

EPEC PLAY

Spring 2024 – Evaluation Narrative



Initiative Goals

EPEC PLAY is a student-centered physical education curriculum that focuses on promoting physical literacy. As an adaptation of the Exemplary Physical Education Curriculum, it was important to uphold the integrity of programming. To do that, development was partially informed by physical educators. The goal of this work was to gather feedback on implementation and usability of EPEC PLAY.

Participants

Physical educators (n=17) from both urban and rural schools across the state of Michigan were asked to pilot early lessons of EPEC PLAY. Educators were from SNAP-Ed eligible communities, and many had used EPEC previously.

Data Collection

Physical educators were asked to pilot one lesson of EPEC PLAY. Educators used their regular class time and typical physical education spaces. Following lesson implementation, educators were asked to complete a short, 16-question survey via Qualtrics to provide feedback on implementation and usability.

Results

Educators piloted lessons one (65%), two (29%), or three (6%) in kindergarten (65%), first (18%), or second (17%) grade. On average, educators had been implementing physical education for 20.5 years (3.5 – 46 years). All but two had used an EPEC program before. Most schools had scheduled physical education classes five times per week or twice per week and class time ranged from 30 – 55 minutes per day (most classes were 45 minutes). Most educators indicated it took 10 – 15 minutes to prep the lessons but ranged from 10 to 60 minutes. On average, lessons took 27 minutes to teach (25 – 45 minutes).

When asked about usability, most educators indicated that the lessons were grade-level appropriate (53%), however, four expressed that their students were bored during the lesson. When asked about the instructions for each section of the lesson (Movement PREP, Skill Development, Purposeful PLAY, and Cool Down), educators indicated that all instructions were fine as is. If educators did not have time to implement the entirety of the lesson, they most often removed the cool down. Lastly, educators did not feel transition sections were needed as part of the lessons, but did feel like the PLAY at Home section was useful.

Conclusions

Overall, educators found the piloted lessons to be age-appropriate and easy to implement, with clear instructions and manageable preparation and teaching times. This information was utilized to further develop the EPEC PLAY curriculum.