



# Creating places for **PLAY AND P.A.**

*through community driven approaches*

**Presented by**

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*and*

**Michael Lopez, MUP**



Available at:  
[agrilife.org/urbanparks/](http://agrilife.org/urbanparks/)

TEXAS A&M  
**AGRI**LIFE  
EXTENSION



***Where do you play?***

***Where do children to day play?***

***What types of play?***

***Can you make something this cool?***





Let's think about where people **Play** these days...







Workshop Agenda:  
Issue  
What, Why, How and  
Impact of:

- Pop Up Play
- Painted Places
- Wayfinding

Practice Planning




# Issue / Need

- Increasing need versus scarcity of land
- Community Issues
  - Community interaction / support
  - Physical Activity
  - Economic Impacts
- Cost of install and upkeep
- Gauge community capacity
- Figure out what works quickly








# Preschoolers 3-5 years old

 <b>Recommended</b>	 <b>Limit</b>	 <b>Not Recommended</b>
<p>Daily, preschoolers need:</p> <ul style="list-style-type: none"><li>▪ At least 60 minutes of structured activity,</li><li>▪ At least 60 minutes and up to several hours of unstructured physical activity</li></ul> <p>Daily outdoor time in a safe setting supervised by an adult.</p> <p>Free space, developmentally appropriate toys and equipment to encourage children to be physically active: tricycles, yoga mats, balls, rocking boats, hopscotch, hoops, etc.</p> <p>It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety.</p>	<p>Limit screen time to under one hour* a day. Screen time should be supervised. Parent permission should be requested for children participating in any screen time. This includes:</p> <ul style="list-style-type: none"><li>▪ TV / DVD</li><li>▪ Computer</li><li>▪ Video games.</li></ul>	<p>More than 60 minutes of sedentary activity at a time, except while sleeping.</p> <p>Physical activity that is not developmentally appropriate. Which includes but is not limited to:</p> <ul style="list-style-type: none"><li>▪ Riding a 2-wheel bike</li><li>▪ Roller skating/blading</li><li>▪ Elimination games</li></ul> <p>More than 1 hour of screen time.</p>

Source: National Association for Sport and Physical Education. *Active start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*. 2<sup>nd</sup> ed; 2002.




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# CHILDHOOD OBESITY

**1/3**

of all children  
and adolescents  
are overweight  
or obese.



Overweight  
adolescents  
have a

**70**  
**PERCENT**

chance of  
becoming  
overweight  
adults.

# CHILDHOOD OBESITY BY THE NUMBERS

Many U.S. kids are overweight or obese, and most don't exercise.



**1 in 3**

children and teens age  
2 to 19 are considered  
overweight or obese



**2 out of 3**

don't get any daily  
physical activity



**96 %**

of elementary schools  
offer no physical  
education classes



**7 hours**

is the amount of time kids  
spend in front of TV or  
computer screens daily

Source: CDC



# Do ALL Kids Have Safe Places to Be Active?

Communities of color and/or lower income have higher rates of obesity. They also lack attractive, convenient, and safe places to be physically active.

## LACK OF RECREATIONAL FACILITIES

**70%** & **81%**  
of African-American  
neighborhoods  
lack recreational facilities.

## POOR SIDEWALKS

Sidewalks in African-American neighborhoods are

**38** times more likely  
to be of low quality.

## LESS RECESS

Children living below the poverty line are

**159%** more likely to be  
deprived of recess.

## DANGEROUS CONDITIONS

Each year, Hispanic communities experience

**3.6** & **45.5**  
more total crashes  
per mile of street  
more crimes  
per acre  
compared with White communities.

For more information,  
see our research synthesis at  
[www.activelivingresearch.org/disparities](http://www.activelivingresearch.org/disparities)

**Active Living Research**  
[www.activelivingresearch.org](http://www.activelivingresearch.org)

Sources: **LACK OF RECREATIONAL FACILITIES:** Moore, L.V. et al. (2008). Availability of Recreational Resources in Minority and Low Socioeconomic Status Areas. American Journal of Preventive Medicine, 34(1): 16-22. **LESS RECESS:** Roth, J.L. et al. (2003). What Happens during the School Day? Time Diaries from a National Sample of Elementary School Teachers. Teachers College Record, 105 (3): 317-343. **POOR SIDEWALKS:** Kelly, C.M. et al. (2007). The Association of Sidewalk Walkability and Physical Disorder with Area-Level Race and Poverty. Journal of Epidemiology and Community Health, 61:978-983. **DANGEROUS CONDITIONS:** Zhu, X. and Lee, C. (2008). Walkability and Safety around Elementary Schools: Economic and Ethnic Disparities. American Journal of Preventive Medicine, 34(4): 282-290.



*We think every kid should have a park just a hop, skip, and a jump away.*

Photo credit: Jenna Stamm



# Parks on the clock: why we believe in the 10-minute walk

by The Trust for Public Land | February 25, 2016 | 0 comments



201



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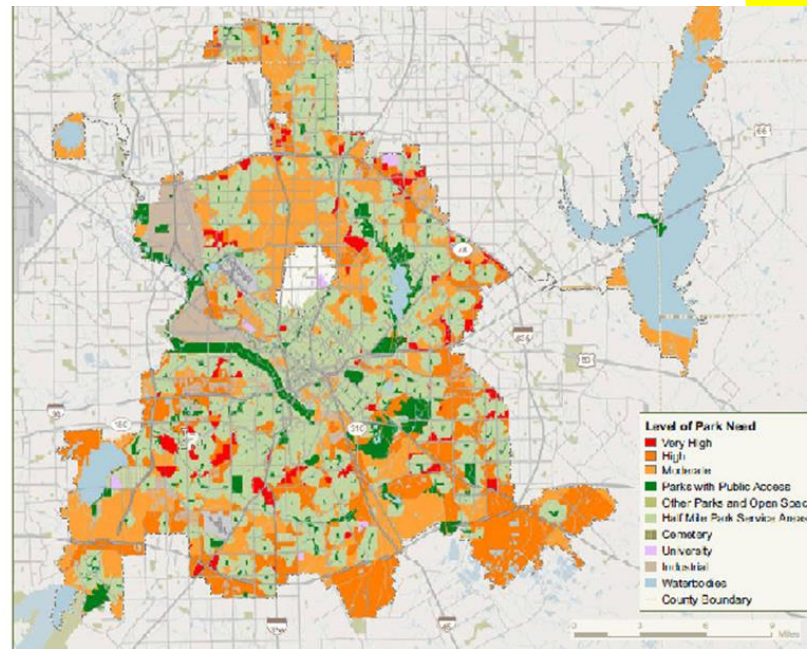


Photo credit: Flickr user Marty Hadding



# Resources

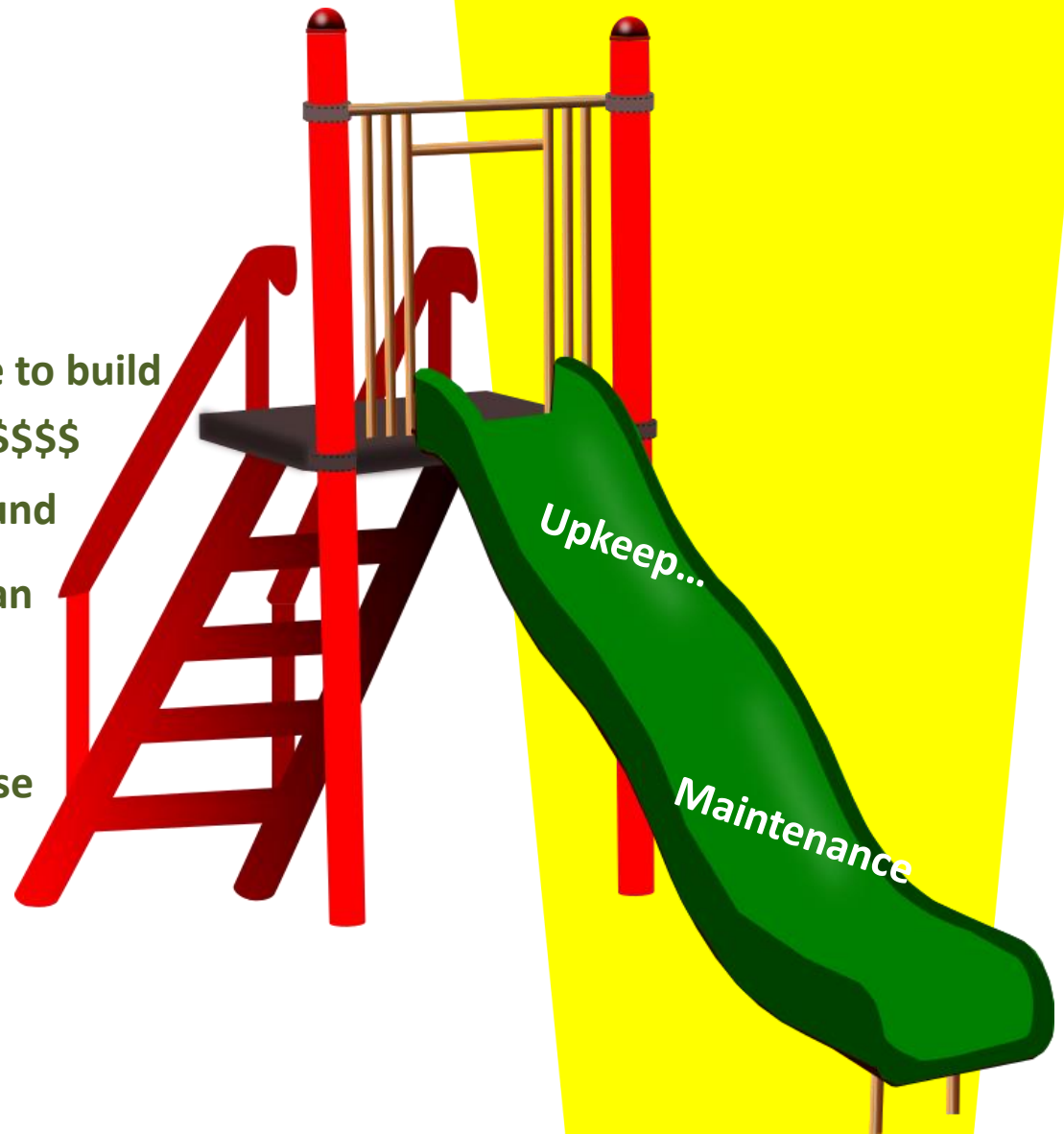
“We need resources to keep up with our growing population,” he says. “Although we’ve added 570 acres since [the 2002 Renaissance Plan](#), it’s not enough to keep up with our population increases. *And we have not had a bond program since 2006. We’re falling behind.*”



Dallas' park needs, as mapped out in The Trust for Public Land's latest ParkScore

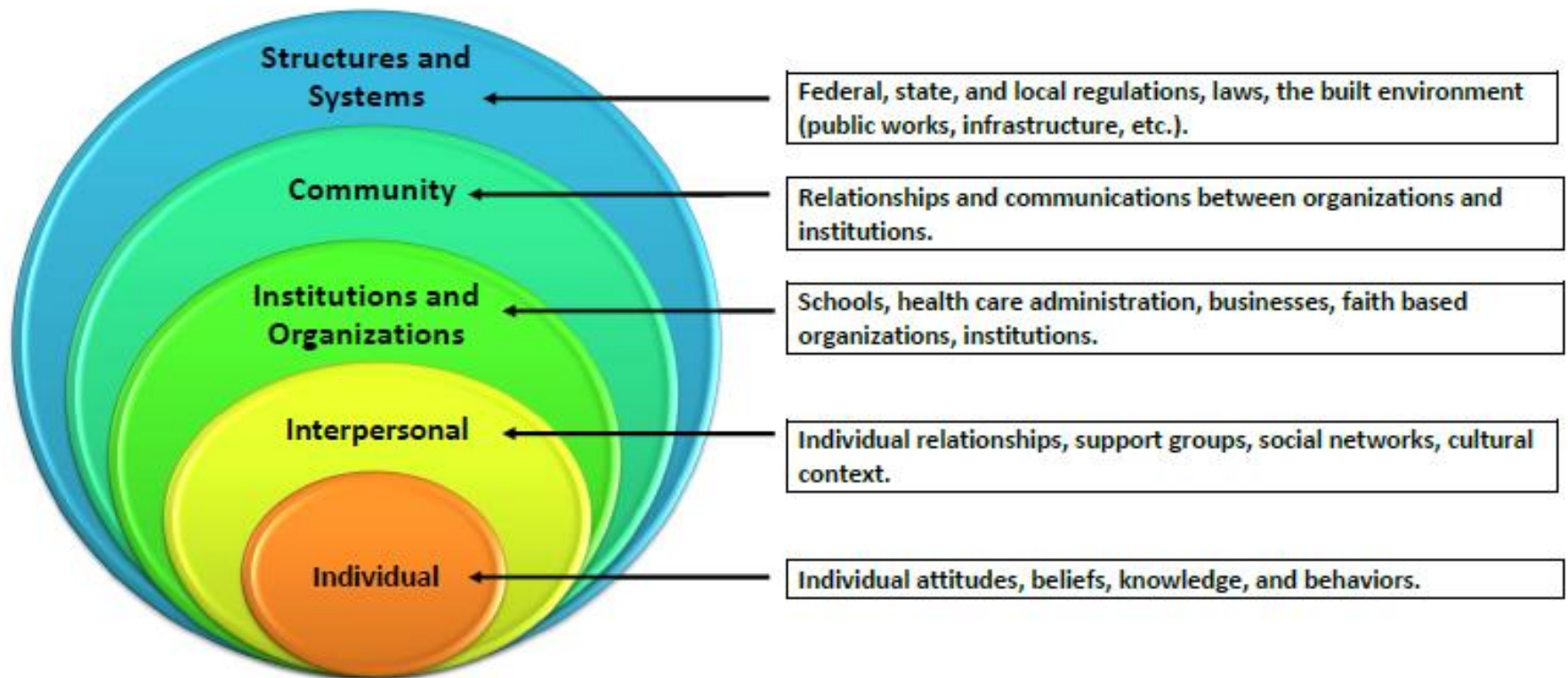
# Resources

Time to build  
\$\$\$\$  
Time to fund  
Time to plan  
Citizen input  
Land to buy or use



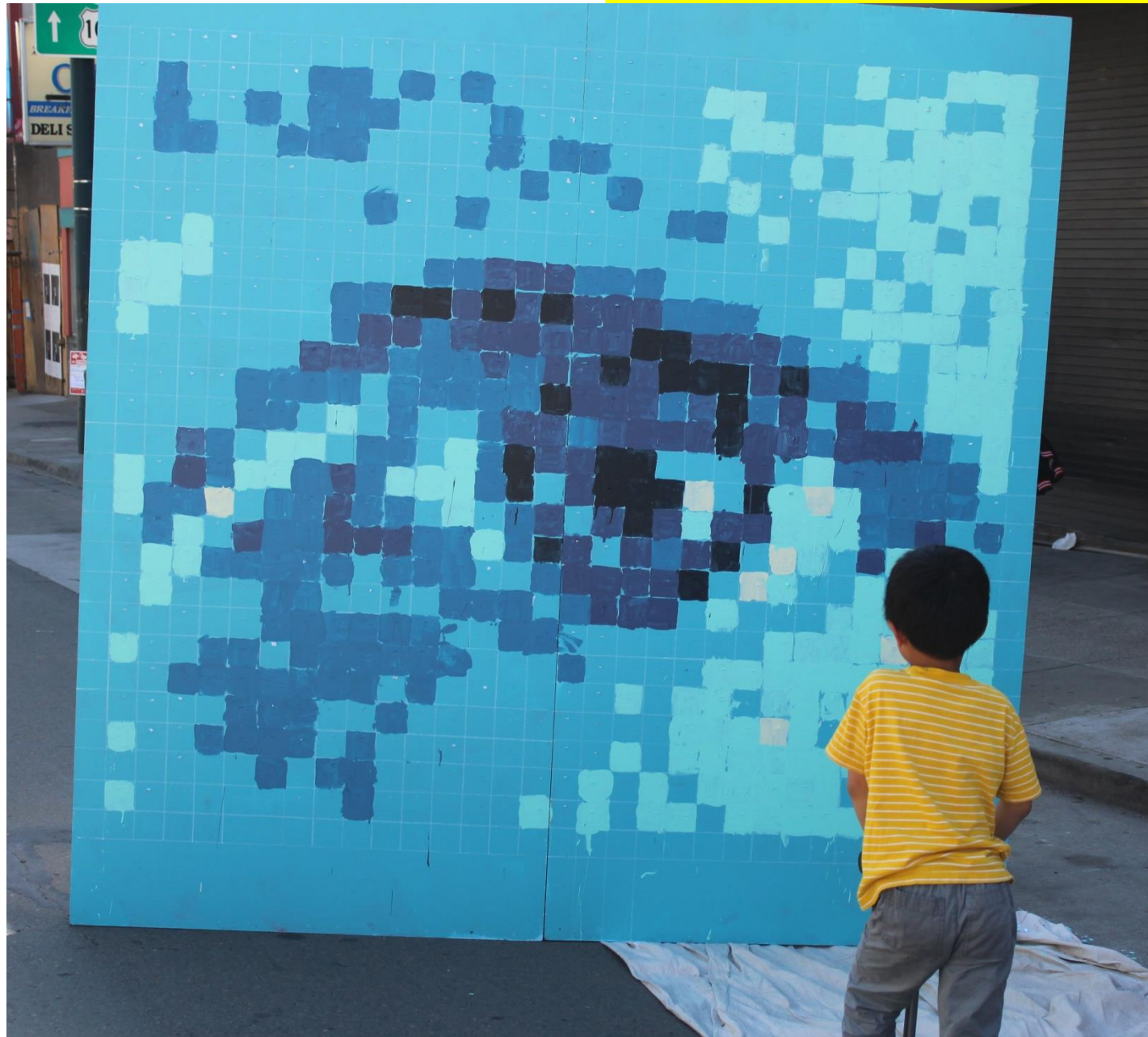
# Social Ecological Model (SEM)

Depicts how health behaviors of an individual (inner oval) are influenced by the interpersonal, organizational, community, and public policy contexts and environment in which that person exists.





“The tension between increasing need and scarcity of land (or resources) had created a class of tactical interventions that transform parking spaces and underused road surface into small open spaces serving as public gathering and recreation spaces.”







“Opportunities are everywhere from a blank wall, to an overly wide street, to an undeveloped parking lot or vacant property.”

# Tactical:

- 1) of or relating to small- scale actions serving a larger purpose
- 2) androit in planning or maneuvering to accomplish a purpose







<http://www.nyc.gov/html/doh/images/cdp/hula-hoop.jpg>

## Principles

- temporary
- flexible

- participatory
- low cost
- iterative

Tactical Urbanism

# Play streets, pop up play, open streets

When a city street or area is closed to traffic or other uses to create an area where kids can play and be active.





After the first  
"Play Street" 29 more  
play streets produced  
around Manhattan in the same  
year.



# What is a Play Street?

## **Program: Play Streets**

New York, New York

Streets are temporarily closed to traffic to create new places for play

**Play Streets partners:** City of New York / Health & Mental Hygiene, Transportation, Parks & Recreation, and Education; Transportation Alternatives; local schools and community-based organizations

**Program summary:** Play Streets offer a low-cost way for neighborhoods and schools to create more space for active recreation. The program helps neighborhood organizations and schools identify streets that can be closed to traffic for certain periods of time, in order to create new outdoor play spaces.

Community Play Streets are sponsored by local community organizations, and operate throughout the summer months. Nineteen community Play Streets were permitted in NYC during the summer of 2012 with assistance from the Health Department and partners, offering programming such as running groups, dance classes, yoga, and soccer workshops, and simple equipment like jump ropes and hula hoops for unstructured play. During the summer of 2013, the Health Department assisted fourteen community organizations with obtaining Play Street permits.

School Play Streets are designed to create active space for schools with limited or no access to a gymnasium, multi-purpose space, or outdoor recreation facilities. Many schools in the city do not have adequate space to meet the State Education Department's requirements for physical education and physical activity and a Play Street can help to address this issue. Fourteen NYC schools obtained Play Streets permits for the 2012 - 2013 school year, with assistance from the Health Department and partners.



<http://centerforactivedesign.org/playstreets/>



<http://usa.streetsblog.org/2014/06/05/seattle-opens-up-neighborhood-streets-for-kids-to-play/>

# History / Roots

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- Street Fairs
- Bazars
- Markets
- Block Parties
- Similar temporary events



Tactical Urbanism



# Grassroots

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- Do “for” yourself
- Small win
- Using existing resources—working with what you have
- Gauge impact/ usability/ feasibility
- Accessible
- Builds community





# Getting Started

Identify area intervention is needed and community support, awareness, and stakeholders



Common Planning Steps



# Getting Started

Location (Street, park, shelter, parking lot, farmers market)

When/ Repetition and regular schedule \*\* day, time, duration

Permits needed

Petitions needed?

Is liability insurance needed?



# Identify Local Assets

Who will organize (community organization, neighborhood association, schools, city agencies)

Community input

Outreach meetings

Build community partners (YMCA's, Police, bike groups, nutrition, soccer associations, yoga)

Recruit volunteers (train and background check when needed, clear roles and volunteer job descriptions)





# Logistics

Secure equipment and storage

Make sure right supervision for right activities

Structured versus unstructured activities

Play equipment and event equipment (tables, chairs, water, snacks...)

Local Police or safety agency involved





# Programming for Success

A mix of activities is important for attracting a diverse crowd to Play Streets. A sample mix might include:



Arts & Crafts



Dance/Aerobics/Yoga



Educational Workshops



Group/pick-up sports: running, soccer, rugby



Performances by local artists (music, dance, theatre)



Other interactive cultural demonstrations

# Participation

Publicize your event  
Hold a kick off event  
Regular repetition is key\*\*



## A “PLAY STREET” IS COMING TO YOUR NEIGHBORHOOD

St. Therese Catholic Academy is celebrating its annual field day on Friday, May 30. This year, in partnership with the Seattle Department of Transportation (SDOT), St. Therese will close 35th Ave (between Spring St and Marion St) from 8:15 AM to 3 PM so that kids can safely play in the street during the field day. This event will launch SDOT's pilot Play Streets program, and we're excited to have St. Therese leading the way as the first school to participate.



# WE HAVE A PLAY STREET!

EVERY FIRST SUNDAY OF THE MONTH, BEGINNING

**MONDAY • AUG 25TH**  
4 - 8 PM

**STREET NAME • BTWN CROSS ST AND CROSS STREET**

A Play Street is an SDOT sponsored program that closes a neighborhood street to traffic so that kids, adults, and pets can have more space for play and physical activity.

There are many benefits to having a Play Street. Kids of all ages have the space to be more active. Neighbors working together to organize a Play Street can help build community. Moving traffic off the street—even for a few hours—reminds us that streets are for people, too. Play Streets support FUN for everyone!

For more info or if you want to help with our first Play Street event, please email NAME at name@gmail.com

[WWW.SEATTLE.GOV/TRANSPORTATION/PLAYSTREETS.HTM](http://WWW.SEATTLE.GOV/TRANSPORTATION/PLAYSTREETS.HTM)





# Outcomes

## Evaluating Additional Initiatives: Playstreets

On request of DOT, Playstreets Coordinator hired by Health

Evaluation by Health

Ages of children attending Playstreets (from surveys): Ages 1-13

Visited Playstreets at least once before: >80%

Average length of time children stayed at the Playstreet (from surveys):  
~1.5hours

Most likely activity if children had not come to the Playstreet:

<i>TV or other inside activity:</i>	<b>52%</b>
Outdoor activity:	<b>38%</b>
Indoor or outdoor activity equally likely:	<b>10%</b>

**ACTIVE  
DESIGN**



# Outcomes

1

## Harvest Home Play Street 2010: Evaluation Report

### KEY FINDINGS FROM EVALUATION OF 2010 HARVEST HOME PLAY STREETS FROM OBSERVATIONAL SURVEYS AND DISCUSSIONS WITH PROGRAM STAFF:

#### Utilization of Harvest Home Play Streets:

- Over 1200 youth attended two play street locations in July and August 2010
- People of all ages visited the Harvest Home Farmers Market on the same block
- Visible activity encourages participation in Play Streets
- Youth were primarily engaged in programmed physical or educational activities, not socializing

#### FROM STREET INTERCEPT SURVEYS (N=133)

#### Play Streets Promote Physical Activity:

- Forty-four percent (44%) of those surveyed at both sites reported engaging in physical activity while at the PS.
- If not at the Play Street, 64% of Play Street attendees reported that they would have been engaged in a sedentary activity.
  - 46% of those who reported that they would have otherwise been engaged in a sedentary activity reported participation in a physical activity at the Play Street.
- Twenty three percent (23%) reported that they typically only spend time outdoors once a week.
- People walk to Play Streets and engage in physical activity while on site. The majority of individuals surveyed across both sites walked to the Play Street that day (71%).

# Outcomes

## **Play Streets Engage People Not Necessarily Seeking Out Physical Activity:**

- Majority of those surveyed were visiting the Play Street for the 1<sup>st</sup> time (60%)
- The majority (68%) of respondents reported living within 10 blocks from the Play Street. Eighty-three percent (83%) lived within 20 blocks.
- The majority (77%) of those surveyed reported learning about the Play Street from someone they know, whether it was from friends, family, a teacher, or their colleague
  - The next largest percent of attendees surveyed learned about the Play Street when they arrived on the scene (17%), including those walking around the area near their home.

## **Play Streets Engage Local Residents and Build Community Support:**

- Eight-two percent (82%) reported that it was either “very important” or “important” to have a Play Street near their home.
- Ninety-two percent (92%) reported they would tell their friends and neighbors to come to a Play Street.
- Ninety-two percent (92%) said that they felt safe from car traffic at the PS.
- Eighty-four percent (84%) reported that they felt the neighborhood is safer with a Play Street.

## **Play Streets and Farmers Markets Work Well Together:**

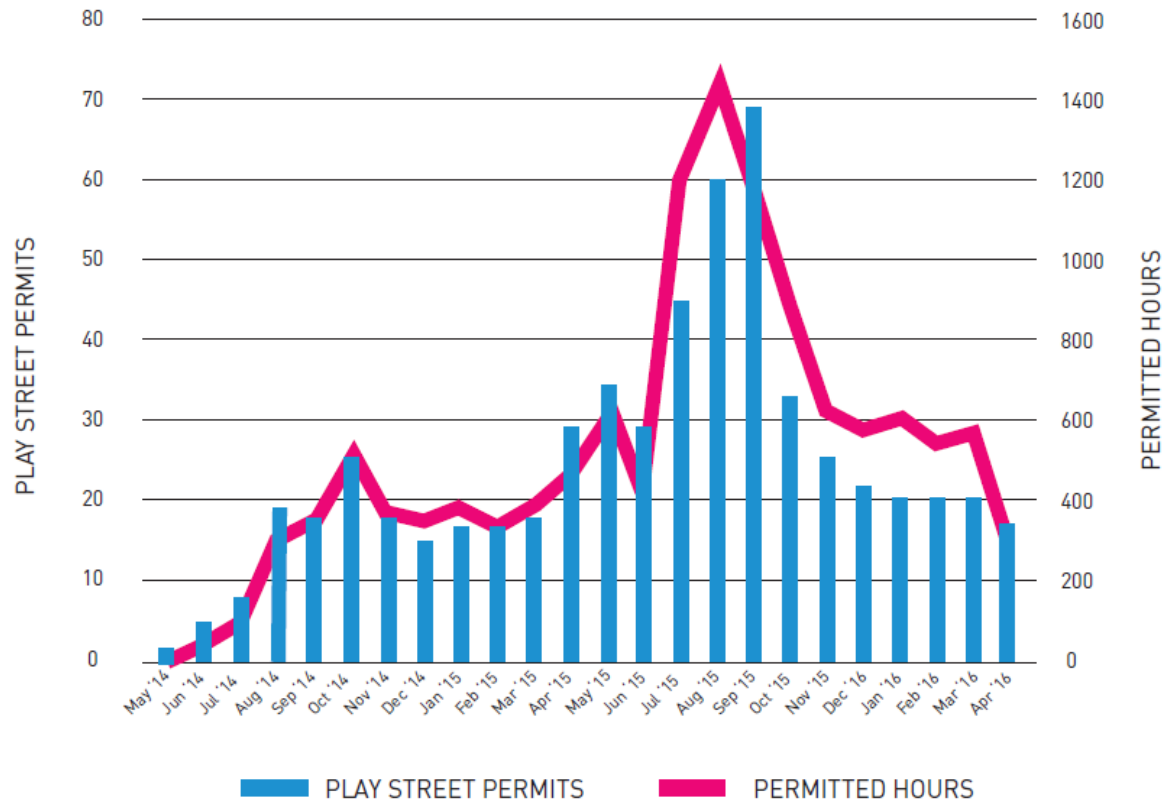
- 11% of Play Street attendees reportedly learned about it while visiting the Harvest Home Farmer’s Market on the same street.
- Play Streets filled unutilized portions of a street permitted to be closed for a farmers market with physical activities for youth that made the street feel safe. The apparent demand for Play Streets and the bureaucratic ease through which this collaboration occurred speaks to the need for a more streamlined application process for Play Streets more generally.



# Outcomes

## PILOT EXTENSION

In 18 months, we've issued 162 permits  
Over 9,000 hours worth of play streets



# Outcomes

## NEXT STEPS

### 1/ Move from Pilot to Permanent in 2016

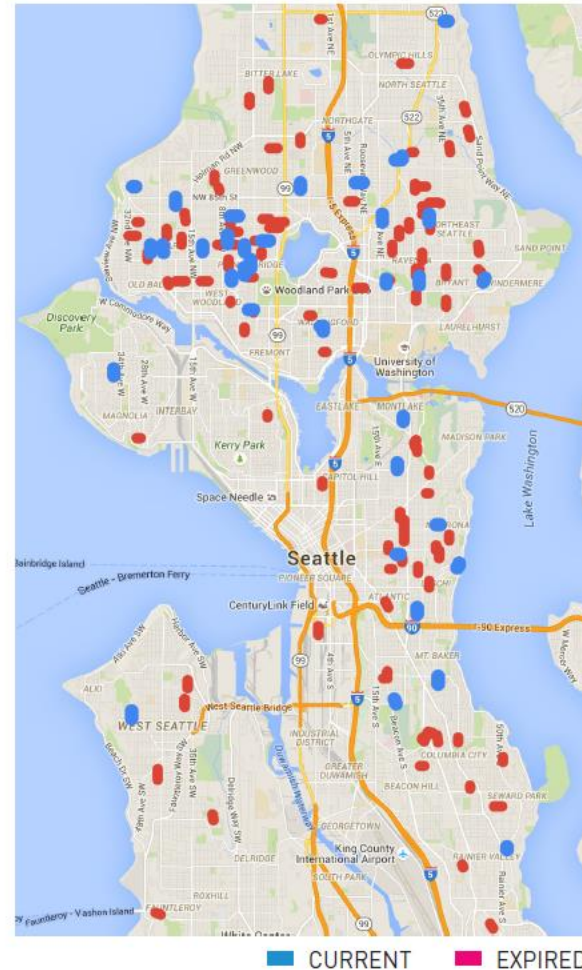
- + Update the municipal code
- + Adjust program rules
- + Make a handbook

### 2/ Improve geographic equity

- + Reach out to community groups and schools
- + Host events in underserved n'hoods
- + Provide play materials

### 3/ Promote program benefits

- + Adds extra space for safe, active play
- + Provides easy community building
- + Links to other city plans





# Painted Play Places



[storybookmural.co.uk](http://storybookmural.co.uk)

## Painted Play Places

### Fuel Up to Play 60 Active Play Areas - Austin, TX



<https://www.schooltube.com/video/78e66bdfdd0b447e84f5/Fuel%20Up%20to%20Play%2060%20Active%20Play%20Areas%20-%20Austin,%20TX>



## Painted Places

### What

Bright games or art work painted on cement or asphalt surfaces.



## Painted Places

### Impacts

- Welcome addition
- Improve safety
- Make the duller of school grounds seem more vibrant and full of life





## Painted Places



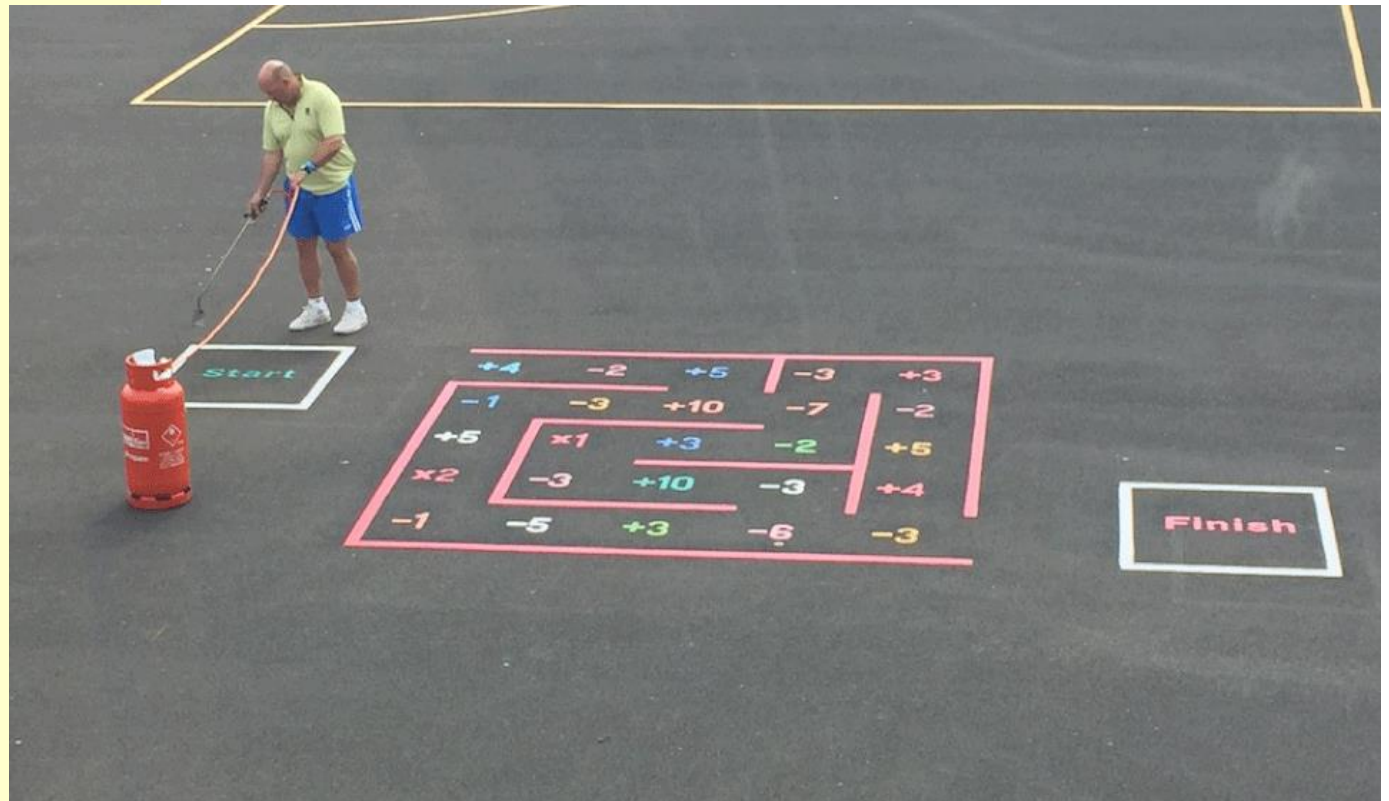
### Impacts

- Add curriculum, learning and teaching opportunities
- Encourage physical activity
- Encourage creativity and play



## Impacts

- Community partners and community projects
- See the school as wider community resource
- Inclusive project to school staff, community members, parents, and students

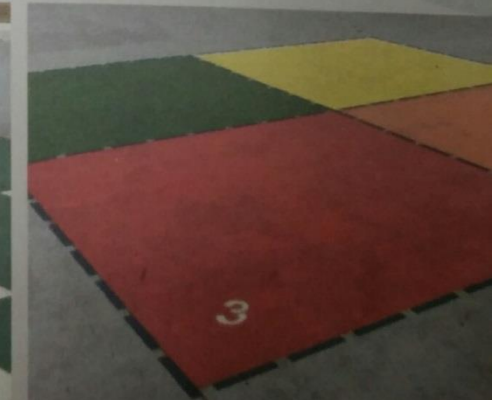
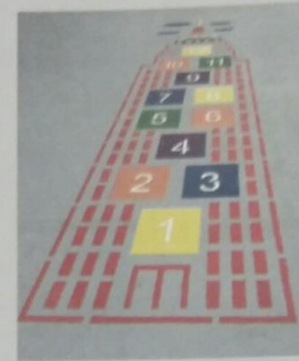




## Who is doing them...

McAllen Church  
Austin ISD  
Boston School Yards  
School Yards  
Transformations  
KaBoom

Several staff members spent Saturday, January 23 preparing a surprise for our kids on Monday: a newly  
courtyard! Kids love the new and improved play space, while staff members had a chance to serve the c  
through their sacrifice of time and talent.



# Feasibility

Get permission and approval

Review case studies or other places that have painted places



# Feasibility

Brain storm ideas and get input  
Practice ideas with chalk / pilot test

## Painting Playground Markings



In painting playground markings the following supplies are necessary: 100 foot measuring tape, paint, playground chalk, snap line, a taut rope on a stake for marking the radius of circles, old cloth for spills, large sticks of chalk for detail work and layout prior to painting.

+ Paint for School Playground Markings ▼

+ Most Popular Playground Games ▼

<http://peacefulplaygrounds.com/school-playground-markings/>



# Sustainability

Have the right leaders approve for safety, etc.  
Devise and get prep and application guidelines approved



[http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4207738.asp](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4207738.asp)

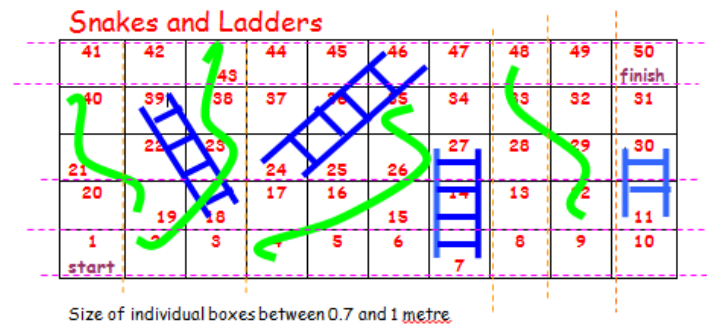
# Resources

Get community support



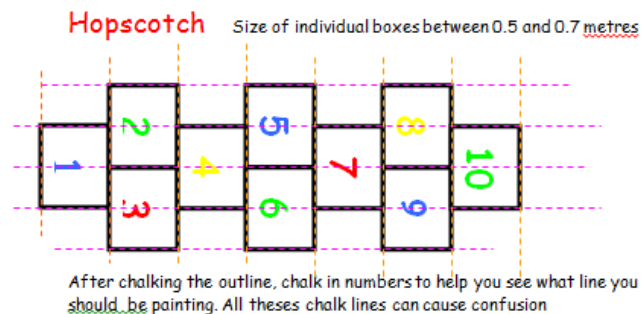
# Logistics

Plan day/ time  
Gather materials needed  
Recruit volunteers



For best results, paint boxes either yellow or white and paint numbers the opposite colour (yellow or white)

Paint boxes first, snakes and ladders next, then finish off with numbers  
Paint ladders one colour, paint snakes one main colour (different from ladders, boxes and numbers) keep them simple. Brighten them up with coloured spots. Red tongue shaped like a Y



[http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4207738.asp](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4207738.asp)



# Logistics

Host the “paint day”

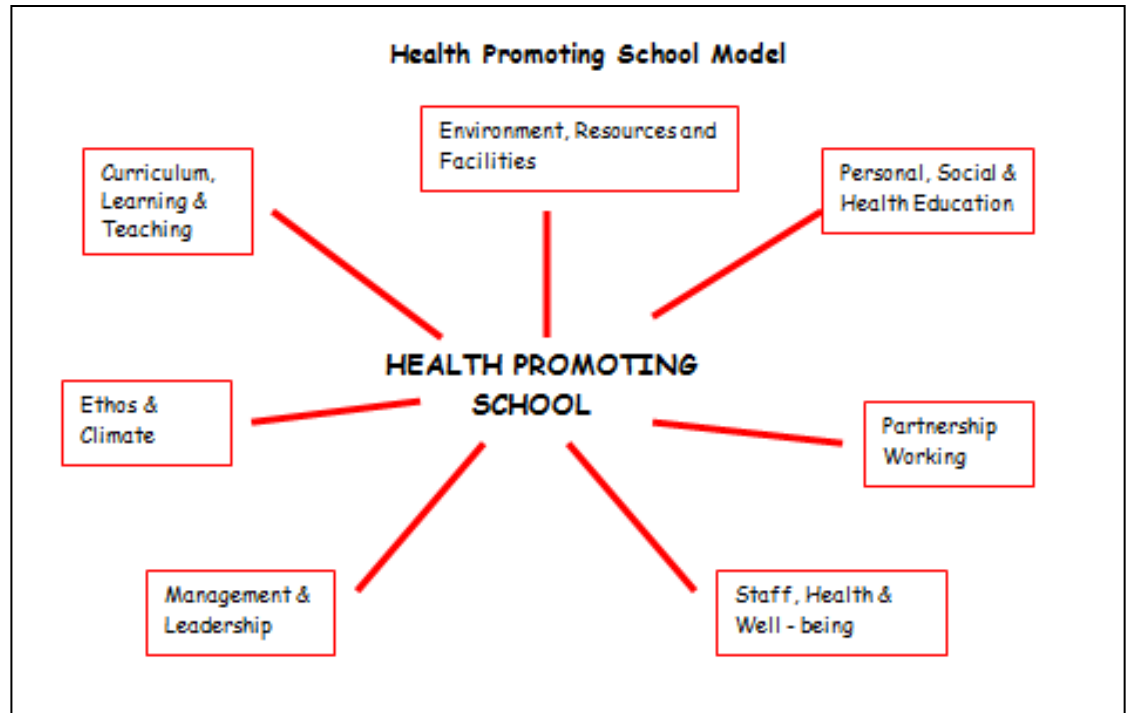


# Extend Curriculum

Train teachers and community leaders on ways to integrate the painted spaces  
With curriculum and physical activity



Pinterest Painted Playground Games



[http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4207738.asp](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4207738.asp)

# Outcomes



Enhancements to play can positively shape children's physical activity behavior during recess and activity time.

**Playground markings represent an evidence-based and low-cost approach for increasing children's physical activity during recess and activity break time.**

Playground markings have been used not only to increase children's active play during recess, but also to teach core academic materials such as math, geography and science.

In the U.S., a pilot study of 12 lower income elementary schools in central Texas found that children attending schools with playgrounds enhanced with playground markings **spent more time in moderate and vigorous physical activity during recess and activity time** compared to children attending schools in a non-enhanced comparison condition<sup>10</sup>.

<https://www.schooltube.com/video/78e66bdfdd0b447e84f5/Fuel%20Up%20to%20Play%2060%20Active%20Play%20Areas%20-%20Austin,%20TX>

<http://www.stencilease.com/abouttheFUTP60stencils.htm>



# Wayfinding



# Wayfinding



<http://www.treehugger.com/urban-design/create-your-own-diy-public-signage-walkable-city.html>

**Wayfinding** can be defined as spatial problem solving. It is knowing where you are in a building or an environment, knowing where your desired location is, and knowing how to get there from your present location.

## Wayfinding

[www.umich.edu/~wayfind/.../moreinfoframeset.htm](http://www.umich.edu/~wayfind/.../moreinfoframeset.htm)



