



mind  
body  
soul

# PARENTS GAME PLAN

 **TRIPLE  
PLAY**  
a game plan for the mind, body and soul

*The Coca-Cola Company* 

 **BOYS & GIRLS CLUBS  
OF AMERICA**

# FOREWORD

**Smart nutritional choices, active lifestyles and self confidence are integral to helping youth reach their full potential. Unfortunately, many of today's young people lack the tools and resources needed to learn the basics of healthy lifestyles and the importance of developing a positive self image.**

At Boys & Girls Clubs of America (BGCA), we know that helping young people to live healthier lifestyles gives them a better chance of improving their overall well-being. By providing our members with information about making balanced nutritional choices, leading active lives and increasing self-esteem, Clubs can make a positive change in the lives of our youth. Programs like BGCA's Triple Play: A Game Plan for the Mind, Body and Soul program have been proven to make a positive difference in the lives of our members.

Triple Play, BGCA's first comprehensive health and wellness program, strives to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutritional habits and helping them develop healthy relationships. More than one million Club members have participated in Triple Play since its introduction in 2005.

**In a study conducted by Youth Development Strategies, Inc., researchers found that Triple Play:**

- Helped youth meet the recommended physical activity standards by increasing the percentage of youth engaged in exercise for one hour or more at least five days a week;
- Increased activity among girls by two hours per week and decreased the percentage of youth who were relatively inactive; and
- Improved members' feelings of mastery and control over their lives.

That's why we partnered with our founding donor, The Coca-Cola Company, and our newest partner, Anthem Foundation, to launch Triple Play: A Game Plan for the Mind, Body and Soul. This program demonstrates how eating smart, keeping fit and forming positive relationships create healthy lifestyles for Club members.

Parents and caregivers are critical to the success of the Triple Play initiative. By supporting your child's athletic and other physical activity interests, you're also creating opportunities to discuss important social issues that shape character and build self esteem. Over time, this open dialogue can increase the chances of your child coming to you for advice rather than turning to peers when faced with difficult situations.

This new resource, Triple Play Parents Game Plan, features a sampling of the great program elements Triple Play: A Game Plan for the Mind, Body and Soul offers. This guide will help your family integrate key elements of Triple Play into your daily lives. We thank you in advance for taking a proactive approach to health and wellness in your child's life, and for supporting this project.

*Sincerely,*



**Jim Clark**  
*President & CEO*  
*Boys & Girls Clubs of America*

# TABLE OF CONTENTS

	<b>INTRODUCTION</b>	<b>4</b>
	<b>THE BENEFITS OF PARENTAL INVOLVEMENT</b>	<b>5</b>
	<b>LEARNING TO MOTIVATE YOUR CHILD</b>	<b>5</b>
	<b>HEALTHY HABITS</b> <ul style="list-style-type: none"><li>• <i>Choose A Healthy Plate</i></li><li>• <i>Focus on the Food Environment</i></li><li>• <i>Eating Away From Home</i></li><li>• <i>Fluids and Hydration</i></li><li>• <i>Power Snacking</i></li></ul>	<b>7</b>
	<b>FUN FITNESS ACTIVITIES</b> <ul style="list-style-type: none"><li>• <i>Physical Activity Guidelines for Americans</i></li><li>• <i>Warm-ups and Cool-downs</i></li><li>• <i>Basketball Challenge</i></li><li>• <i>Get Fit Challenge</i></li></ul>	<b>15</b>
	<b>HAVE FUN, STRENGTHEN INCREASE CONFIDENCE</b> <ul style="list-style-type: none"><li>• <i>Importance of Social Recreation</i></li><li>• <i>Character Building</i></li><li>• <i>Skills Development</i></li></ul>	<b>RELATIONSHIPS, 24</b>
	<b>RESOURCES</b>	<b>29</b>

## TRIPLE PLAY: A GAME PLAN FOR THE MIND, BODY AND SOUL

Welcome to Triple Play Parents Game Plan, a valuable resource guide to help you “get into the game” of health and fitness at home – where healthy habits start.

