. So we were actually creating a disparity and we were shocked and in the fetal position crying.

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Rebecca Hasson: The whole lab was morning. What are we doing here, but the field of implementation science has really helped us to close those gaps and

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Rebecca Hasson: We have been able to work with teachers and principals and now we're working with school districts and superintendents

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Rebecca Hasson: On developing implementation strategies that help teachers implement 20 minutes of physical activity in their classroom in the small bursts.

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Rebecca Hasson: We have redesigned the intervention to add in game design elements that make it fun for the kids to exercise and they actually want to do it because they're earning points.

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Rebecca Hasson: And so we have really taken time to develop or design with equity and put equity into the actual intervention.

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Rebecca Hasson: So some schools may need more resources than others, more strategies than others, but that all kids can get 20 minutes of physical activity in their classrooms and that has been a huge success that we are doing the happy dance about.

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Sarah Shultz: I bet because you answered my next question was this idea of you started with equality and everybody getting the same thing. What were some of those specific changes that led to a more equitable intervention and in that space.

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Rebecca Hasson: Yeah, so some of that. So some of the main problems that we saw in the lower resource schools is issues related to classroom management so transitioning a child to and from an activity break

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Rebecca Hasson: In the high resource schools. They were able to do it in one minute because they had a lot of classroom management strategies that

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Rebecca Hasson: They could use it for this intervention and so that four minute break was a four minute break.

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Rebecca Hasson: Whereas in the low resource schools they needed more strategies of how to quickly transition children because it would turn into

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Rebecca Hasson: Five minutes of transition which then turned into a 15 minute break and those teachers didn't have that amount of time, especially if you're doing it five times.

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Rebecca Hasson: We had a whole Compendium and we developed 200 activity breaks

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Rebecca Hasson: That teachers could pick from. But we realized that was too, that still took a lot of planning which activity. Am I going to use from which

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Rebecca Hasson: From the Compendium, how am I going to fit that into my schedule. And so we started using videos and developing videos. So all the teachers had to do was just click a button to play the activity break in their classroom. And that's what I do in my classrooms.

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Rebecca Hasson: We use a lot of theories from behavioral economics. How do you nudge it and make the program easier to implement

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Rebecca Hasson: How do you motivate the students? I mean there's..." I don't want to do this activity break, this is silly." Well, if you give them a sticker and they work as a team to earn that sticker to do that activity break we saw a 27% increase in

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Rebecca Hasson: Physical Activity participation. And if they reached all of their physical activity goals at the end of the year, they got a

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Rebecca Hasson: Physical Activity extravaganza. And I think that only works with children to where you can incentivize reaching your physical activity goals with more physical activity.

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Rebecca Hasson: But those little strategies really helped to just make the program a bit easier for one another important strategy is that we worked with architects.

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Rebecca Hasson: To help teachers redesign their rooms so that most elementary classrooms are designed for teaching, not for movement.

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Rebecca Hasson: So how do you develop these different strategies to where the desks are aligned so that the kids have enough movement space.

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Rebecca Hasson: They're not going to bump into each other. And so just working with the teachers with these small things that just make it easier for a student to exercise for a teacher to implement

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Rebecca Hasson: That was the key to providing more resources. It didn't take more money. It just took more innovation to provide those strategies.

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Sarah Shultz: Well, what's really interesting about that is, there was a lot of research,

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Sarah Shultz: about making movable classrooms and when you read those there were tons of resources that you were required right you basically had to build entire new buildings.

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Sarah Shultz: And use all of these extra pieces of equipment. Maybe the standing does like go into all of these different spaces.

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Sarah Shultz: But you're saying that, in fact, you don't. You can use the space that you have and you can make it.

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Sarah Shultz: more appealing or easier to use and easier to access for physical activity without having to go through of those loops.

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Sarah Shultz: And to be fair, it. I don't believe that a lot of that research was actually showing huge leaps and bounds in terms of physical activity levels after you've gone through this whole

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Sarah Shultz: This whole process and this whole of budgetary confinement. We weren't really seeing like the big gains you would hope to see from the type of investment that was being made into that space, right. But you're saying that, in fact, you can put

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Sarah Shultz: Zero investment, other than time and the energy of finding that innovation.

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Rebecca Hasson: Absolutely.

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Sarah Shultz: Getting and getting better results for it.

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Rebecca Hasson: Absolutely. So I think one thing that COVID has brought to light with us is how do we keep moving when we don't have fancy facilities, when we don't have a bunch of the equipment.

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Rebecca Hasson: How do we keep kids. How do we keep ourselves, how do we keep our parents active during this time. And it really is about going back to the basics. And you're right. When we were first working with the architects. I love them to death.

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Rebecca Hasson: But they wanted to build these big starship classrooms and I said, You know, I'm not sure I know anyone who can afford that spaceship classroom.

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Rebecca Hasson: How can we think about this how can we redesign a room that caused absolutely nothing to the school districts and because even when you buy the equipment, you're still going to have to refurbish it

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Rebecca Hasson: And keep it maintained and it's cool. In the beginning, but you also see, you know, student's attention over time. It's cool in the beginning, and then it's not and

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Rebecca Hasson: So then, do you have to purchase more things. Now that furniture is great. So let me not say anything negative about that movement furniture. I haven't watch

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Rebecca Hasson: And I use it to help keep me moving and so sitting on that type of furniture that helps kids move throughout the day and having those fancy classrooms is a great complement to having classroom strategies, having space for kids to

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Rebecca Hasson: Exercise, but it is not necessary, I think, in order to get the optimal physical activity in that space.

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Rebecca Hasson: That we can provide free ways in order for children to move more because they naturally want to move. That's the great thing about kids all kids want to move

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Rebecca Hasson: Some might say, no, my kid doesn't want to. They just want to play video games. But, you know, the literature does say that kids like to move in small bursts, it's just our environments are more conducive

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Rebecca Hasson: To sedentary behavior. Now, rather than physical activity. So how do we change that in a way that is affordable and the way that is accessible for all of our children.

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Sarah Shultz: And so, okay, so you have a 200 activity Compendium are there all videos for all 200 activities. Yet are you still working through that.

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Rebecca Hasson: So we're still working on that. What we do have videos for is we have a bank of probably close to 300 videos for kids to do at home. So once the COVID pandemic hit.

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Rebecca Hasson: In March of 2020 in this state when it got big. Most of the state shut down and schools were closed, most of the opportunities for children to be physically active went away.

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Rebecca Hasson: Particularly for kids who live in low resource communities.

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Rebecca Hasson: Because we know that most of the kids get their physical activity through physical education through Reese's walking to and from schools from

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Rebecca Hasson: playing on the playground and many of those things were taken away and they could not do it.

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Rebecca Hasson: So in Michigan we had to think of innovative ways and how we were going to actually help provide more opportunities when those structured opportunities went away.

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Rebecca Hasson: And so we worked with a group of PE teachers and sports organizations like the Pistons and the Lions to create a whole battery, a whole bank of videos.

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Rebecca Hasson: And we also partner with Detroit Public Television to broadcast those videos on their new Michigan Learning Channel.

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Rebecca Hasson: To make it accessible because unfortunately one third of the students, K-12 students in the state of Michigan do not have streaming internet access.

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Rebecca Hasson: So we do have videos that are primarily for the home environment but teachers actually have been using them in their classrooms as well. And so that's that's been great to see as well.

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Sarah Shultz: And are they accessible to people outside of the Michigan school system.

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Rebecca Hasson: They most certainly are. So we have had views on the videos from all around the world.

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Rebecca Hasson: So there are people there are students there are teachers in different countries. They've been accessed from teachers and parents. All over in 50 states and territories.

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Rebecca Hasson: They are freely available on our program website. And again, we are very from an equity standpoint, we are interested in providing free resources for all kids.

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Rebecca Hasson: And the long term goal is, okay, if we can get 20 minutes of physical activity in the classroom through the teachers, because 95% of children are in schools, public or private

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Rebecca Hasson: 20 minutes in the classroom. Get them 20 minutes at home using our videos or any videos and then 20 minutes of daily PE, because PE is still really important to learn those motor skills.

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Rebecca Hasson: Every student can get 60 minutes of physical activity, irrespective of their socio economic status and that is the long term goal of all of our programs.

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Sarah Shultz: What's your favorite one. What's your favorite of the videos that you put together or the activities that you like to do which one of those activities do you use the most in your classroom or that you, that's your obvious favorite?

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Rebecca Hasson: So the semester just started. But, now because of the covid pandemic. I have been using the, you know, there's different videos with

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Rebecca Hasson: Parents and their kids doing things like boxing, or I mean those are really fun. I've always historically used the just dance videos because a lot of my college students.

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Rebecca Hasson: They love doing the just dance because it's like the music, they'll hear in the club. And so we just get up and I tell you every time I do an activity break smiles are on the students face, even if they're like, "No, I don't want people looking at me."

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Rebecca Hasson: It always just brings a sense of joy to the classroom. And the same is true in the elementary classrooms. We have historically used a lot of just dance videos.

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Rebecca Hasson: The teachers really like GoNoodle videos because there are a lot of free resources out there as well. Some of them you have to pay for, but

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Rebecca Hasson: I think my favorites that I've used thus far are just dance. Some of the PE teachers that developed videos.

