

Fundamental Movement, Peaceful Playgrounds, PP 2 Go Games and We Count Pedometer Program

Descriptions for PEP Grants

This project will rely on three programs to insure that students have access to and teachers have the skills to deliver a comprehensive physical education program that extends into recess, lunch and after school opportunities, to enable extended practice opportunities in motor, social skills practice, and opportunities for increasing children's physical activity.

The four programs which combined address all six of the PEP program elements are:

- (1) Fundamental Movement Program;
- (2) Peaceful Playgrounds Program;
- (3) Play Hard, Eat Smart Nutrition Program ;
- and (4) PP 2 Go Games

The Fundamental Movement Program provides the resources necessary to guide classroom teachers in specific skill focus, including instruction in teaching strategies, sequential introduction of motor skills and movement knowledge enhanced by skills checklists and teaching cues.

The Peaceful Playgrounds program extends on the Fundamental Movement Program into recess and after school activities through the use of activity guides which list developmentally appropriate games, each with specific motor development skill identified and categorized for students (K - 6th) with grass games and activities.

The continuity of the program and suggested timeline for implementation provide a pacing type calendar for instruction in the various activities. Having teacher's guides that enable teachers to offer developmentally appropriate skills will give them the opportunity for mastery and success, while monitoring progress toward State PE Standards. The Clark Motor Skills Inventory will be used to assess students motor skill development gains while using this program. Educating all teachers is a must so that all teachers have an understanding of the curriculum, its goals and objectives.

The addition of the program will not only introduce students to new, challenging and fun activities, which are developmentally appropriate, but will also show them that physical education can be fun. Recess time can be spent in appropriate physical activity that increases not only active time but also essential motor development skills. Some examples of games and activities which develop motor skills and enhance physical education instruction and carry into recess are the skipping track, gallop track, hopping and jumping grids designed to assist in the instruction of loco-motor skills, and painted targets for practicing hand-eye coordination activities to name a few. The new programs addressing nutrition and self-discipline have the possibility of changing student views in the direction of lifetime wellness standards.

This project requires the involvement of the total school community. Teachers deliver the instruction, parents and community members add the games and markings, students self regulate and learn to solve problems appropriately, and school administrator's budget equipment and continue funding for program success. School site food services personnel will assist with the Play Hard, Eat Smart nutrition program through supporting the cafeteria components of the program including charts and table cards reminding students of the nutrition messages included in the program. Parents and teachers also play a part in delivering the curriculum through the teachers Play Hard, Eat Smart resource kit. Parents receive an "at home" component of the program, which includes messages like "make family time active play". The sustainability of this program is evident by the district's commitment to retain elementary physical education teachers even in a time of dire financial constraints.

The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. The strategy of "changing the environment rather than changing the individual" has received much notice by researchers looking at an effective intervention for the ever growing trend toward childhood obesity. Changing the environment (adding markings), in addition to sequential instruction of skills, is strategy that brings about the changes needed in our current program and will result in increased activity and quality of instruction for students.

The new opportunities for participation, as opposed to watching, will promote healthy physical fitness life styles. To have change, the students must first be able to see the need for change. Though the use of pedometers, students will be able to record and see their own individual level of activity. Teachers at all grade levels will benefit from a new curriculum and new program resources. Professional development is a priority to enable all teachers to understand the objectives of the program and "buy in" to the desired goals. All teachers will receive in-service training in the strategies contained in the new P.E. curriculum and California Physical Education Standards.

An understanding of the program will help all teachers in reinforcing activities and skills learned in the P.E. curriculum.

The extent to which the proposed activities constitute a coherent, sustained program of training in the field. Professional development for all teachers will be provided. Teachers will be required to take 15 hours of professional development concerning physical education and use their knowledge to advise and teach students on the importance of health and physical education. In addition, project coordinators will share conference information with teachers upon their return. The proposed plan will increase the district's ability to help all students meet more challenging standards through the following program elements:

The use of the *Fundamental Movement Program Grades K-2*, the *Peaceful Playgrounds Program*, the *Peaceful Playgrounds 2 Go Games*, with *Play Hard, Eat Smart* will provide the basis for a comprehensive program that can be instituted in the classroom and carried over into recess periods.

The *We Count Pedometer Program* will allow students to monitor their step counts and self assess their activity level. Additionally, the pedometer has been shown in previous research studies (McKinzie 2000) to provide motivation for children to increase their activity through goal setting activities.

Peaceful Playgrounds 2 Go Games are highly motivating as kids think they are playing games, making learning fun. *2 Go Games* are ideal for classroom stations and the table cards allow for 30 students to participate in each

game. Integrated learning through movement activities introducing and enforcing academic concepts in a fun learning environment.

The Peaceful Playgrounds 2 Go Indoor Games set includes Hopscotch, Balance Beam, Bean Bag Toss, Number Grid, Alphabet Grid and Target Game. All 6 Games come with a large game mat, markers, beanbags, storage bag and 30 table cards.

Mats can be used to reinforce both academic skills and motor skills. Motor skills practice could include hopping, jumping, stepping and throwing bean bags, etc.

Proposed Program Design

Student Activity, Fitness, Conflict Resolution and Nutrition

The Peaceful Playgrounds Program was selected as program elements include instruction in and assessment of children's physical activity through the use of pedometers to monitor their activity levels pre and post implementation of adding designs to the PE and playground areas.

