Teacher name: *Sarah Smith*

Goal creation date: *Wed., Oct. 7*

Start date (if different): *Mon., Oct. 12*

(Sample) Action Plan for Increasing Classroom Physical Activity

Offering students opportunities to be physically active in the classroom has the potential to benefit students' behavior, preparedness to learn, academic performance, and health. To engage students in activity, it is the responsibility of the classroom teacher to determine how best to incorporate movement into the curriculum. You are the expert on your class! Consider your classroom, your teaching style, your students, current levels of classroom physical activity, and reasonable expectations for increasing activity opportunities. Change can be difficult, so start small, expect setbacks, and stick with it! Use this form to create an action plan for increasing classroom physical activity that will provide structure to your implementation.

1. **What is the current status of physical activity in your classroom? What about your classroom or students should be taken into account when planning activity opportunities?**

   I like to get my students up and moving, but don't have any specific plan for classroom physical activity. One of my students tends to get too excited with activity; another gets anxious when class routine is disrupted.

2. **Reflect on when a reset moment might benefit you and your students. Is there a time of day when students seem particularly fidgety? When you feel consistently impatient? When a reset would help?**

   In the afternoon, we have a 2-hr block for language arts and science. It's a long time for students to be seated and attentive. And by the end of the day, we're all losing steam.

3. **What is your goal? (type, length, frequency, timeframe)**

   I will add a ten-minute structured physical activity to the transition time between language arts and science at least three days per week for the next six weeks.

4. **What are the steps to achieving this goal? (preparation, materials, etc.)**

   First I will create a "toolkit" of activities, using ideas from the Sworkit app to find appropriate activities for my students. I will write a Motion Moment into my lesson planner for M, W, and F before science and I will make students aware that the activity is part of our

regularly scheduled day. I will set the expectations for activity as any other academic lesson. Students will be expected to stay in control of their bodies and in their own space bubbles. Depending upon the first few sessions, we may create a class Code of Conduct for classroom physical activity so students can take ownership for the expectations, similar to what is done to prepare students to safely engage in scientific experiments. For each Motion Moment, we will conclude with a slow breathing activity and use a transition signal for returning to seated work.

5. **How will you assess your progress?**

   As with any lesson, I will use my lesson planner for record keeping. If we do not get in our activity, I will reschedule it for later in the day or the following day, communicating with the students about the change. At the end of each week, I will review my planner to see if we were successful in completing three Motion Moments.

6. **How will you stay accountable to your goal?**

   Again, as with any lesson plan, I will use my planner to ensure we are completing the activities. I will also ask Megan, another 3rd grade teacher, if she will be my classroom physical activity buddy and we can check in with each other about our classroom physical activity. Having a fellow teacher working toward the same goal will provide both support and accountability.

7. **How will you evaluate your goal completion? After evaluation, how will you maintain or expand classroom physical activity opportunities?**

   I will review my planner to see how many times we did a Motion Moment between language arts and science over the six week period. I will discuss the results with my students, and with Megan, and debrief how we think it went. Depending on the outcome, we will either make a similar goal or a more challenging goal – modified by what we learned worked and didn't work.