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Rebecca Hasson: One PE teacher. She made a Mario Kart video kind of in so she's like in the Mario Brothers video. It's playing in the background and you're exercising, you're jumping, along with Super Mario Brothers.

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Rebecca Hasson: Which is, I mean, that one has gotten a lot of these, so that one's that one's another fun one to do that I'll probably put in my class next week. So students be aware

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Sarah Shultz: That's fantastic. And so in terms of the impact it is part of

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00:22:47.700 --> 00:23:01.440

Sarah Shultz: Public health, health promotion, but it's part research. So what are you finding through adding this 20 minutes, not only what are you, you've talked about what you found in terms of

149

00:23:02.190 --> 00:23:11.430

Sarah Shultz: How well it's easily implemented into the classroom. But once it's in the classroom. What are you finding with the children that are in the school systems that are taking part in the impact program?

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00:23:11.820 --> 00:23:21.030

Rebecca Hasson: So I think the number one finding that the teachers love...because again, when you're in a school, you are really focused on those academic outcomes.

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00:23:21.360 --> 00:23:27.390

Rebecca Hasson: And the outcome that the teachers love the most is that within 30 seconds of an activity break

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00:23:27.750 --> 00:23:44.940

Rebecca Hasson: 99% of the children in that classroom are back on task. And so it really does help to get the wiggles out and it helps with their focus and attention so that they can really pay attention to what the teachers are learning. At first, the teachers are a little nervous about

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00:23:45.960 --> 00:23:54.840

Rebecca Hasson: You know, will they be distracted. Will they be too tired and that's where the exercise physiologist and me comes in because all have those activity breaks, we really

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00:23:55.380 --> 00:24:01.680

Rebecca Hasson: tested them in the laboratory. Before we put them in the classroom to see what is the most appropriate intensity

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00:24:02.010 --> 00:24:18.480

Rebecca Hasson: And we know that if the activity breaks are too high of an intensity. It really will induce fatigue, even if it's a short amount of time and so that children will be less focused. If the activity breakers too low in intensity, then it's really not going to do much to release BDNF

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00:24:19.980 --> 00:24:29.160

Rebecca Hasson: increase blood flow to the brain, increase neurons or activation in the brain that help with focus and attention. So that's probably the finding that we hang our hats on the most.

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00:24:29.490 --> 00:24:38.040

Rebecca Hasson: I think another finding that we've had is it really does increase physical activity. So we have health enhancing physical activity as the kids will

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00:24:38.700 --> 00:24:47.910

Rebecca Hasson: They take their heart rate after each activity break to see if they are in the right at heart rate zone. It has also helped with goal achievement.

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00:24:48.330 --> 00:24:57.390

Rebecca Hasson: So as the class works together to reach their physical activity goals 75% of the time they reach their goal which was great and it's just

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00:24:57.810 --> 00:25:06.450

Rebecca Hasson: Confidence boosting we saw that the students from a psychological standpoint, students said 4.2 out of five that they enjoyed the activity breaks and

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00:25:06.720 --> 00:25:13.080

Rebecca Hasson: Eight out of 10 they were confident that they could get 30 minutes of physical activity every single day at school.

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00:25:13.620 --> 00:25:22.350

Rebecca Hasson: So I think all of those are really tying into the social-emotional components of a classroom that social cohesion, so the teachers.

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00:25:22.590 --> 00:25:28.950

Rebecca Hasson: From qualitative data have said that they have noticed more cohesion in their classroom as a function of their activity break

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00:25:29.640 --> 00:25:42.720

Rebecca Hasson: And it's just a way to have fun with the students. So those are some of our preliminary findings we are applying for more funding to really get at some of those health outcomes and assessing it over time.

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00:25:43.290 --> 00:25:54.930

Rebecca Hasson: Because the researchers have shown changes and BMI trajectories changes in blood pressure responses. And that's what we also showed in the laboratory in terms of blood pressure responses.

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00:25:56.100 --> 00:26:10.230

Rebecca Hasson: Are also interested in looking at changes in bone density and with all of the pounding that you can get in the classroom that might actually help with bone formation as they are at that critical age of puberty, where we're intervening so more to come.

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00:26:10.740 --> 00:26:17.910

Sarah Shultz: So I know you and I have connected previously because of our research and children with obesity and in that space.

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00:26:18.750 --> 00:26:35.730

Sarah Shultz: I did a couple of exercise interventions that I have specifically not shied away from but haven't emphasized the use of BMI or a loss of weight in that space. And as you said just previously, there is some research that's showing that these can change your BMI.

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00:26:36.810 --> 00:26:45.960

Sarah Shultz: My philosophy has always been that it is better to get them into a space of doing the activity for the enjoyment of doing activity.

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00:26:46.290 --> 00:26:50.100

Sarah Shultz: Then it is doing an activity because the doctor told you you needed to lose weight.

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00:26:50.580 --> 00:27:03.600

Sarah Shultz: Right, and that you really need to define exercises that people wanted to do. That they like to do and worry about that other piece later because you just needed to get them into a space where it wasn't. I have to do it. It's I want to do it.

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00:27:03.960 --> 00:27:06.720

Rebecca Hasson: Absolutely.

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00:27:07.860 --> 00:27:26.280

Sarah Shultz: So how do you I guess. How do you align some of what you're doing is your, your work more in a physical activity public health space or is it more and as a precursor intervention for those children who are at risk for obesity or is it both?

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00:27:27.030 --> 00:27:32.790

Rebecca Hasson: I think you could probably say it's both, you know, first you need to see, you know,

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00:27:33.090 --> 00:27:45.960

Rebecca Hasson: How much physical activity are they accumulating throughout the day. So that is something that we have not looked at yet when we did this in the laboratory, we noticed the kids were burning an extra hundred and 50 calories a day we're doing activity breaks

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00:27:46.980 --> 00:28:00.150

Rebecca Hasson: And assuming if the teachers can get the the activity, all the activity breaks into their classroom, the kids will probably be burning about 75 to 100 calories each day above and beyond, they normally would.

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00:28:01.260 --> 00:28:04.710

Rebecca Hasson: Because we noticed that they did not compensate in their physical activity.

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00:28:05.010 --> 00:28:11.160

Rebecca Hasson: Meaning when they were in the laboratory. They got extra activity. They did not go home and become couch potatoes.

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00:28:11.400 --> 00:28:20.700

Rebecca Hasson: They also did not go home and eat back those calories. And so these activity breaks. We're actually putting the kids into an energy deficit short term energy deficit.

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00:28:21.000 --> 00:28:37.920

Rebecca Hasson: So if that occurs over time, you may actually be able to see more healthier trajectories in weight status. So while we are not branding it as a weight loss program that could be a secondary outcome that occurs if these physical activity

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00:28:38.640 --> 00:28:45.300

Rebecca Hasson: Improvements increase in the classroom or maintain to where you are seeing changes in total daily physical activity.

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00:28:45.750 --> 00:28:58.410

Rebecca Hasson: But to your original point. I think that that is hugely important for young children to just help them to have fun with physical activity and one anecdotal piece of evidence is when

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00:28:58.800 --> 00:29:02.850

Rebecca Hasson: The American College of Sports Medicine was holding their meeting in Denver, Colorado.

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00:29:03.150 --> 00:29:11.820

Rebecca Hasson: I went to visit a school that was designed to move my PhD student and I went to go took a half an hour drive out to a school called Red Hawk.

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00:29:12.120 --> 00:29:21.060

Rebecca Hasson: And that school was built to move like literally the architecture was you had they had these climbing walls and they had all this great stuff they had

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00:29:22.050 --> 00:29:31.590

Rebecca Hasson: All the kids would be out on the basketball courts Friday morning and they do a whole school physical activity. It was woven into the spirit of the school.

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00:29:32.010 --> 00:29:42.120

Rebecca Hasson: And there one of the moms that I talked to her son had gone to that school from K to sixth grade. And by the time he got to middle school, he was just so distraught.

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00:29:42.510 --> 00:29:51.570

Rebecca Hasson: Because they do not do physical activity breaks in their middle school classrooms and he had no idea how he was going to get his physical activity throughout the day.

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00:29:52.020 --> 00:30:06.000

Rebecca Hasson: And I said, Yes. I mean, that's exactly what we want. We want to engineer physical activity back into children's lives to where they go to another environment and they say, Why aren't we. Where's the physical activity? Why are we doing this?

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00:30:06.390 --> 00:30:11.970

Rebecca Hasson: Now it's the opposite. You know, it's why are we doing physical activity? I don't want to be doing this.

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00:30:12.270 --> 00:30:19.770

Rebecca Hasson: And so I think that the goal that we are trying to achieve with our programs is to have a culture shift.

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00:30:20.070 --> 00:30:32.040

Rebecca Hasson: And allow for that physical activity to be woven into these environments because it has been taken out based on the way that our economy runs based on new technologies.

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00:30:32.370 --> 00:30:51.060

Rebecca Hasson: But if we can weave it back in and help children find the pure joy of physical activity. I think that that will have a much larger impact on their long term health and focusing on what that scale says six months after they do an intervention or program.

