

School Board: YRDSB

Name: Kelly Chatzinikolis

Role: Intermediate Teacher

ACTION PLAN



Question: How do I create the conditions for effective implementation of PPM 138, Daily Physical Activity?

PLAN			ACT		ASSESS	REFLECT
Objectives (What are you trying to do?)	Success Criteria (How will you identify success?)	Resources (What/who will help you in completing tasks? e.g. senior admin, public health)	Tasks (What do you need to do to achieve objectives?)	Time Frame (When will tasks be completed?)	Examine Outcomes (What happened? What did you find out?)	Determine Next Steps (What did you learn? What is your next step?)

<p>To embed meaningful opportunities of DPA throughout the day in my classroom.</p>	<p>Students understand what moderate to vigorous physical activities/games look, sound, feel like. Students understand how they feel before, during, after a DPA activity/game. Students understand the benefits of doing DPA.</p>	<ul style="list-style-type: none"> ● Administration support (e.g. role modeling in staff meetings) ● Ophea www.playsport.net ● CIRA www.ciraontario.com ● Colleagues within the board who have successful and quality DPA programs. 	<ul style="list-style-type: none"> ● Explicitly teach moderate to vigorous DPA activities while stopping to discuss how the students feel ● Allow students the opportunity to do DPA when they need it (DPA corner) 	<ul style="list-style-type: none"> ● September 2017 to June 2018 	<ul style="list-style-type: none"> ● Students became their own advocates for DPA and are able to share their voice on what they want their DPA to look like ● Students began asking for meaningful DPA (i.e. when sitting for a long time, or when completing a difficult math problem, etc.) ● Students began talking about how they used various activities/games during recess and at home with their families or alone (i.e. breathing exercises before bed) 	<ul style="list-style-type: none"> ● When students are part of the learning process of DPA (just like math or literacy), they become involved and can take ownership for that learning ● Students can feel the need for movement breaks throughout the day ● Students become more aware of their bodies
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<p>To introduce the new DPA framework to the staff</p>	<p>Staff are beginning to use the new framework and re-adjust their way of looking at DPA in the classroom setting</p>	<ul style="list-style-type: none"> ● Administrators to support teacher learning by allocating time in staff meetings ● Public Health to support through the Healthy Schools Pilot Project 	<ul style="list-style-type: none"> ● Engage the teachers ● Facilitate learning about the new framework ● Connect ideas and learning to each division in the school ● Implement action plan ● Reflect on learning 	<ul style="list-style-type: none"> ● December 2017 	<ul style="list-style-type: none"> ● Most staff members were unaware of the new framework ● Some staff are beginning to adapt to the new framework ● Some staff were using the idea of many movement opportunities already (mostly primary classes) 	<ul style="list-style-type: none"> ● Assist staff in learning about HOW to embed the new framework
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PLAN			ACT		ASSESS	REFLECT
Objectives	Success Criteria	Resources	Tasks	Time Frame	Examine Outcomes	Determine Next Steps
Give staff a toolbox of ideas to link all elements of DPA in their every day teaching practice	Teachers will begin using a variety of DPA activities. Teachers will lead/promote DPA at different times of the day.	<ul style="list-style-type: none"> • Administrators to support teachers by allowing time in staff meetings for meaningful DPA • Public Health to support with link to Healthy Schools Action Plan and grant money 	<ul style="list-style-type: none"> • Engage the teachers by having them facilitate DPA in staff meeting - share their ideas with colleagues • Engage staff by having them participate in a variety of DPA activities • Create a "toolbox" of DPA ideas that can be easily facilitated in the classroom 	<ul style="list-style-type: none"> • January 2018 - June 2018 • Ongoing Google document accessible to all staff 	<ul style="list-style-type: none"> • First one - Laura's "Drumming to music - Positive Paws" activity very successful - all staff engaged and talking about ways to integrate into their own programming 	<ul style="list-style-type: none"> • Ensure next activity shows a different type of DPA - less vigorous
Use grant money to support DPA	Teachers will be allowed to purchase items that will help them to implement DPA in their programming	<ul style="list-style-type: none"> • Public Health to support with Grant money (\$1000) • Student Parliament to have a say in where funds go 	<ul style="list-style-type: none"> • Use the grant money to purchase items that can be used for DPA (i.e. yoga mats, stretching cards, etc.) 	<ul style="list-style-type: none"> • February - March 2018 		

<p>Whole School DPA Opportunities (Popsicle RPS, 'Bounce Back' activities)</p>	<p>Teachers will help to facilitate whole school DPA activities that students can participate in, in the class and outside. Students to be safely engaged in the activities</p>	<ul style="list-style-type: none"> ● Staff members to help facilitate as there will be 740 students participating in the events ● Admin to support by participating and ensuring students are engaged in safe play 	<ul style="list-style-type: none"> ● Students will participate in various whole school DPA activities (like popsicle stick RPS) for a portion of the day - to promote being active and interacting with all members of the school community 	<ul style="list-style-type: none"> ● One event each month from February - June 2018 ● First event - popsicle stick RPS - February 13 		
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Planning Notes/Considerations and Key Learnings: