

SNAP-Ed Toolkit

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BE Physically Active 2Day (BEPA 2.0)

Oregon State University Extension

Overview

BEPA 2.0 is a direct education intervention with added PSE components designed to integrate PA and nutrition concepts through education and activity in K-5th grade school classrooms. Physical activity and nutrition concepts are integrated into active games through an approach that emphasizes physical literacy and promotes healthy eating. BEPA 2.0 is aligned to national physical education (PE) and health education (HE) standards making it a desirable resource for school partners looking for curricula that enable teachers to address required competencies through active games. BEPA 2.0 provides educators with materials and activity ideas that can be used in and outside of the classroom and before, during, or after school to increase children's physical activity time at school. BEPA 2.0 is optimized via a PSE approach, which includes teacher trainings, wellness policy supports, and resourcing schools or classrooms with BEPA 2.0 Toolkits. These resources enable policy and systems changes to promote healthy behaviors in school environments. **Target Behavior:** Healthy Eating, Physical Activity **Intervention Type:** Direct Education, PSE Change

Intervention Reach and Adoption

BEPA 2.0 targets elementary-aged children in the school environment. It has been implemented in both rural and urban counties, with low-income students, and with Latina/o students in multiple states. **Setting:** School **Age:** Elementary School **Race/Ethnicity:** All

Intervention Components

The BEPA 2.0 program includes the curriculum, training, provision of BEPA 2.0 Toolkits and technical assistance, partnership development, wellness committee activities, and PSE change. BEPA 2.0 can also be used with any age-appropriate nutrition curriculum to increase and integrate PA into existing lesson plans; it includes a user manual, activity cards with curricular content, and a set of portable play times. The PSE components

include teacher trainings to support and optimize implementation.

Intervention Materials

Sample activities can be downloaded from the BEPA 2.0 website, including five activities that have been translated into Spanish. Other resources available from the website include activity videos, training videos, reporting tools, an implementation manual and more. All resources on the website are available at no cost. BEPA 2.0 website: <https://extension.oregonstate.edu/bepa>

Intervention Costs

The curriculum is currently available for between \$25-\$30. Due to supply chain variations the cost of the toolkit that includes portable play items varies considerably. Please visit the website or contact us directly at BEPA2.0@oregonstate.edu for up-to-date pricing.

Evidence Summary

In a pilot study, we evaluated the effectiveness of the BEPA-Toolkit as used by teachers through SNAP-Ed partnerships. We surveyed teachers ($n = 57$) regarding their use of the kit and examined associations between teacher use of the kit and objectively measured PA of students ($n = 1,103$). Over 80% of responders reported that the BEPA-Toolkit provided additional opportunities for PA, and children regularly exposed to the kit were more active than those having less exposure to it [1]. The revised BEPA 2.0 fills a gap in standard-aligned PA and health promotion resources available to teachers. While trainings are not a requirement to implement BEPA 2.0, data support that when teachers are trained and report high self-efficacy to deliver BEPA activity breaks, they are more likely to implement [2], and kids in their classrooms are more active compared to kids in classrooms where BEPA 2.0 is not implemented [1]. We evaluated the effectiveness of our BEPA 2.0 training program that centers on partnering with Cooperative Extension to train classroom teachers to implement BEPA 2.0 [3]. Extension trainers (ET) were trained by the BEPA 2.0 Master Trainer (MT), and teachers ($N=244$) were subsequently trained by either ET or the MT. Trainers provided information about school-based PA, best practice strategies, and BEPA 2.0 activity simulations. Teachers completed post-training surveys to assess confidence, comprehension, and self-efficacy to implement BEPA 2.0. There were no differences between MT ($n=58$) and ET ($n=94$) training groups in perceived confidence ($p=0.12$), comprehension ($p=0.08$), or self-efficacy ($p=0.18$) to implement BEPA 2.0. Qualitative results highlighted four themes encompassing implementation barriers and related problem-solving strategies; time constraints, space constraints, classroom interruptions/distractions, and limited school support. High training satisfaction and similar quality across ET and MT groups indicate the train-the-trainer approach is a promising strategy to enhance BEPA 2.0 dissemination. We recently conducted a pilot evaluation of BEPA 2.0 implementation among teachers in schools receiving BEPA 2.0 trainings via Cooperative Extension [4]. Trainings were delivered to 837 teachers in 38 schools from fall 2018 to fall 2019. Three to six months post-training, a brief survey assessing implementation was distributed to all teachers at trained schools. Overall, 90.1% of teachers reported using BEPA 2.0, most commonly to provide classroom activity breaks (84.0%) and meet PE minute requirements (53.0%). Most teachers (71.8%) implement 1-2 times per week, with nearly all teachers (97.2%) able to include children with disabilities in activities. More trained (91.1%) versus untrained teachers (83.4%) reported using

BEPA 2.0 (p=0.03).

1. Gunter, K.B., Abi Nader, P., Armington, A., Hicks, J.C., John, D. Evaluation of an Extension-Delivered Resource to Accelerate Progress in Childhood Obesity Prevention: The BEPA-Toolkit. *Journal of Extension*, 2017 55(1), Article 2FEA5. Available at: <https://archives.joe.org/joe/2017april/a5.php>
2. Abi Nader P., Hilberg E., Schuna Jr. J.M., John D.H., Gunter K.B. Association of teacher-level factors with implementation of classroom-based physical activity breaks. *J Sch Health*. 2019; DOI: 10.1111/josh.12754.
3. Gunter, K.B., Taylor, N., Packebush, T. Partnering with Cooperative Extension To Advance Physical Education Policies And Practice: Evaluating The Train-the-trainer Approach. *Medicine & Science in Sports & Exercise*. In press. *Medicine & Science in Sports & Exercise*. To be published June 2020.
4. Packebush, T., Winfield, T., Gunter, K.B. Evaluating Extension-supported Implementation of a Classroom-based Physical Activity Program in Under-resourced Schools. In press. *Medicine & Science in Sports & Exercise*. To be published June 2020

Classification: Research-tested

Evaluation Indicators

Based on the SNAP-Ed Evaluation Framework, the following outcome indicators can be used to evaluate intervention progress and success.

	Short Term (ST)	Medium Term (MT)	Long Term (LT)	Population Results (R)
Individual	ST1, ST3	MT3		
Environmental Settings	ST7	MT6	LT6	
Sectors of Influence		MT9		

Evaluation Materials

Evaluation tools, materials and support are available to those who adopt BEPA 2.0. Contact BEPA2.0@oregonstate.edu for information about evaluation resources.

Additional Information

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