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00:30:51.960 --> 00:30:59.070

Sarah Shultz: So what's interesting about that is, is that you've been focusing really on elementary schools with the impact program at this point, the six to ten year old range.

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00:30:59.610 --> 00:31:11.280

Sarah Shultz: And you mentioned the student who moved on to middle school and was like, Wait, where am I supposed to get my physical activity now. And I guess that's my next question: how do we transition them.

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00:31:11.820 --> 00:31:22.560

Sarah Shultz: From and how do we give them the skill set to move on to middle school and high school in those critical ages because we really find especially for females.

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00:31:22.890 --> 00:31:33.570

Sarah Shultz: That they're critical ages right at puberty right at middle school in terms of that cliff where the physical activity falls off. How are we

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00:31:34.740 --> 00:31:43.590

Sarah Shultz: How are we able to give them that skill set to continue to be physically active, even they may even want to, but they don't know how to do it next. What's that next step look like?

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00:31:43.620 --> 00:32:00.150

Rebecca Hasson: Yes. No. So that's a great question. And you know you're quoting the literature that I always present in my physical activity across the lifespan class to where we know that there is a 75% drop in physical activity from between the ages of nine to 15

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00:32:00.660 --> 00:32:15.780

Rebecca Hasson: And we don't recover from that drop. We stay low in that inactive zone unless we are involved in athletics probably mostly until we go into retirement, and then it starts to creep back a bit.

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00:32:16.500 --> 00:32:21.120

Rebecca Hasson: So how do you help kids from dropping off of that physical activity cliff.

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00:32:21.540 --> 00:32:28.080

Rebecca Hasson: I think one of the most important things is there's not a part of this conversation, but I'm bringing it in there because you said the word skills.

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00:32:28.440 --> 00:32:45.870

Rebecca Hasson: Is physical education. So physical education is the curriculum is the program or kids learn motor skills. They learn those developmental skills that teach them how to move. And I think that that has been neglected for numerous reasons.

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00:32:47.220 --> 00:32:55.680

Rebecca Hasson: In terms of we have not provided consistent funding for physical education across the nation that it teaches children how to move

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00:32:56.100 --> 00:33:02.250

Rebecca Hasson: On giving them those ball skills that is very predictive of physical activity moving

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00:33:02.730 --> 00:33:08.610

Rebecca Hasson: Into that adolescent pre adolescent phase. If you don't know how to move. You're not going to enjoy it.

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00:33:08.970 --> 00:33:19.170

Rebecca Hasson: You're going to think that people are making fun of you. And so you're much less likely to continue exercising as you age or as you develop and grow.

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00:33:19.500 --> 00:33:34.260

Rebecca Hasson: And so I think our refocused attention on physical education teachers is a must. I've worked with some wonderful physical education teachers across the state of Michigan who are very passionate about teaching children.

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00:33:34.890 --> 00:33:43.950

Rebecca Hasson: The difference between a hop in and skip and I mean it's just wonderful to hear them talk about these different skills and how they are innovating in this virtual environment.

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00:33:44.310 --> 00:33:52.320

Rebecca Hasson: And so I think pairing these motor skills with the physical activity is key to promoting lifelong physical activity.

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00:33:53.730 --> 00:34:00.720

Sarah Shultz: And you mentioned again the virtual the virtual setting, we haven't talked about the virus in the room right

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00:34:01.950 --> 00:34:15.570

Sarah Shultz: What is the coronavirus this pandemic that we've all been living with this idea of having to be so much more sedentary than we were before. Not even realizing sometimes how often we moved

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00:34:16.830 --> 00:34:27.960

Sarah Shultz: In an accessory motion, right, we didn't realize what that difference was and moving buildings or moving classrooms or just having that extra bit of activity.

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00:34:29.070 --> 00:34:46.350

Sarah Shultz: Where are we seeing the biggest inequities and how have you been able to transition impact over to really try to minimize the impact of the virus and it's inequities.

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00:34:47.010 --> 00:34:51.960

Rebecca Hasson: Yes, so that's, that's probably the most difficult thing about doing

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00:34:52.590 --> 00:35:04.830

Rebecca Hasson: A health equity research and conducting health equity research because it's almost as if every time you pull up a rock and you think that you are closing the gap, you're making an impact and

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00:35:05.370 --> 00:35:14.970

Rebecca Hasson: Those differences are getting tighter and tighter and tighter, then you have something like the COVID pandemic that comes and then it just expands them dramatically.

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00:35:15.540 --> 00:35:35.070

Rebecca Hasson: So what we know about the COVID pandemic is that yes physical activity has decreased dramatically worldwide in some populations. It has increased, again, people have been able to innovate and, you know, figure out how to exercise at home, figure out how to exercise. Keep running, keep moving.

