

# Advancing Healthy Lifestyles Initiative: Triple Play Summary

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# Advancing Healthy Lifestyles Initiative

## Fostering Partnerships to Support Youth



### Focus on Community-School Partnerships

**Background:** Advancing Healthy Lifestyles: Chronic Disease, Health Equity, & COVID-19 (“Advancing Healthy Lifestyles” or “AHL”) is a statewide initiative launched in January 2021 by the Delaware Department of Health and Social Services, Division of Public Health (DPH), Physical Activity, Nutrition and Obesity Program (PANO). PANO introduced the AHL initiative as Coronavirus 2019 (COVID-19) exacerbated the health burdens already faced by many Delawareans. The goal of AHL is to reduce obesity and other chronic conditions to achieve health equity among all Delaware residents.

### Advancing Healthy Lifestyles

The AHL initiative is an initiative that fosters connections between youth-serving organizations and schools to support the health and well-being of youth and to strengthen community partnerships. The Centers for Disease Control and Prevention (CDC) highlighted partnerships between school and community organizations - including providers of out-of-school-time programs such as before-school, after-school, and summer programs - as a strategy to address health and educational inequities that widened during the COVID-19 pandemic. Under AHL, these partnerships focus on the link between a community-based, youth-serving organization and the health and social-emotional well-being of participating youth.

AHL's goal is to reduce adult and childhood obesity and other chronic conditions to achieve long-term health equity for schools, communities, and workplaces throughout Delaware. Serving school-age youth is one of three strategic components.

## Component Strategies



**School.** Establish partnerships between youth-serving organizations and public schools to implement an evidence-based health promotion program for school-age children.



**Community.** Support community partners with planning, implementing, and evaluating community-based lifestyle interventions.



**Workplace.** Work with the State of Delaware to implement a workplace wellness policy for all Executive Branch agencies.

### Boys and Girls Clubs of Delaware

The Boys & Girls Clubs of Delaware (BGCDE) is an integral partner for reaching the large number of youth in the out-of-school-time landscape statewide. BGCDE's extensive network, variety of programs, and relationship with public, private, and charter schools is a valuable part of the effort to strengthen the health and well-being of youth in the state.

The organization has a long history of delivering diverse educational programs and social activities that challenge and improve the mind and body. With over 40 sites, half of those at schools, BGCDE has the potential to reach upward of 30,000 Delaware youth ages 3 to 18 each year.

To address the Triple Play program's goals, three categories of lessons are provided: daily challenges, healthy habits, and social recreation.

#### Triple Play Targeted Lessons



Healthy Habits



Daily Challenges



Social Recreation

### Additional Program Components

### Triple Play Program

Triple Play is a national Boys and Girls Club (BGC) healthy lifestyle program that focuses on the three components of a healthy self: mind, body, and soul. BGCDE selected the Triple Play program to implement with elementary school age youth.

The program goals are:



improve youths' **knowledge of healthy habits**, good nutrition, and physical fitness



**increase** the numbers of hours per day youth participate in **physical activities**



**strengthen youths' ability to interact positively with others** and engage in healthy relationships.

College interns and high school students who were part of a BGCDE teen workforce initiative called Wowzers! led Triple Play summer and fall programs.

Teenage Wowzers! are hired and trained to run programs and lead lessons for younger club members. After two trainings and eight sessions working with younger members, the teen members receive a stipend.

Student interns from local universities and colleges (the University of Delaware, Goldey-Beacom College, Wilmington University, and Delaware State University) provided extra adult supervision during afternoon hours.

### Triple Play Program Sites

The pilot, summer, and fall programming were run in both rural and urban locations across the state that serve students with diverse backgrounds and needs. For the fall 2022 implementation, BGCDE focused on younger children (i.e., those in grades k-2). Older children in grades 3-5 will be the focus for winter/spring 2023.

The sites and implementations included:

#### New Castle County

Henry M. Brader Elementary School: spring, fall

Olive B. Loss Elementary School: summer

Richardson Park Elementary School: spring, fall

#### Kent County

Allen Frear Elementary School: fall

Star Hill Elementary School: summer

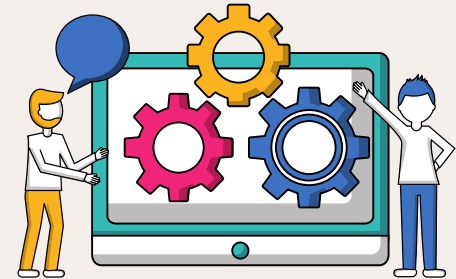
Sunnyside Elementary School: spring, fall

#### Sussex County

H.O. Brittingham Elementary School: fall

Love Creek Elementary School: fall

Rehoboth Elementary School: summer



### Program Implementation

**Pilot Program.** The Triple Play pilot program began in the spring of 2022 at three elementary school sites located in each of Delaware's three counties.