**Triple Play:** A Game Plan for the Mind, Body and Soul is a dynamic initiative that demonstrates how eating smart, keeping fit and forming positive relationships add up to a healthy lifestyle. The Triple Play Parents Game Plan’s easy-to-follow elements are designed to expand your health and wellness discussions with your child.

As a parent, you play a critical role in the development of your child’s physical, mental and social well-being. The Triple Play Parents Game Plan offers a holistic approach in three key areas:

### Mind:

*Developing a knowledge base to acquire healthy habits, such as making smart food choices, understanding appropriate portion sizes, and creating fun and healthy meals.*

### Body:

*Becoming more physically active through daily fitness and fun, including activities to get kids active and moving.*

### Soul:

*Strengthening character and reinforcing positive behavior with activities designed to improve confidence and develop interpersonal skills.*

Boys & Girls Clubs of America’s (BGCA) sponsors and partners, The Coca-Cola Company and Anthem Foundation, have committed their resources to launch Triple Play: A Game Plan for Mind, Body and Soul as well as to provide the Parents Game Plan.

- Triple Play was named in fall of 2011 as a Program that Works by the Promising Practices Network (PPN) which offers research-based information to validate the effectiveness of programs that serve children and families. Additionally, the Triple Play program received a third-party longitudinal study involving 2,400 members ages 9-14. The results showed that the Triple Play program has a positive impact on participants. Specifically:
- Participation in Triple Play improves youth’s nutrition knowledge, particularly in the area of portion control.
- Triple Play benefits youth who already eat healthy, as well as those with unhealthy eating habits.
- Triple Play increases the amount of time youth spend engaged in physical activities and exercise.

*Triple Play Parents Game Plan is available free of charge from  
<https://www.bgca.org/programs/sports-recreation/triple-play>*

## THE BENEFITS OF PARENTAL INVOLVEMENT

BGCA recognizes that the time children spend in a Club is most effective when the messages they receive at the Club are reinforced by parents and caregivers. Studies show that youth programs have the most success when parents, family members and youth development professionals partner to create a nurturing environment for children and teens.

Parent and family involvement also contributes to a young person's school achievement and healthy development. For example, youth whose parents are involved in their education and development are more likely to do well in school, attend school regularly, graduate, have good social skills and continue to go to college. These youth also are less likely to drop out of school, require special education, be arrested or require public assistance.

Youth development professionals can foster parent involvement by encouraging parents and family members to:

- Attend school and Club activities and programs whenever possible.
- Talk to their child or teen about school activities and involvement at the Club.
- Communicate with Club staff to learn about ongoing programs and activities youth are involved in.
- Volunteer to be a tutor, mentor or coach for specific programs.
- Reinforce school and Club limits and guidelines consistently in their homes.
- Discuss school- and Club-related concerns their child or teen may have.
- Participate in family, school and Club activities whenever possible.
- Donate their time to chaperone school or Club field trips and outings.
- Recognize young people's participation in activities and important milestones they've achieved.
- Attend school and Club award events.

## LEARNING TO MOTIVATE YOUR CHILD

It's important to keep your child motivated while maintaining a fun and relaxed atmosphere. Become a master motivator who captivates, encourages and excites young people, and they'll embrace what you have to say and carry it with them for the rest of their lives. Consider these tips for keeping youth motivated throughout the season:

- **Keep skill level in mind:** Remember that children of varying ages are at different developmental stages when it comes to coordination and fine motor skills.
- **Be supportive:** Let your child know she has done a great job, made a good try or improved her skills.
- **Give your child a chance:** Make sure the activities you select allow your child the opportunity to play and be involved.
- **Consider timing:** Be mindful of your child's schedule, age and energy level when selecting an activity or sport.
- **Allow for success:** Make every activity one in which your child can achieve some level of success.
- **Allow for mistakes:** Be clear that making mistakes is a natural part of participating in athletic activities.
- **Focus on fun and skill development:** Motivation through fear or threats can be detrimental to a young person. Instead, let fun be the main motivator!

