

Introduction: Program Objectives, target audience, description of school community, program conducted in the past three years.

Obesity affects nearly 1 in 5 school age children and youth (ages 6-19 years) and has been shown to detrimentally influence positive youth development¹. Data from the 2015 Youth Risk Behavioral Surveillance System Survey (YRBSS) show that low physical activity, poor diet, and spending too much time being inactive are not only associated with poor health, but also with poor educational outcomes (MMWR, 2017)². Thus, the capacity to easily integrate activities that target these behavioral precursors for obesity may be an important addition to the school day environment. The program objectives for the first statewide version of Balanced Energy Physical Activity (BEPA) Toolkit were to improve the physical activity environment during the school day. In 2017, Oregon Law mandated that public elementary students receive at least 150 minutes of physical education weekly. Less than 10% of Oregon public elementary schools met this goal. Oregon Supplemental Nutrition Assistance Program-Education (SNAP-Ed) worked with Oregon State University (OSU) Extension Public Health and Human Sciences faculty to further evaluate and revise the evidence-based curriculum, resulting in an updated Be Physically Active 2Day (BEPA 2.0) Toolkit. The objective of the revised Toolkit was to address the low physical activity minutes, and the new physical education mandate of 150 minutes. In addition, this toolkit specifically supports obesity prevention efforts during the school day. The target audience for this low-cost, evidence-based resource are students in low-income elementary schools. The statewide BEPA 2.0 curriculum aligns with Oregon's Health and Physical Education standards, as well as national standards and can be delivered in the classroom. The BEPA 2.0 utilizes an innovative train-the-trainer delivery model, through SNAP-Educators training elementary school teachers to deliver classroom-based physical activities. Teachers,

after-school program specialists, and other educators such as 4-H Youth Development Specialists, receive training to provide programming in a variety of formats that fit their needs. The Toolkit has also expanded to include movement in learning, school celebration activities and increasing a healthy culture of play during recess time. The Toolkit was easily adaptable for remote and physically distanced recess during the pandemic for the 2019-2020 school year.

Description: Activities materials, results/impacts, visibility of the program

The BEPA 2.0 classroom-based physical activity toolkit materials include a set of 57 activity cards, storage bag, poly spots, bean bags, buckets, scarfs, chalk, tape, and beach balls. Activity cards are designed to:

- Allow the educator to learn, plan, and deliver the activities with ease
- Include grade level recommendations and location to implement activity
- Provide best location for implementing the activity
- Identify any equipment needed to deliver the activity

The body of the activity cards include instructions on preparation for the activity, directions, and tips. To connect each activity with physical activity and health standards, the teacher will state the 'did you know' written comment, ask students to 'show and tell' what they learned and then state a 'try this at home' comment. Standards for each activity are shown in icon form. Twenty-nine of the activities do not use any Toolkit supplies, making them particularly easy to implement. Since 2017, over 1,620 teachers and staff have been trained, primarily by SNAP-Ed educators in partnership with over 100 schools, leading to over 57,400 students being exposed to more physical activity programming. OSU Extension Service markets BEPA 2.0 through a website (<https://extension.oregonstate.edu/bepa>) that includes a description of the Toolkit, how to purchase a Toolkit, educator resources, research/publications, activity training videos, activity take home sheets for

student's families and guidance for remote and physically distanced delivery options. In 2020 physically distanced learning and remote delivery of content have become the norm this school year, bringing new challenges to teachers and students. One of these challenges is being able to have students engage safely and effectively in physical activity. The team of educators developed guidance on how to deliver BEPA 2.0 activities in a physically distanced recess environment and online through virtual classroom platforms. Along with campus specialist, field faculty planned and delivered training utilizing the new resources. The BEPA 2.0 Toolkit is currently included in the National Coalition for Childhood Obesity Research and national SNAP-Ed Toolkit of approved obesity prevention resources.

