



IPALS 2025

Tanner Wheat

Chris Kinder, Kevin Richards, Naiman Khan



What is IPALS?



- ✓ Illinois Physical Activity and Life Skills Program
- ✓ Academic Enrichment
- ✓ Physical Activity
- ✓ Nutrition



Time	Station	Group 1 (Age: 6-7 years)	Group (Age: 8-9 years)	Group 3 (Age: 10-11 years)
8:30-9:00AM	Arrival & school breakfast	Accelerometers & Plate Waste		
9:00 – 9:10AM	Teaching Personal & Social Responsibility			
9:10-9:15AM	Transition: Water/Restroom			
9:15-10:00AM	Station 1	Physical Activity 1	Nutrition 1	Academic Enrichment 1
10:00-10:05AM	Transition: Water/Restroom			
10:05-10:45AM	Station 2	Academic Enrichment 1	Physical Activity 1	Nutrition 1
10:45-10:50AM	Transition: Water/Restroom			
10:50-11:30AM	Station 3	Nutrition 1	Academic Enrichment 1	Physical Activity 1
11:30-12:00PM	Lunch Break	Plate Waste		
12:00-12:30PM	Recess / Free-Play	Group Time		
12:30-12:35PM	Transition: Water/Restroom			
12:35-1:10PM	Station 1	Physical Activity 2	Group Fitness	Nutrition 2
1:10-1:15PM	Transition: Water/Restroom			
1:15-1:50PM	Station 2	Nutrition 2	Physical Activity 2	Group Fitness
1:50-1:55PM	Transition: Water/Restroom			
1:55-2:35PM	Station 3	Group Fitness	Nutrition 2	Physical Activity 2
2:35-3:05PM	Snack (Lutein) & TPSR	Group Time		
3:05-3:15PM	Departure	Accelerometers		

Time	Station	Group 1 (Grades K-1)	Group 2 (Grades 2-3)	Group 3 (Grades 4-5)
8:30-9:00AM	Arrival & school breakfast			
8:55-9:00AM	Transition: Water/Restroom			
9:00-10:10AM	Station 1	Physical Activity [Anthros, BIA, Sit-N-Reach]	Nutrition [VeggieMeter, Surveys]	Academic Enrichment [BFG Movie]
10:10-10:15AM	Transition: Water/Restroom			
10:15-11:25AM	Station 2	Physical Activity [Anthros, BIA, Sit-N-Reach]	Academic Enrichment [BFG Movie]	Nutrition [VeggieMeter, Surveys]
11:30-12:00PM	Lunch Break			
12:00-12:15PM	Mediation / Yoga / Quiet Time			
12:15-1:25PM	Station 3	Academic Enrichment [BFG Movie]	Physical Activity [Curl-up & Sit-up]	Nutrition
1:25-1:30PM	Transition: Water/Restroom			
1:30-2:10 PM	Station 4	Nutrition [Surveys]	Physical Activity [Curl-up & Sit-up]	
1:55-2:35PM	Station 5	Physical Activity [Curl-up & Sit-up]	Nutrition [Surveys]	
2:50-3:10PM	Snack & Recess			
3:10-3:15PM	Departure			

IPALS Roles



Principal Investigators- Naiman Khan, Kevin Richards, Chris Kinder

Program Director- Tanner Wheat

Group Leaders-

Station Leaders-



More About My Role

- Oversee program operations, staff, logistics, and events
 - Communicate with parents and problem solve
- Create, facilitate, and oversee the implementation of TPSR based physical activity curriculum



Collaboration



- Bloomington District 87 School District
 - Funded by the USDA
- First year collaboration with outside school district
- Differences between Champaign and Bloomington
 - Support
 - Timing Parameters
- Logistics and Coordination

IPALS Goals



- Provide access and opportunity
 - Safe place to spend the day
 - Free of charge program
 - 1-5 staff/child ratio
 - Breakfast, lunch and snacks provided
- Mitigate the summer slide
- Build relationships and make a positive impact with children and the community

Balancing of Priorities



Pedagogical Kinesiology Lab- Focus on pedagogy, curriculum, and recruiting staff



Body Composition and Nutritional Neuroscience Laboratory- Focus on research and recruiting staff



School district- Focus on academics, quality of operations, recruiting participants

TPSR in IPALS



- Utilized as a basis for interactions and conflict resolution
- Utilized as a way of framing how we treat one another
- Framing how we set weekly and daily goals
- Taking responsibility of our school
- Lessons are created and preset with TPSR integration
- Done through a mostly informal but daily structure consisting of
 - Awareness Talks
 - PA/Enrichment sessions
 - Reflection and group conversations

Positives



- Increased understanding of what personal and social responsibility means
- Children have built TPSR into their interactions
- Positive philosophical impact on school administration
- Drastic changes in regard to negative behaviors and positive relationships
- Volunteer staff are growing as people and professionals
- School district relationship remains very strong
- Positive feedback from parents

Negatives



- Volunteer model impacts buy-in, general pedagogical knowledge, and desire to engage in training
- 8-week program (2 weeks specifically dedicated to data collection)
- Inconsistencies between TPSR and the school's SEL-based goals
- Children are in very different places emotionally, physically, and intellectually

Lessons Learned



- Big learning curve with volunteer staff
- Training expectations and what to prioritize
- School district philosophies/testing expectations and how they may differ or be similar
- Data collection process and its demand
- Creating a program as opposed to an intervention

Future Directions



- More grant applications in order to pay staff
- Higher standard for TPSR implementation
- Potential site expansion
- Increased consistent participation per site
- Hopefully more consistent control group



Questions?

[https://publish.illinois.edu/ipals-
program/](https://publish.illinois.edu/ipals-program/)