## INTRODUCE GOAL SETTING

One of the best ways to help your kids reach their goals is to have them write the goals down. After they are written down, be sure the goals are prominently displayed in your home so that your child can see them every day. This is a positive way of reinforcing what they want to achieve and reminding them to keep track of their progress.

## SET ATTAINABLE GOALS

For young people to reach goals, they must be clearly defined and fit the individual's age, ability and level of experience with the sport. Attainable, or "SMART" goals should possess the following characteristics:

- **S** – Specific (clearly defined goals)
- **M** – Measurable (concrete criteria for measuring progress toward attainment)
- **A** – Attainable (within the availability of resources, knowledge and time)
- **R** – Relevant (within the availability of resources, knowledge and time)
- **T** – Time-bound (has a target date)



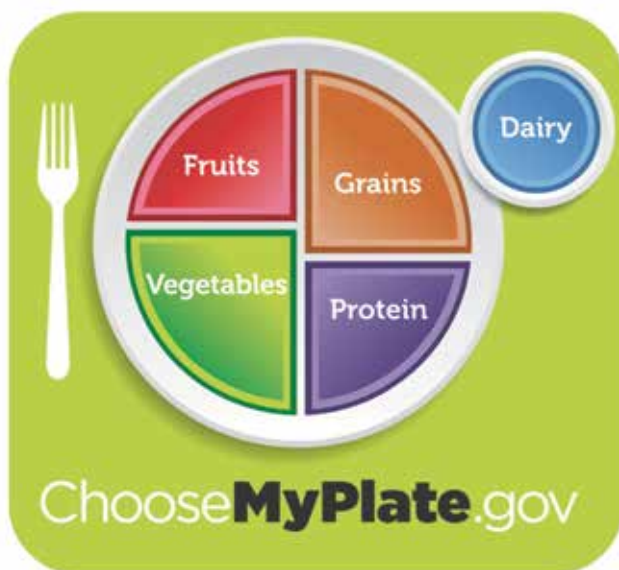
### QUICK TIP: BE A DREAM MAKER, NOT A DREAM STEALER

Some young people dream about wearing an NBA uniform someday or suiting up to play in the NFL on Sunday afternoons. These are lofty goals, but that doesn't mean you shouldn't support their efforts. Instead, while working with an athlete with professional sports aspirations, have him set realistic goals and work on honing his skills. By improving his game, he'll gain more satisfaction from the sport and be more inclined to stay involved with it. And who knows? He may just make it to the pros one day!

# MIND: Healthy Habits

## CHOOSE A HEALTHY PLATE

The United States Department of Agriculture's new MyPlate graphic illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. MyPlate is part of a larger communication initiative based on 2010 Dietary Guidelines for Americans to help consumers make better food choices.



[ChooseMyPlate.gov](http://ChooseMyPlate.gov) features practical information and tips to help Americans build healthier diets. It features selected messages to help consumer focus on key behaviors. Selected messages include:

### BALANCING CALORIES

- Enjoy your food, but eat less.
- Avoid oversized portions.

### FOODS TO INCREASE

- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Switch to fat-free or low-fat (1%) milk.
- Drink plenty of water.

### FOODS TO REDUCE

- Compare sodium in foods like soup, bread and frozen meal, and choose foods with lower numbers.

**ChooseMyPlate.gov** includes much more consumer and professional information.

## GRAINS GROUP

Whole grains such as whole wheat bread, oatmeal, some breakfast cereals, brown rice and popcorn should be incorporated into your family's daily diet. Choose whole grains often. Foods like biscuits, sweet rolls, donuts, cookies and cake contain high amounts of fats and sugars, but usually few vitamins and minerals, and less fiber. Eat these grains sparingly.

## VEGETABLES GROUP

Foods from the vegetables group give us important nutrients we need for good health such as Vitamin A, Vitamin C, folate (a B vitamin), potassium and fiber. Vary your veggies! Eat more dark green veggies like broccoli, spinach and kale, and orange ones like carrots and sweet potatoes. Choose dry beans and peas like kidney beans, black beans, split peas and lentils. These foods give are excellent sources of vitamins, minerals and fiber.