Program Impact: evaluation methods, results/impacts, visibility

The BEPA 2.0 Toolkit has an extensive statewide impact during the school day. First, the effectiveness of the original BEPA Toolkit was evaluated in six schools in under-resourced communities. This was a rigorous evaluation where children's physical activity at school was assessed through objective monitoring (versus self-report). Outcomes revealed that when teachers use the BEPA Toolkit, children are more active³; and less likely to be obese⁴. The BEPA 2.0 Toolkit was then developed to address the state legislation and aligned the activities to physical education and health standards. Master Trainers delivered an extensive training for Extension staff. SNAP-Ed staff then delivered trainings throughout the state in 2017-2020 to schoolteachers and support staff. Trainings delivered to teachers by Extension staff included research regarding status of obesity and activity levels, new legislation requirements, how to deliver the curriculum, resources available and practice implementing the activities. Each teacher trainee from 2017 to 2020 was asked to complete a post evaluation (attached). The goals of the teacher training included increasing confidence, knowledge, and self-efficacy to implement BEPA 2.0 and

understanding training quality as delivered via a train-the-trainer approach. Of the 643 respondents, ninety-six percent of trainees agreed they understood the training content and curriculum. Ninety-eight percent of the trainees agreed that they had gained the knowledge and skills to use BEPA 2.0 in the classroom, and ninety-six percent of trainees agreed they felt efficacious to deliver BEPA 2.0 to their students. An additional evaluation was also received from 357 teachers (attached) in 36 elementary schools and 13 different counties after using the BEPA 2.0 Toolkit in 2018-2019 school year. Program use goals included increasing the number of teachers using the BEPA 2.0 and understanding the reasons teachers choose to implement BEPA 2.0. Twenty-eight percent of the teachers reported using BEPA 2.0 three or more times a week with their students and eighty-eight percent of teachers surveyed reported implementing BEPA 2.0 activities in their classrooms. Forty-two percent of teachers reported receiving additional support. This additional support included SNAP-Ed educators demonstrating activities and teachers receiving monthly 'tips' via email (attached). Results also indicated the higher rate of use from teachers that attended a training suggesting direct training is an important aspect of the implementation process. The most common combinations of reasons teachers reported for using the BEPA 2.0 Toolkit included classroom activity breaks alone; classroom and outdoor activity breaks; classroom and outdoor activity breaks, to meet the required physical education minutes, and BEPA 2.0's alignment to standards. The Toolkit has national visibility in the National Coalition for Childhood Obesity Research (NCCOR) and has been upgraded from a practice-tested SNAP-Ed obesity prevention intervention to a research-tested intervention.⁵ SNAP-Ed units promote BEPA 2.0 through annual BEPA 2.0 impact statements, on social media and through local newspapers (attached).

Future sustainability, plans and implications

BEPA 2.0 train-the-trainer model ensures sustainability as well as the support of SNAP-Ed staff. BEPA 2.0 user surveys are delivered at the end of each school year to monitor continued use and Toolkit improvements. Currently, Oregon Department of Education is sponsoring regional trainings to take the toolkit beyond SNAP eligible schools. This year, a training will be available free through an on-line platform for SNAP-Ed partners.

References

1. Hales CM, Carroll MD, Fryar CD, Ogden CL. Prevalence of obesity among adults & youth: United States, 2015–2016. *NCHS Data Brief*. 2017;288:1–8.
2. Raspberry, C.N., Tiu, G.F., Kann, L., McManus, T., Michael, S.L., Merlo, C.L., Lee, S.M., Bohm, M.K., Annor, F., Ethier, K.A. Health-Related Behaviors and Academic Achievement Among High School Students — United States, 2015. *MMWR*, September 8, 2017; (Vol. 66): No. 35.
3. Gunter, KB, Abi-Nader*, P, John DH. Physical Activity Levels and Obesity Status of Oregon Rural Elementary School Children. *Preventive Medicine Reports*, 2015; 2: 478-82.
4. Gunter, K.B., Abi Nader, P*., Armington, A., Hicks, JC., John, D. Evaluation of an Extension-Delivered Resource to Accelerate Progress in Childhood Obesity Prevention: The BEPA-Toolkit. *JOE*, 2017 55(1), Article 2FEA5.
5. National Collaboration on Childhood Obesity Research (NCCOR) and SNAP-Ed (2016). SNAP-Ed Strategies and Interventions. An Obesity Prevention Toolkit for States. April 2016 Update. Available at: <https://www.nccor.org/downloads/SNAPEdStrategiesAndInterventionsToolkitForStates.pdf>. May 2020 Update to research tested. Available at: <https://snapedtoolkit.org/interventions/programs/bepa-toolkit/> .

Be Physically Active 2Day (BEPA 2.0) User Evaluation 2019-2020

Directions: Please write or circle the most appropriate response to the following questions.

SECTION 1: Demographics

1. Have you received any BEPA 2.0 training? Please circle and write in your response where indicated.

- a) Yes, I have received _____ # of training(s) for a total of _____ hours.
- b) No, I have not received any BEPA 2.0 training.
- c) Not directly, but my school/organization had a training and others at my school/organization have received training and are able to assist in activity implementation.

2. Does your school/organization require you to provide physical activity for students?

- a) Yes
- b) No

SECTION 2: BEPA 2.0 Use

3. Do you use BEPA 2.0?

- a) Yes
- b) No

If you responded YES to #3, please answer #4 and #5. If you responded NO to #3, please answer #4 only.

4. Please tell us the barriers that impede your ability to implement BEPA 2.0 activities. Select all that apply.

- a) I don't have time
- b) I use another physical activity program
- c) I don't have adequate classroom space
- d) I lack the confidence to demonstrate activities
- e) Other activities are prioritized by administrators (e.g. academics, testing)
- f) I don't have access to BEPA 2.0 in my classroom
- g) Other (Please specify): _____
- h) I don't experience any barriers

5. Please tell us the reasons you choose to use BEPA 2.0. Select all that apply.

- a) To provide classroom activity breaks for students
- b) To provide outdoor activity breaks for students
- c) To help meet physical education requirements for students in alignment with Oregon state law.
- d) Because BEPA 2.0 is aligned to state PE and health standards
- e) To provide activity breaks for before/after school programs
- f) My school requires me to provide physical activity for students
- g) Other (Please specify): _____

If you do not use BEPA 2.0, you are finished with this survey. Thank you for your time. If you are interested in obtaining a BEPA 2.0 Toolkit for your school/organization, please contact us at BEPA2.0@oregonstate.edu.

If you use BEPA 2.0, please answer the questions below.

6. How long have you been using BEPA 2.0 (and/or a previous version of BEPA)?

- a) Less than 3 months
- b) 3-6 months
- c) 6 months- 1 year
- d) 1-2 years
- e) 3+ years

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7. On average, how many times per week do you deliver BEPA 2.0 activities?

- a) 1-2
- b) 3-4
- c) 5-6
- d) 7+

8. Were you able to include students with disabilities when delivering BEPA 2.0 activities?

- a) Yes
- b) No
- c) There are no students with disabilities in my class(es)

If you responded YES to #8, please answer #9 - #12. If you selected B or C for #8, please skip to #11.

9. Did you make any adaptations to activities to better include students with disabilities?

- a) Yes
- b) No

10. Did BEPA 2.0 training inform your ability to include children with disabilities in BEPA 2.0 activities?

- a) Yes
- b) No
- c) I did not receive training

11. Have you received any additional support for BEPA 2.0 implementation? Select all that apply.

- a) Email reminders
- b) External partners (e.g. Extension, SNAP-Ed, etc.) deliver BEPA activities to my students
- c) Other (Please specify): _____
- d) I do not receive any additional support

12. Is there something you wish you had more training on to better implement BEPA 2.0? Please write your answer in the space below.

Thank you for taking the time to tell us how you use BEPA 2.0! If you have questions about BEPA 2.0, would like to obtain toolkits, or would like to receive training for your school/organization, contact us at BEPA2.0@oregonstate.edu.

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School Name: _____ County: _____ Training Date: _____

Be Physically Active 2Day (BEPA 2.0) Training Evaluation 2019-2020

Directions: Please rate your level of agreement with each statement. Circle one option for each statement.