The pilot consisted of two 10-week sessions. Session A ran from January 24 to March 14, 2022 and Session B ran from March 21 to May 30, 2022. Each session consisted of an introduction/orientation week, eight weeks of direct Triple Play programming (once per week), and an end of session celebration for the students.

Over the two pilot cycles, **148 youth in grades k-5 participated** in the Triple Play program at three locations. Each county was represented.

#### Summer 2022 Implementation

During summer 2022, Triple Play programming was implemented at three sites; **253 youth participated**. Each county was represented.

#### Fall 2022 Implementation

During fall 2022, Triple Play programming was again implemented at three sites; **106 youth participated**. Each county was represented.

## Fostering Partnerships to Support Youth

### Triple Play Program Details

As described by the Boys and Girls Clubs of America, "Triple Play is a suite of three targeted programs intentionally written to build the skills, attitudes, knowledge and behaviors essential to an overall healthy lifestyle." With over 150 lessons to choose from, "healthy eating, physical activity and relationship building are addressed in Healthy Habits, Daily Challenges and Social Recreation. Together, the programs help young people, ages 6-18, learn to sustain the health of the mind, body and soul."

**Healthy Habits** lessons focus on the mind, specifically healthy eating habits and relationships to food.



Choosing healthy food



Food identification and regulation



Empathy



Identifying and solving problems



Self-awareness



Communication

**Daily Challenges** are a series of 32 physical challenges that build movement skills and help youth develop positive attitudes toward physical activity.



Locomotor skills



Acrobatic skills



Hand skills



Foot skills



Stick skills



Teamwork and collaboration

**Social Recreation** is a social-emotional learning curriculum of 30 sessions that build the skills a young person needs to make healthy choices.



Relationship building



Teamwork



Identifying emotions and empathy



Identifying and solving problems



Impulse control and stress management



Perseverance and self-efficacy

# Advancing Healthy Lifestyles Initiative

## Fostering Partnerships to Support Youth

### Triple Play Lesson Examples




Category	Activity	Session Objective	Skills Developed	Duration
 Nutrition	Categorizing Food with MyPlate	Through an “around the world” card activity, participants will be able to name the five MyPlate food groups and place foods in the appropriate category.	Improve youth’s ability to choose healthy foods	60 minutes
 Physical Health	Collaborative Choreography	Participants will integrate many locomotor and dance skills by creating a group dance. This activity allows ample time to integrate the social-emotional skill of teamwork.	Improve youth's locomotor, acrobatic, and teamwork skills	60 minutes
 Mind/ Social emotional health	Identifying Emotions and Empathy	Using a Mood Meter and emotion words, participants will be able to express their own feelings and begin to recognize and understand others’ feelings.	Improve youth’s abilities to identify others’ emotions and to promote empathy	50 minutes



Figure 1. Characteristics of the Boys and Girls Clubs of Delaware Triple Play Program, 2022

## By the Numbers

Number of Program Implementations



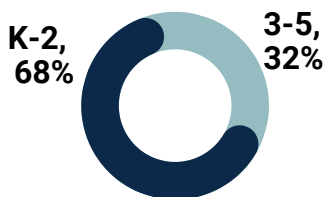
Number of Sites



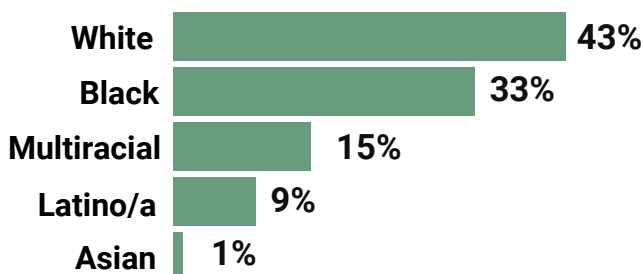
Number of Youth Participants



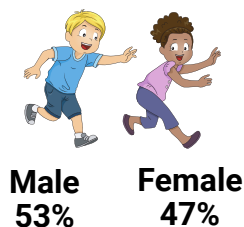
Percentage of Participants by Grade



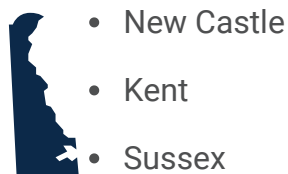
Percentage of Participants by Race



Percentage of Participants by Gender



Counties Represented



Source: Boys and Girls Club Triple Play Program Exit Ticket Surveys, 2022

## Data Collection and Sources

Data collected from youth included three different sources:

- demographic information provided by the Boys and Girls Club
- “exit tickets” completed by participants after each lesson
- a post-program retrospective survey completed by participants at the end of the session.