## FRUITS GROUP

Foods from the fruits group provide important nutrients needed for good health such as Vitamin C, folate (a B vitamin), potassium and fiber. Choose fruits of different colors. For example, you might have a green apple, yellow banana, red strawberries and purple grapes.

## GETTING MORE FRUITS, VEGETABLES AND GRAINS:

### AT BREAKFAST:

- Try a cereal with the words "whole grain" on the box and add a sliced banana.
- Have toast, a bagel or an English muffin with peanut butter on top.
- Put some raisins in your oatmeal.
- Drink a small glass of orange juice.

### AT LUNCH, DINNER OR SNACK TIME:

- Pack an apple, banana or orange for lunch.
- Order a fruit cup or bag of sliced apples when you go out for fast food.
- Put some dried apricots or a juice box in your kid's backpack for an after school snack.
- Serve popcorn, baked tortilla chips or a bowl of cereal for snacks.
- Make a bowl of vegetable soup with lunch, dinner or for a snack.
- Offer carrot sticks, salad or a baked potato with a sandwich.
- Make a great big salad comprised of lots of different veggies for dinner.
- Provide an extra helping of veggies at dinner.
- Order pizza with extra veggies like tomatoes, peppers and mushrooms on top.
- Have carrot sticks, celery sticks or cherry tomatoes on hand for snacks.



## DAIRY GROUP

- Foods from the dairy group provide important nutrients such as calcium, potassium, vitamin D and protein. To build strong bones and teeth, choose two – three cups (depending on your child’s age) of low-fat and fat-free milk products each day.
- Milk, yogurt and cheese are excellent foods to choose from the dairy group. It’s best to choose fat-free or low-fat milk and yogurt, and low-fat cheese most often.

## MEAT AND BEANS GROUP

- Foods from the meat and beans group gives us protein (which helps build, repair and maintain our body tissue), B vitamins (niacin, thiamin, riboflavin and B6), vitamin E, iron, zinc and magnesium.
- Eat foods like lean beef and pork, baked chicken without the skin, turkey without the skin, broiled or baked fish, beans, peas, peanut butter and nuts. These foods supply vitamins, minerals and protein, without a lot of extra fat.

### NUTRITION DRAMATIC PLAY

Let kids put their healthy eating habits into action. Set up a healthy restaurant area as the play setting. A child-sized table and chairs and a play kitchen work well for the setting. Create menus that include lots of healthy meal option. Have the kids take turns preparing and serving the customers at the restaurant.

A farmer’s market or store play area also fits the healthy eating theme. Arrange baskets and shelves of healthy play food. For inexpensive food, cut out food shapes from felt. Or, cut out two identical food shapes. Sew them together and add stuffing to the middle. For a more structured play option, make shopping lists and have the kids gather the items on the list and place them in a basket or shopping bag.

### TASTE TEST

A taste test encourages kids to try healthy foods. A blindfolded taste test adds a even more excitement and mystery to this activity. Cut up several different foods. An assortment of fruits and vegetables works well, especially if you include new produce the kids haven’t tried yet. The kids try one item at a time to guess what it is. Another option is to make a few healthy recipes and have the kids try to figure out what ingredients are in the dish.

### HEALTHY FOOD PATTERNS

This nutrition game integrates the basic math concept of patterning. Cut out several healthy food shapes. You want several of each shape. For example, you might cut out 15 each of apples, oranges, carrots, bananas and potatoes. Laminate the shapes to make them more durable for multiple uses. Create the beginning of a pattern and have the kids finish it. For example: banana, banana, apple, banana, banana, apple. The child would then continue that pattern. Once the kids get the hang of it, let them create their own patterns. Make it a partner activity by having one child start the pattern and the other finish it.

## EATING AWAY FROM HOME

The food we eat when we're away from home often comes in larger portions and may be less healthful. It's possible to make healthy choices by watching portion sizes and avoiding foods with lots of fat, salt and sugar. Explain to your child that it's okay to have our favorites once in a while, but we need to balance them with nutritious meals most of the time.