SECTION 1: Training Evaluation				
“After participating in the BEPA 2.0 Training...”	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I understand how physical activity (PA) breaks can aid academic performance.	1	2	3	4
2. I understand how much PA children should be receiving.	1	2	3	4
3. I understand the benefits of providing daily PA breaks for students.	1	2	3	4
4. I understand how BEPA 2.0 aligns with PE standards.	1	2	3	4
5. I understand how I can use BEPA 2.0 to add PE minutes for students in the classroom.	1	2	3	4
6. I understand how to adapt activities to better include students with disabilities.	1	2	3	4
7. I have the knowledge and skills to use BEPA 2.0 in the classroom.	1	2	3	4
8. I feel confident communicating the benefits of PA to students.	1	2	3	4
9. I feel confident that I can problem solve barriers to providing PA breaks for students.	1	2	3	4
10. I feel confident I can demonstrate BEPA 2.0 activities for students.	1	2	3	4
11. I feel confident I can include ≥ 5 minutes of PA breaks daily in the classroom.	1	2	3	4
12. I feel confident I can adapt activities to include students with disabilities.	1	2	3	4

Instructor Evaluation Items	Strongly Disagree	Disagree	Agree	Strongly Agree
13. The instructor was knowledgeable about this topic.	1	2	3	4
14. The instructor was thoughtful in taking and answering questions.	1	2	3	4
15. The instructor respected the perspectives of all participants.	1	2	3	4
16. I would recommend this training to others.	1	2	3	4

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School Name: _____ County: _____ Training Date: _____

Directions: Please write or circle the most appropriate option to the following questions.

SECTION 2: Demographics

17. What is your primary role in service to your school (i.e. teacher, teacher aide, administrator, outside educator [SNAP-Ed], afterschool program teacher, Special Ed, etc.)? Write your response below.

18. What grade level do you currently teach or provide services for? Please circle all that apply.

- a) Preschool
- b) Kindergarten
- c) 1st Grade
- d) 2nd Grade
- e) 3rd Grade
- f) 4th Grade
- g) 5th Grade
- h) Other: _____

19. How many years have you taught (or worked with children at a school site) throughout your career? Please write your response below.

_____ years

20. How many students are in your class(es)? Please circle one.

- a) 0-10
- b) 11-20
- c) 21-32
- d) Other: _____
- e) N/A

21. How many students in your class(es) have known disabilities? Please write your response below.

_____ students

22. Have you attended a BEPA 2.0 training prior to today?

- a) Yes, I have attended a BEPA 2.0 training
- b) No, I have not attended a BEPA 2.0 training

SECTION 3: BEPA 2.0 Use

23. How do you plan to use (or continue using) BEPA 2.0? Please circle all that apply.

- a) To provide classroom activity breaks for students
- b) To provide outdoor activity breaks for students
- c) To count activity time toward required PE minutes for students
- d) Other (please describe) _____
- e) I do not plan to use BEPA 2.0

24. On average, how many times per week do you plan use BEPA 2.0?

- a) 1-2
- b) 3-4
- c) 5-6
- d) 7+

Is there something you wish you had more training on to better implement BEPA 2.0? Please write your answer below.

If you have questions, comments, or concerns, please email us at BEPA2.0@oregonstate.edu. Thank you for your time!

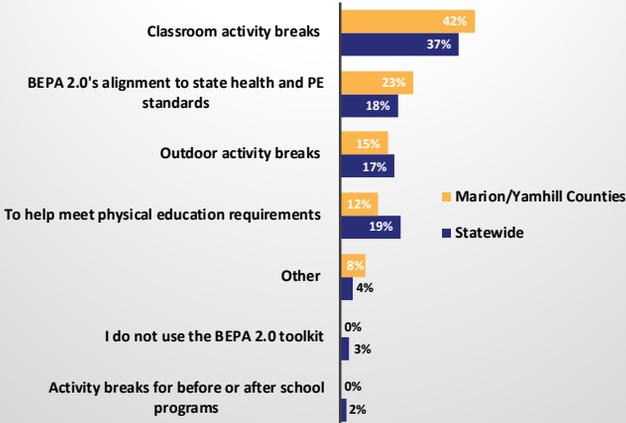
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BEPA 2.0 Toolkit User Survey Report – Marion/Yamhill Counties