Student's ability to monitor steps taken provides for them the ability and awareness for meeting this *California State Standard #3* and for achieving a healthy and active lifestyle. The Peaceful Playgrounds Program encourages movement in Physical Education through enriching the environment during P.E. class time and carries over into recess and after school opportunities for students to continue their increased activity level. *(PEP Program Element*

1) Curriculum with Fitness Emphasis

Integrated Curriculum with Motor Skill Development and Wellness Instruction

- Fundamental Movement Program
- Play Hard, Eat Smart Program

2 Go Games

Equipment and Facilities

- Peaceful Playgrounds Equipment Package • Fundamental Movement Equipment Package

- Peaceful Playgrounds, Fundamental Movement provide an Equipment Package 100 games and motor skills markings permanently available.

The program uses games designed to emphasize various motor development skills and will allow students to increase daily time spent physically active.

A study by British researchers at Liverpool University showed that playground markings alone increase the time children spend in active play and raise their daily energy expenditures by 20% (Stratton 2002). In Peaceful Playgrounds research study, 83% of elementary school principals using the program indicated an increase in children's activity level and game participation. (Beiswenger, Webster, Hogan and Vega, December, 2003).

The students receive instruction in a wide variety of developmentally appropriate games and activities that are cooperative, competitive and cognitive. Learning activities encourage movement aiming for less standing in line and waiting for one's turn with a piece of equipment. The curriculum pacing timeline requires for a new game or activity to be taught daily with practice opportunities at the conclusion of the instruction and demonstration.

The program provides for the visual patterning for reinforcing and enhancing instruction in fundamental movement through the use of skipping tracks, galloping tracks, hopping and jumping grids etc. Additional perceptual motor skills are enhanced through the use of the scattered circles in which students are instructed in body and space concepts. Bean Bag Toss Grids, Alphabet Grids and other markings provide opportunities for hand-eye coordination activities.

Development of and instruction in cognitive concepts about motor skill and physical fitness is related to the support of a lifelong healthy lifestyle.

The significance of developing fundamental movement skills in order to maximize the health and well being of young children has been highlighted in Australia, and internationally, in recent years. Proficiency in these foundations of movement contributes to the health and well being of individuals enabling lifelong involvement in physical activity. (Dianne Kerr, Department of Education Western Australia).

The addition of permanent playground markings is one of the latest trends in physical education and one of the most respected strategies for increasing children's physical activity. The entire nation of Ireland is adding playground markings to all primary schools (K-5) as an intervention for the growing trend to increase children's physical activity and curb childhood obesity in that country. (Northeastern Health Board, Press Release Minister of State at the Department of Health and Children Ireland. October 2003).

Students will record steps taken in their physical education class period and recess period once a week. The students chart activity levels through recording steps taken when factored with time to move

Teachers

The Peaceful Playground Kit in conjunction with Fundamental Movement and Dynamic PE Programs are designed to assist teachers in planning and delivering programs that support each pupil's development of proficient fundamental movement skills. The kits includes teacher training materials including: video, staff handouts, overhead transparencies, facilitator notes and a power point presentation walking staff through the various strategies for successful implementation of the program and making the training component available for a refresher as needed or when new staff members are hired. Additionally, the face to face training and follow up on-site coaching component insures various levels of support are available based on teacher need. By conducting teacher workshops on the programs, teachers will understand the *Peaceful Playground Program* designs in tandem with the Fundamental Movement

Program which will enhance children's motor skill development and provide lesson structure and support for teachers. The use of Fundamental Movement Program *Peaceful Playgrounds Programs* and *Dynamic PE* with their teacher and supervisor online training, together with the *Play Hard, Eat Smart* Program will provide the basis for a comprehensive program and clear objectives for professional development and curriculum update.

Additionally, the opportunities to develop positive social and cooperative skills through physical activity participation are enhanced by an ample supply of equipment thus reducing PE class and playground confrontations from students getting frustrated by waiting for a turn. (

The goal of the *Peaceful Playgrounds*, Fundamental Movement and *PP 2 go*

Games curriculums is to provide staff and students with a common language and set of behavior expectations that are part of the positive, safe environment in which students can enjoy learning.

Students will be able to use the pedometers as a means of self measurement of their activity levels. This will provide students the ability to assess their activities, acquire knowledge of body activity levels, and change toward a healthier life style. (*PEP Program Element*)

The *Peaceful Playgrounds Program* is best known for providing a safe environment for children to learn pro-social skills while engaged in physical activity. Curran Elementary, in California, won the state's prestigious Golden Bell Award as a model program which decreased playground injuries by 67% and an 86% decrease in office referral for playground confrontations. (National Safe Schools Magazine. October 1998). In addition to receiving instruction in cooperative play, problem solving strategies and conflict resolution options, students learn to play appropriately during physical education, recess, the classroom, home and community. This program was selected to achieve both the increased physical activity objective and the positive social and responsible behavior objectives, as identified in the needs assessment and bullying data.

Fundamental Movement *Program* follows the guidelines of developing the fundamental movement skills and has been tested in over 80 schools and shown to increase student's motor skills as determined by significantly increased scoring on the Clark Motor Skills Inventory. Additionally, the program received the highest commendations from a California Department of Education Program Review Team for "how children are learning and what children are learning" in the Fundamental Movement *Program*. The program was selected for K-2 students due to the emphasize on fundamental motor skill development and the need for a district wide curriculum and training program data from the needs assessment.

With an expanded PE Curriculum and equipment, the SMITH Elementary School District feels the additional opportunities will excite and motivate more students and offer teachers and students a coordinated strategy for implementing the new physical education curriculum of fitness, skills and healthy lifestyle choices.