Introduce the idea of eating away from home by asking, "What do you know about eating healthy away from home? What do you want to know about eating healthy away from home?" then, ask your child how often he eats food when he's away from home. Point out that most of us eat foods from convenience stores, cafeterias, vending machines and restaurants—especially fast food restaurants—on a regular basis.

Explain that the meals and snacks we eat when we're away from home:

- Are often served in **larger portions** than we need
- May be **higher in calories, fat, salt and sugar** than food we eat at home
- May contain **fewer of the nutrient-rich foods** we need, like whole grains, milk, fruits and vegetables

Point out that it is possible to make healthy choices when eating away from home by paying attention to some simple guidelines:

- **Watch portion sizes.** Choose the smaller sizes and don't "super-size" anything. Order a single-patty burger instead of a double. Take home or share a serving with a friend.
- **Avoid high-fat items.** Anything that is deep-fried, pan-fried, baked, batter-dipped, breaded or crispy is high in calories, fats, and sodium. Choose grilled, broiled or steamed items, and order a baked potato in place of French fries.
- **"Undress" your food.** Ask for sauces, spreads and salad dressings on the side and use only a small amount.
- **Pay attention to beverages.** Milk, 100 percent fruit juice and water are nutritious choices. If drinking soft-drinks, buy the 12-ounce size instead of the "super-sized" portion.
- **Go for balance.** If you want to eat a not-so-nutritious meal once in a while, balance it out by having more nutritious foods the rest of the week.

Give examples of some healthier choices fast-food chains are offering:

- Chili (8-ounce serving)—270 calories, 5 grams fat
- Grilled chicken Caesar salad—200 calories, 6 grams fat
- Grilled chicken baguette—350 calories, 5 grams fat
- Sub sandwiches—310 to 370 calories, 5 to 6 grams fat
- Fruit and yogurt parfait—160 calories, 2 grams fat

Discuss the reasons it may not always be easy to make healthy choices when eating out. Point out that even though they may have favorites and are concerned they won't like the healthy foods as much, it's important to try new things.

Remind your family to look for these items when eating away from home.

### IN FAST FOOD RESTAURANTS, LOOK FOR:

- Green salads (with low-fat dressing)
- Fruit salads, fruit slices or fruit cups
- Single slice of veggie pizza
- Grilled, not fried or breaded, sandwiches
- Deli sandwiches on whole-grain bread
- A small hamburger
- A bean burrito
- A baked potato
- Frozen yogurt
- Yogurt shakes or parfaits
- Whole wheat buns, tortilla or bread
- Water, orange or apple juice or low-calorie soft drinks
- Smaller sizes of sandwiches and french fries
- Sandwiches without sauces, dressings or mayonnaise

### IN THE SCHOOL CAFETERIA, LOOK FOR:

- Any fruit or vegetable (not fried), including tomato sauce or salsa
- Sandwiches with lean meats or fish (like turkey, chicken or tuna)
- Raw baby carrots, green and red pepper strips, tomatoes or cucumbers
- Soups made with vegetables or beans
- Burritos made with beans and cheese
- Pizza made with tomato sauce, cheese and veggies
- Whole-grain breads, pita, bagels or crackers
- Low-fat or fat-free milk, yogurt, or cheese
- Popcorn
- Frozen yogurt
- Peanut butter

### AT YOUR LOCAL CONVENIENCE STORE, LOOK FOR:

- Popcorn or pretzels
- Whole-wheat crackers
- Unsalted nuts (peanuts, cashews, almonds)
- Cereal, especially whole grain
- Low-fat or fat-free milk or 100 percent fruit juice
- Dried or fresh fruit
- Low-fat or fat-free yogurt
- Smoothie drinks
- Reduced-fat cheese sticks
- Bottled water or low-calorie soft drinks

## FLUIDS AND HYDRATION

Fluids are extremely important for the body because they do many important jobs. Our bodies use up fluids we drink so we have to replace them. This is called hydration. Kids should drink fluids before they become thirsty, and especially when they are exercising. Dehydration can cause fatigue, confusion and an inability to concentrate.