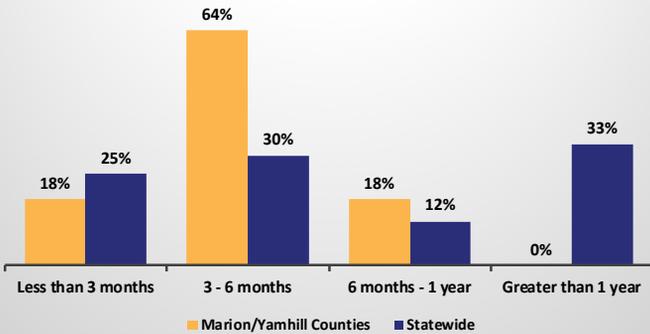
- The purpose of this survey is to identify the reasons that schools choose to use BEPA 2.0, how often schools implement BEPA 2.0, and what kinds of support schools receive.
- Marion and Yamhill Counties submitted 11 out of 212 total survey responses from across the state of Oregon.

BEPA 2.0 Implementation

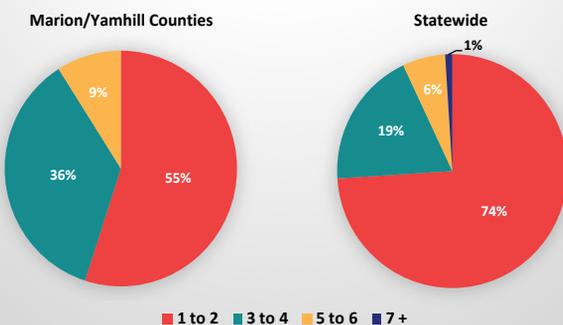
What are your reasons for using BEPA 2.0?



How long have you been using BEPA/BEPA 2.0?

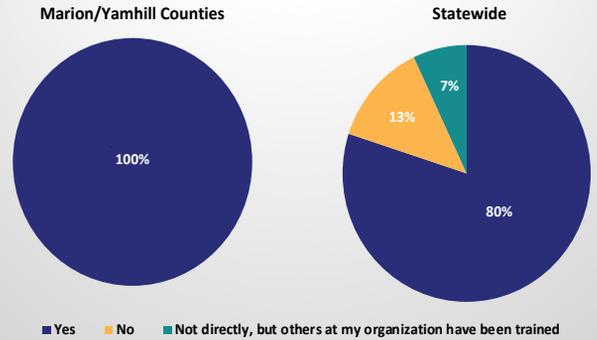


On average, how many times per week do you use BEPA 2.0?

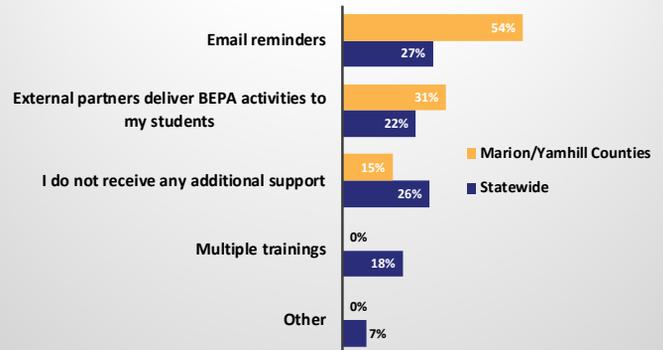


Training & Support

Have you received any BEPA 2.0 training?



Have you received any additional support for BEPA 2.0 implementation?



- 100%** of teachers who responded to this survey from Marion/Yamhill Counties use the BEPA 2.0 Toolkit.
- 45%** of respondents from Marion/Yamhill Counties use BEPA 2.0 three or more times per week.