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00:35:36.300 --> 00:35:42.870

Rebecca Hasson: But those are usually the high resource families, high resource communities and places, particularly for children.

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00:35:43.380 --> 00:35:49.080

Rebecca Hasson: We're thinking about those children that are going to low resource schools. They may not have PE anymore.

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00:35:49.620 --> 00:36:00.570

Rebecca Hasson: They may not have recess anymore. They may not have any of these school based structured physical activity programs. We know that sports were shut down for a lot of K-12 students.

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00:36:01.230 --> 00:36:15.060

Rebecca Hasson: And so that disproportionately affected our children living in low resource communities and going to low resource schools because they didn't have those extra opportunities in their neighborhoods, at home to be physically active.

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00:36:16.170 --> 00:36:22.500

Rebecca Hasson: If you think about in low, a lot of low resource communities. It's not safe to exercise in their neighborhoods.

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00:36:22.890 --> 00:36:33.930

Rebecca Hasson: And that also was broadcast on the news during this, we not only had the pandemic going on, but we also had the racial injustice that was broadcast for everyone to see.

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00:36:35.070 --> 00:36:47.460

Rebecca Hasson: And we know that there was a young gentleman, Ahmaud Arbery who actually died while exercising, out going for a run and so that brought a lot of fears of exercising in our own neighborhoods.

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00:36:48.120 --> 00:36:59.940

Rebecca Hasson: So not only might it not be safe, but it also might be dangerous or hazardous to our health. And so thinking about that in equity and access, even in our own neighborhoods.

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00:37:00.270 --> 00:37:06.570

Rebecca Hasson: And so what do you do with it that's complete like you don't, you can't go to school and exercise, you can't go to

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00:37:06.900 --> 00:37:11.970

Rebecca Hasson: Exercise in your neighborhood or you don't feel you don't feel comfortable exercising.

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00:37:12.330 --> 00:37:24.720

Rebecca Hasson: In your neighborhood. Can you go to a park? Well, maybe. But we also know in low resource communities that they usually are smaller, they have less equipment and the equipment that is in those parks

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00:37:25.140 --> 00:37:39.390

Rebecca Hasson: you can't use it during the pandemic. So there are no resources that can help these families, these kids get moving. So when the State Board of Education calls me and Michigan and said, Can you help me and get kids moving?

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00:37:40.410 --> 00:37:50.550

Rebecca Hasson: That was overwhelming and I joked to my colleagues that said, I think the State just gave me my final exam because these are the kind of final exams that I give to my students.

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00:37:50.970 --> 00:38:00.060

Rebecca Hasson: How do you get 1.5 million children exercising that are not in schools and a third of them don't have internet access.

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00:38:00.990 --> 00:38:06.450

Rebecca Hasson: So what we ended up doing is, that's how we came up with impacted home.

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00:38:06.780 --> 00:38:19.530

Rebecca Hasson: And I hate sarcasm. But I sarcastically said to myself, well you know we do exercise videos, remember the Russell Simmons, The Jane Fonda's. I know some of the people listening on this call. They may not remember those exercise videos.

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00:38:19.560 --> 00:38:20.880

Sarah Shultz: I remember them fondly

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00:38:20.970 --> 00:38:30.960

Rebecca Hasson: We totally remember them and we totally did them. I still do walking videos at home. I said, we are doing the zoom environment, you can just do zoom, the coaches can do zoom activities with their students.

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00:38:31.260 --> 00:38:40.770

Rebecca Hasson: PE teachers can do zoom activities with their students. And, you know, for people outside the exercise world that was a brilliant idea. And so,

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00:38:41.550 --> 00:38:46.920

Rebecca Hasson: So then that's how we came up with impact at home is that we did what we learned in the classroom.

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00:38:47.130 --> 00:38:58.680

Rebecca Hasson: We knew we could get 20 minutes in the classroom. Can we get 20 minutes in the home environment? So we developed a whole series of videos. Some mindfulness videos because again we are in these stressful times

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00:38:58.920 --> 00:39:10.020

Rebecca Hasson: Some cardio videos, some flexibility videos, some ball skills videos you know dribbling ball so he got a former Detroit Pistons player Earl Cureton to teach us some ball skills and

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00:39:11.310 --> 00:39:16.350

Rebecca Hasson: We're working with Rory, the Detroit Lions to make some videos that get the kids excited

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00:39:17.010 --> 00:39:29.580

Rebecca Hasson: But again, like I said, that might not be accessible to all the students. So then we partnered with Michigan Learning Channel because public television reaches many households without the need to have cable.