Introduce your child to the importance hydration by asking, “What do you know about the importance of fluids and the body? What do you want to know about the importance of fluids and the body?” Ask your child if he knows what the human body is made of. Point out that our bodies are about two-thirds water, and that water is the main ingredient in all body fluids. Explain that fluids are necessary for every single body function. In fact, humans can live only about a week without fluids. Highlight some of the things fluids do:

- Help us digest our food
- Help us maintain healthy body temperatures
- Help our blood move around our bodies
- Carry nutrients and oxygen to cells throughout our bodies
- Remove toxins and other wastes
- Keep our joints from rubbing together
- Protect our tissues and organs

Point out that our bodies use up lots of fluids each day. We lose even more when we’re exercising or perspiring. Fluids come through the skin as sweat, which helps to cool down the skin and the blood. Explain that it is very important to drink a lot of fluids so that our bodies have enough to function properly. We need to replace the fluids our bodies lose by drinking water and fluids every day. Dehydration occurs when you lose more fluid than you take in, and your body doesn’t have enough water and other fluids to carry out its normal functions.

## POWER SNACKING

Like any other food, snacks contribute energy and nutrients to the total diet. “Power snacking” means eating snacks when you’re hungry and there’s a long time before the next meal, or when you need energy to keep you going. The recommendations for snack portion sizes are the same as those for meal portions, but what counts is the total amount consumed in a day.

Introduce your child to the importance of “Power Snacking.” Remind your child that snacks, like meals, need to include foods that provide:

- Energy/calories
- Nutrients (vitamins and minerals)
- Hydration

Tell your child that everything she eats and drinks in a day counts toward the total amount recommended for her age, gender, weight and activity level. Explain that portion sizes for snacks are the same as those for meals, and these are suggestions to help people know the right amounts to eat. Point out that if she chooses to eat a larger snack, she could decide to eat less at the next meal or do more physical activity to keep her daily balance of energy in and energy out. Explain that the important thing is the total amount eaten in a day.

Explain that just as it’s important to think about what we eat for snacks, it’s also important to think about when and why we eat snacks. Explain that it means eating snacks to get the nutrients needed throughout the day.

## WHAT'S THE 411? RELAY

**Instructions:** Have your child mark TRUE or FALSE for each square.

The purpose of a snack is to eat or drink something good for us to keep us from getting really hungry.	Potato chips are a snack that should be eaten less often than other foods.	Kids and teens eat a lot of foods like cake, cookies and donuts.
Cakes, cookies and donuts do not provide energy.	Kids don't need to think about what kinds of beverages they drink when they are doing a lot of physical activity.	100 percent fruit juice is a good choice because it contains nutrients our bodies need.
Snacks should provide energy, nutrients or hydration.	Snacks need to include foods from the five food groups.	Snacks with a lot of salt (sodium) should be eaten more often than other foods.
Snacks with a lot of sugar should be eaten less often than other foods	Snacks can be food or beverages.	Eating snacks will give you energy.
If you're active in sports, you may need regular snacks and more fluids	Snack portion sizes are the same size as regular meal portion sizes.	Eating snacks even if you're not really hungry is a good idea.
It's good to look for snacks that are high in calories, fat, sodium and sugar.	A kid who is really active doesn't need any more snacks than a kid who watches TV all day.	Power snacking means getting the least expensive snacks you can buy.

## WHAT'S THE 411? RELAY - ANSWER KEY

The purpose of a snack is to eat or drink something good for us to keep us from getting really hungry. **(True)**

Potato chips are a snack that should be eaten less often than other foods. **(True)**

Kids and teens eat a lot of foods like cake, cookies and donuts. **(True)**

Cakes, cookies and donuts do not provide energy. **(False)**

Kids don't need to think about what kinds of beverages they drink when they are doing a lot of physical activity. **(False)**

100 percent fruit juice contains important nutrients our bodies need. **(True)**

Snacks should provide energy, nutrients or hydration. **(True)**

Snacks need to include foods from the five food groups. **(False)**

Snacks with a lot of salt (**sodium**) should be eaten more often than other foods. **(False)**

