Nassau County Health Department

Peaceful Playgrounds Project

Participant in the Robert Wood Johnson Foundation’s Multi-County Learning Collaborative – FDOH Office of Performance Improvement
REASON FOR IMPROVEMENT

Theme Statement

- Thirty-seven percent of students in 1st, 3rd, and 6th grade are overweight or at risk of becoming overweight in Nassau County
Focus Group Results from teachers at Callahan Elementary School

Barriers to healthy behaviors at school:

• Unhealthy lunches brought from home

• Parents bringing fast food to school

• Limited time for physical activity or recess

• Money for equipment

• Rules and/or policies from Department of Education

Survey results from January 2008
ANALYSIS
Focus Group results from teachers at Callahan Elementary School

Teacher recommendations to improve healthy behaviors

• Educate and train parents

• Implement afterschool programs

• Provide alternatives to playground play

• Policies for healthy foods (snacks, lunch)

• Implement mandatory recess where physical activity is required

Survey results from January 2008
PHASE 1

PEACEFUL PLAYGROUNDS PROGRAM

CALLAHAN ELEMENTARY SCHOOL (CES)
### Problem Statement
- Twenty-three percent of students at Callahan Elementary are overweight or at risk of becoming overweight.

<table>
<thead>
<tr>
<th>Gender/Grade</th>
<th>At-Risk for Overweight</th>
<th>Overweight</th>
<th>% Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 1st Graders</td>
<td>1%</td>
<td>14%</td>
<td>80%</td>
</tr>
<tr>
<td>Female 1st Graders</td>
<td>12%</td>
<td>10%</td>
<td>98%</td>
</tr>
</tbody>
</table>

BMI results from 2008-2009 SY
Heather Huffman, Nutrition Program Director, NCHD
Jennifer Nicholson, Nutritionist, NCHD
Susan Howard, Principal, Callahan Elementary School
Alma Bailey, Wellness Champion/PE Teacher, Callahan Elementary School
Nassau County Health Improvement Coalition (NCHIC)
IMPLEMENTATION PLAN

Implementing Peaceful Playgrounds

- Collect assessment data of children at recess
  - Type of play
  - Number of minutes
- Install Peaceful Playgrounds stencils
- Provide training for teachers on how to use the stencils and engage children
- Final assessment of children at recess
IMPLEMENTATION PLAN

Project Goal

- Increase physical activity during recess at Callahan Elementary School

Objectives

- Increase number of children engaging in physical activity at recess
- 50% of kindergarten – 2nd grade teachers complete training
- Decrease % of overweight and at-risk for overweight students
# CES RESULTS

**Physical Activity Check List**

Date: ________________  
Time of Day: ________________  
Weather conditions: ________________

<table>
<thead>
<tr>
<th>Checklist Items</th>
<th>Tally Marks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stencils</td>
<td></td>
<td></td>
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<tr>
<td>Chase/Tag</td>
<td></td>
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<tr>
<td>Basketball</td>
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<tr>
<td>Swinging</td>
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<tr>
<td>Walking</td>
<td></td>
<td></td>
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<tr>
<td>Playing on jungle gyms</td>
<td></td>
<td></td>
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<tr>
<td>Teacher engagement with students during PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No activity</td>
<td></td>
<td></td>
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<tr>
<td>Other – please specify</td>
<td></td>
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</tbody>
</table>
# CES RESULTS

<table>
<thead>
<tr>
<th>Nassau County Health Department</th>
<th>Callahan Elementary School</th>
<th>Evaluation</th>
<th>May-June 2010</th>
<th>August 2010</th>
<th>September 2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Peaceful Playgrounds</strong></td>
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<tr>
<td>Number of students observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Sit-and-see</td>
<td>518</td>
<td>538</td>
<td>381</td>
<td>356</td>
<td>63</td>
</tr>
<tr>
<td>• Playing chase or tag</td>
<td>84</td>
<td>65</td>
<td>83</td>
<td>85</td>
<td>0</td>
</tr>
<tr>
<td>• Playing basketball</td>
<td>18</td>
<td>16</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>• Playing</td>
<td>97</td>
<td>125</td>
<td>54</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>• Virtual</td>
<td>31</td>
<td>34</td>
<td>47</td>
<td>18</td>
<td>8</td>
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<tr>
<td>• Making a time out (CES only)</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>5</td>
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<tr>
<td>• Playing on jungle gym</td>
<td>162</td>
<td>140</td>
<td>85</td>
<td>73</td>
<td>12</td>
</tr>
<tr>
<td>• Engaging in other activity</td>
<td>4</td>
<td>56</td>
<td>40</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>• Not engaged in activity</td>
<td>40</td>
<td>64</td>
<td>34</td>
<td>42</td>
<td>5</td>
</tr>
<tr>
<td>• Individual sites (YPS only)</td>
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<tr>
<td>• Individual sites (YPS only)</td>
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<tr>
<td>• Virtual</td>
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<tr>
<td><strong>Total teachers engaged with students</strong></td>
<td></td>
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<td>0</td>
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<tr>
<td><strong>Implement Peaceful Playgrounds</strong></td>
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<td>5:10 minutes at a time</td>
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<tr>
<td><strong>Teacher effectiveness</strong></td>
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<tr>
<td>5:10 minutes at a time</td>
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<tr>
<td><strong>Recent Leaders Training</strong></td>
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<tr>
<td>5:10 minutes at a time</td>
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</tr>
<tr>
<td><strong>What is the average number of minutes children are physically active?</strong></td>
<td>5:10 minutes at a time</td>
<td>5:10 minutes at a time</td>
<td>5:10 minutes at a time</td>
<td>5:10 minutes at a time</td>
<td>5:10 minutes at a time</td>
</tr>
<tr>
<td><strong>Weather conditions the data observation was conducted (e.g. sunny, rainy, cloudy)</strong></td>
<td>Sunny/Cloudy &amp; Overcast</td>
<td>Sunny/Cloudy &amp; Overcast</td>
<td>Hot &amp; Sunny/Overcast</td>
<td>Cool &amp; Overcast</td>
<td>Very hot, sunny/overcast</td>
</tr>
<tr>
<td><strong>Time of day observation was conducted</strong></td>
<td>10:45-1:00 PM</td>
<td>10:30-12:30 PM</td>
<td>11-12:30 PM</td>
<td>12:05-12:25 PM</td>
<td>9:05-12:10 PM</td>
</tr>
</tbody>
</table>
Conducted survey among teachers to determine how recess and physical activity impacted:

- Academic achievements
- Classroom behavior
- Children being more focused

SECTION 5. AFTER ACTIVITY BEHAVIORS

In general, please indicate how much you agree or disagree with each of the following behaviors that may occur after students' participation in recess, physical education or before or after school physical activity:

1. Students listen better when returning to class.
   - Strongly agree  Agree  Neither Agree or Disagree  Disagree  Strongly disagree

2. Students are more focused.
   - Strongly agree  Agree  Neither Agree or Disagree  Disagree  Strongly disagree

3. Overall, how would you describe classroom behavior after a recess, physical education or before or after school physical activity?
   - Better than periods before recess, physical education or before or after school physical activity
   - The same as periods before recess, physical education or before or after school physical activity
   - Worse than periods before recess, physical education or before or after school physical activity
   - Don't know

SECTION 6. IMPACT OF RECESS, PHYSICAL EDUCATION, OR BEFORE OR AFTER SCHOOL PHYSICAL ACTIVITY

On a five-point scale, please indicate how positive or negative you feel recess, physical education or before or after school physical activity is for your students on the following items:

<table>
<thead>
<tr>
<th></th>
<th>Very negative</th>
<th>Somewhat negative</th>
<th>Neither positive or negative</th>
<th>Somewhat positive</th>
<th>Very positive</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic achievement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Social development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. General well-being</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
% of respondents who strongly agreed or agreed:

- Students listen better when returning to class after recess or physical activity – 65%

- Students are more focused after recess or physical activity – 65%
Overall classroom behavior after recess, physical education, or before or after school physical activity?
- Better than periods before = 60%
- Same as periods before = 25%
- Worse than periods before = 5%
- Don’t know = 10%

% of respondents that indicated very positive or somewhat positive impact of recess or physical activity on:
- Academic achievement = 95%
- Social development = 100%
- General well-being = 100%

n = 20
LESSONS LEARNED

- Sustainable use after leaving school – have to find champion for project.
- Painting of stencils need to be in color for better visualization and enticement – need to outsource.
- Individual teacher/student training to improve teacher/student use of stencils.
PHASE 2

PEACEFUL PLAYGROUNDS PROGRAM

YULEE PRIMARY SCHOOL (YPS)
TEAM INFORMATION

Heather Huffman, Nutrition Program Director, NCHD
Jennifer Nicholson, Nutritionist, NCHD
Maryann Bennett, Principal, Yulee Primary School
Char Bruchman, PE Teacher, Yulee Primary School
Nassau County Health Improvement Coalition (NCHIC)
IMPLEMENTATION PLAN

- Implementing Peaceful Playgrounds
  - Collect assessment data of children at recess
    - Type of play & Number of minutes
  - Install Peaceful Playgrounds stencils (IN COLOR)
  - Provide training for teachers on how to use the stencils and engage children
  - HOLD KICK OFF EVENT
  - PROVIDE INDIVIDUAL TEACHER/STUDENT TRAINING ON STENCILS
  - Final assessment of children at recess
YPS STENCILS
KICK OFF EVENT
KICK OFF EVENT
SUSTAINABILITY AND FUTURE EXPANSION

- Used outcomes of evidenced based program for grant applications.
- Currently have obtained 1 year grant – Strategic Alliance for Health through Hillsborough CHD US Healthier Steps Funding.
  - Will allow expansion of Peaceful Playgrounds Program to two additional sites.
  - One eastside school and one after-school program site.
Questions?

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