

# Healthy Sites, Healthy Children: Resources & Tips for Providers, Teachers, & Parents

CA Department of  
Public Health

October 24, 2017

10:30-11:45 a.m.

Nutrition Education &  
Obesity Prevention Branch

CCFP Roundtable Conference  
Squaw Creek Resort  
Pyramid Peak Room

Presenter Order:

Linda Cowling

Monet Parham-Lee

Andrew Manthe

Melba Rosa Hinojosa

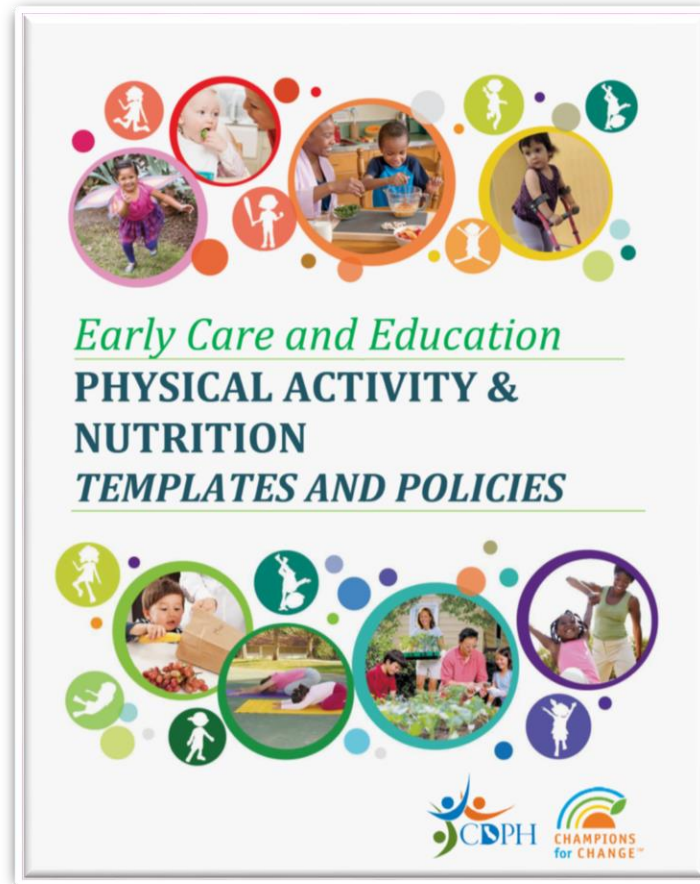


# Overview

- ECE PA and Nutrition Policy Templates
- ECE PA Toolkit
- Potter the Otter
- Teacher & Parent Engagement
- Playground Stencils
- Questions



# ECE PA and Nutrition Templates and Policies



# How Did We Get Here?

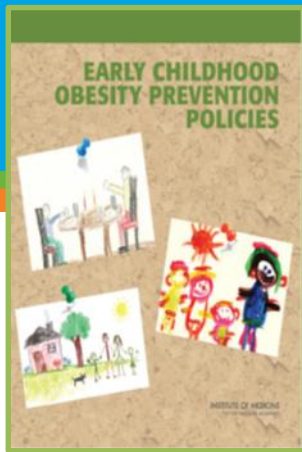
- CDC Chronic Disease Prevention Grant (July 2013-June 2018)
- Focus Area: Early Care and Education
  - Implement policies and practices that increase access to healthy foods and beverages, and support physical activity opportunities throughout the day

# CA ECE Partnership

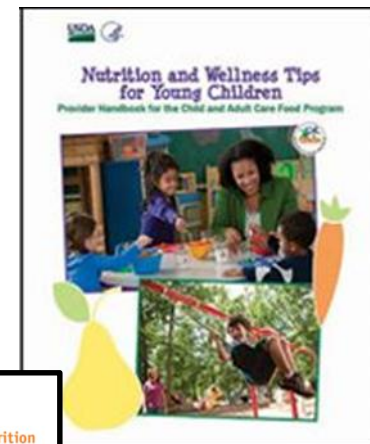
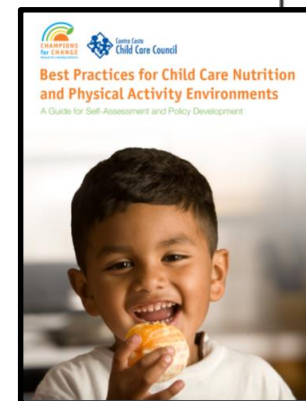
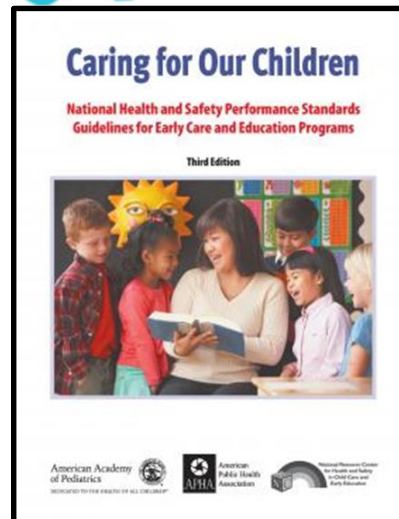
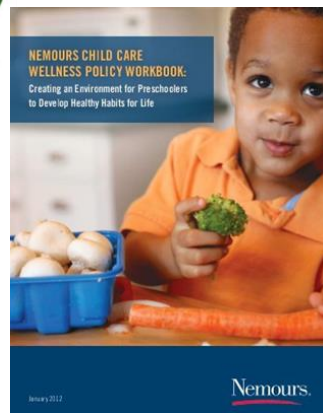
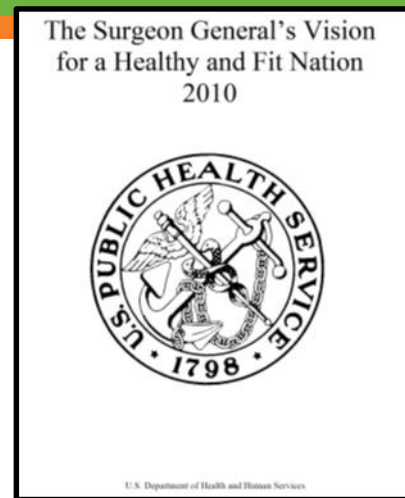
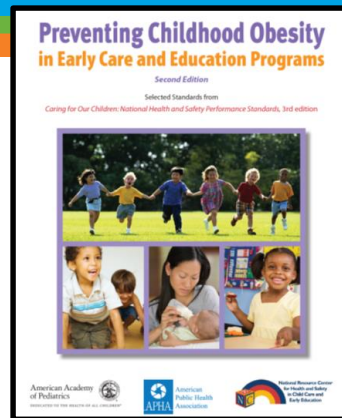
## Developed CA ECE Partnership:

Child Development Centers	Cooperative Extension
Dairy Council of California	Department of Education
Department of Public Health	Department of Social Services
Emergency Medical Services Authority	First Five of California (local)
First Five Associations	Food Policy Advocates