Snacks with a lot of sugar should be eaten less often than other foods. **(True)**

Snacks can be food or beverages. **(True)**

Eating snacks will give you energy. **(True)**

If you're active in sports, you may need regular snacks and more fluids. **(True)**

Snack portion sizes are the same size as regular meal portion sizes. **(True)**

Eating snacks even if you're not really hungry is a good idea. **(False)**

It's good to look for snacks that are high in calories, fat, sodium and sugar. **(False)**

A kid who is really active doesn't need any more snacks than a kid who watches TV all day. **(False)**

Power snacking means getting the least expensive snacks you can buy. **(False)**

# BODY: Fun Fitness Activities

## IMPORTANT HEALTH AND NUTRITION INFORMATION

### PHYSICAL ACTIVITY GUIDELINES FOR YOUTH\*

Children need 60 minutes or more of physical activity daily on most days. It is important to encourage young people to participate in enjoyable, age-appropriate physical activities. Think about physical activities in three broad categories:

- Aerobic activities increase breathing and heart rates. These activities help strengthen the heart and lungs. Most of the activity should be either moderate or vigorous-intensity. At this level of intensity, children's breathing should be well above normal.
- Muscle-strengthening activities help you build muscle mass and get stronger. Young people can engage in muscle-strengthening activities in free or structured play.
- Bone-strengthening activities help promote bone growth and strength. These activities involve muscles pushing against the bone.

### PHYSICAL ACTIVITY GUIDELINES FOR ADULTS\*

- All adults should avoid inactivity. Some physical activity is better than none, and adults who participate in any amount of physical activity reap health benefits.
- For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) a week of moderate-intensity exercise, or 75 minutes (1 hour and 15 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous intensity aerobic activity. Aerobic activity should be performed in episodes of at least 10 minutes and should ideally be spread throughout the week.
- For additional and more extensive health benefits, adults should increase their aerobic physical activity to 300 minutes (5 hours) a week of moderate intensity, or 150 minutes a week of vigorous intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity activity. Additional health benefits are gained by engaging in physical activity beyond this amount.
- Adults should also do muscle-strengthening activities that are moderate or high intensity and involve all major muscle groups on two or more days a week, as these activities provide additional health benefits.

\* Published by the U.S. Department of Health and Human Services, 2008, Available online: <http://www.health.gov/paguidelines/guidelines/default.aspx#toc>

# BODY: Fun Fitness Activities

## EXAMPLES OF AEROBIC, MUSCLES-AND BONE-STRETCHING ACTIVITIES FOR YOUTH

TYPE OF ACTIVITY	CHILDREN	TEENS
<b>Moderate-intensity aerobic</b>	<ul style="list-style-type: none"> <li>• Active recreation, such as hiking, skateboarding, rollerblading</li> <li>• Bicycle riding</li> <li>• Brisk walking</li> </ul>	<ul style="list-style-type: none"> <li>• Active recreation, such as canoeing, hiking, skateboarding, rollerblading</li> <li>• Brisk walking</li> <li>• Bicycle riding</li> <li>• Housework and yard work, such as sweeping or pushing a lawn mower</li> <li>• Games that require catching and throwing, such as baseball and softball</li> </ul>
<b>Vigorous-intensity aerobic</b>	<ul style="list-style-type: none"> <li>• Active games involving running and chasing, such as tag</li> <li>• Bicycle riding</li> <li>• Jumping rope</li> <li>• Martial arts</li> <li>• Running</li> <li>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</li> <li>• Cross-country skiing</li> </ul>	<ul style="list-style-type: none"> <li>• Active games involving running and chasing, such as flag football</li> <li>• Bicycle riding</li> <li>• Jumping rope</li> <li>• Martial arts</li> <li>• Running</li> <li>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</li> <li>• Vigorous dancing</li> <li>• Cross-country skiing</li> </ul>
<b>Muscle-strengthening</b>	<ul style="list-style-type: none"> <li>• Games such as tug-of-war</li> <li>• Modified push-ups (with knees on the floor)</li> <li>• Resistance exercises using body weight or resistance bands</li> <li>• Rope or tree climbing</li> <li>• Sit-ups</li> <li>• Swinging on playground equipment/bars</li> </ul>	<ul style="list-style-type: none"> <li>• Games such as tug-of-war</li> <li>• Push-ups and pull-ups</li> <li>• Resistance exercises with exercise bands, weight machine, hand-held weights</li> <li>• Climbing wall</li> <li>• Sit-ups (curl-up or crunches)</li> </ul>
<b>Bone-strengthening</b>	<ul style="list-style-type: none"> <li>• Games such as hopscotch</li> <li>• Hopping, skipping</li> <li>• Jumping rope</li> <li>• Running</li> <li>• Sports such as gymnastics, basketball, volleyball, tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Hopping, skipping, jumping</li> <li>• Jumping rope</li> <li>• Running</li> <li>• Sports such as gymnastics, basketball, volleyball, tennis</li> </ul>