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00:39:30.270 --> 00:39:39.840

Rebecca Hasson: And so that's how we were able to innovate and the cool thing is that we were able to bring together all of these different partners, without any funding at first.

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00:39:40.170 --> 00:39:47.910

Rebecca Hasson: We had no funding whatsoever. It was just, we got to get kids moving and people wanted to help. And it wasn't until October.

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00:39:48.420 --> 00:39:55.200

Rebecca Hasson: The program started in July. It wasn't until October that we were encouraged to apply for state funding through COVID cares.

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00:39:55.770 --> 00:40:02.820

Rebecca Hasson: That we received funding and that allowed us to build out the program. But again, it goes back to your original question earlier.

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00:40:03.060 --> 00:40:14.310

Rebecca Hasson: About, you know, we can promote physical activity without needing a lot of money. We just have to innovate and so I always call these programs. The People's programs like

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00:40:14.610 --> 00:40:21.030

Rebecca Hasson: We need to be able to provide free opportunities for all children, all parents, all grandparents.

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00:40:21.600 --> 00:40:30.750

Rebecca Hasson: To be able to exercise without sticking a price tag on it. And so that is really what I try to teach my students in the class that

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00:40:31.020 --> 00:40:40.380

Rebecca Hasson: There are these inequities and things that seem cool to me, oh let's just get everybody a, you know, an activity monitor. Well, they can't always afford that. So how do we innovate?

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00:40:40.650 --> 00:40:46.890

Rebecca Hasson: To make sure that everything is accessible. And then if people choose not to exercise, then at least I've done my duty.

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00:40:47.940 --> 00:40:58.590

Rebecca Hasson: But, I think we can move the needle quite a bit. If we just make sure that everyone has access to physical activity opportunities, both in their homes and in their schools.

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00:40:59.940 --> 00:41:02.670

Sarah Shultz: So what you're telling me as you aced your final exam?

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00:41:03.420 --> 00:41:03.930

Rebecca Hason: Well, I hope so!

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00:41:05.250 --> 00:41:06.960

Sarah Shultz: That's my take, that's my take away.

Rebecca Hason: I think i'm still taking it.

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00:41:08.100 --> 00:41:15.780

Sarah Shultz: That's my take away that is that you aced your final exam.

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00:41:36.480 --> 00:41:47.220

Sarah Shultz: I will ask this one last question. You are an athlete right, you were a collegiate athlete. Um, there's a difference between sports and physical activity.

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00:41:48.120 --> 00:41:48.480

Rebecca Hasson: Hmm.

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00:41:49.110 --> 00:42:01.770

Sarah Shultz: And there's actually, as you mentioned very briefly. Early on this idea that they were physically active in the lab and they're not couch potatoes when they get home. And what you see with a lot of

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00:42:04.320 --> 00:42:14.490

Sarah Shultz: Children and organized sport is they do their practice and then they spend the rest of the time watching, like decompressing essentially right watching telly.

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00:42:16.410 --> 00:42:30.390

Sarah Shultz: Playing video games, reading books, doing that kind of space. How do we make sure that those students who are not going to be collegiate athletes but have been part of organized sport are not relying on organized sport to be physically active?

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00:42:31.470 --> 00:42:37.770

Rebecca Hasson: Yeah. I mean, I think that that's a great question because, you know, in full transparency, I was that student athlete.

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00:42:38.670 --> 00:42:46.410

Rebecca Hasson: For a very long time. When I was in college, you know, you have practice. I practice from six to nine am I don't need any more physical activity. That's it.

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00:42:47.400 --> 00:42:50.670

Rebecca Hasson: But once I was no longer an athlete and retired.

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00:42:51.150 --> 00:43:01.770

Rebecca Hasson: Once you remove that sport. There was no other physical activity in my life and I was literally sedentary, even though I was studying all this exercise physiology full transparency.

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00:43:02.100 --> 00:43:13.320

Rebecca Hasson: I was sedentary for a good like 15 years because I didn't know how to dial it back and just engage in movement, I would want to go out for a run. And the next thing I realize I'm sprinting somewhere.

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00:43:14.280 --> 00:43:21.810

Rebecca Hasson: And so it was very difficult for me as an adult at that time to really transition to having a healthy lifestyle.

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00:43:22.230 --> 00:43:31.350

Rebecca Hasson: And so I think that that is in the messaging that we have for kids right now. It really does need to be, how are we engineering physical activity movement.

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00:43:31.650 --> 00:43:48.180

Rebecca Hasson: Into their lives, the sports is in addition to, and there are so many skills and there are so many wonderful things that sports brings in terms of social cohesion, teamwork, leadership skills, those non cognitive skills, how to work well in a team.

