



PLAYWORKS
EDUCATION ENERGIZED

The Playworks Model for Tackling Wicked Problems



Wicked Problem

School environments are not all optimally conducive to learning or the social/emotional development of students

- Students don't always feel safe in school
- Students don't feel included
- Student stress levels are high



Our Business



Playworks is the leading organization in the country leveraging the power of play to maximize the value of recess for learning and children's health and well-being.

Who We Are



Our Mission: To improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play.

Our Vision: One day, every child in America will get to play safely at school every day.



Facilitating Play



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Direct Service

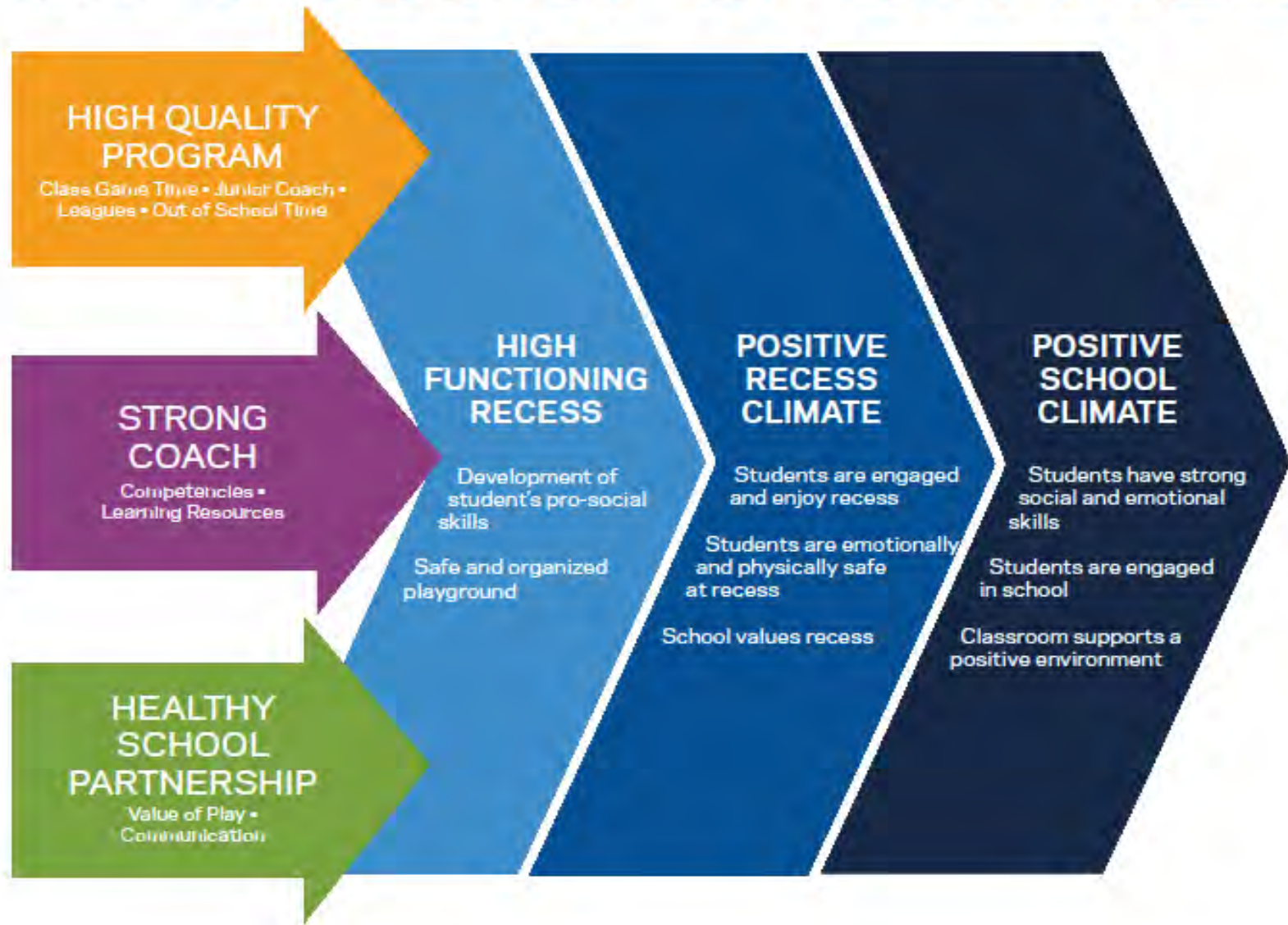
One full time Coach per school

Public elementary >50% FRL

24-32 schools per region



THEORY OF CHANGE



HIGH QUALITY PROGRAM

Class Game Time

1. 45 min every other week
2. Teacher participation
3. Activities connect to recess

