CalFresh Healthy Living, UC Town Hall: Agenda

• Agenda
  • Be Physically Active 2Day (BEPA 2.0) (00:01:34)
    Dr. Kathy Gunter and Barbara Brody, Oregon State University Extension
  • PA Break (00:59:12)
    Mario Monroy CFHL, UCCE Shasta Cluster
  • County Highlight: Yuba County (Butte Cluster), PA-CATCH (01:04:28)
    Conner Thomson, CFHL, UCCE Butte Cluster
  • State Office Updates (01:14:40)
Getting Kids Active with Classroom-based Brain Boosters
How we do this through Oregon SNAP-Ed

Kathy Gunter, PhD, College of Public Health and Human Sciences, Oregon State University
Barb Brody, MS, College of Public Health and Human Sciences, Oregon State University
Discussion Outline

- What is BEPA 2.0?
- Implementation
- Evaluation
What is BEPA 2.0?

- A Standard-Aligned CBPA Curriculum
  - Aligned to National HE and PE Standards (K-5)
- A Tool to Provide PA for **ALL** Students
  - Classroom, recess, or other break-time physical activity
BEPA 2.0 Curriculum
English and Spanish Versions Available

Activity Cards
A set of classroom-based physical activity brain boosters aligned to physical education and health education standards.

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Tarjetas de Actividades
Conjunto de actividades físicas diseñadas para el salón de clases que estimulan el cerebro y se alinean con los estándares de educación física y educación para la salud.

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BEPA 2.0 Program Materials

- BEPA 2.0 Toolkit
  - Curriculum and portable play items
- Variety of online resources
  - Activity videos (2-5 minutes in length) with more in development
  - Activity take-home sheets (English & Spanish)
  - Reporting & PA policy templates
  - More!
- Implementation Training and Support
**Line Up for Balance**

**Equipment Needed:**
- ✅ Chalk or tape
- ✅ 1 bean bag per player (optional)

**TIP:** Don't have the items needed to play? Use lines that are already on the ground. Use any soft object, such as rolled-up socks, in place of a bean bag.

**Get Ready!**
Create lines using the chalk or tape. Lines should be 10-20 feet in length, and can be straight, curvy, or zig-zagged.

**Instructions:**
1. Each player will walk along the line you created, keeping their feet on the lines. If someone falls off, that's okay! Get back on the line and keep moving.
2. Make the task more challenging by walking in one of the following ways:
   - Walk in a zig-zag line
   - Walk heel-to-toe
   - Walk on tip-toes or heels
   - Walk while balancing a bean bag on your head, shoulder, etc.
   - Hop on one foot
   - Walk sideways along the line.

These modifications will make it harder to balance and make the activity more fun!

**Family Talking Points:**
Discuss together and write or draw your answers in the space provided.

1. Today we worked on balance. Can you name some other activities that require balance?
2. What are some ways we can practice balance?
3. What was your favorite way to walk along the line? What was the most challenging way you tried?

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**Alinearse para Mantener el Equilibrio**

**Materiales Necesarios:**
- ✅ Tiza/cinta adhesiva
- ✅ 1 saquito de frijoles para cada jugador

**CONSEJO:** ¿No tienen los elementos para jugar? Utilicen líneas existentes en el suelo. Utilicen cualquier objeto blando en lugar de saquitos de frijoles.

**¡Prepárense!**
Hagan líneas usando la tiza o la cinta. Las líneas deben tener 10-20 pies de largo y pueden ser rectas, curvas o zig-zag.

**Instrucciones:**
1. Cada jugador va a caminar a lo largo de la línea creada manteniendo los pies en las líneas.
2. Hagan el juego más difícil caminando en una de las siguientes maneras:
   - Caminar en una línea en zig-zag
   - Caminar de talón a la punta de los pies
   - Caminar sobre la punta de los pies o los talones
   - Caminar mientras balancean un saquito de frijoles en la cabeza, el hombro, etc.
   - Brincar en un pie
   - Caminar de lado a lo largo de la línea

¡Estas modificaciones harán que sea más difícil mantener el equilibrio y harán el juego más divertido!