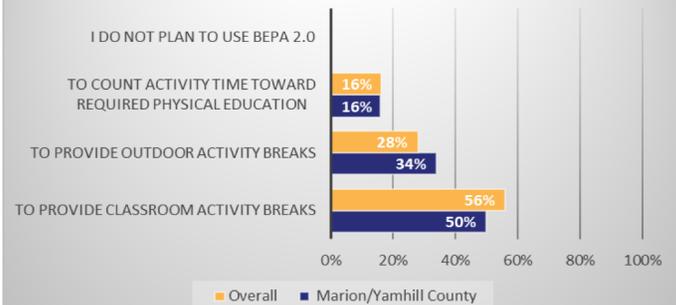
- 83%** of respondents across the state of Oregon use BEPA 2.0 for classroom activity breaks. Of those respondents, **46%** use BEPA 2.0 to meet PE requirements, and **46%** use BEPA 2.0 because of its alignment to state health and PE standards.

BEPA 2.0 Teacher Training Report – Marion/Yamhill County

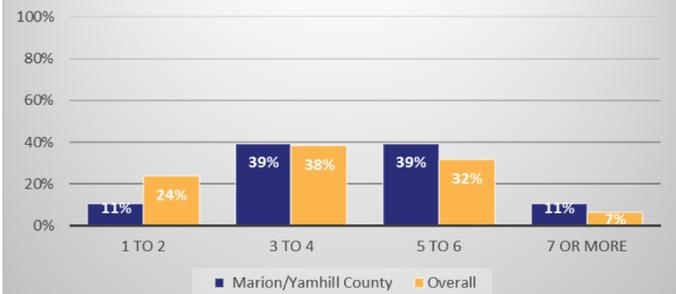
- The Marion/Yamhill Be Physically Active 2day (BEPA 2.0) teacher trainings took place during fall 2018. Twenty-eight teachers who participated in these trainings completed surveys, compared to 77 total teachers trained across all state and county-based trainings.
- The purpose of the BEPA 2.0 teacher trainings was to educate teachers about the BEPA 2.0 toolkit as a way to incorporate Classroom-based Physical Activity (CBPA) breaks for elementary students. The trainings were focused on communicating the physical and cognitive benefits of CBPA breaks and problem solving common barriers to toolkit implementation. This report highlights the results of the post-training surveys given to participants.

Overall Training Results

How do you plan to use BEPA 2.0?

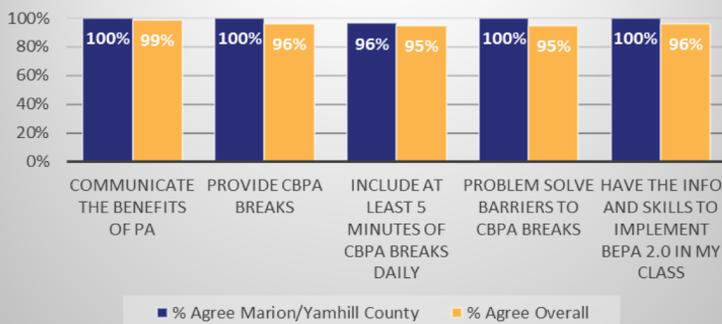


How many times per week do you plan to implement BEPA 2.0?

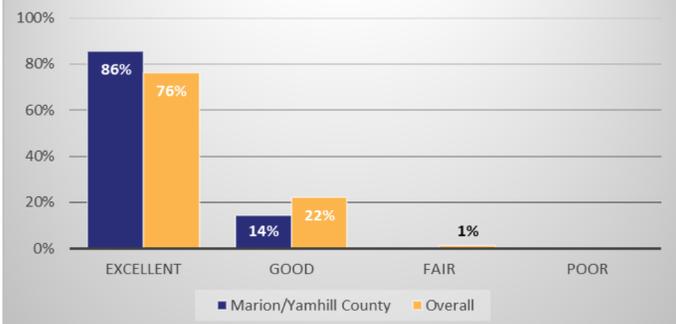


Changes in Confidence and Understanding After Attending the Training

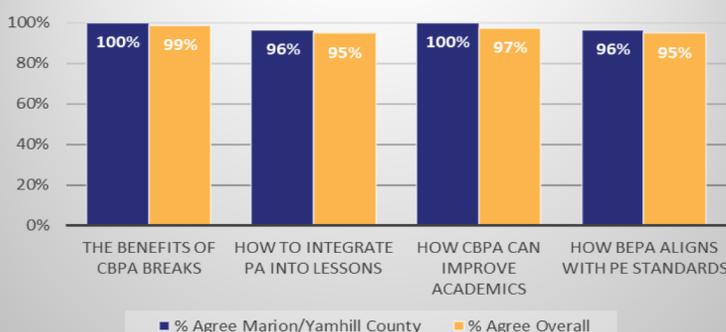
The BEPA 2.0 training increased my confidence in my ability to...



Overall quality of the training



The BEPA 2.0 training increased my understanding of...



After the training in Marion/Yamhill County:

- **100 percent** of participants reported that they felt they were equipped to teach physical activity concepts using BEPA 2.0.
- **100 percent** of participants indicated that they would recommend the BEPA 2.0 training to others.

Be Physically Active 2Day!
**Website link, newspaper article link, training participant quote and
example social media post, monthly 'teacher tips' email reminder**

BEPA 2.0 State Website: <https://extension.oregonstate.edu/bepa>

Newspaper article promoting BEPA 2.0 in Umatilla County, Oregon:

https://www.eastoregonian.com/news/local/research-shows-that-pe-in-schools-can-be-life-changing/article_70a20be0-c839-11e9-989f-57017e171be4.html

Training participant quote:

“Thank you so much, Maureen! This training was a huge success and we absolutely loved it!!! Thank you for bringing us something we can use, is relevant, is impactful, and is easy to implement.”

-Rachel Schutz, Vice President of Club Services & Trauma Informed Specialist

Example of social media posts:

 **OSU Hermiston Agricultural Research and Extension Center**
October 4, 2019 · 🌐



OSU Extension, Umatilla County is with Angie Mathison Treadwell at Rocky Heights Elementary School.
October 4, 2019 · Hermiston, OR · 🌐

Food Hero had fun at Family Fitness Night with great activities, great snacks and the best people!
Food Hero
Fuel Up to Play 60
#BEPA #eatmorefruitsandveggies #foodheropumpkinsmoothie

106 People Reached **12** Engagements Boost Unavailable

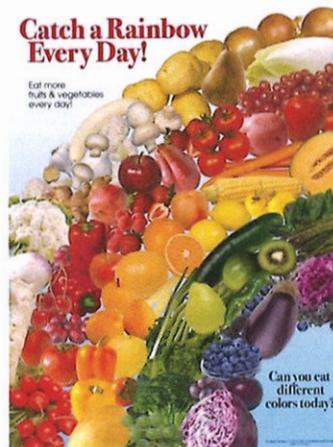
 4

From: Brandi Borton <brandi.borton@oregonstate.edu>
Sent: Monday, February 3, 2020 7:29 AM
To: Ahern, Katherine F <Katherine.Ahern@oregonstate.edu>
Subject: You Are Part of the Solution



Set students up for success.

Before sending students to lunch and recess, remind them that making half their plates full of fruits and vegetables will contribute to a well balanced diet. Play a round of Fruit and Veggie Zig-Zag to encourage students to choose fruits and vegetables!



Use this image to help students name different fruits and vegetables.

Fruit and Veggie Zig-Zag for Grades K-5 can be found on page 60 and 61 of the BEPA2.0 Activity Card book. You will need 1-2 balls or bean bags to play the game.

You Got It.

**By doing this physical activity today, you have met the following
Physical Education and Oregon Health Standards:**

PE: 1.3.5, 1.3.10, 1.3.13, 1.3.15, 2.3.3, 3.2.3, 3.3.3, 3.3.4, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 5.3.1
H: 1.3.1, 5.3.3, 5.3.4, 6.3.1, 6.3.2, 7.3.1, 7.3.2, 8.3.2



Oregon State
University

We're happy to help.

Reply to this message to schedule an OSU Extension SNAP-Ed Educator-led activity demonstration or to suggest how we might improve this message.



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You are receiving this email because you and your school partner with the OSU Extension Nutrition Education Program. We want to encourage your use of the BEPA2.0 physical activity materials with these monthly barrier busting messages.

Our mailing address is:

Oregon State University Extension SNAP-Ed
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