

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)

BEPA2.0



BE Physically Active 2Day!

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



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Promoting Physical Activity with BEPA 2.0





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



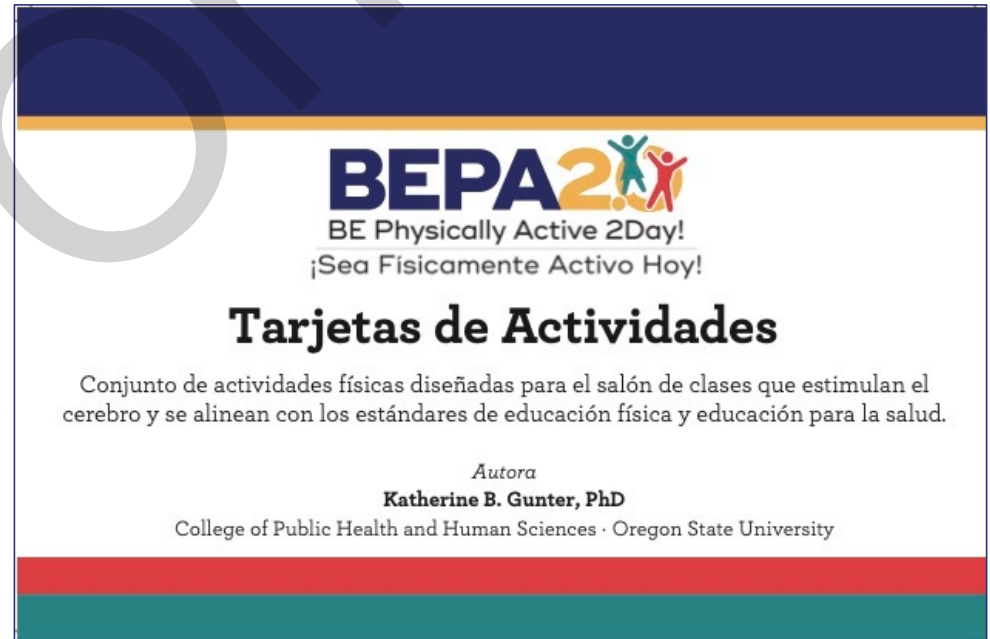
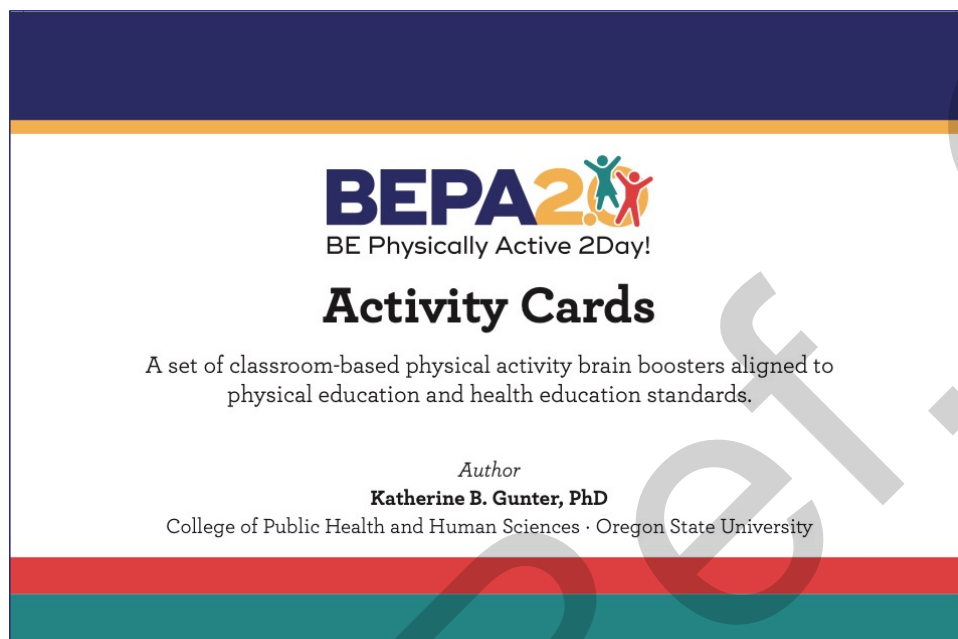
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Promoting Physical Activity with BEPA 2.0

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BE Physically Active 2Day!

BEPA 2.0 Curriculum

English and Spanish Versions Available





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



BEPA 2.0 Activities

K-2 Line Up For Balance

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BEPA 2.0

Location	Rhythm	Nutrition	Equipment
In/Out	No	No	Chalk/tape and 1 beanbag per student

Get Ready:

- Draw with chalk or use tape to create enough lines as described below, to maximize movement times for all students.
- Lines should be 10-20 feet long. Create straight, curvy, and zig-zag lines.

Directions:

- In this activity you will **practice balance**. The goal is to stay "on track."
- First, let's **move** along the straight lines, keeping our feet on the lines.
- Once all students have walked straight lines, make it more challenging by doing any of the following:
 - Move along zig-zag line**
 - Walk heel-to-toe**
 - Walk on toes or heels**
 - Move with arms overhead or straight in front**
- Move while balancing a bean bag on your head, shoulder, etc.**
- Hop on one foot**
- Hop on the other foot**
- Walk sideways along the line**
- Walk heel-to-toe, but do it backwards!**

Standard Connections

Did You Know?

- Today we worked on **balance**. Balance is a part of every activity we do, like playing tag, walking a dog, or cleaning our room.

Show and Tell!

- Tell me some ways we can practice balance! Show me an example!
- Note: Examples include standing on one leg or standing heel-to-toe. You can make this more dynamic by changing arm positions while balancing (arms out front, to the side, overhead, behind back, or swinging a leg forward and back or side to side).

Try This at Home:

- Move around your house using the skills we learned today! Can you get from one side of your house to the other walking heel-toe with your arms above your head? Try balance walking on different floor surfaces. Does it feel easier or harder on carpet versus a harder floor surface?



Line Up for Balance

Location Rhythm Nutrition Equipment
In/Out No No Yes

3-5 Buy A Vowel

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BEPA 2.0

Location	Rhythm	Nutrition	Equipment
In	No	No	White board, marker

Get Ready:

- This game is similar to "hangman." Who knows how to play hangman? Note: Explain for those who do not know this game.
- Think of words that can reinforce relevant content areas (spelling, math, health).
- Draw blank spaces on board to represent each letter of the word.

Directions:

- Today you will try to guess what word is on the board. When I say "Go," everyone will **march in place**.
- If you want to guess a letter, you must stand up and sit down 3 times before raising your hand.
- If the guessed letter is not part of the word, the entire class must do **5 one-foot hops on each foot** before guessing again.
- If you want to "buy a vowel," everyone must do **10 jumping jacks (squats, lunges)**.

Tips:

- Allow older kids to write appropriate words on the board.

Source: Adapted from activity in "Take 10" in a registered methodology of the TFC Research Foundation. © 2005, 2006, 2007 TFC Research Foundation.

Standard Connections

Did You Know?

- Movements like **jumping and squatting** help to build bone strength. Bones protect your organs, like your heart and your brain, from injury.

Show and Tell!

- Show me what a bone strengthening exercise looks like!
- Tell me about other ways to build strong bones.

Note: Other bone-loading exercises include weight lifting, push-ups, and sports with impact (like basketball, tennis, wrestling and volleyball). Other strategies include getting enough calcium and Vitamin D in your diet (e.g., yogurt, cheese, soy, salmon).

- Tell me some other foods that have calcium and Vitamin D.

Try This At Home

- The next time you watch something online or on TV, take a break and do 10 squats or jumps! Can you encourage family or friends to do it too?



Buy A Vowel

Location Rhythm Nutrition Equipment
In No No Yes

K-5 Go Bananas!

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BEPA 2.0

Location	Rhythm	Nutrition	Equipment
In/Out	Yes	Yes	None

Get Ready:

- This activity is best done while standing, but can be done seated. Encourage students to follow along as you describe and demonstrate the different movement patterns for this activity.

Directions:

- First, we will learn the BANANAS UNITE position.
- Start with your legs in a **straddle position**. Extend your arms straight out to your sides (palms up). Keep your arms straight and bring your hands over your head together and clap. When you clap, jump and bring your feet together. You can clap LOUDLY! Note: For less impact, have students step their feet together, instead of jumping.
- Next, we BANANA DANCE! Repeat each verse 3 times in a sing-song manner while doing the movements for each verse (in bold).
- "Pick bananas, pick, pick bananas" (Jump or step-touch while you reach and pick bananas from a tree).
- "Peel bananas, peel, peel bananas" (arms overhead with hands together

- As you jump yell "B-A-N-A-N-A-S unite!" Say "bananas" as you raise your arms and "unite" as you clap.
- Next, we will learn the BANANA SPLIT position.
- Lower your straight arms from over your head out wide to your side (palms up). At the same time, jump so your legs are in a wide stance again, or a lunge (Note: Demonstrate both) and shout "B-A-N-A-N-A-S split!"

- and peel down one arm at a time while bouncing on your feet)
- "Mash bananas, mash, mash bananas" (jump and shuffle as if mashing bananas underfoot)
- "Eat bananas, eat, eat bananas" (stiff "banana" in mouth and sing with mouth full and step touch)
- "Go bananas, go, go bananas!" (do a CRAZY Banana Dance)

Tips:

- Vary the movement speed (slow motion or super-slow). Try out different fruits and vegetables, or make soup! "Stir the soup, stir, stir the soup."

Standard Connections

Did You Know?

- Dancing can be a **great aerobic activity** that helps strengthen your heart and lungs. The jumping and mashing movements we did today can help **build strong bones**.

Show and Tell!

- Grades K-2: Tell me, do you like dancing serious or silly? Show me your best Go Bananas silly or serious bone-building dance move! Show me which part of the dance was best for our bones.
- Grades 3-5: Tell me what other activities you do to help build strong bones (or strengthen your heart and lungs).
- Show me your best Go Bananas bone building (or heart and lung strengthening) dance move!

Try This at Home:

- Make up another song and dance using your favorite fruit or vegetable! Be sure to add some jumping, hopping, leaping, or mashing movements to build strong bones.
- Note: You could require or encourage students to use vocabulary words in their song!
- Teach your song and dance to a friend or family member!
- See if they can make up their own dance, and have a dance contest!



Go Bananas!

Location Rhythm Nutrition Equipment
In/Out Yes Yes None



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?



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


BEPA 2.0 Guidance


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BEPA2.0


Health Education Standards


**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.


**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.


**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

If a BEPA 2.0 activity reinforces a HE standard, an icon representing that standard will appear on the activity card. Details regarding the sub-standards addressed by each activity can be found in the BEPA 2.0 Toolkit manual.




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


PE Standards


BEPA 2.0 Guidance


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Physical Education Standards

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

If a BEPA 2.0 activity reinforces a PE standard, an icon representing that standard will appear on the activity card. Details regarding the sub-standards addressed by each activity can be found in the BEPA 2.0 Toolkit manual.

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



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BEPA 2.0 Alignment to Standards & Integration with Nutrition Programming



Find the Veggie

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BEPA 2.0

Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	None
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Get Ready:</p> <ul style="list-style-type: none"> Choose one student to be the "Veggie Finder." Have them close their eyes. Choose another student to be the "Veggie" by tapping their head. Make sure everyone in the class (except the Veggie Finder) knows which student is the "Veggie." The Veggie Finder opens their eyes and begins walking around the class. </div> <div style="width: 30%;"> <p>Directions:</p> <ul style="list-style-type: none"> 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 "Veggie Finder" gets close to the Veggie, do the movement faster. If the Veggie moves away from the Veggie, slow your movement down. Show examples. The Veggie Finder must guess which one of you is the Veggie! </div> <div style="width: 30%;"> <p>Tips:</p> <ul style="list-style-type: none"> You can try out different movement concepts (e.g., BIG/SMALL; RIGHT/LEFT). For example, big arm circles when close, small arm circles when far; hop on right when close, hop on left when far, and so on. </div> </div>			

Source: Willsberg, Barbara. Physical Activity Cards. University of Missouri Extension. 2006. Promoting Lifetime Activity for Youth (PLAY) program, Arizona Department of Health Services.

Find the Veggie

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K-5

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!

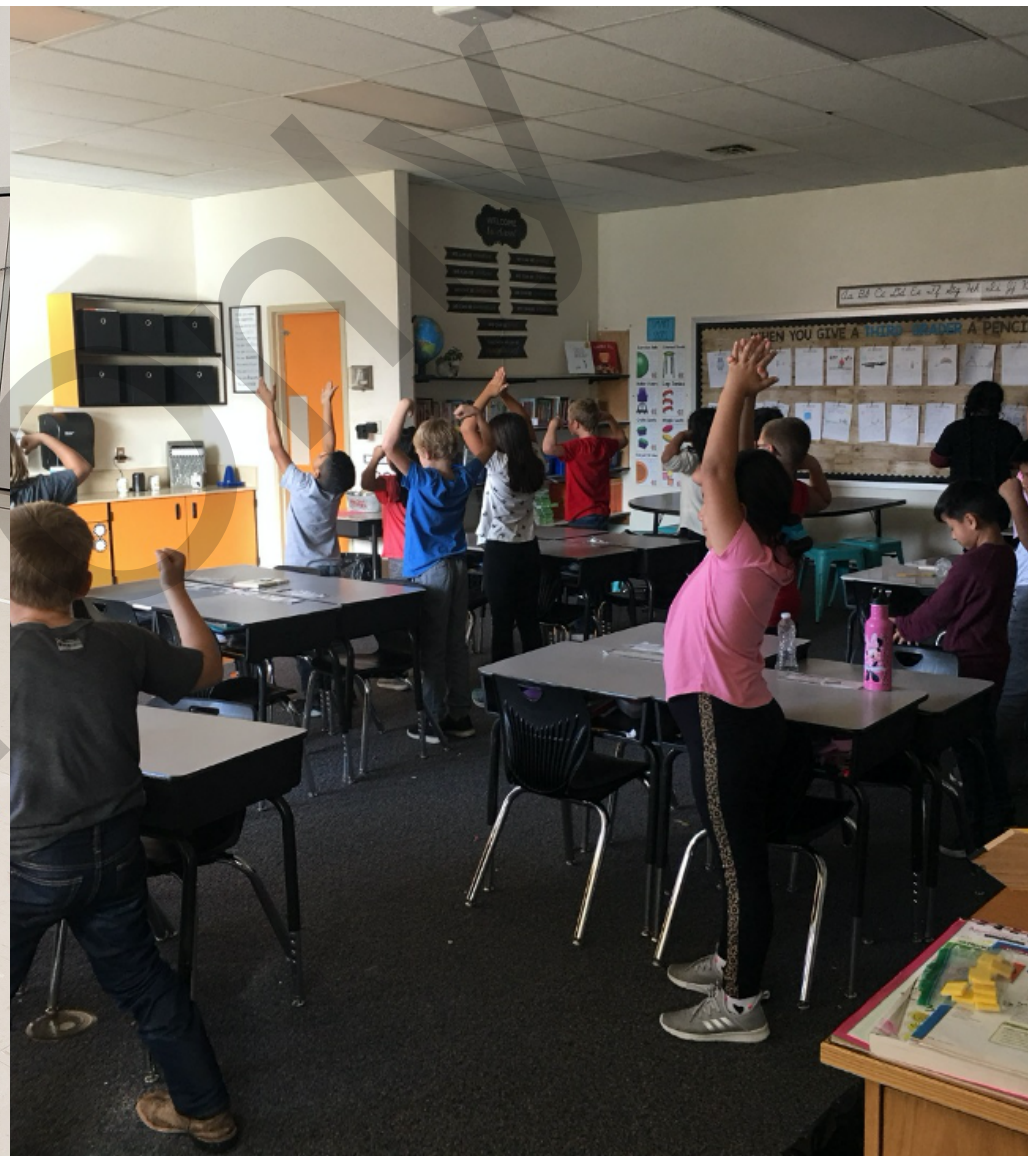
✓ Show me which part of the activity we just did that you think was **vigorous**.

✓ 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 close to the veggie 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 Veggie 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 recipes on the Food Hero website at this link <http://foodhero.org/ingredients> to find your favorite!



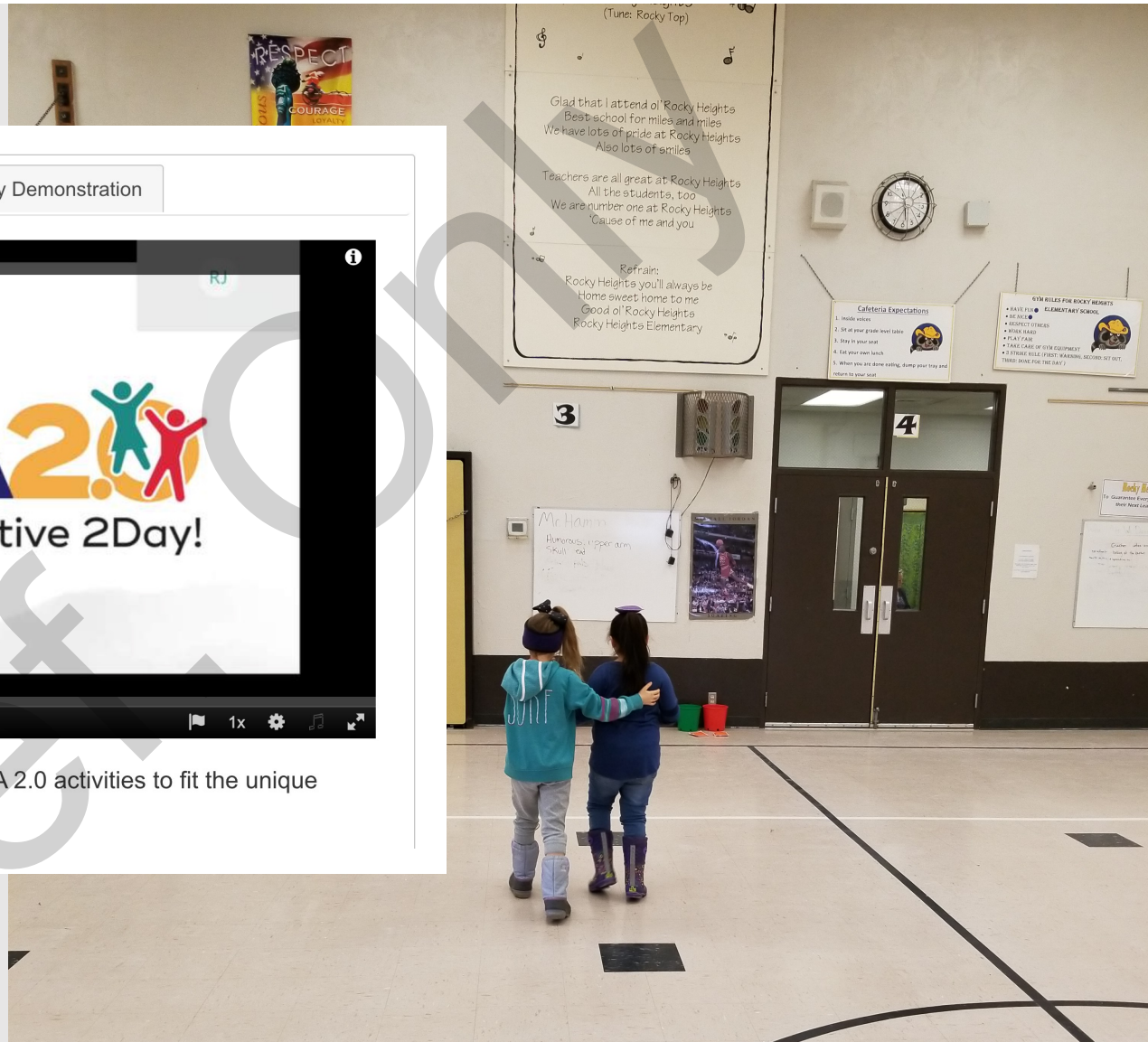


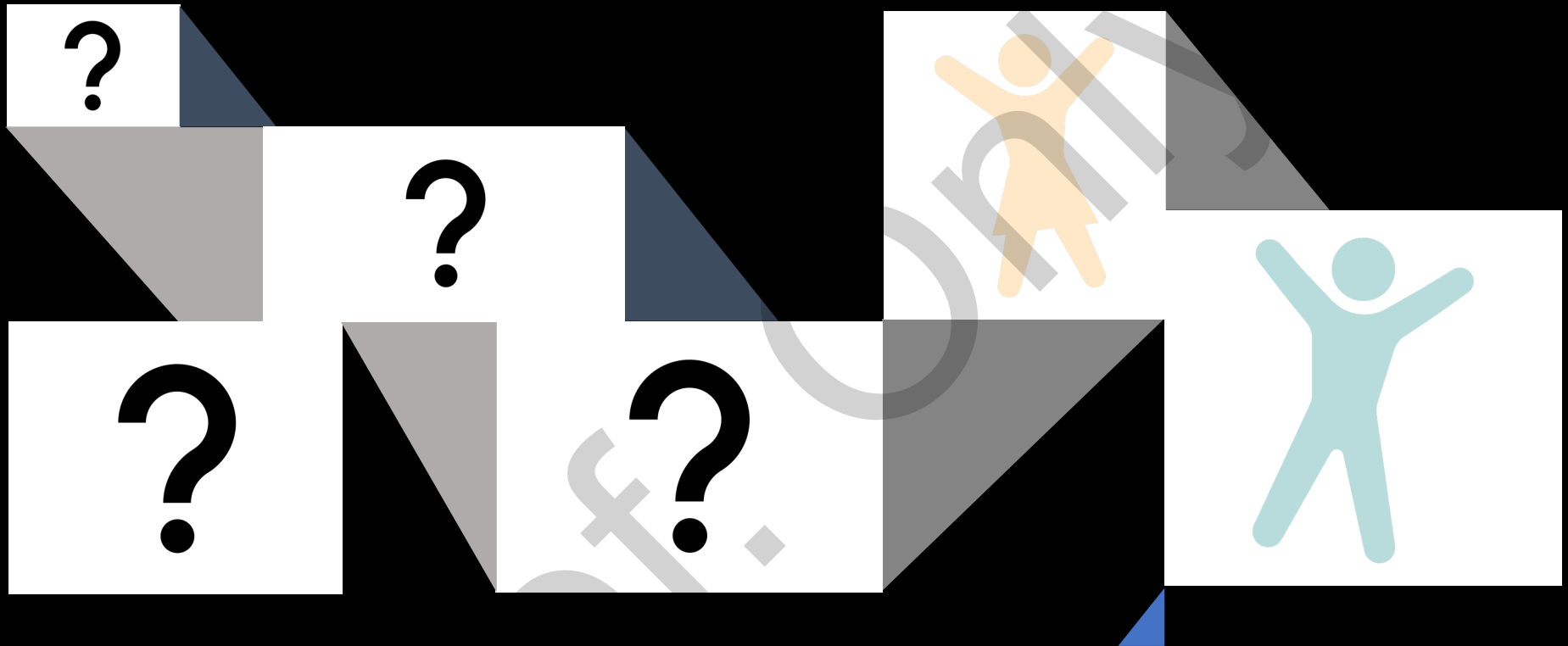
BEPA 2.0 Webinar- Modifications

BEPA 2.0 Intensity Demonstration



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?



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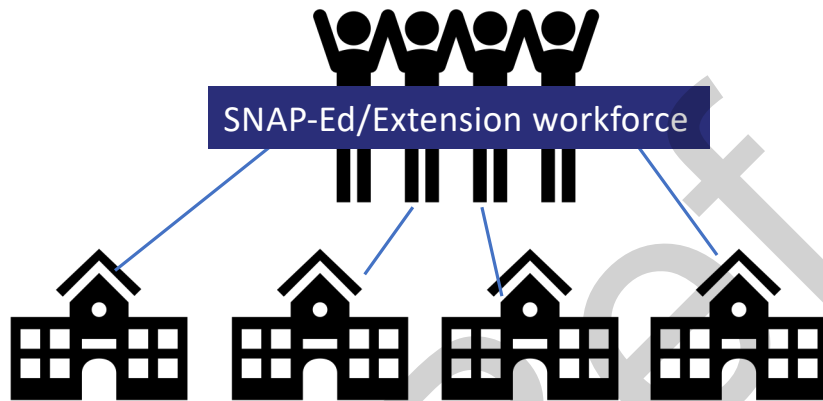
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Master Trainer

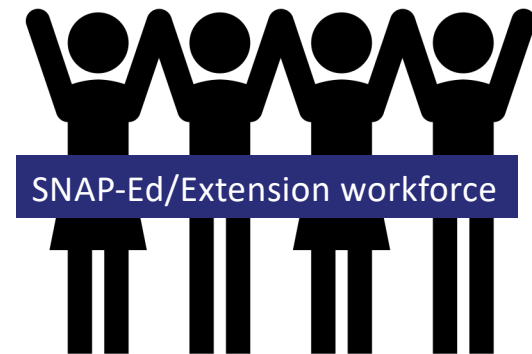


Train-the-Teachers



- **Extension trains schools and classroom teachers to** implement BEPA 2.0

Direct Education



- **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



Implementation & Evaluation

- ✓ What evaluation has been done on the program and implementation process?

- Taylor, N., et al., (2021). The role of Cooperative Extension in Promoting Physical Activity in the School Setting. *Journal of Health Sciences & Extension, in press.*
- Packebush, T., & Gunter, K. (2020). Extension Support of a School-Based Physical Activity Program in Elementary School Settings. *OPHA Student Poster Award*
- Abi-Nader P., et al., (2019). Association of Teacher-Level Factors with Implementation of Classroom-Based Physical Activity Breaks. *Journal of School Health, DOI: 10.1111/josh.12754.*
- Abi-Nader P., et. al., (2018). Teacher-level factors, classroom physical activity opportunities, and children's physical activity levels. *Journal of Physical Activity and Health, 1;15(9):637-643.*
- Gunter, K. B., et. al., (2017). Evaluation of an Extension-delivered resource to accelerate progress in childhood obesity prevention: The BEPA-Toolkit. *Journal of Extension, 55(1), Article 2FEA5.*



BEPA 2.0 Website



<https://extension.oregonstate.edu/bepa>



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!

Conner Thomson
Yuba-Sutter County

cjthomson@ucanr.edu



State Office Updates

Youth Engagement FAQs

- Program planning and implementation
- PEARS
- Evaluation

Administration > Initiatives > Curriculum > Evaluation > PEARS > Trainings > Publications >



Youth Engagement

UC CalFresh Nutrition Education > Initiatives > Youth Engagement

Youth Engagement

CalFresh Healthy Living, University of California's (CFHL, UC) Youth Engagement Initiative is exploring innovative strategies to engage youth in nutrition and physical activity. Projects within this initiative seek to empower young people from vulnerable communities to lead efforts that improve the environments where they live, play, eat, shop, and learn.

The Youth Engagement Initiative embraces core youth development principles, as well as [USDA SNAP-Ed Guidance](#) that employ policy, systems, and environmental (PSE) change activities – such as multi-level interventions and community and public health approaches – in addition to providing direct nutrition education. CFHL, UC recognizes that youth who would be impacted by those PSE changes should be involved in identifying, planning, implementing, and evaluating the change interventions themselves. The goal of this initiative is to build the capacity of youth to contribute to PSE changes that help make the healthy choice the easy and preferred choice, while developing their leadership abilities, sense of self-efficacy, civic engagement, and college and career readiness.

The partnership between CalFresh Healthy Living, UC, UC 4-H Youth Development Program, and the UC Davis Center for Regional Change aims to support local CFHL, UC programs in moving from serving and educating SNAP-Ed eligible youth to engaging and enlisting young people as leaders in the delivery of direct nutrition education and PSE change efforts, as well as youth-led participatory action research (YPAR). This initiative also offers youth leaders service-learning opportunities and career exploration pathways.

- [YPAR](#)
- [Teens as Teachers](#)
- [Other Youth Engagement Projects](#)

Exploring Youth Engagement in Other Initiatives



Youth Engagement Pages

- > [UCCE Highlights](#)
- > [Youth Engagement Training and Resources](#)
- > [YPAR](#)
- > [Teens as Teachers](#)
- > [Other Youth Engagement Projects](#)

Youth Engagement Technical Assistance and Office Hours Calendar

[FFY 2022 Youth Engagement Leadership Calls and Office Hours](#)

Youth Engagement Frequently Asked Questions

[Youth Engagement FAQs](#)



California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.

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

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?



- 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

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



CalFresh Healthy Living 2022 Forum

October 17-19, 2022



California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.

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=bHZraEdaQzdVY0h0SFppcU9YNVRYdz09>
 - Meeting ID: 853 1558 8576
 - Passcode: 441214

Thank you!

Next Town Hall: Tuesday, February 15, 2022



Image Source: [Gellinger](#) via Pixabay/ CC0