# What's Available?



Spectrum of Opportunities for Obesity Prevention in the Early Care and Education Setting





# Oh Dear!



# Content

- Acknowledgements
- PA Customizable Policy Template
- Nutrition Customizable Policy Template
- PA and Nutrition Policy Information
- PA Background and Considerations
- Nutrition Background and Considerations
- PA and Nutrition References and Resources
- Glossary
- USDA Nondiscrimination Statement



# PA Customizable Template

- Infants (up to 12 months old)
- Toddlers (12 months to three years old)
- Preschool (three years to five years)

# Infants (up to 12 months old)

- Outdoor time
- Tummy time
- Examples of outdoor time
- Screen time recommendations



# Toddlers (12 months to three years old)

- Structured and Unstructured play time
- Sitting time recommendations
- Use of equipment
- Screen time recommendations
- Daily schedules
- Self-service water



# Preschool-aged Children

- Structured and Unstructured play time
- Opportunities to movement skills
- Outdoor play opportunities
- Sitting time recommendations
- Encouragement of new activities
- Screen time



# Safety

- Safety
  - Appropriate clothing
  - Prevent sunburn and overexposures
  - Provide safe indoor/outdoor play areas
  - Clear of sharp objects and trash
  - Supervise children while playing



# Education and Training

- Parent information
- Staff training
- Staff encouragement
- Childhood physical activity expert consultation



# Signatures

- Parent/Staff Printed Name
- Parent/Staff Signature
- Date





# Nutrition Customizable Policy Template

- Staff Role
  - Will
    - Eat and drink same food/beverage
    - Observe and support eating
    - Supervise and encourage
  - Will Not
    - Force or bribe children
    - Use food/beverage as reward or punishment



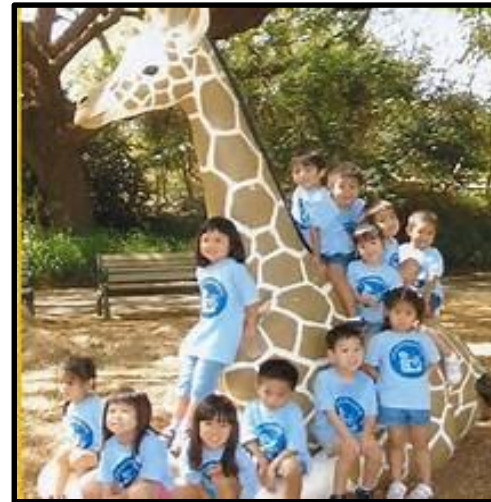
# Nutrition Template (cont)

- Nutrition education for children
- Nutrition guidelines for children
- Special dietary concerns
- Foods brought from home



# Nutrition Template (cont)

- Celebrations
- Food Storage
- Meal Preparations
- Field Trips



# Signatures

- Parent/Staff Printed Name
- Parent/Staff Signature
- Date




# Additional Policy Workbook Content

- Who should have PA and Nutrition policies?
- How to use the policy templates to promote PA and good nutrition.
- PA recommendations
  - How to make it active and fun
  - Active play every day
- Children with special needs
- Staff support
- Parent Involvement
- Training and educational opportunities



# PA Recommendations

<i>PA</i>	<i>Infants (Birth to 12 months)</i>	<i>Toddlers (12 months to age 3)</i>	<i>Preschoolers (ages 3-6)</i>
Tummy Time 	Consider beginning with 3-5 minutes per session, working up to a total of 40-60 minutes daily. This includes time can be done in short sessions throughout the day, based on the baby's tolerance and needs. <sup>1</sup>	Not applicable	Not applicable
PA—Structured	Not applicable	30 minutes per eight-hour day	60 total minutes per eight-hour day
PA—Unstructured (free play)	Not applicable	60 total minutes	60 total minutes
Outdoor play (included in structured and unstructured play)	2-3 times per day (as tolerated by the infant)	60 to 90 total minutes	60 to 90 total minutes



# Steps Towards Developing A Nutrition/PA Policies

- **Step 1. Assess:** Complete a self-assessment to identify potential areas that need improvement
- **Step 2. Plan:** Using the assessment results, prioritize which changes the site is ready to make.
- **Step 3. Take Action:** Implement the site's changes!
- **Step 4. Keep It Up:** Celebrate progress, assess again and plan your next move!

There are four nationally recognized tools that you can use to assess an ECE site and begin making changes. Each tool varies in their difficulty to administer. See Appendix B for the four assessment tools:

Let's Move! Child Care, CHOICE, NAP SACC, and Preschools SHINE.





# CACFP New Meal Standards

- Infants:
  - Breakfast, Lunch, Supper and Snacks
- Child: (Ages 1-2) and (Ages 3-5)
  - Breakfast, Lunch, Supper and Snacks



# Special Dietary Needs-Food Allergies

To ensure the safety of children, it is important for both parents and ECE staff to understand requirements and protocols for diagnosing and accommodating food allergies. To qualify a food reaction as an allergy, ECE staff must receive a Medical Diet Modification Form showing diagnoses and determination of a food allergy by a physician, physician assistant, or nurse practitioner (<http://www.cde.ca.gov/ls/nu/sn/fm.asp>). Once this form is received, the allergy is to be treated as a disability, meaning accommodations for the allergy must be provided at no additional cost to the child or family.



# References and Resources (PA)

- Caring for Our Children
- Active Play!
- Early Childhood Obesity Prevention Policies.



# References and Resources (Nutrition)

- California Department of Education
- Food Allergies: Think Smarter, Not Harder
- The Institute of Child Nutrition



# Your Turn to Participate

- Take a few moments to look at either the PA or Nutrition Template to see how you would modify for your agency's needs.



# Physical Activity Toolkit for Preschool-Aged Children



**Monet Parham-Lee, MPH**  
**CA Department of Public Health**  
**Nutrition Education & Obesity Prevention Branch**

# Why'd we create this?

- ✓ Addresses important child development areas
- ✓ Focuses on small changes
- ✓ Easy to use
- ✓ FREE!





# Toolkit Sections

- ✓ Using the Toolkit
- ✓ Importance of Movement and PA in Early Childhood
- ✓ PA Recommendations for Preschool-Aged Children
- ✓ Planning and Scheduling PA
- ✓ Sample Activities
- ✓ Skill Cards
- ✓ Do it Yourself Equipment
- ✓ Verb of the Day “Cards”
- ✓ Sample PA Policy Template
- ✓ Links to PA Resources



# PA Recommendations

TERMS	DESCRIPTIONS
<p><b>Total Daily Physical Activity</b> Combined total of approx. 120 min/day</p>	<p>The combined total of structured (adult-led) and unstructured (child-led) activities. This can be done inside or outside and should include moderate to vigorous physical activity (MVPA), which increases the heart rate (e.g., running, climbing, dancing, and jumping). Total daily physical activity should also include opportunities to develop and practice a variety of skills, including:</p> <ul style="list-style-type: none"><li>*<u>Locomotor</u><sup>1</sup> – the ability to project the body into or through space, from one place to another (e.g., running, walking).</li><li>*<u>Manipulative</u><sup>1</sup> – use of the arms, hands, legs, or feet to give force to an object or to receive and absorb the force from an object (also known as object control; e.g., throwing and catching).</li><li>*<u>Stability</u> – focused on maintaining and gaining balance, while still and when moving (e.g., balancing).</li></ul>

# PA Recommendations (cont.)

TERMS	DESCRIPTIONS
<b>Structured (Adult-led) 60+ min/day 2+ activities/day</b>	An activity that is planned and intentionally directed by an adult. Examples of structured physical activity include Follow the Leader and Musical Chairs.
<b>Unstructured (Child-led) 60+ min/day</b>	Sometimes called “free-time” or self-selected “free-play,” these are activities that children start by themselves. Examples include riding a toy or bike, playing tag, or playing on a playground.
<b>Outside Play 60-90 min/day 2+ times/day</b>	Children should have time to play outside each day, as part of both adult- and child-led activities. They should wear appropriate clothing, shoes and sun protection for outside play in various weather conditions.
<b>Sedentary Time &lt;60 min/day</b>	Limit sedentary time (awake time spent seated or inactive) to no more than 60 minutes per 8-hour day.

# California Preschool Learning Foundations



*See Foundations in  
Physical Development  
pages 37-69*

# California Preschool Learning Foundations

## Fundamental Movement Skills

- Balance
- Locomotor skills
- Manipulative skills

## Perceptual-Motor Skills & Movement Concepts

- Body awareness
- Spatial awareness
- Directional Awareness

## Active Physical Play

- Active participation
- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility



# Desired Results Developmental Profile (DRDP)

- Perceptual-Motor Skills & Movement Concepts
- Gross Locomotor Movement Skills
- Gross Motor Manipulative Skills
- Fine Motor Manipulative Skills
- Safety
- Active Physical Play



# Developmental Skills

Manipulative



Locomotor



Stability





# Manipulative Skills

## Skills

1. Dribble with Feet
2. Overhand Throw
3. Underhand Toss
4. Strike Objects
5. Kick
6. Catch



## Possible Tools

- ✓ Balls
- ✓ Scarves
- ✓ Beanbags
- ✓ Beach balls
- ✓ Soft bats
- ✓ Paddles
- ✓ Hoops
- ✓ Goals
- ✓ Cones
- ✓ Baskets

# Locomotor Skills

## Skills

1. Walk
2. Run
3. Jump
4. Hop
5. Leap
6. Gallop
7. Slide



## Possible Tools

- ✓ Sidewalk Chalk
- ✓ Spot Markers
- ✓ Jump ropes
- ✓ Music
- ✓ Drum

# Stability Skills

## Skills

1. Stretch
2. Balance



## Possible Tools

- ✓ Sidewalk Chalk
- ✓ Spot markers
- ✓ Tape
- ✓ Yoga mats or towels

# Activities

- Active Transitions
- Adult-Led Activities
- Outside Activities
- Skill Cards

# Skill Card Example

## Manipulative Skill

### Kick

A large motor skill that is a form of striking in which one foot is used to apply force to a ball.<sup>1</sup>

#### Equipment

Playground ball, beach ball, balloon inside pantyhose.<sup>7</sup>

#### Activities

- ☐ **Soccer Bowling**  
Practice knocking over empty plastic bottles or cereal boxes by kicking a ball.
- ☐ **Safety Kick**  
Inflate a balloon inside of pantyhose and tie so there is a tail. Using the pantyhose tail, hang the balloon from a clothesline or tree branch so it touches the ground and have children practice kicking.
- ☐ **Kick and Chase**  
Line children up in a line facing you and have them kick for distance, retrieve the ball and repeat.
- ☐ **Partner Pass**  
Children partner up, face each other about 3 feet apart, and practice gently kicking a ball back and forth.

### Kick

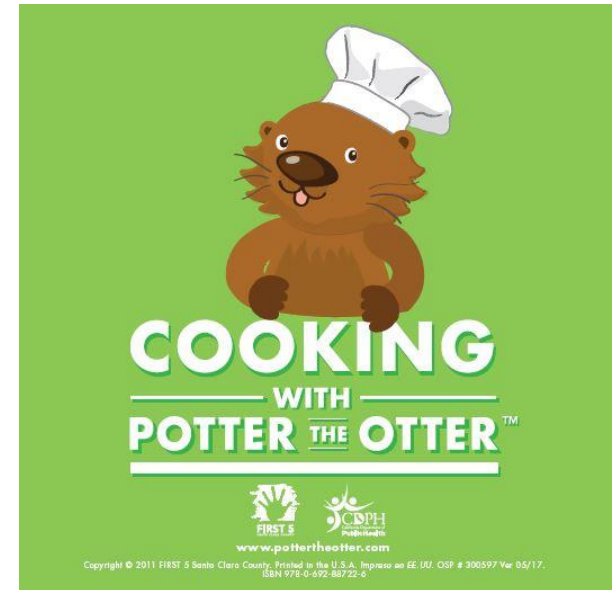


Desired Results Developmental Profile	California Preschool Learning Foundations
PD-HLTH 1- Perceptual-Motor	3.1 Fundamental - Manipulative
PD-HLTH 3- Gross Manipulative	2.0 Perceptual-Motor - Spatial Awareness
PD-HLTH 9- Active Physical Play	3.0 Perceptual-Motor - Directional Awareness
	1.0 Active Physical Play - Participation

# Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Active Transitions (5 min)</b>	Verb of Day Wiggle	Verb of Day Fly	Verb of Day Crawl	Verb of Day Bounce	Verb of Day Slither
<b>Independent Stations (5 min)</b>	*Toss	*Leap	*Balance	*Toss, leap, balance	*Toss, leap, balance
<b>Adult-led Activity (10 min)</b>	Deck of Cards	Freeze Dance w/leaping	Shape of Yoga	Follow the Leader	Station Rotation
<b>Outside Activity (10 min)</b>	*Toss	*Leap	*Balance	Scavenger Hunt	Obstacle Course

# NEW from Potter the Otter



# Family Involvement: Physical Activity

## Partial List of Resources

- Be an Active Family
- Youth Physical Activity: The Role of Families
- Make Physical Activity a Family Event
- Parental Influence on Young Children's Physical Activity
- Active Families – Let's Move



# Youth Physical Activity: The Role of Families

**Be Active & Play, 60 Minutes, Every Day**

Physical Activity (PA) Benefits include:

- Build strong bones & muscles
- Decrease obesity and chronic diseases
- May reduce anxiety & depression



# Youth Physical Activity: The Role of Families

## Three Types of PA

1. **Aerobic (vigorous):** brisk walking, bike riding, running, active games (tag, etc.)
2. **Muscle strengthening:** push-ups, pull-ups, Wt. lifting, gymnastics, jungle gym
3. **Bone strengthening:** hopping, skipping, jumping, running, basketball



# Youth Physical Activity: The Role of Families

## Making Family PA Time

- Schedule family time into daily routine
- Do PA at parks and sports fields
- Walk or ride bikes to school
- Attend PA events at school
- Include PA breaks into family events like long car trips, vacations, visits to relatives



# Youth Physical Activity: The Role of Families

## Limit “Screen Time” (TV, Phone-video, Computer)

- Don't allow children to spend over 2 hours for non-educational screen time
- Don't use screen time as a reward
- Do PA during TV commercials
- Turn off TV during meal/home work time



# Youth Physical Activity: The Role of Families

## Help Children Be Active With Friends

- Instead of screen time, encourage kids to be active: ride bikes, play tag, sports
- Give children activity toys like balls, jump ropes, sports equipment, kites
- Make celebrations to be PA events
- Encourage children to join sports teams

# Be an Active Family

## Additional Tips to Become An Active Family

- Start small: start with a single PA session (in a week) and add more later
- Write PA plans on the family calendar
- Enroll children in new PA classes: gymnastics, dance, tennis
- Treat the family to a PA event like going to the zoo, park, or the lake



# Active Education: Growing Evidence on PA and Academic Performance

## A Review of Many Scientific Studies

Student participation in moderate to vigorous PA tends to result in:

- Improved standard test scores
- Higher grades
- Improved concentration
- Increased attention & memory
- Increased on-task behavior (focus)





# Active Education: Growing Evidence on PA and Academic Performance

## PA Scientific Studies Results (cont')

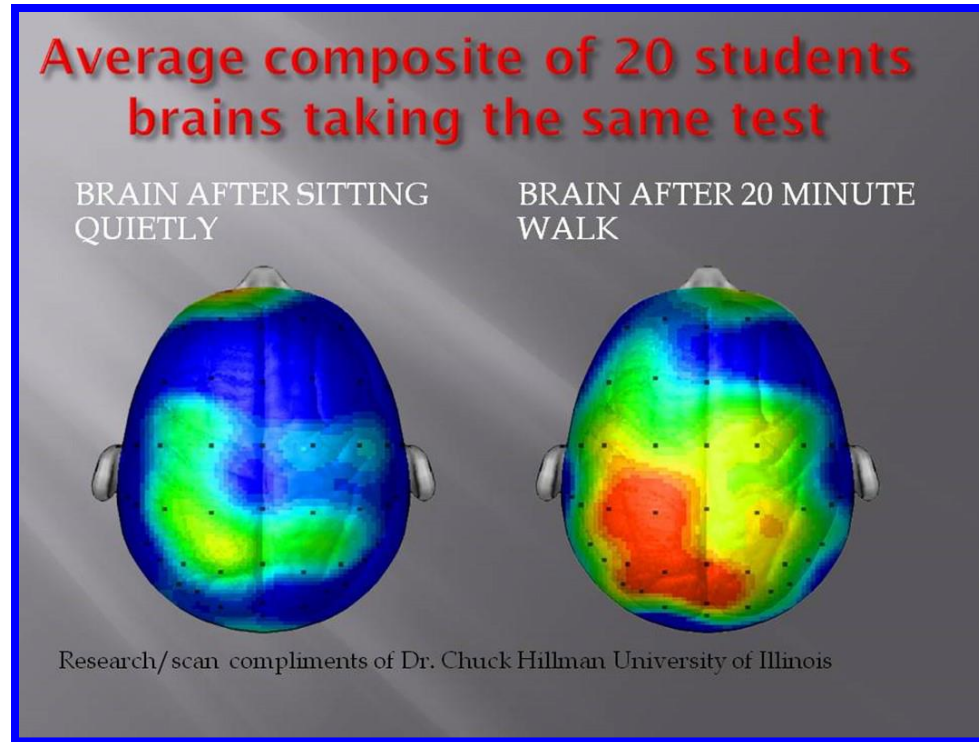
- Reduced inappropriate behavior
- More efficient transfer of knowledge from short- to long-term memory
- Increased brain development
- Increased body fitness
- Decreased body fat





# Brain Power Enhancement After PA (Nine to Ten-Year-Old Students)

## Brain- Power After PA



---Compliments of Dr. Chuck Hillman, University of Illinois

# Brain Power Enhancement After PA (Cont') (Nine to Ten-Year-Old Students)

## Immediate Post-PA Results:

The participating students responded to test questions

– tied to reading, spelling, and arithmetic –  
with greater accuracy than the children who  
had been sitting



# Parental Influence on Young People's PA

## An Article from the International Journal of Pediatrics

Intensity & duration of child PA is significantly influenced by parental:

- Support for
  - Participation in, and
  - Enjoyment of
- Physical activity



# PA Quiz Time

Answer verbal PA  
questions and receive a  
prize!



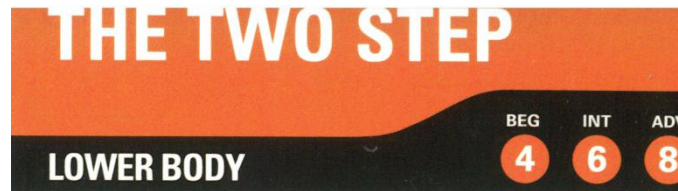
# Your Turn to Participate in PA



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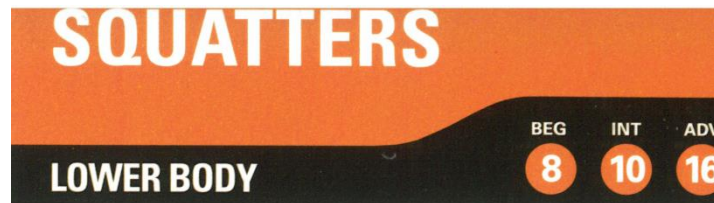
# PA Participation



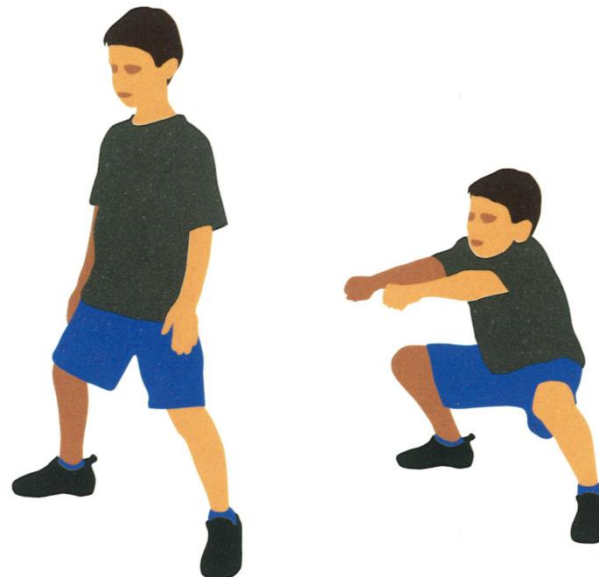
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# PA Participation

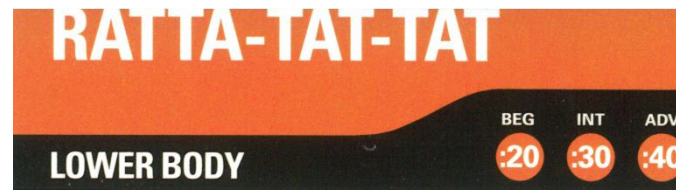


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# PA Participation



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# Physical Activity: Painting Playgrounds with Stencils

Melba Rosa Hinojosa, RN, MA  
Health Program Specialist

Policy, Partnerships, & Program Development Unit

# What You Need to Know About Stencils

- Why are they important?
- How did this project come about?
- How can you borrow stencils?
- How do I report stencil use?
- Steps to a successful painting project

# Playground Stencils



*Picture: Fastline Stencils Sunflower Hopscotch*

- Increase children's levels of physical activity during outside play
- Encourage development of fundamental movement and motor skills
- Create environments that encourage physical activity
- Complement academic learning concepts through movement

# Question

How many of  
you played  
hopscotch or  
four-square on  
the school  
playground?



*Photo credit: Shasta County  
Health and Human Services*

# Painting Playgrounds with Stencils

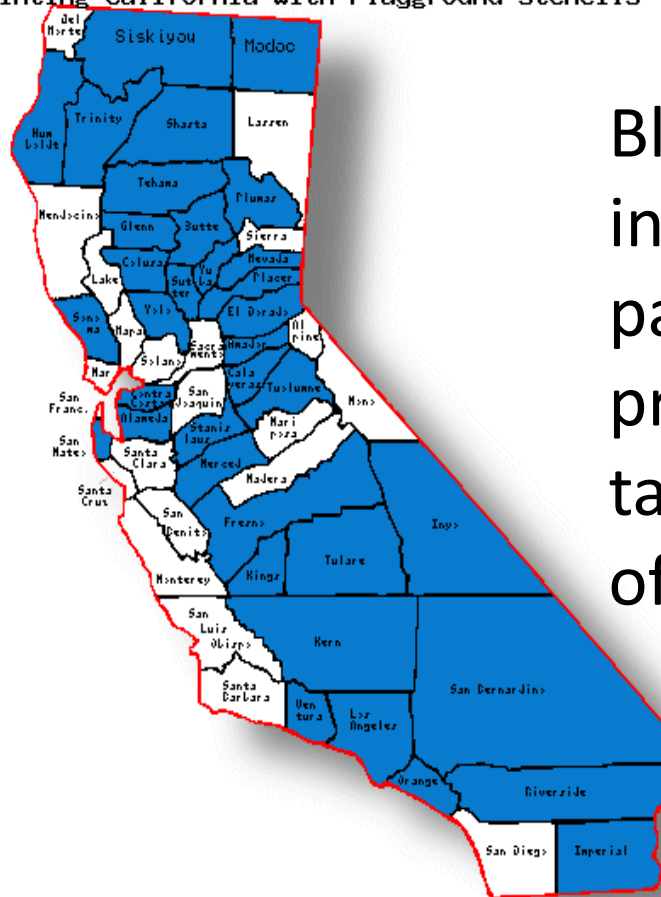
- CDPH worked with Michele Buran, CSU Chico
- Wrote the “Painting Preschool Playgrounds for Movement” guide, 2014-2015
- 2015, CDC funds, CDPH purchased 60 kits—shapes, animals, alphabet, games, etc.
- 2016, CDC funds ,CDPH purchased 60 supplemental kits—fruits, vegetables, & MyPlate
- Stencil Kits were distributed across the state
- About 125 pieces in each kit

# Playground Stencils Projects Across California

## May 2017-Painting California with Playground Stencils

110 projects  
across the  
state

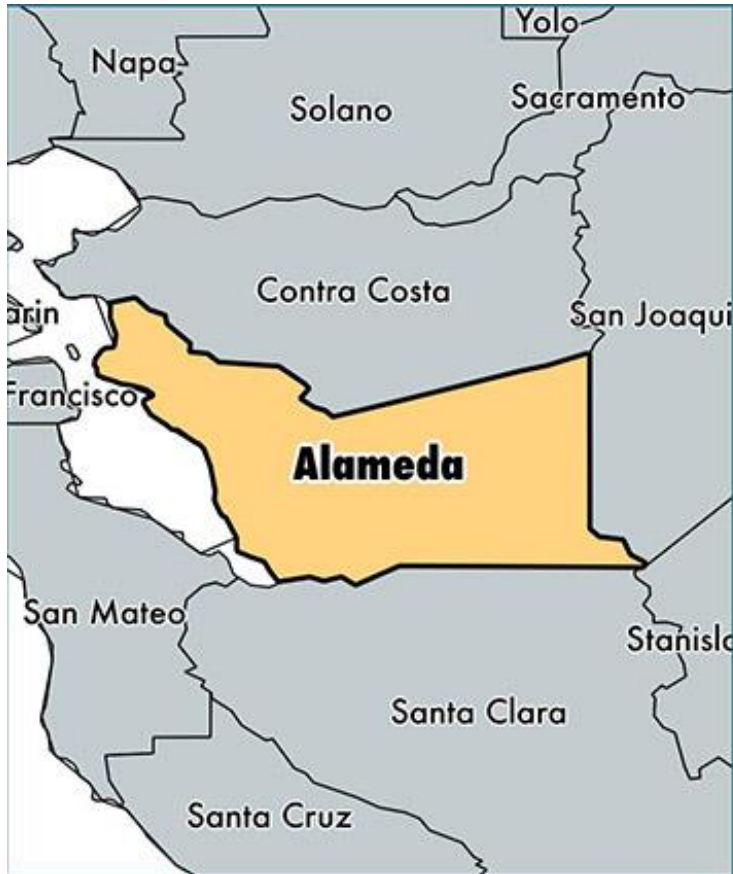
Potential to reach more than 35,000 children



Blue counties  
indicate where  
painting  
projects have  
taken place as  
of May 2017

Source: diymaps.net (c)

# Where do I Borrow the Stencils?





# Stencil Kit Contacts By County



## Painting Playgrounds for Movement “Stencil Kits”—Contacts List By County/City

Before using the stencils or undertaking a painting project, it will be helpful to read the following two documents, both of which can be found on the California Department of Public Health/Nutrition Education and Obesity Prevention Branch (NEOPB) Website:

<http://www.cdph.ca.gov/programs/NEOPB/Pages/EarlyCareandEducation.aspx>

1. Painting Preschool Playgrounds for Movement – Guide (available in English and Spanish)
2. Painting Preschool Playgrounds for Movement – Stencil Kit Contents and Description

**To borrow a kit in or near your county, please call or email the following contacts:**

County	Contact Information
Alameda	MaryAnn Lagura 224 West Winton Ave, Suite 134, Hayward, CA 94544 Office: 510.670-5636 / Cell: 510.289.2565 <a href="mailto:malagura@ucanr.edu">malagura@ucanr.edu</a>
Alameda	Stephanie Clarke, Manager, Child Health and Nutrition Community Child Care Council (4C's) of Alameda County, 22351 City Center Drive, Suite 100, Hayward, CA 94541 510.584.3122 <a href="mailto:stephaniec@4c-alameda.org">stephaniec@4c-alameda.org</a>
Alpine	Amanda Hoover, Deputy Director Alpine County Health & Human Services, 75 A Diamond Valley Road, Markleeville, CA 96120 530.694.2235 X 233 <a href="mailto:nwilliamson@alpinecountycva.gov">nwilliamson@alpinecountycva.gov</a> / <a href="mailto:amandahoovercvs@gmail.com">amandahoovercvs@gmail.com</a>
Amador	Nina Machado, Executive Director First 5 Amador, 975 Broadway, Jackson, CA 95642 209.257.1092 <a href="mailto:nina@first5amador.com">nina@first5amador.com</a>

For questions or comments about the Stencil Kits, contact [Melba.Hinojosa@cdph.ca.gov](mailto:Melba.Hinojosa@cdph.ca.gov) or [Jeffery.Rosenhall@cdph.ca.gov](mailto:Jeffery.Rosenhall@cdph.ca.gov). You may also call the general NEOPB telephone line at (916) 449-5400.

Updated May 26, 2017

1





# Steps to Borrowing Stencil Sets


1. Look up your county on the Stencil Kit Contact list included in your packets
2. Call and make arrangements to pick up
3. Agree on the length of time you can keep the stencils
4. Return the stencils in a timely manner & in good condition

# Impact & Reporting


- More than 110 projects across the state
- Potential to reach more than 35,000 children
- Reporting requirement:
  - twice per year
  - # of sites
  - estimated # of children

# Tracking Projects

## Request for Information Form: (Riverside County)



Riverside University Health System- Public Health  
Nutrition Education and Obesity Prevention SNAP-Ed Grant



### Physical Activity Playground Stencils Request Form

**In order for you request to be processed please make sure to submit the following:**

1. Stencil Playground Request Form
2. Please insert a before photo of the area to be painted on the next page


Borrower Information	
Name:	<a href="#">Click here to enter text.</a>
Phone Number:	<a href="#">Click here to enter text.</a>
Email:	<a href="#">Click here to enter text.</a>
Organization Name:	<a href="#">Click here to enter text.</a>
Street Address:	<a href="#">Click here to enter text.</a>
City:	<a href="#">Click here to enter text.</a>
Zip Code:	<a href="#">Click here to enter text.</a>
Type of Site:	Choose an item.
Number of Children at Facility:	<a href="#">Click here to enter text.</a>
How did you hear about the stencils?	Choose an item.

Check out Information	
Pick-up Location:	Choose an item.
Check out Date:	<a href="#">Click here to enter a date.</a>
Due Date:	<a href="#">Click here to enter a date.</a> <i>(needs to be returned within 10 business days of this date)</i>
Date of preferred paint date:	<a href="#">Click here to enter a date.</a>
Alternative paint date:	<a href="#">Click here to enter a date.</a>


**Please check box for kits you are interested in borrowing upon availability:**  
**Please choose 3 kits max per Request Form.**

Kits Available:	Description:
<input type="checkbox"/> 1. Four Square (set of 6) Letter Grid (set of 4) Hopscotch (set of 2)	Large square with diagonal corners and numbers Grid of Letters or blank places (6 x 6= 36 spaces) Numbered blocks in a jumping sequence
<input type="checkbox"/> 2. Bull's eye & Wall Target (set of 7) Pathways (set of 7) Traffic Signs	Concentric rings with target in center, toss line marks Curves, zig zags, dotted lines, arrows, stop light Bike, cross walk, yield, stop, speed limit
<input type="checkbox"/> 3. Play Pond (set of 7) Action Words (set of 6)	Duck, turtle, frog, lily pad, dragonfly, fish, cattails Crawl, cross, hop, swim, walk, fly (block style font)
<input type="checkbox"/> 4. Shapes (set of 6) Footprints (1 piece)	Star, heart, diamond, circle, square, pentagon Large right & left foot print (20 x 40")
<input type="checkbox"/> 5. Numbers and Letters (set of 36) Spanish Letters (set of 4)	0-10, A-Z, military style (16 x 18") ll, ch, rr, & ñ
<input type="checkbox"/> 6. MyPlate (set of 13) Food Group Words (set of 5) Fruits and vegetables (set of 12)	9' x 9'- MyPlate outline & 4' x 4' Dairy food group outline Fruit, Vegetable, Grains, Protein, Dairy Apple, grape, strawberry, orange, avocado, tomatoes, corn, root vegetable, sweet red pepper, carrot, broccoli

For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.  
 Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips.




Riverside University Health System- Public Health  
Nutrition Education and Obesity Prevention SNAP-Ed Grant



### Physical Activity Playground Stencils Request Form

Please click on the "Picture Box" to add before photo



**Please save and email this form to:**  
 Vanessa Martinez, Physical Activity Specialist  
 Riverside University Health System- Public Health  
[vanessamartinez@rivcocha.org](mailto:vanessamartinez@rivcocha.org)  
 Phone: 951-358-5153

For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.  
 Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips.

# Steps to a Successful Stencil Day

- Educate, Involve, Connect and Design
- Recruit a team
- Prepare the surface
- Painting day tips

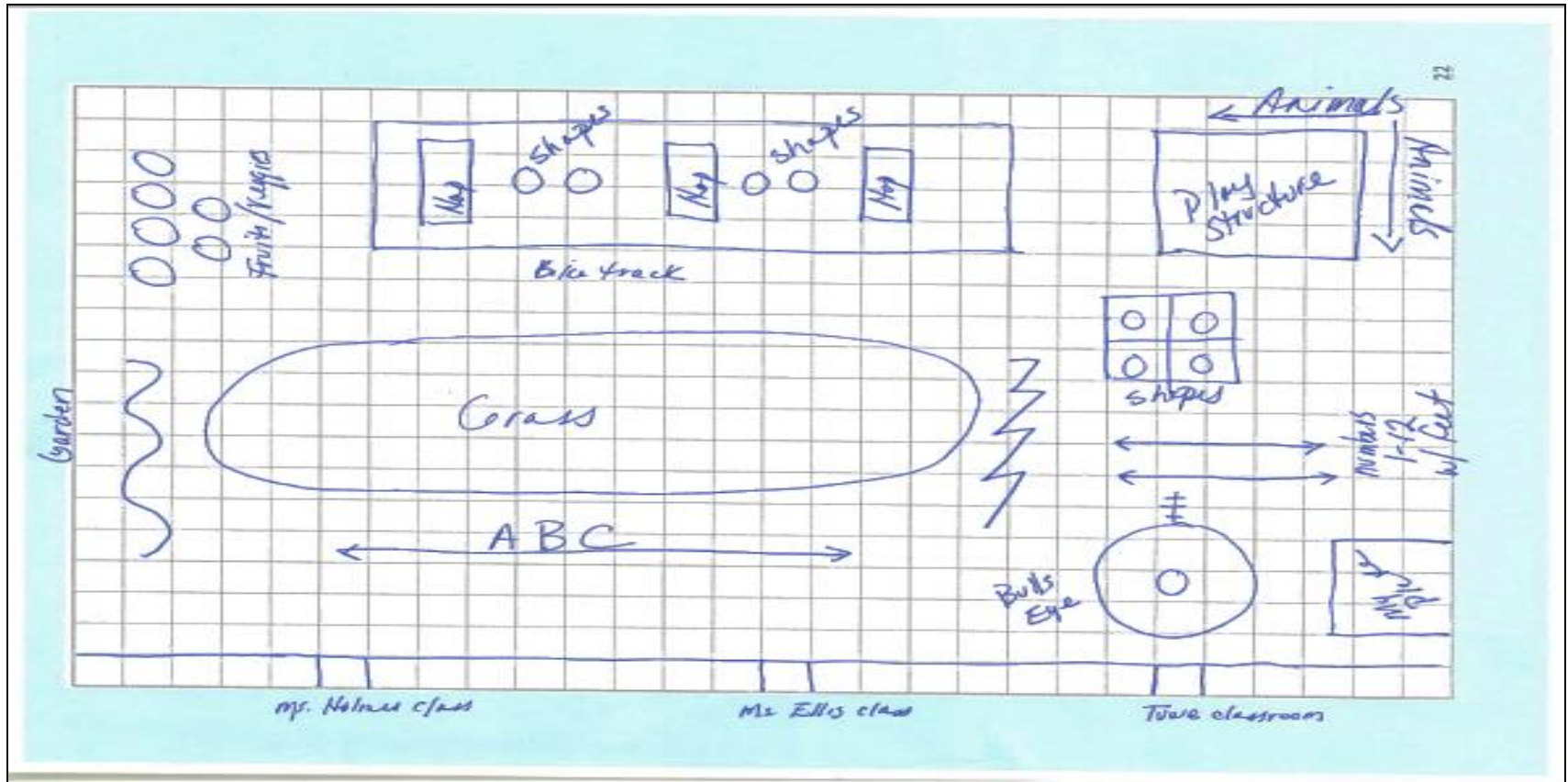
# Educate

- Educate teachers on the purpose of playground stencils: to increase access to unstructured and structured physical activity
- Use stencils to support the integration of nutrition education and conceptual learning (colors, math, shapes, etc.)

# Involve....

- Involve teachers and parents in the design  
(and students if appropriate)

# and Design



Credit: UC CalFresh, Alameda County 2017

# Recruit Volunteers

- Teachers
- Parents
- Service clubs
- Student clubs
- Non-profits
- Scouts
- For profit agencies





# Prepare for Paint Day

- Purchase Materials
  - Paint
  - Brushes
  - Mixing cups
  - Stir sticks

Pack extra supplies and copies of the design.

You can never be too prepared!

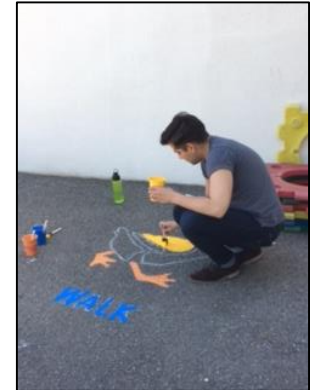
# Painting Day

- Arrive early
  - Take BEFORE photos
  - Lay stencils
  - Chalk stencils
  - Set up paint station



# Painting Day

- Break volunteers into teams
  - My Plate station
  - Animals station
  - Lines and Shapes station
  - ABC station
- Guided walk for teachers and students
- Take AFTER photos



*Credit: UC CalFresh, Alameda County 2017*

# Support: How-To-Stencil Guide with a Timeline and Tips

UNIVERSITY of CALIFORNIA  
cal2fresh Nutrition Education

## How-To-Stencil Guide

**Step 1:** Identify health behaviors the project intends to promote (PA, healthy eating, other). Identify how you will integrate activities your program is already providing at this site into the stencils (SLM, gardening, direct ed., CATCH, etc.). Discuss vision with site administrators and key staff and incorporate their vision.

STEP 1

START

**Pre-step:** In general, a good timeline for a project is 3 months from start to finish. Make sure to set your paint dates in advance and check weather forecasts. Before getting started, read through the [Painting Preschool Playgrounds for Movement](#) guide developed by [California Department of Public Health](#)

STEP 2

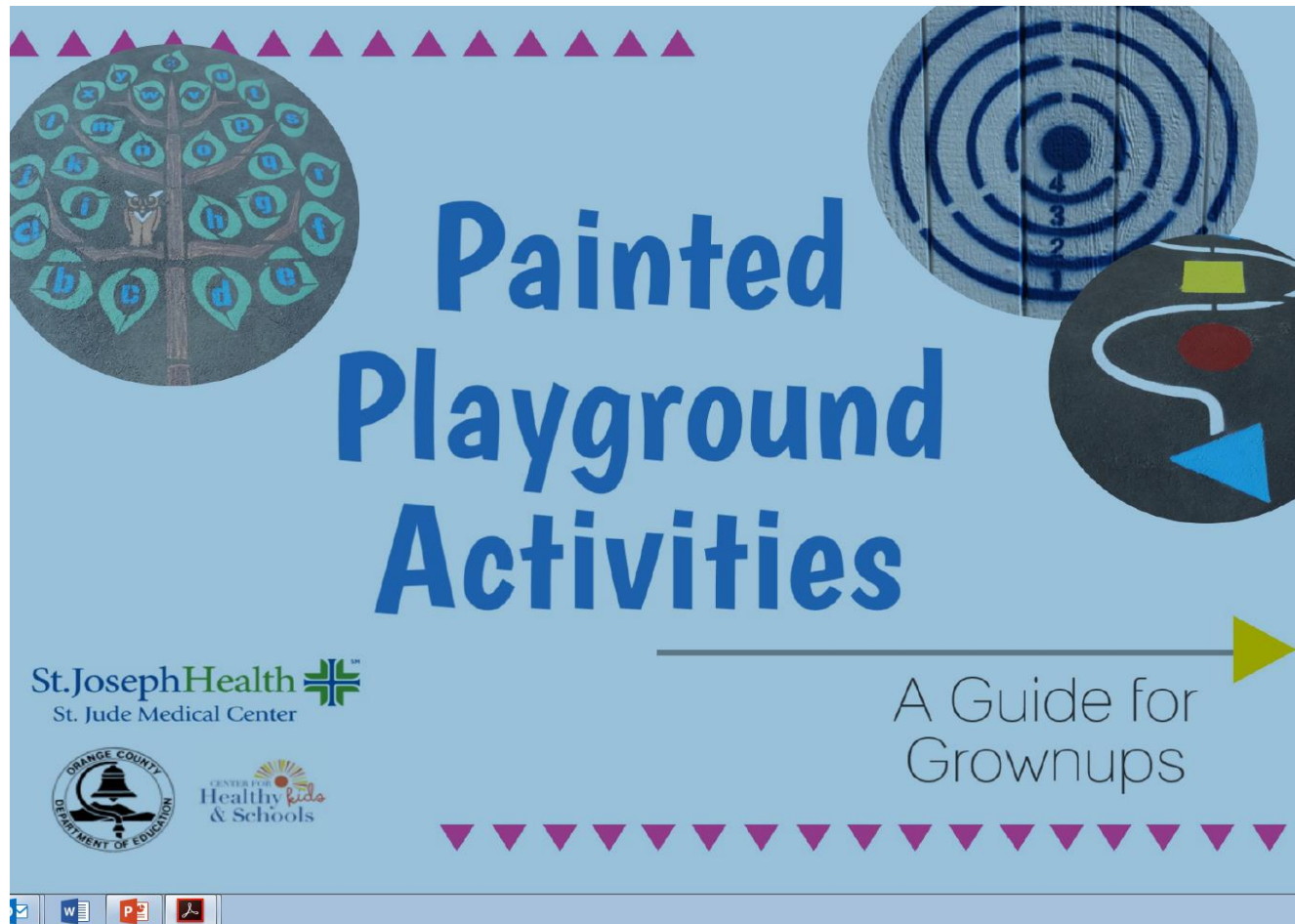
**Step 2:** Once you know the purpose and vision collaborate with site staff and stakeholders to determine their high priority needs. Be creative with your design; incorporate educational opportunities and the sites' high priorities where appropriate. You may want to use Appendix A – Preschool Playground Design Assessment Tool from the [Painting Preschool Playgrounds for Movement](#) guide to help determine the stencil design.

**Step 3:** Determine readiness of project site. Invite all staff, parents and key stakeholders to be part of the design and implementation, including janitorial staff. The number of painters needed depends on the design but try not to exceed 15 people at one time. Volunteers can include: staff, educators,

STEP 3

**Design:** Take measurements of the area that will be painted and develop a sketch of the playground stencil design in detail.

# Resources



*Credit: Orange County Department of Education*



# Interactive Play!



*Credit: UC CalFresh,  
Alameda 2017*



# Interactive Play!



*Credit: UC CalFresh,  
Alameda 2017*





# Playground Painting Promotion

## Flyers & Postcards



## Marketing

- Local First 5
- County Office of Education
- School/District Meetings
- Social Media
- LHD Subcontractors

# “Outside the Box”—Kings County

- Healthy Retail & Stencils



# Kings County



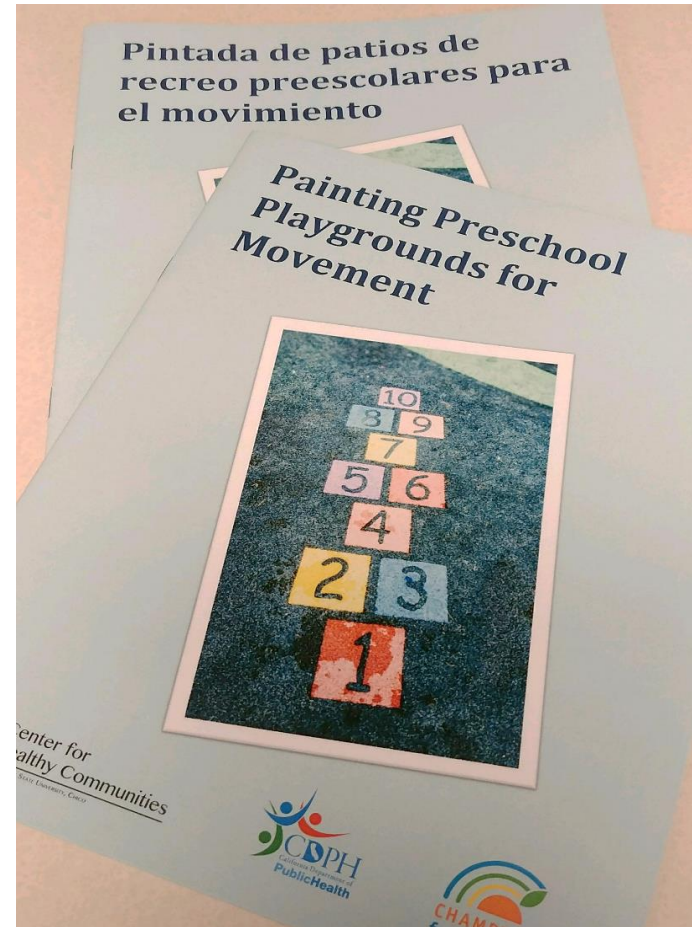


# Sunday Streets Event-San Francisco

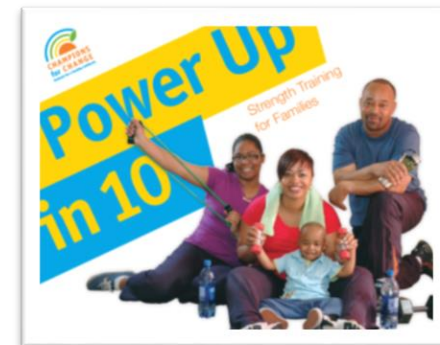
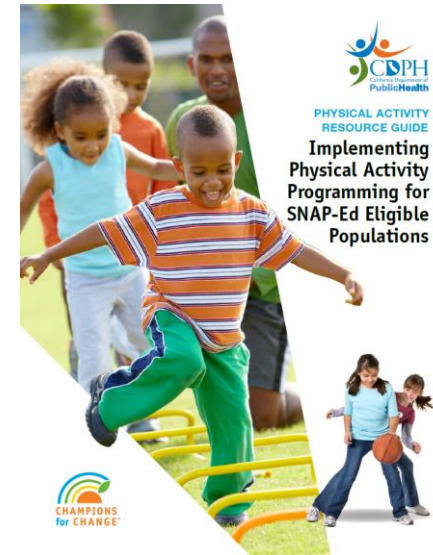
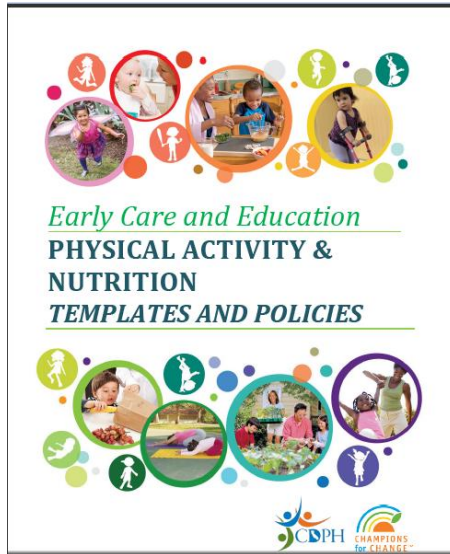


# Stencil Kit Guides

- Hard copies available
- English and Spanish
- Contact  
[Melba.Hinojosa@cdph.ca.gov](mailto:Melba.Hinojosa@cdph.ca.gov)  
[ov](#)



# NEOPB PA Resources





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