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PEP Grant Narrative For Peaceful Playgrounds

Research Based Practices

_____ District will incorporate several research-based strategies, including Peaceful Playgrounds. Peaceful Playgrounds is a system of education activities that will be incorporated into the physical education curriculum in order to both enhance our current physical education program and increases physical activity by painting game and activity markings onto a school yard surface.

The Peaceful Playgrounds Program is designed to enhance Physical Education Curriculum through enhancing children’s social skill development (State Standard #?), improving motor skill development(State Standard/s # ???), and increasing physical activity (State Standard #???. Social skills (State Standard #) are developed through the introduction of problem solving and conflict resolution strategies such as “Walk”, “Talk”, & “Rock, Paper, Scissors.” Motor skill development activities include skipping track, body and space circles, hopping grids, and balance beam activities are painted at ground level thus making it accessible for special needs children and typical children

alike. Children's physical activity (State Standard #?) level is increased through participation in the nearly 100 developmentally appropriate games and learning activities available in the Peaceful Playgrounds Program. (Hogan, et al. 2003).

There are five components to the program:

1. Consistent set of rules
2. Solutions to conflicts
3. Game markings
4. Equipment availability
5. Consistent expectations

The program has proven to reduce confrontations (State Social Skills Standard #), increase motor skills (State Motor Skills Standard #?) , dramatically reduce injuries and improve playground efficiency (Bossenmeyer, M. & Owens, K. 1998).

Peaceful Playgrounds is intended to maximize the number of students involved in physical activity (Absolute Priority) rather than waiting in line for their turn or just standing around talking. Healthy People Goals 2010 for the nation suggests that students spend 50% or more of their PE time engaged in moderate to vigorous physical activity (MVPA) (Absolute Priority).

Peaceful Playgrounds adds to the minutes that children are active and receiving practice time for motor skill development by adding up to 100

games to the elementary school playground. The Activity Guides identify the motor skills each game or activity develops for focused instruction from the teacher. Research has documented that more playground markings equates to more activity. (Stratton, 2002)

Peaceful Playgrounds research indicates that physical activity increased significantly as a result of implementing the Peaceful Playgrounds Program and adding the PP markings to the playground. In yet another study (Hogan, et al 2003) 80% of the principals surveyed reported that physical activity increased with the implementation of the Peaceful Playgrounds Program at their school site.

Combining both an enriched physical education, recess and after school environment where children have numerous game choices fulfills the well documented need for increased physical activity bringing children within reach of CDC's Guideline of 30-60 minutes a day of moderate to vigorous physical activity and equals the Absolute Priority of 150 minutes (elementary) and 225 minute (secondary) per week as required by the Secretary as reporting measures for this grant (GEPA).

State physical education standards call for students to achieve high levels of physical activity, learn skills of conflict resolution and problem solving, and finally to increase students' motor skill development. ALL of these

standards are met with the implementation of the Peaceful Playgrounds Program and are reinforced and enhanced in after school programs.