Advancing Healthy Lifestyles Initiative: Triple Play Progress Summary

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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.

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.

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

### Additional Program Components

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 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.
Fostering Partnerships to Support Youth

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.
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
### Triple Play Lesson Examples

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity</th>
<th>Session Objective</th>
<th>Skills Developed</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Categorizing Food with MyPlate</td>
<td>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.</td>
<td>Improve youth’s ability to choose healthy foods</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Physical Health</td>
<td>Collaborative Choreography</td>
<td>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.</td>
<td>Improve youth’s locomotor, acrobatic, and teamwork skills</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Mind/Social emotional health</td>
<td>Identifying Emotions and Empathy</td>
<td>Using a Mood Meter and emotion words, participants will be able to express their own feelings and begin to recognize and understand others’ feelings.</td>
<td>Improve youth’s abilities to identify others’ emotions and to promote empathy</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>
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.

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

Source: Boys and Girls Club Triple Play Program Exit Ticket Surveys, 2022
Figure 2. Grades, gender, and enrollment of youth participants, Boys and Girls Clubs of Delaware Triple Play program, New Castle County, 2022

**New Castle**

- **Percentage of Participants by Grade**
  - K-2: 71%
  - 3-5: 29%

- **Percentage of Participants by Gender**
  - Male, 59%
  - Female, 41%

- **Sites**
  - Henry M. Brader Elementary School: spring, fall
  - Olive B. Loss Elementary School: summer
  - Richardson Park Elementary School: spring, fall

- **Total Participants**: 108

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

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

**Kent County**

- **Percentage of Participants by Grade**
  - K-2: 68%
  - 3-5: 32%

- **Percentage of Participants by Gender**
  - Male, 53%
  - Female, 47%

- **Sites**
  - Allen Frear Elementary School: fall
  - Star Hill Elementary School: summer
  - Sunnyside Elementary School: spring, fall

- **Total Participants**: 221

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

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

**Sussex County**

- **Percentage of Participants by Grade**
  - K-2: 75%
  - 3-5: 25%

- **Percentage of Participants by Gender**
  - Male, 47%
  - Female, 53%

- **Sites**
  - H.O. Brittingham Elementary School: spring, fall
  - Love Creek Elementary School: fall
  - Rehoboth Elementary School: summer

- **Total Participants**: 178

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

- **New Castle County (n=108)**
  - I feel comfortable putting together a balanced, healthy meal: 81%
  - I understand why it is important to know the ingredients in different meals I eat: 75%
  - I learned something new in the past hour about healthy eating that I will use in the future: 81%
  - During the game, my team worked together to meet our goals: 71%
  - I learned something today about how to work well in a group: 81%
  - I learned something new in the past hour about working with others that I will use in the future: 81%

- **Kent County (n=221)**
  - I feel comfortable putting together a balanced, healthy meal: 78%
  - I understand why it is important to know the ingredients in different meals I eat: 69%
  - I learned something new in the past hour about healthy eating that I will use in the future: 69%
  - During the game, my team worked together to meet our goals: 73%
  - I learned something today about how to work well in a group: 73%
  - I learned something new in the past hour about working with others that I will use in the future: 62%

- **Sussex County (n=178)**
  - I feel comfortable putting together a balanced, healthy meal: 59%
  - I understand why it is important to know the ingredients in different meals I eat: 57%
  - I learned something new in the past hour about healthy eating that I will use in the future: 55%
  - During the game, my team worked together to meet our goals: 64%
  - I learned something today about how to work well in a group: 53%
  - I learned something new in the past hour about working with others that I will use in the future: 40%

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.
I understand why it is important to eat healthy food. 81% K-2 63% 3-5

I understand how emotions change my behavior. 66% K-2 50% 3-5

I understand why it is important to move my body every day. 69% K-2 63% 3-5

I feel like I belong in my after-school program. 81% K-2 88% 3-5

I feel like I am part of a community in my after-school program. 78% K-2 75% 3-5

I can think of at least one thing I will do differently based on what I learned from this program. 53% K-2 88% 3-5

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

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

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
I understand why it is important to eat healthy food.

I understand how emotions change my behavior.

I understand why it is important to move my body every day.

I learned new information about food.

I learned new information about emotions.

I learned new information about moving my body.

I feel like I belong in my after-school program.

I feel like I am part of a community in my after-school program.

I can think of at least one thing I will do differently based on what I learned from this program.

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

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-lesson survey, 2022

Source: Boys and Girls Club of Delaware end-of-program survey, 2022
I understand why it is important to eat healthy food.

I understand how emotions change my behavior.

I understand why it is important to move my body every day.

I learned new information about food.

I learned new information about emotions.

I learned new information about moving my body.

I feel like I belong in my after-school program.

I feel like I am part of a community in my after-school program.

I can think of at least one thing I will do differently based on what I learned from this program.

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

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