## Exit Tickets

Each exit ticket included questions related to the goals of the individual lessons, with different faces representing the response options yes, no, or maybe.

The goal of the brief assessment was to enable the evaluation team to capture data at the conclusion of each lesson, when the memory of the experience was still fresh in youths’ minds. The language and questions included on the exit tickets were appropriate to the developmental and reading levels of the participating youth. BGCDE staff collected these data.

## Example question and answer choices

I understand what the information on a nutrition label means.

Yes No Maybe

## End-of-Program Survey

At the end of each session (i.e., spring, summer, fall), the BGCDE administered an end-of-program survey. Youth were asked to indicate if they felt "more, less, or the same" today compared to when they started the program in regard to areas targeted by the program. Below is an example of an end-of-program survey question.

Think about how you feel TODAY compared to at the BEGINNING of this program and if you feel it more, less, or the same as you did when you began. Mark only one oval per row.

I understand why it is important to eat healthy food.

More



Less



The Same

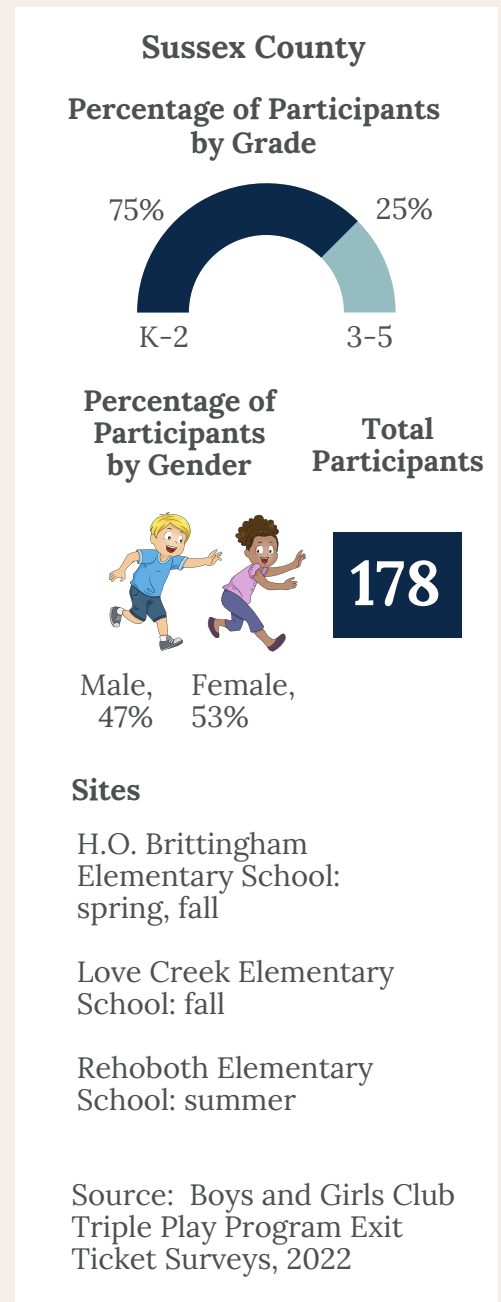
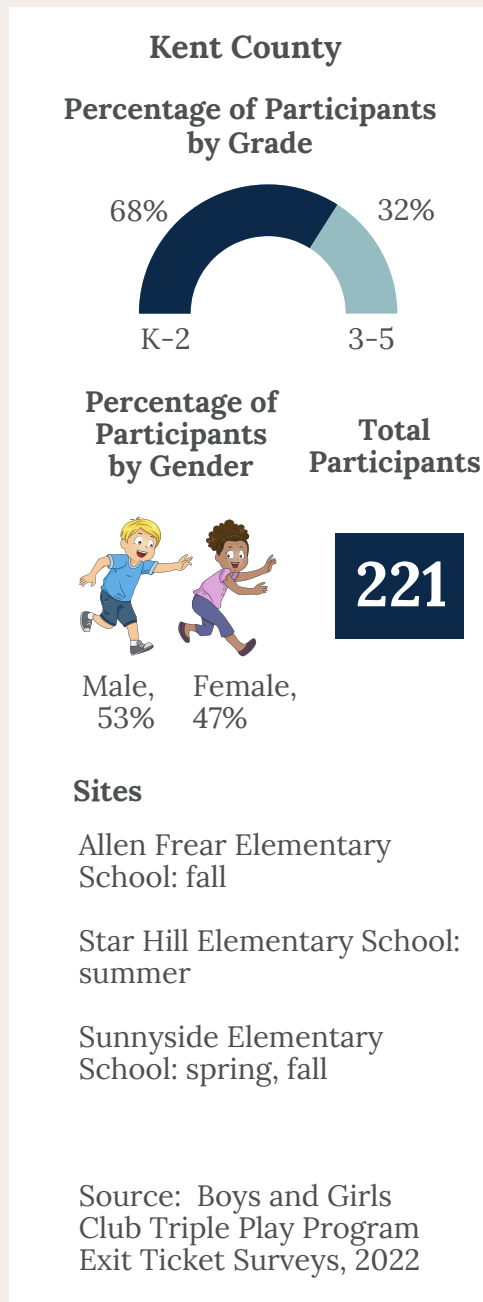
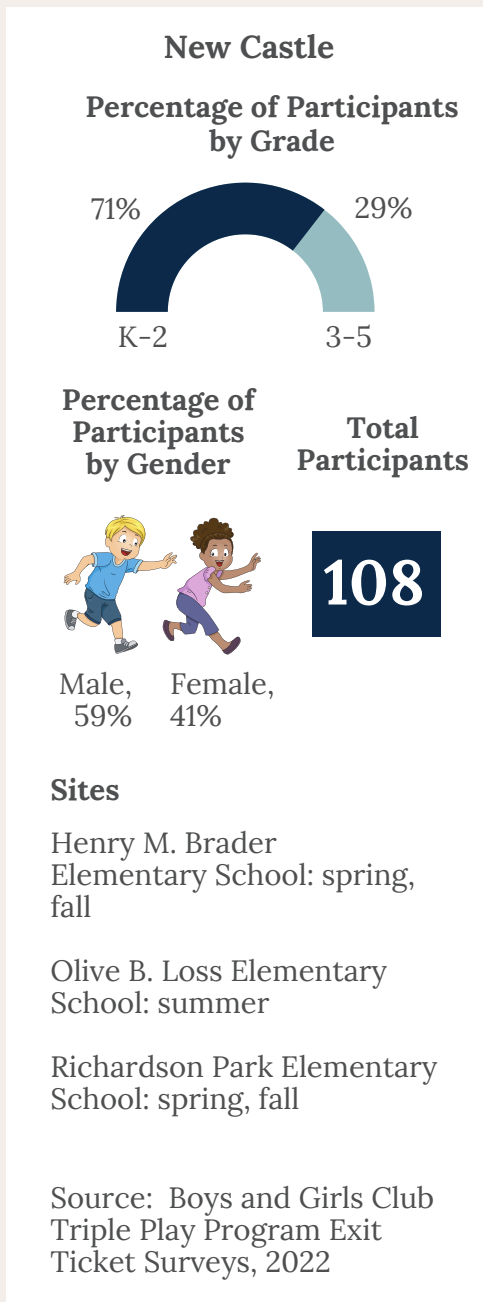


## Programs: County Information

**Figure 2. Grades, gender, and enrollment of youth participants, Boys and Girls Clubs of Delaware Triple Play program, New Castle County, 2022**

**Figure 3. Grades, gender, and enrollment of youth participants, Boys and Girls Clubs of Delaware Triple Play program, Kent County, 2022**

**Figure 4. Grades, gender, and enrollment of youth participants, Boys and Girls Clubs of Delaware Triple Play program, Sussex County, 2022**