Junior Coach

1. Full team every recess
2. Actively leading games and supporting recess goals
3. Consistently attends on-going leadership training

Leagues

1. Team practices together to promote physical and social skills
2. Game environment promotes positive sporting behavior
3. School community and families participate

Out of School Time

1. Reinforce recess activities and skills
2. Develops adult-student relationships
3. Opportunities for community building and/or leadership development

STRONG COACH

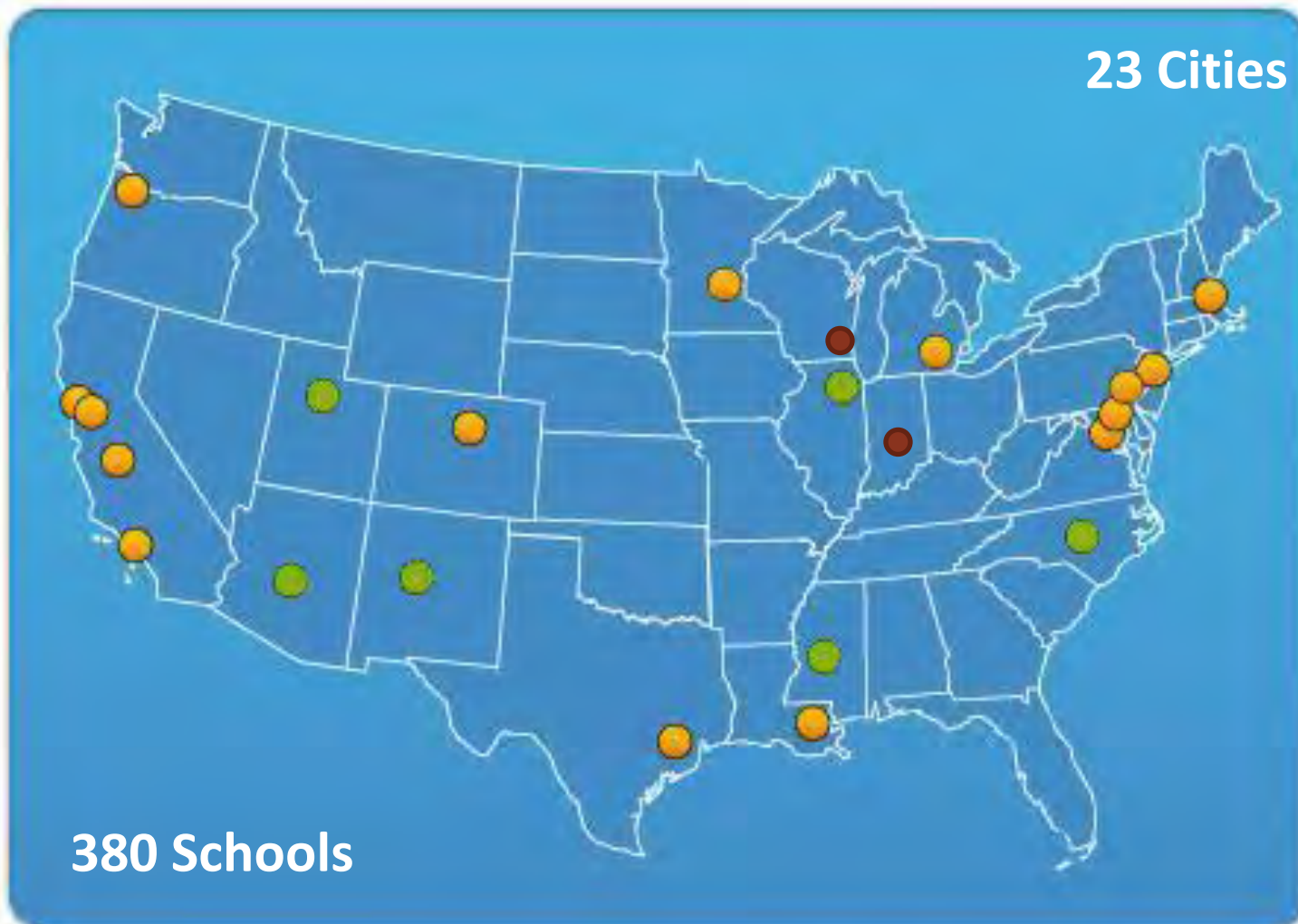
HEALTHY SCHOOL PARTNERSHIP

HIGH FUNCTIONING RECESS

Direct Service Replication 2005-13



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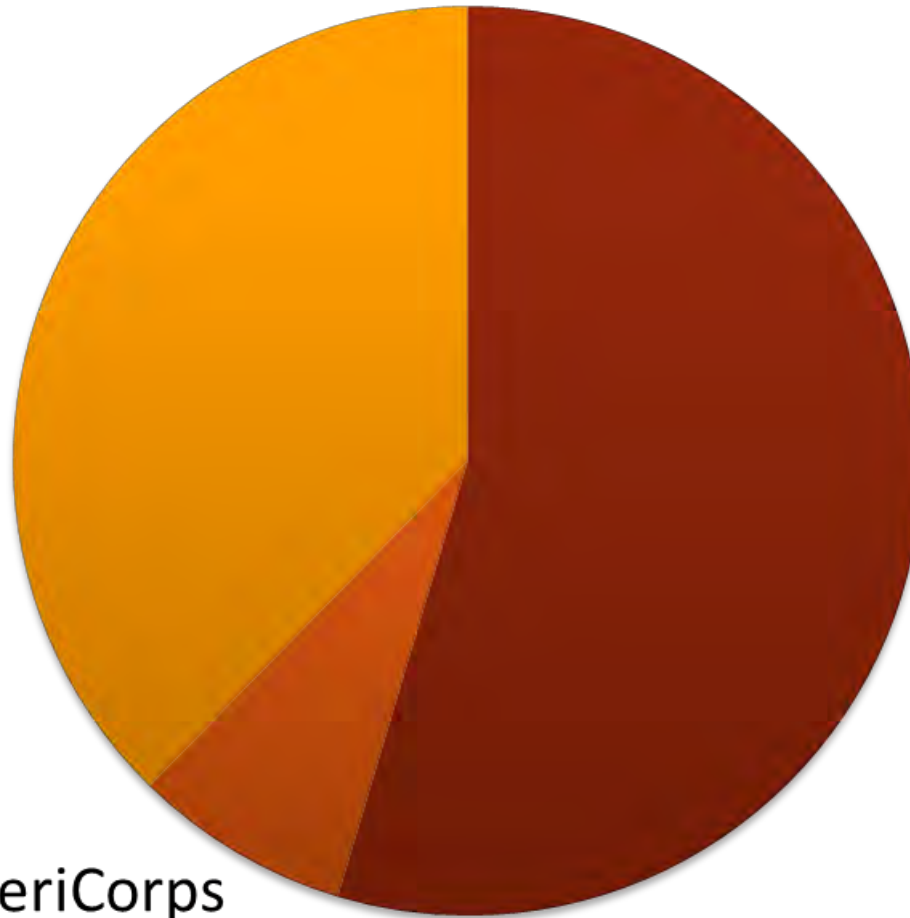


Direct Service Sustainability



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Earned
Income
38%



Philanthropy
(local &
national)
54%

AmeriCorps
8%

Path to Scale



Flagship

Broad Adoption

New Normal

Primary Vehicle

-Direct Service

-Training/CV

-Policy & Advocacy

Degree of Control

-Tight control

-Setting standards

-Broad influence

Key Capability

-Management

-Selling

-Communications

Timing

-2006-2014

-2012-2016

-2014-?