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00:43:49.380 --> 00:43:59.040

Rebecca Hasson: And that competition part, I now run half marathons and so I love that. I remember the feeling of competition, but

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00:43:59.670 --> 00:44:10.620

Rebecca Hasson: You know, we need to be able to help students realize children realize the benefits of moving. So when there comes a time and they may not be in sports for

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00:44:11.130 --> 00:44:20.070

Rebecca Hasson: Later on in their life, or they may choose to or they just may, you know, you may have a lot of injuries that, they have already have a healthy lifestyle.

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00:44:20.520 --> 00:44:22.470

Rebecca Hasson: That will help to maintain their health.

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00:44:23.100 --> 00:44:35.010

Rebecca Hasson: Moving forward beyond their sports days. Now there are some people who stay in sports, their entire lives and great for them. And that's only about 10% of the population, what I'm referring to is the other 90% of the population.

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00:44:35.550 --> 00:44:47.790

Rebecca Hasson: That does either never participated in sports or they participated it during their high school years, maybe their college years and no longer are they are consumers of sports but not

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00:44:48.120 --> 00:44:55.830

Rebecca Hasson: Participants in sports, and so I think we have a call to action. And I think that's what's COVID has brought to light is that

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00:44:56.100 --> 00:45:09.480

Rebecca Hasson: Now that physical activity has been completely shut down and we're sitting in front of our computers almost the entire day. How do we re-educate and re-engineer our brains to move more throughout the day.

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00:45:10.950 --> 00:45:20.340

Sarah Shultz: I feel as if having been on this call for 45 minutes I feel as if we made the mistake of not having a physical activity right break halfway through, right, like that's what

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00:45:21.240 --> 00:45:22.440

Sarah Shultz: I feel at this point.

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00:45:22.710 --> 00:45:31.110

Sarah Shultz: That this podcast episode is a little counterintuitive to the conversation that we're having right now.

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00:45:31.800 --> 00:45:35.730

Sarah Shultz: Once we end this I'm going to have to get up I'm gonna have to do some activity. I may try to find one of those

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00:45:35.730 --> 00:45:36.180

Sarah Shultz: Videos.

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00:45:37.140 --> 00:45:46.650

Rebecca Hasson: Absolutely and I think also, for people who are listening to a recording pause right now, go do an activity break and then come back and we will finish this conversation.

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00:45:47.100 --> 00:45:50.340

Sarah Shultz: There it is. We should definitely definitely mentioned that

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00:45:51.210 --> 00:45:54.240

Sarah Shultz: Twenty minutes ago, that would have been an amazing opportunity to have a break.

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00:45:55.470 --> 00:46:01.710

Sarah Shultz: We have managed between our conversation to leave our audience speechless.

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00:46:04.320 --> 00:46:11.490

Sarah Shultz: So, which must mean that we have simply covered all of the, all of the corners of everyone's curiosity on this topic.

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00:46:11.970 --> 00:46:22.320

Sarah Shultz: I do want to thank you for coming on and for taking the time to speak with us today. I want to thank the audience for taking the time to engage and to listen.

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00:46:23.190 --> 00:46:31.380

Sarah Shultz: We want to talk to tell you about our next podcast. So join us for our next podcast in the week of February, the eighth

293

00:46:31.800 --> 00:46:40.650

Sarah Shultz: Where we will celebrate Black History Month through our discussion with Dr. Alvin Logan, he will talk about his research and his own personal experiences on race in sport.

294

00:46:41.190 --> 00:46:49.380

Sarah Shultz: Tyler. Can you tell our friends how to find us And as well as our podcast episodes on the larger world wide web, please.

295

00:46:50.520 --> 00:46:55.950

Seattle U Webinar Host: Yes, we have Twitter, Instagram, and Facebook. Those are all the same @SeattleUKinesiology

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00:46:56.670 --> 00:47:09.060

Seattle U Webinar Host: so you can follow us on those. And you can also check our website out at SeattleU.edu/Kinesiology we have information about the department and we have our archived podcasts on there as well.

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00:47:09.390 --> 00:47:25.560

Seattle U Webinar Host: Additionally, we're on Podbean now so you can search us up on there at Redhawk squawk exercise for life podcast. You can follow, download and share those podcasts. From there, as well. Right now we have seven episodes and we'll be uploading this one next week.

298

00:47:26.640 --> 00:47:36.210

Sarah Shultz: Fantastic, thank you so much Tyler. Well, that is all we have time for today. Thanks again. And remember, be kind, be healthy and be active.

299

00:47:37.440 --> 00:47:38.760

Rebecca Hasson: Absolutely. Thank you for having me.