## Exit Ticket Highlights

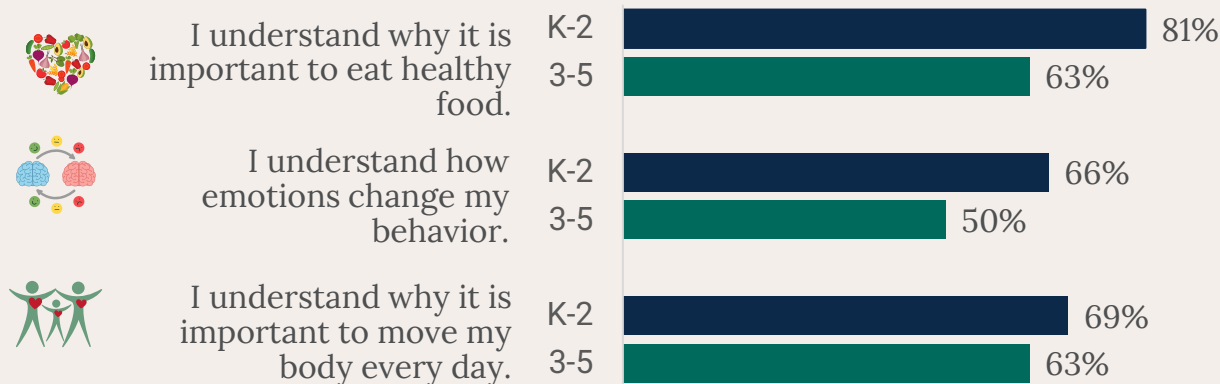
For the most part, youth responded positively to the Triple Play lessons. It should be noted that on some days, sites experienced particular challenges (e.g., staffing, lesson oversight) that may have impacted positive responses from the youth.

**Figure 5. Examples of youth responses to Boys and Girls Clubs of Delaware Triple Play end-of-lesson surveys, by county, 2022**



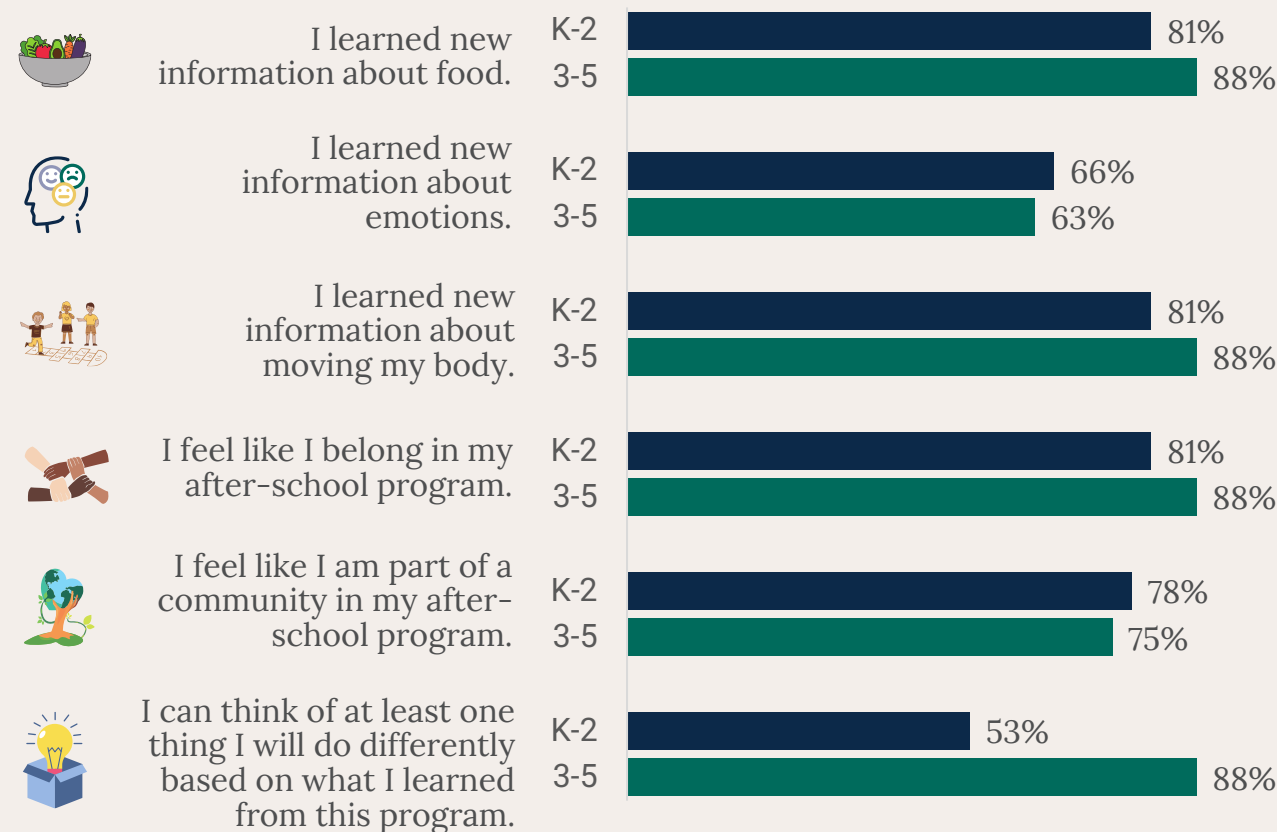
Source: Boys and Girls Clubs of Delaware Triple Play end of lesson surveys, 2022  
 Note: Response options were "yes, no, maybe." Figures represent the "yes" responses.

**Figure 6. Youth responding if they felt "more, less, or the same" compared to when they started the program, on Boys and Girls Clubs of Delaware Triple Play End-of-Lesson Survey, New Castle County, 2022**



Source: Boys and Girls Club of Delaware end-of-lesson survey, 2022

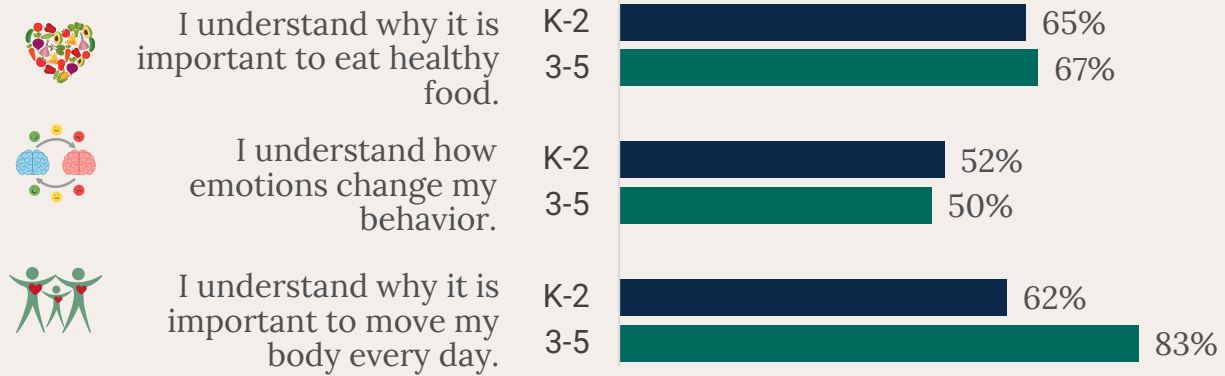
**Figure 7. Youth responding "yes, no, or I don't know" on Boys and Girls Clubs of Delaware Triple Play End-of-Program Survey, New Castle County, 2022**



Source: Boys and Girls Club of Delaware end-of-program survey, 2022

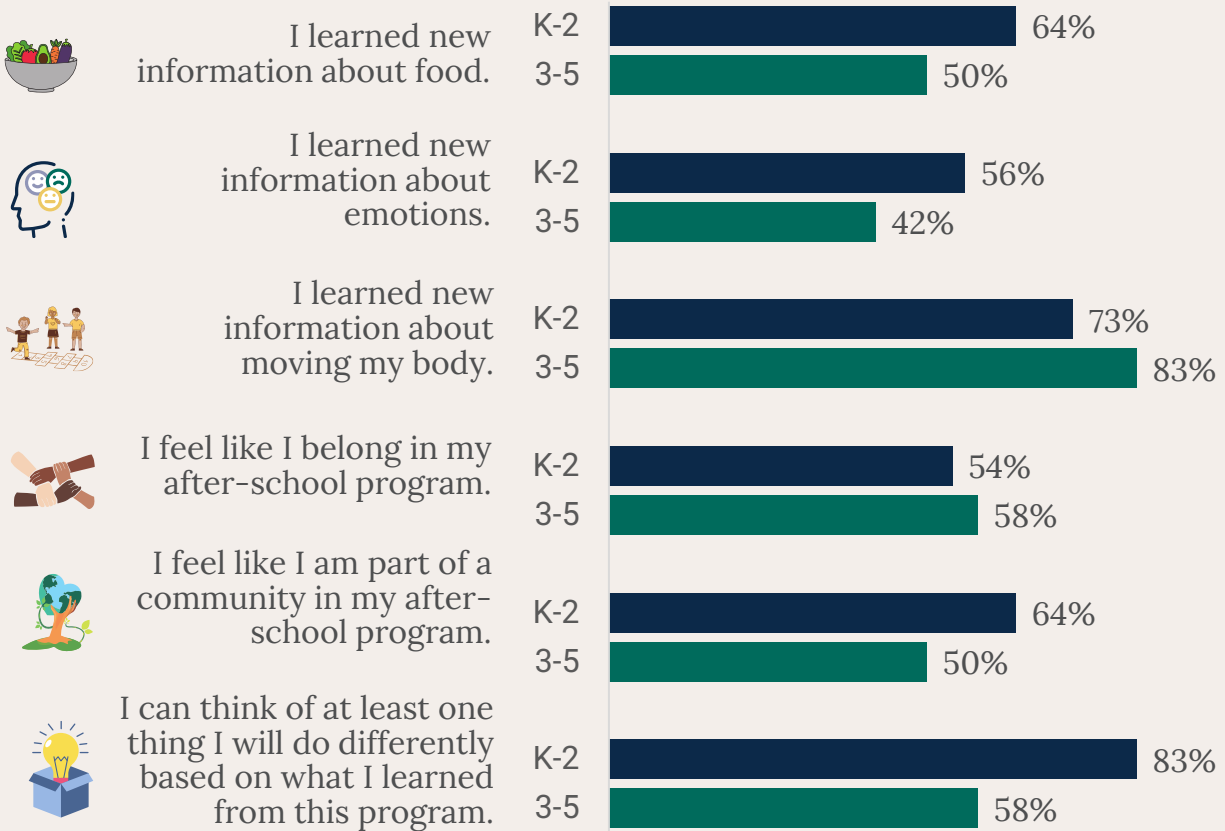
# Kent County

**Figure 8. Youth responding if they felt "more, less, or the same" compared to when they started the program, on Boys and Girls Clubs of Delaware Triple Play End-of-Lesson Survey, Kent County, 2022**



Source: Boys and Girls Club of Delaware end-of-lesson survey, 2022

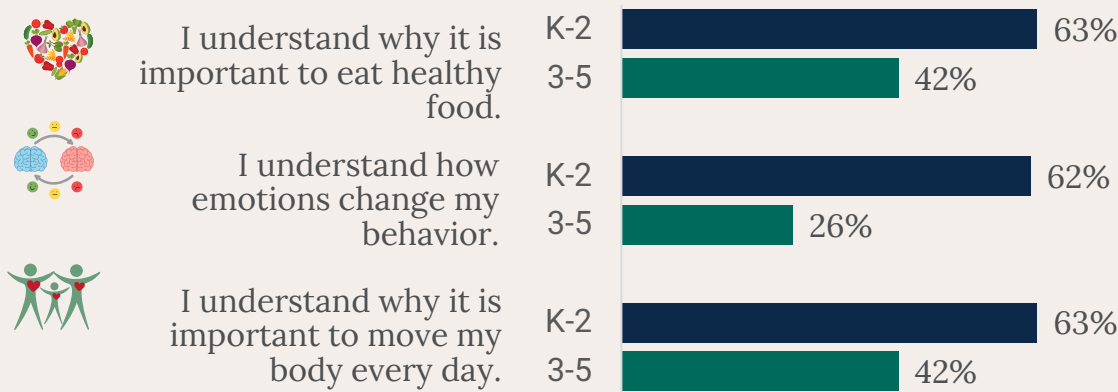
**Figure 9. Youth responding "yes, no, or I don't know" on Boys and Girls Clubs of Delaware Triple Play End-of-Program Survey, Kent County, 2022**