Impact

-100s of schools

-1000s of schools

-10,000s of schools

Path to Scale



Playworks Growth Strategies 2006 - 2016



Full Service Program



Train school staff and youth workers

Schools, After School Programs, Summer Camps

Fee for Service

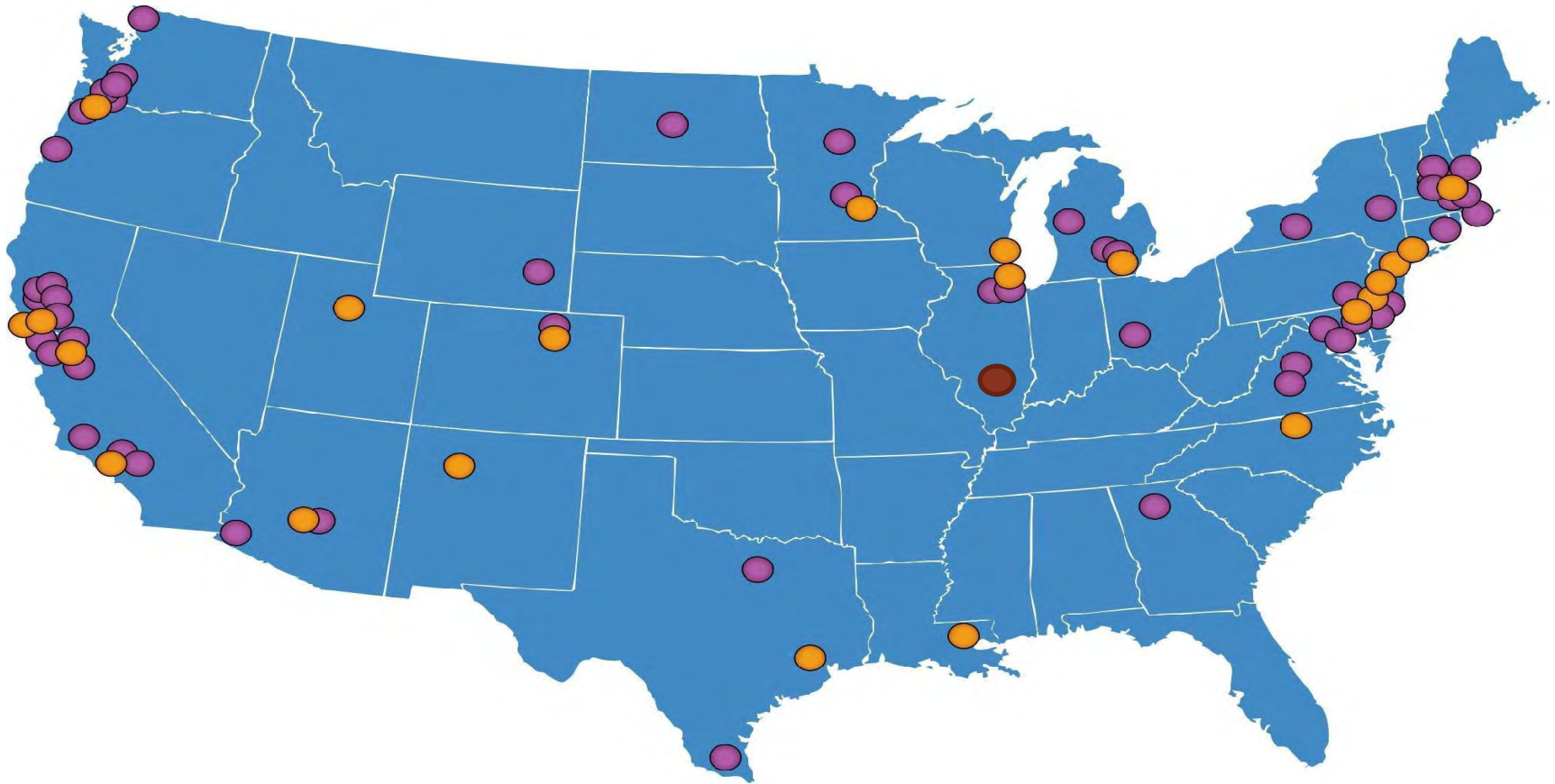


Training

Full Service Reach



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Staff in the Cities



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Movement Building



Inspiring Play

- Playworks is **building a movement among teachers, parents and communities** in support of play through various community engagement initiatives
- We **convene and recognize extraordinary individuals** who help bring the power of play to their communities
- National Communications Strategy
 - Social Media
 - Interactive website
 - Speaking, blogging, book release



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Impact

POSITIVE FINDINGS FROM A RANDOMIZED CONTROLLED TRIAL EVALUATION

PLAYWORKS SCHOOLS HAVE LESS BULLYING

Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores!



STUDENTS FEEL SAFER AT SCHOOL

Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools!.



STUDENTS ARE ENGAGED IN MORE VIGOROUS PHYSICAL ACTIVITY

Accelerometer data showed that children in Playworks schools spent significantly more time in vigorous physical activity at recess* (14% versus 10% of recess time, which is a 43% difference)ⁱⁱ.

43%
DIFFERENCE

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OTHER



STUDENTS ARE READY TO LEARN

34%

FEWER
MINUTES



Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)^{iv}.



Source: Statistically significant findings from "Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior" and "Findings from an Experimental Evaluation of Playworks: Effects on Play, Physical Activity and Recess". Mathematica Policy Research, 2013

i (n=295); Significantly different from zero at the .05 level, two-tailed test
ii (n=296); Significantly different from zero at the .05 level, two-tailed test
iii (n=1,579); Significantly different from zero at the .10 level, two-tailed test
iv (n=295); Significantly different from zero at the .10 level, two-tailed test
* compared to those in control schools



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Peace & Play!