University of Michigan ▾



# Why

Encouragement  
Increased Knowledge  
Increased Use  
Community Pride



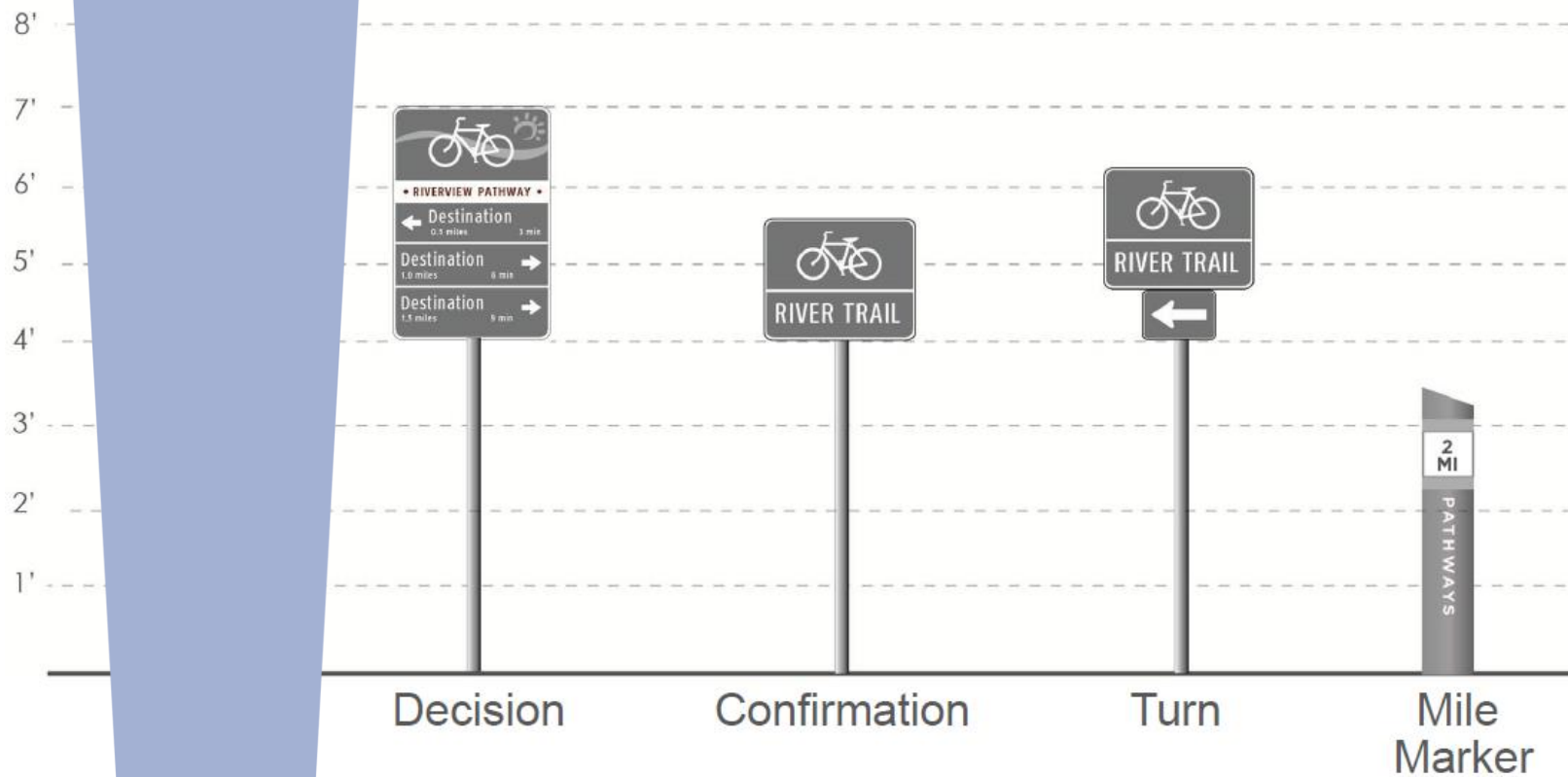
# Wayfinding PRINCIPLES



*Elliott Erwitt/Magnum Photos*

- Connect Places
- Be Predictable
- Be Inclusive
- Keep Information Simple

# TOOLS: Fundamental





# Who is using Wayfinding?

STC Starr County Campus  
Walk Your City

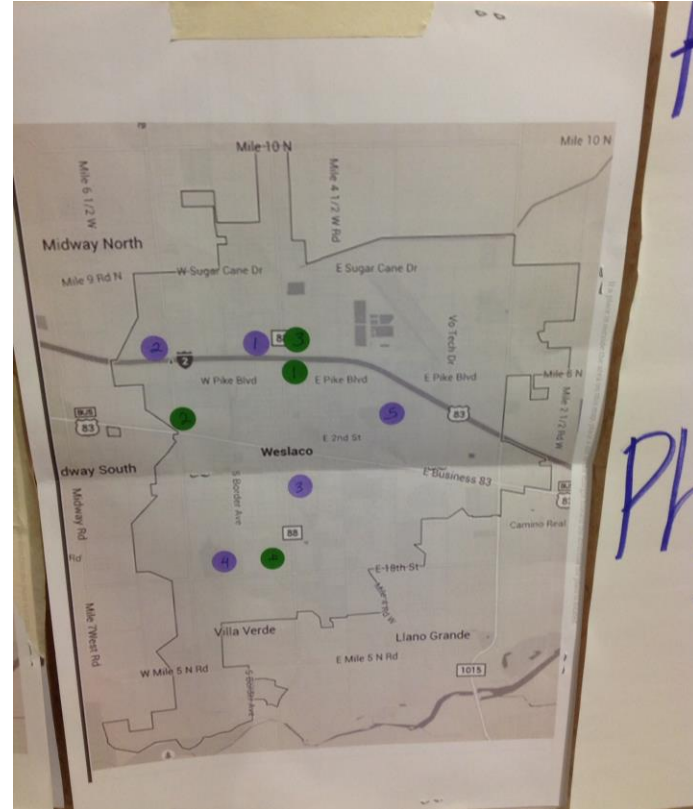


Building	Name	G	Student Services
A	Administration / Bookstore	H	Student Activities Center
B	Center for Learning Excellence	I	Rural Tech Center
C	North Academic	PB	Portable Building
D	Workforce Center		Walking Path
E	South Academic		
F	Library		



# Logistics

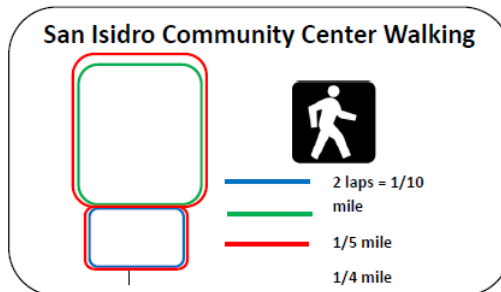
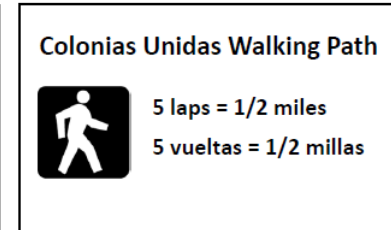
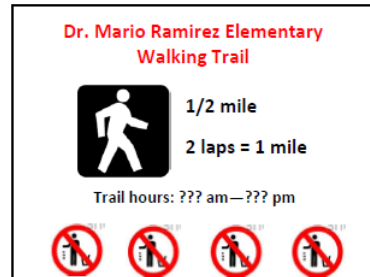
Observe where people are walking or could walk



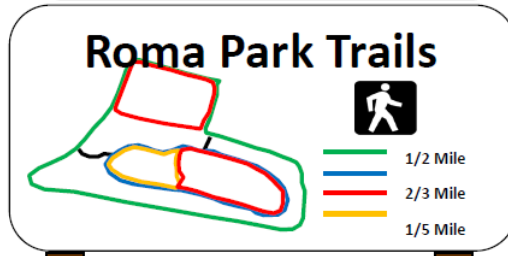
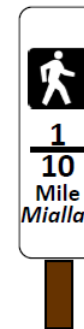
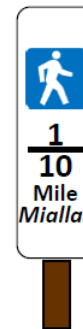
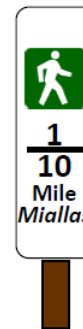


# Logistics

Get permission and approval and permits (if needed)  
Review case studies or other places that have added wayfinding  
Brainstorm ideas and get input



Health signs with logos





# Logistics

Practice ideas / pilot test

Have the right leaders approve for safety, etc.

Devise and get prep and application guidelines approved



# Logistics

Get community support and community input  
Gather materials needed  
Recruit volunteers



# Logistics

Host the events or special days



SIGN IN | REGISTER



GETTING STARTED

TOOLS AND RESOURCES

CALCULATOR

FAQs

BLOG

ABOUT

CONTACT

## GET INTO THE HABIT OF HEALTHY.

With the free 8-week Walk Across Texas! program, join friends, loved ones and thousands of fellow Texans on a daily walk to a better life.

REGISTER NOW



### Walk The Walk

Walking is one of the least expensive and easiest ways to get fit. Start now and reduce your risk of cancer, diabetes, heart disease and stroke.



### Form A Team

Increase your chances of success by joining Texans as they walk towards a healthier life.



### Students And Schools

Sign up your class and get children excited about being more active.



### Why Walk

By joining, you can create healthy habits, lower your risk of disease, meet new friends and achieve your goals.

Common Planning Steps



# A Tale of ~~Two~~ Cities 1 City

- \* After prompts were installed, 141,454 additional people chose to walk
- \* Equivalent to population of Syracuse, New York



# Outcomes



Accessible  
Improves Equity  
Make part of daily life  
Transportation alternative





# Practice Planning Environmental Changes

Can you think of places or areas where youth in your community lacks places to play or be active?

Can you think of areas or assets within these places that could become playstreets, painted places, or walkable with wayfinding?







Discussion...

For additional resources please contact:  
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[http://www.playworks.org.uk/wp-content/uploads/2015/06/rsz\\_dsc\\_0201.jpg](http://www.playworks.org.uk/wp-content/uploads/2015/06/rsz_dsc_0201.jpg)