Source: Boys and Girls Club of Delaware end-of-program survey, 2022

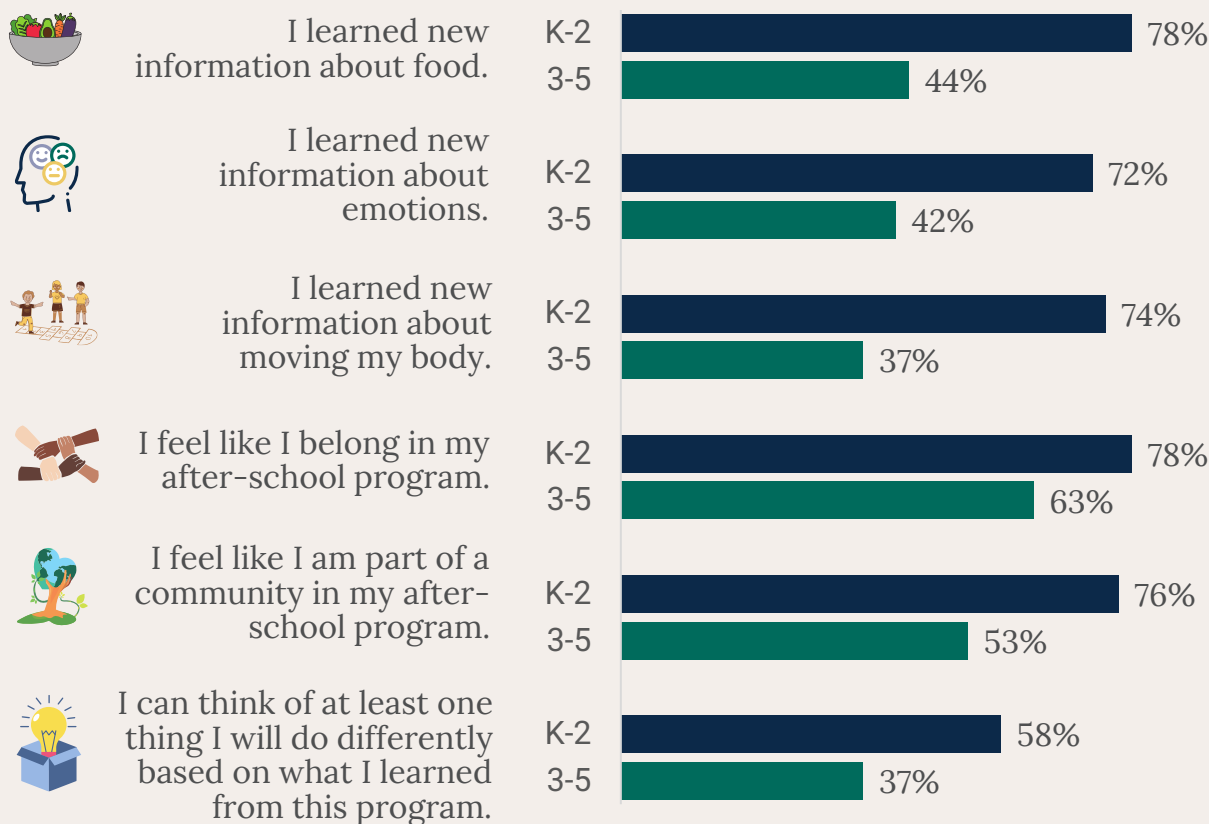
# Sussex County

**Figure 10. Youth responding if they felt "more, less, or the same" compared to when they started the program, on Boys and Girls Clubs of Delaware Triple Play End-of-Lesson Survey, Sussex County, 2022**



Source: Boys and Girls Club of Delaware end-of-lesson survey, 2022

**Figure 11. Youth responding "yes, no, or I don't know" on Boys and Girls Clubs of Delaware Triple Play End-of-Program Survey, Sussex County, 2022**



Source: Boys and Girls Club of Delaware end-of-program survey, 2022

# Advancing Healthy Lifestyles Initiative

## Project Summary

Over the course of 2022, the BGCDE successfully implemented the Triple Play curriculum at nine sites across the state that provided healthy after-school activities to over 500 youth. Data collected following each Triple Play lesson and a survey at the end of the program, indicated that youth were positively engaged with the program. A majority of program participants reported that the lessons provided them with new knowledge and skills for living healthy lifestyles.

The BGCDE utilized the Wowzers! to support the delivery of the Triple Play program. This provided opportunities for local teens to work closely with the BGCDE staff to engage youth in healthy eating, physical activity, and socio-emotional wellness programming.

Throughout the process, the project team at Concept Systems Inc. and the BGCDE refined the evaluation and monitoring processes to ensure data collection is streamlined and efficient at each site. Training and orientation of new staff and Wowzers! will continue in 2023, and any adjustments to the data collection tools will be made, as necessary. Additional resources and supports will be available to BGCDE to maintain a high level of delivery of the Triple Play program and the collection of data to document its success.

**"The greatest benefits for me were just expanding my ability to connect and interact with children. I learned more about children's behavior by themselves and within a group. Also, working with a larger group of people has helped my social skills, working in a group, hearing different opinions, and working in a different environment."**

—Wowzer! Triple Play student

**"The task of creating a process for collecting immediate and specific data, in regards to the impact of the Triple Play lessons, has been challenging, but we have been able to gather information from child participants about the program overall as well as for individual lessons."**

—BGCDE leader

### This project is a partnership between the following organizations:

Funding provided by:  DELAWARE HEALTH AND SOCIAL SERVICES  
Division of Public Health  
Physical Activity, Nutrition, and Obesity Prevention Program

In cooperation with:

