Playground Stencil Assessment

Observation: ☐ PRE ☐ POST  County: _______________  Form Completed By: ________________________

Date: ___________  Site: ___________________________________  Day of the Week: _______________

Time: _______ am/pm  Number of Classes: _______________  Grade Levels: _______________

Total Reach (Unduplicated number of students that use the stencils during the reporting year):

INSTRUCTIONS FOR COUNTING STUDENTS AND ADMINISTRATION:
For counting students in the questions below, always scan from LEFT to RIGHT. Observe each student in the area once. If an observed student reappears in the scan area, do not record a second time. Do not back-track to count new children entering the scan area. Administer the PRE assessment 1-2 weeks before you paint the playground stencils. The POST assessment should be conducted at least 2 weeks following but within two months of the unveiling of the painted stencils at the site. Conduct 2-3 observations during the day (am/pm outside play times, recess, lunch, etc.) capturing all student ages/grades. Survey as many teaching staff as possible of those observing students on the playground and engage the SAME teachers pre and post. PRE and POST scan observations should be conducted on the same day(s)/time(s). NOTE: Please do not complete the assessment on a day with extreme temperatures, poor weather conditions, or poor air quality limiting students’ physical activity.

PRE and POST – PLAYGROUND SCAN

1. How many total students are in the play space?
   (Stand where you can see the entire play space.) ____________ STUDENTS

2a. How many students are actively playing in the play space?
   (Walking, running, dancing, playing sports/tag, jumping rope, skipping, or other active play) ____________ STUDENTS

2b. How many students are actively playing in the playground space...
   - (PRE) ...where the stencils will be painted?
   - (POST) ...on the playground stencils? ____________ STUDENTS

3. How many students are sedentary?
   (Sitting down, not walking, reading books, eating snacks, or very inactive) ____________ STUDENTS

4. Do teaching staff encourage students to be physically active?
   If YES, describe how: ☐ YES ☐ NO

5. Is playground equipment available for students to use? (balls, hoops, bikes, etc.)
   If YES, describe the equipment and use: ☐ YES ☐ NO

6. Are there any physical structures for students to play on? (play structures, swings, slides, monkey bars, etc.)
   If YES, describe the physical structures and use: ☐ YES ☐ NO

7. Are there any creative play activities/structures set up for students? (playhouse, house/kitchen corner, blocks, coloring station, water play table, sand box, etc.)
   If YES, describe the creative play activities/structures and use: ☐ YES ☐ NO
8. **Please check the types of stencils painted on the playground:**

- [ ] None/NA
- [ ] Number Hopscotch
- [ ] Letter Hopscotch
- [ ] Bull’s Eye Toss
- [ ] Shapes (circle, square, diamond, pentagon, heart, star)
- [ ] Numbers 0-9
- [ ] Letters A-Z
- [ ] Playground pond (frog, lily pad, dragonfly, duck, turtle, cattails, fish)
- [ ] Other (specify):
- [ ] Other (specify):
- [ ] Words (crawl, cross, hop, swim, walk, fly, etc.)
- [ ] Wall target toss
- [ ] Footprints
- [ ] Fruits
- [ ] Vegetables
- [ ] Spanish letters (ll, ch, rr, and ñ)
- [ ] Traffic (bike, cross walk, yield, stop, speed limit)
- [ ] Playground Paths
- [ ] MyPlate (four square)
- [ ] Other (specify):
- [ ] Other (specify):
- [ ] Other (specify):

**ADDITIONAL OBSERVATIONS** (Note any physical activity events/promotions held on the assessment day – Jump for Heart, Walk/Bike to School Day; relevant teacher or student quotes; age-appropriateness; other significant observations such as playing soccer on top of the stencils/not using the stencils, no ball for four square, etc.)
### PRE-TEST – QUESTIONS FOR TEACHING STAFF OBSERVING STUDENTS ON THE PLAYGROUND

(Survey as many TEACHERS, INSTRUCTIONAL ASSISTANTS, TEACHERS AIDES, OR OTHER ADULTS OBSERVING STUDENTS as possible and the SAME teachers pre and post.)

<table>
<thead>
<tr>
<th>TEACHER ID#:</th>
</tr>
</thead>
</table>

1. Were you provided with support materials to help facilitate physical activities for students using the playground stencils?  
☐ YES ☐ NO

2. Have you been trained on how to facilitate physical activities? *(mark all that apply)*  
For **YES, other**, describe training:  
☐ YES, CATCH  
☐ YES, other  
☐ NO

3. Would you be interested in being trained?  
☐ YES, stencil use  
☐ YES, CATCH  
☐ NO

4. Do you use the playground to teach academic concepts through movement?  
☐ YES ☐ NO

### ADDITIONAL COMMENTS OR FEEDBACK

(Describe other physical activity promotion/supports such as classroom physical activity breaks, organized monthly themes for physical activity—such as October/walking, November/dancing, etc., incorporating active games into outside play times, etc.)
### POST-TEST – QUESTIONS FOR TEACHING STAFF OBSERVING STUDENTS ON THE PLAYGROUND
(Survey as many TEACHERS, INSTRUCTIONAL ASSISTANTS, TEACHERS AIDES, OR OTHER ADULTS OBSERVING STUDENTS as possible and the SAME teachers pre and post.)

**TEACHER ID#:**

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Were you provided with support materials to help facilitate physical activities for students using the playground stencils?</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>- If <strong>YES</strong>, are you using them?</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>- If <strong>NO</strong>, describe any additional support you need:</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>2.</td>
<td>Have you been trained on how to facilitate physical activities? <em>(mark all that apply)</em></td>
<td>☐ YES, CATCH ☐ YES, other ☐ NO</td>
</tr>
<tr>
<td></td>
<td>For <strong>YES</strong>, other, describe training:</td>
<td>☐ YES, other ☐ NO</td>
</tr>
<tr>
<td>3.</td>
<td>Have you been trained on how to facilitate physical activities for students using the playground stencils?</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>4.</td>
<td>Do you use the playground to teach academic concepts through movement?</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td>5.</td>
<td>Do you encourage students to use the playground stencils?</td>
<td>☐ YES ☐ NO</td>
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<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td>6.</td>
<td>Do you facilitate physical activities for students using the playground stencils?</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>7.</td>
<td>Do you participate in physical activities <strong>with students</strong> using the playground stencils?</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td>8.</td>
<td>Have you seen any change in students’ physical activity since the playground stencils were painted?</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
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<tr>
<td>9.</td>
<td>Do you use playground stencils to infuse physical activity into the school day outside of the set outdoor break times <em>(am/pm outside play, recess, lunch, etc.)</em>?</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>if <strong>YES</strong>, describe how:</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>10.</td>
<td>What area of the playground stencils has generated the most interest and/or activity?</td>
<td></td>
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<tr>
<td>11.</td>
<td>Do you have recommendations for future playground stenciling?</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS OR FEEDBACK** *(Describe other physical activity promotion/supports such as classroom physical activity breaks, organized monthly themes for physical activity—such as October/walking, November/dancing, etc., incorporating active games into outside play times, etc.)*

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*W:/FSNEPDrop/Annie/PA:Playground Stencil Assessment/Playground Stencil Assessment_FY19. Last Revised: May 2018*