



Creating places for
PLAY AND P.A.

through community driven approaches

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Available at:
agrilife.org/urbanparks/

TEXAS A&M
AGRILIFE
EXTENSION

Video and Demonstration
Why Pop Up Play
Pop Up Play Case Studies
Impacts of Pop Up Play
Taking Pop Up Play Home
Q&A



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





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



Outline key components
Pop Up Play

Define the impacts of
Pop Up Play




Discuss how we can use
Pop Up Play in our work

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

 Recommended	 Limit	 Not Recommended
<p>Daily, preschoolers need:</p> <ul style="list-style-type: none"> ▪ At least 60 minutes of structured activity, ▪ At least 60 minutes and up to several hours of unstructured physical activity <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"> ▪ TV / DVD ▪ Computer ▪ Video games. 	<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"> ▪ Riding a 2-wheel bike ▪ Roller skating/blading ▪ Elimination games <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*. 2nd ed; 2002.

School Age 6 years old and older

 Recommended	 Limit	 Not Recommended
<p>Daily, school aged children need:</p> <ul style="list-style-type: none"> ▪ At least 60 minutes of physical activity, ▪ Aerobic as well as age-appropriate muscle- and bone-strengthening activities <p>Daily outdoor time.</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. In after school settings, parent permission should be requested for children participating in any screen time. This includes:</p> <ul style="list-style-type: none"> ▪ TV / DVD ▪ Computer ▪ Video games 	<p>More than 120 minutes (2 hours) of sedentary activity at a time.</p> <p>More than 1 hour of screen time.</p> <p>Elimination games.</p>

US Department of Health and Human Services. 2008 *Physical Activity Guidelines for Americans*. <http://www.health.gov/paguidelines>. October 17, 2008. Accessed April 2009.

CHILDHOOD OBESITY

1/3

of all children
and adolescents
are overweight
or obese.



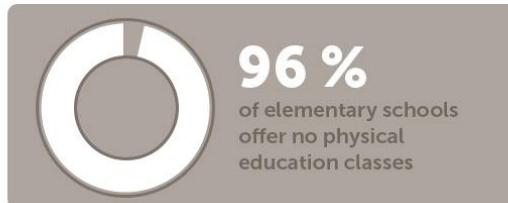
Overweight
adolescents
have a

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.



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 & Hispanic 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

Active Living Research
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

TPL

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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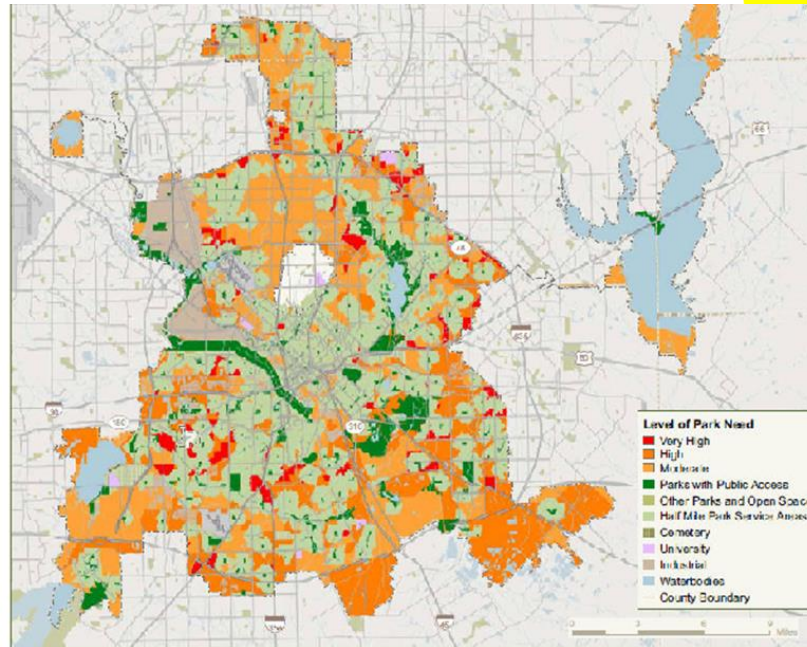
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Photo credit: Flickr user Marty Hadding

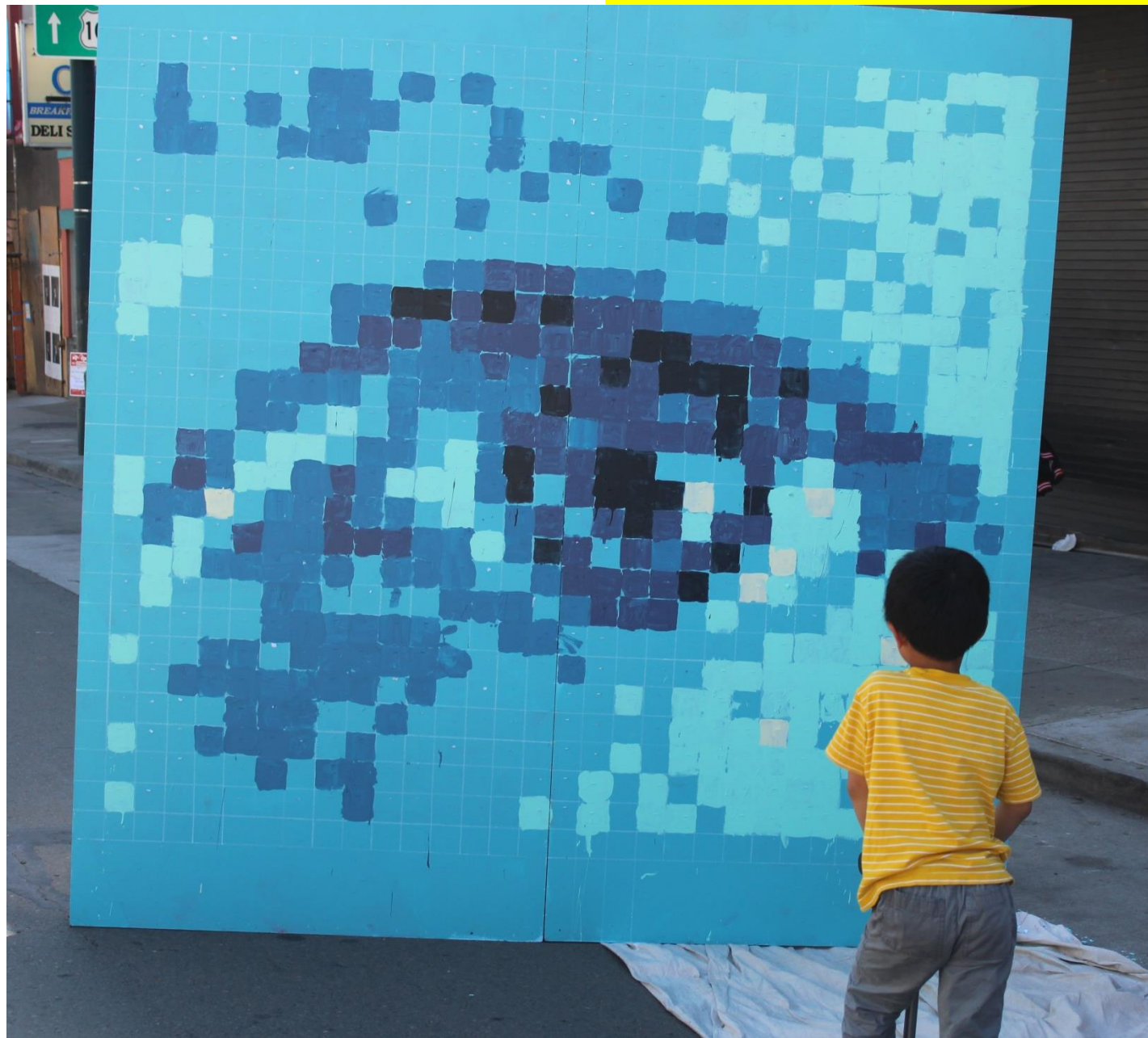
Resources

“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.*”



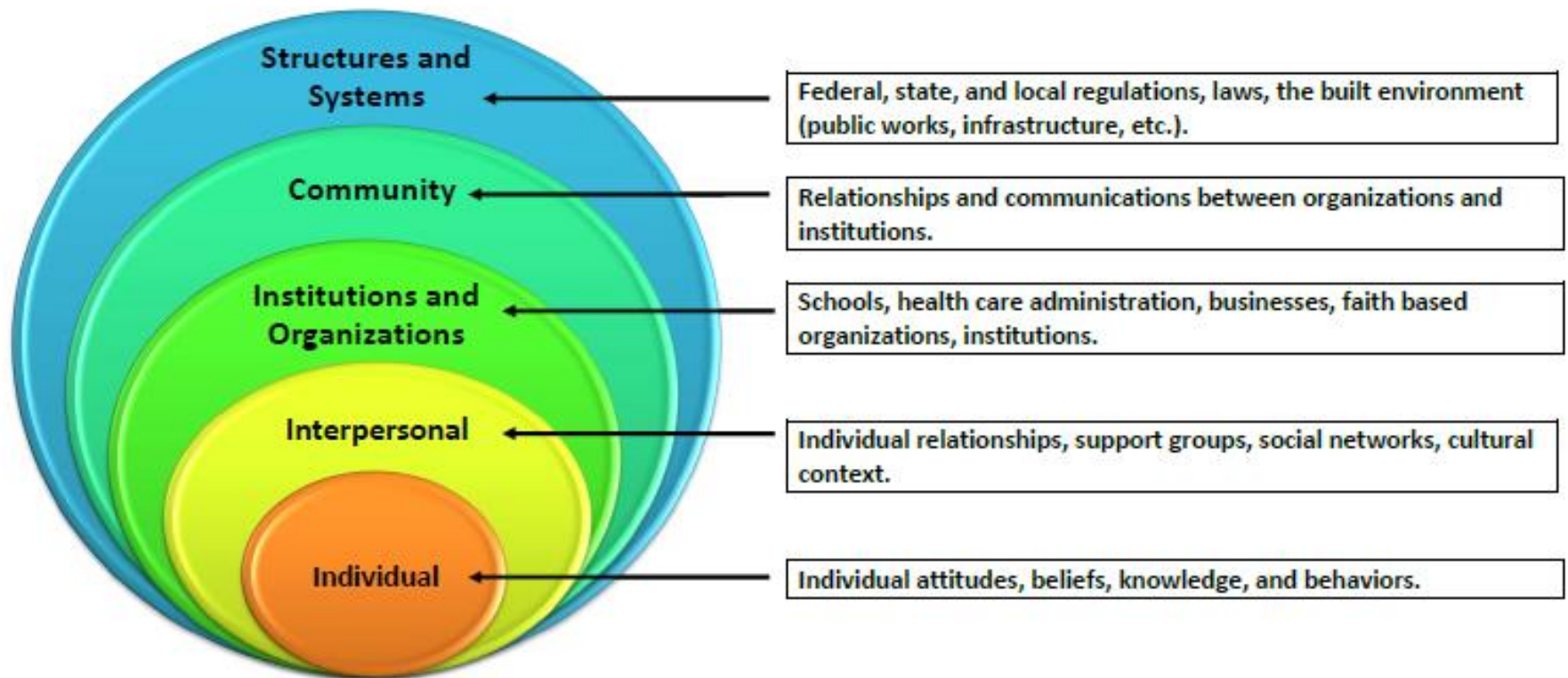
Dallas' park needs, as mapped out in The Trust for Public Land's latest ParkScore

“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.”



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.





“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

Often called **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.



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

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



Grassroots

- 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



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 (YMCAs, Police, bike groups, nutrition, soccer associations, yoga)

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



#	Question	0	1-3	4-6	7-9	10+	Responses, Total Responses
3	Sports Association(s)	20.99%	36.42%	31.48%	3.70%	7.41% >	77% 162
4	Public Partnership(s) with schools	31.17%	55.84%	7.14%	1.30%	4.55% >	67% 154
5	Public Partnership(s) with other public entities	42.95%	47.65%	4.70%	2.01%	2.68% >	53% 149
6	Private Partnership(s)	61.43%	27.14%	5.71%	1.43%	4.29%	140
7	Formal Volunteer Organizations	37.82%	46.79%	8.33%	3.21%	3.85% >	60% 156

Logistics

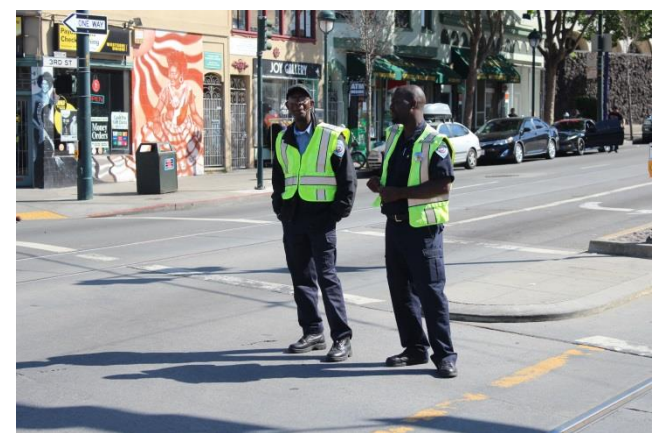
Secure equipment and storage

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



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>	52%
Outdoor activity:	38%
Indoor or outdoor activity equally likely:	10%



**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 1st 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.

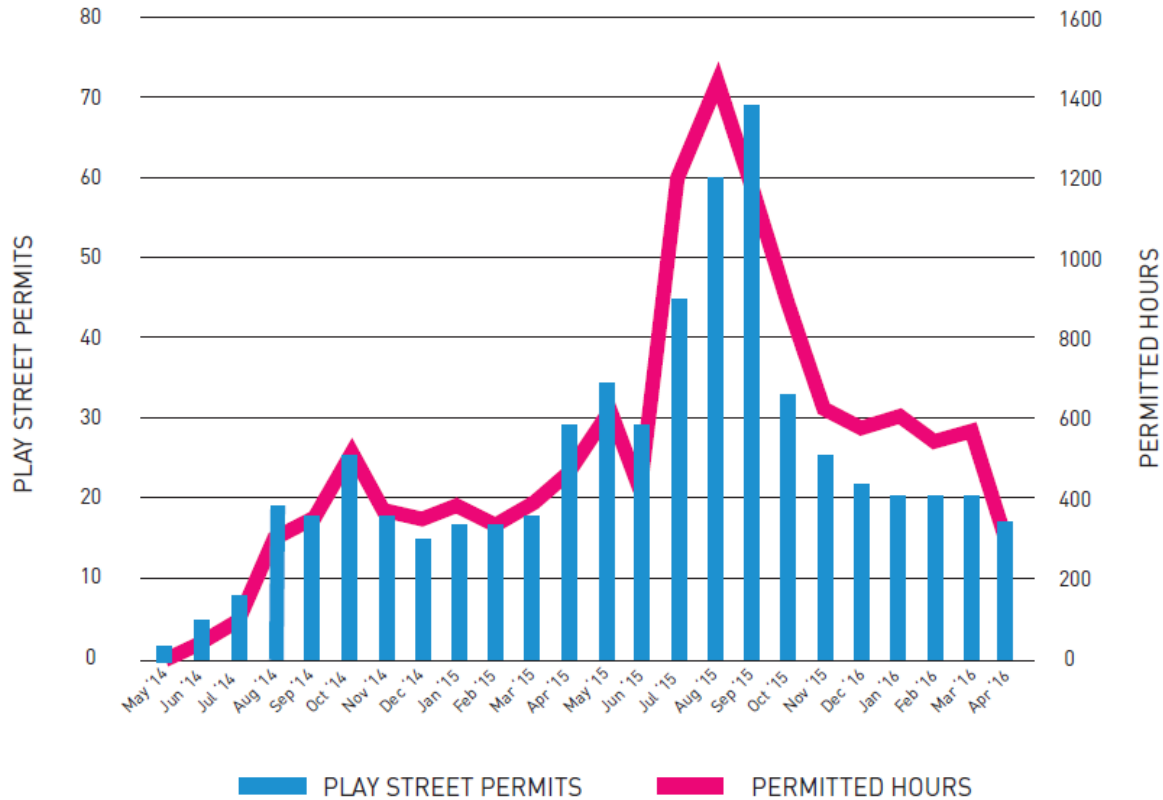
Play Streets and Farmers Markets Work Well Together:

- 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

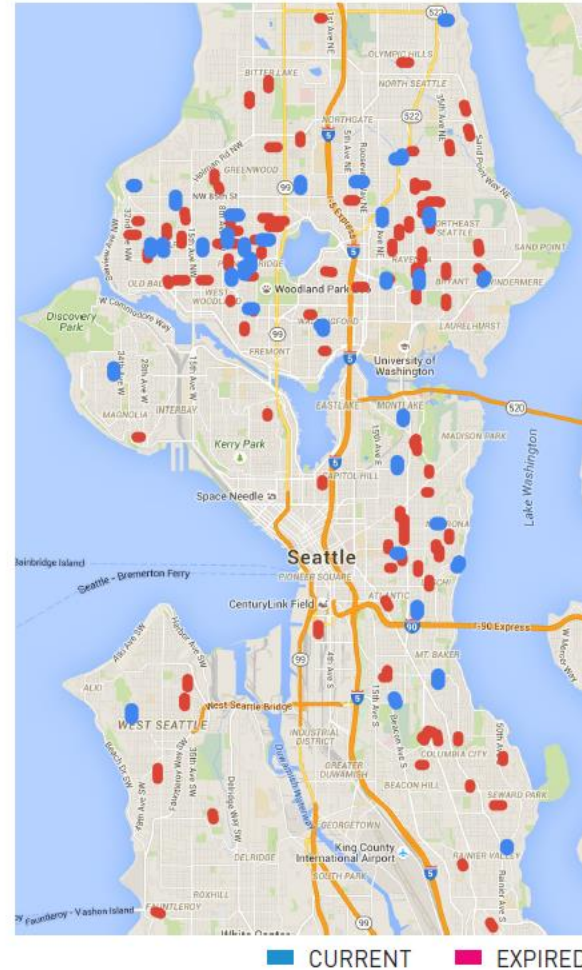
- + Update the municipal code
- + Adjust program rules
- + Make a handbook

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



Taking Pop Up Play Home...



Resources

VIDEOS:

Seattle: https://www.youtube.com/watch?list=PL45X2d02wECo_SC8AI7TgEiiEOeSE-P7A&v=SRGd97hZ9B4

<https://www.youtube.com/watch?v=25suSE5BdC0>

<https://www.youtube.com/watch?v=cFRXybexrmU>

<https://www.youtube.com/watch?v=Nh0NZYtiiZ4>

Transportation Alternative:

<https://www.youtube.com/watch?v=hHwWs424FU>

<http://www.streetfilms.org/a-car-free-street-grows-in-queens/>

London:

<https://www.youtube.com/watch?v=vs4xWb6kNMQ>

<https://www.youtube.com/watch?v=x9Z-8mZQBpg>

Chicago:

<https://www.youtube.com/watch?v=GwEtpu2lhBc>

<https://www.youtube.com/watch?v=5orMfag1QM8>

https://www.youtube.com/watch?v=ji0Qkb5_1hc

https://www.youtube.com/watch?v=1AXH0_cwrw

<https://www.youtube.com/watch?v=jCoWcWGHgvl>

<https://www.youtube.com/watch?v=xrZWapfjUvg>

NYC:

https://www.youtube.com/watch?v=ciEi_ksWYR0

<https://www.youtube.com/watch?v=GLJfRaPuXCs>

<https://www.youtube.com/watch?v=qsUyBF1BHTE>

<https://www.youtube.com/watch?v=hHwWs424FU>

SAN FRANCISCO:

<https://www.youtube.com/watch?v=BjtWjZnq6g>



http://www.playworks.org.uk/wp-content/uploads/2015/06/rsz_dsc_0201.jpg

PROGRAM INFORMATION & EXAMPLES:

SEATTLE.GOV

<http://www.nycitysnaps.com>

NYC.GOV

PALNYC.ORG

SEATTLE.GOV

DESIGNCOUNCIL.ORG

GREENSPACE.SEATTLE.ORG

SFBETTERSTREETS.ORG

24 DASH.ORG

PLAYWORKS.ORG (UK)

USA.STREETBLOGS.ORG

SFSTREETS.BLOG.ORG

WORLDSPORTCHICAGO.ORG