**Puntos de Conversación Familiar:**
Conversen y escriban o dibujen sus respuestas en el espacio provisto.

1. Hoy trabajamos el equilibrio. ¿Pueden nombrar otras actividades que requieren equilibrio?
2. ¿Cuáles son algunas formas en que pueden practicar el equilibrio?
3. ¿Cuál fue su forma favorita de caminar a lo largo de la línea? ¿Cuál fue la forma más difícil de intentar?
BEPA 2.0 Alignment to Standards

HE Standards

HE icons appear when an activity addresses grade level HE concepts.

PE Standards

PE icons appear when an activity addresses grade level PE concepts.
BEPA 2.0 Alignment to Standards & Integration with Nutrition Programming

**Get Ready:**
- Choose one student to be the “Vegetable Finder.” Have them close their eyes.
- Choose another student to be the “Vegetable” by tapping their head. Make sure everyone in the class (except the Vegetable Finder) knows which student is the “Vegetable.”
- The Vegetable Finder opens their eyes and begins walking around the class.

**Directions:**
- Say, “I will call out a specific movement (jumping jacks, jog in place, squats, etc.). When I call out the movement, everyone must do it.”
- If the “Vegetable Finder” gets close to the Vegetable, do the movement faster. If the Vegetable Finder moves away from the Vegetable, slow your movement down. Share examples.
- The Vegetable Finder must guess which one of you is the Vegetable.

**Tips:**
- You can try out different movement concepts (e.g., big/small, right/left).
- For example, big arm circles when clapping, small arm circles when you hop on right when close, hop on left when far, and so on.

**Standard Connections**

**Did You Know?**
- Today we did physical activity that was light, moderate, and vigorous intensity.
- Did you know that the Physical Activity Guidelines for Americans recommend that kids get at least 60 minutes of moderate-intensity physical activity EVERY DAY?

**Show and Tell!**
- Show me which part of the activity you just did that you think was vigorous.
- Tell me why you chose that part of the activity.

**Note:** Vigorous activity involves movements that are bigger or faster. In this example, moving faster when they get closer to the vegetable is an example of vigorous activity if kids are really moving quickly.

**Try This at Home**
- Pick a favorite vigorous activity and encourage a friend or family member to do it with you.
- Find the Vegetable recipe that sounds good to you on the Food Hero website! Ask an adult to help you make the recipe. You can look through the different veggie sections of the FOOD HERO website at this link: [http://foodhero.org/ingredients](http://foodhero.org/ingredients) to find your favorite!
Learn how to promote inclusion and adapt BEPA 2.0 activities to fit the unique needs of all children in your classrooms.
Questions About the Program?
Extension trains schools and classroom teachers to implement BEPA 2.0

Master Trainer

Train-the-Teachers

Direct Education

SNAP-Ed/Extension workforce

SNAP-Ed/Extension workforce

SNAP-Ed/Extension workforce

Extension professionals implement BEPA 2.0 via SNAP-Ed programming.
BEPA 2.0 Training via SNAP-Ed, Oregon, Fall 2019
Factors Influencing Implementation in Schools

Promotes Implementation
- Training, training, training
- Follow-up support of teachers
  - Follow-up mini trainings
  - Regular emails with implementation tips
  - Checking in
- Easy access to toolkits

Inhibits Implementation
- Competing priorities
- Lack of administrator support
- Lack of self-efficacy to deliver
- Space constraints
What evaluation has been done on the program and implementation process?


• Packebush, T., & Gunter, K. (2020). Extension Support of a School-Based Physical Activity Program in Elementary School Settings. *OPHA Student Poster Award*


To-Do List

- Check out our website!
  https://extension.oregonstate.edu/bepa

- Try out some activities!

- Contact us with questions!
  BEPA2.0@oregonstate.edu
Questions???

Thank you!!!
Wellness Break

• Warm Up with Naomi: https://kpop.ukp.io/dashboard/home?watching=57&source=category
County Highlight
Butte Cluster
Physical Activity Projects!

PA Lead Conner Thomson
CATCH Teacher Trainings!

- Murdock Elementary & Arbuckle Elementary
  - Total of 34 Staff members Trained
- CATCH 2-Hour Training, with Monthly Follow Ups
- Murdock Stencil Project Planned for Spring
Carrot Bunch Kick-Off Event!

- **Carrot Walk!** (Based off of Cake Walk)
- Promoted enrollment with teachers and in person lesson demonstrations
• 5 Different Sites
  • Reaching an estimated 1,265 Students, based on school attendance
• School-wide event, promoting physical activity inside and outside the classroom
Thank You!

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This material is funded through a joint agreement among the USDA/FNS, CDSS CalFresh Healthy Living Section, UC Davis and the UC Cooperative Extension (UCCE). These institutions are equal opportunity providers and employers. CalFresh Food provides assistance to low-income households and can help buy nutritious foods for better health. For information, call 1-877-847-3663.
State Office Updates
Youth Engagement FAQs

- Program planning and implementation
- PEARS
- Evaluation

Youth Engagement Technical Assistance and Office Hours Calendar

Youth Engagement Frequently Asked Questions
FFY 2021 Statewide Evaluation Survey Results Summary

• Statewide Evaluation Survey Results Summary – statewide evaluation survey results summary for FFY 2021 found in Box here.
FFY 2021 Statewide Evaluation Survey Results Summary

• example narratives for summarizing survey results
• key findings from new evaluation tools
• valuable qualitative feedback on virtual program delivery
Evaluation Office Hour – Jan 25th @1pm

Topic - Site Level Assessment Questionnaire (SLAQ) Reintroduction:
• Review SLAQs and support material
• Address SLAQ action planning
• Share how SLAQs can help schools meet their SWP triennial assessment requirement.

Please bring your questions!
Our Voice: Citizen Science for Community Health Improvement – pilot w/ Stanford Univ

• Several UCCE teams have expressed interest in trying this approach in FFY2022

• Calls with Stanford Univ folks and leadership with 3 UCCE teams – Tulare, Fresno/Madera & Shasta

• If your team is interested or has promising opportunity reach out to Barbara and/or Kelley

What makes it easy or hard to eat healthy food in this community?

What makes it easy or hard to be physically active in this community?
Reminder:

Food Behavior Checklist (FBC) pre/post

• Beginning in FFY2022, all SIAs and LIAs are required to use the FBC pre/post to evaluate **adult nutrition education series** in settings where they are delivering **four or more sessions** over **at least four weeks** e.g. Eating Smart Being Active, Eat Healthy Be Active Community Workshops, Eat Smart, Live Strong, MyPlate for My Family, Food Smarts, and, UCCE Connects to You!.

• **Adult Evaluation Tools** webpage with resources supporting the FFY22 FBC administration requirement
Adult Evaluation webpage

Food Behavior Checklist (FBC)

Beginning in FFY22, all SIAs and LIAs are required to use the FBC to evaluate adult nutrition education programming in settings where they are delivering four or more sessions of series-based direct education including Eating Smart Being Active, Eat Healthy Be Active Community Workshops, Eat Smart, Live Strong, MyPlate for My Family, Food Smarts, and, UCCE Connects to You! over at least four weeks.

English | Spanish | Chinese-FFY22 survey coming soon! | Instruction Guide

Administration Protocol | Training Webinar | Training PPT Slides | FBC Surveys in PEARs
Poll question:

For FFY2022, is your UCCE county/cluster program currently - or has plans to - deliver nutrition adult series curricula for which FBC pre/post is used?

Yes
No
Maybe
CalFresh Healthy Living Forum Postponed
**IWP Webinar CDSS**

- **Date:** Jan 19th, 10-11:30 am
- **Topic:** IWP Training
- **Description:** The State-Level Integrated Work Plan (IWP) Workgroup will be hosting a webinar to explain the upcoming FFY 23 State Plan IWP Revision Process. This webinar will explain the upcoming IWP Revision process timeline, the FFY 20-22 IWP closeout process instructions, FFY 23 Revision Process Instructions, allowable IWP revisions, and include an IWP Form demo.

- **Zoom Link:**
  - [https://us06web.zoom.us/j/85315588576?pwd=bHZraEdaQzdVY0h0S0FpcU9YNVRYdz09](https://us06web.zoom.us/j/85315588576?pwd=bHZraEdaQzdVY0h0S0FpcU9YNVRYdz09)
  - Meeting ID: 853 1558 8576
  - Passcode: 441214
Thank you!

Next Town Hall: Tuesday, February 15, 2022