## ELBOW TAG

**Equipment:** None

Decide who “It” will be. All players must place and keep their hands on their hips. It has to tag each player using only his elbows. The last person tagged is the new It.

## FOX HUNT SQUIRRELS

**Equipment:** Cones

Set cones around a large play area. Designate which players will be squirrels, foxes and trees based on how many kids are playing. Have one person be the lumberjack. At the start of the game, foxes begin to chase squirrels. Squirrels can run to the trees (which are two players forming an arch by joining hands up high and giving enough room for people to pass under) for protection. The archways under the trees are safe zones, and once squirrels are there, trees count three seconds, and the squirrels have to leave. When squirrels are tagged, they are out and get down on one knee. The lumberjack eventually goes from tree to tree, cutting them down. Cut down trees become squirrels. Soon there are no trees and everyone is tagged.

## FROGS IN THE POND

**Equipment:** None

First, select one person to be Kermit. All other participants gather around Kermit, placing one finger on Kermit’s arms, legs or back. On the leader’s signal, all players become frogs and start jumping. Kermit jumps around, trying to tag a frog. If tagged, frogs become princes or princesses and have the power to tag other frogs with a wand. Once all frogs have been tagged, continue the game with a new Kermit.

## HEADS OR TAILS

**Equipment:** Coin, hoses, rope or tape

Divide players into two teams, the Heads and the Tails. Using hoses, rope or tape, (depending on whether you are outdoors or in) lay out two parallel center lines three feet apart. Then set up two boundary lines about 20 feet from the center lines for each team to cross for their safe zone. To start, make teams stand at the center lines with their backs to each other. Toss the coin into the air. Once the coin has landed on the ground, let players know whether it landed on heads or tails. If it’s tails, the Tails must run to their safe zone. The Heads will turn around and try to tag the Tails before they reach their safe zone. Tagged players are out of the game. After each toss and chase, players are to return to the center line. The team that captures everyone on the other team first wins.

## MEMORY TAG

**Equipment:** Cloth for blindfold

Designate someone to be “It.” Players form a circle around It, who has five to 10 seconds to study the group before being blindfolded. It tags other players by naming them in the order they were standing. The other players may not move after It is blindfolded. *Variation:* after It is blindfolded, allow two people to change positions and see whether It can identify who moved.

# BASKETBALL CHALLENGE

## WHAT IS THE BASKETBALL DAILY CHALLENGE?

Parents, get your child ready to shoot some hoops in the Triple Play Basketball Daily Challenge! The Challenge is a way of having fun, learning basketball skills and promoting daily physical activity.

### **TECHNIQUE: INSTRUCTION AND PRACTICE**    **BLINDFOLDED FREE THROW**

Use the following drills and games to guide young people through different shooting, passing and dribbling techniques, and to give them opportunities to practice and develop their skills.

#### **PASS PRACTICE**

Members practice making different types of passes by bouncing the ball off a wall. Standing about 10 feet from the wall, they practice chest passes, sidearm passes and over-the-head passes. If they throw straight at the wall, the ball should come back to them. Participants see how many passes they can make in 30 seconds.

#### **WALL SHOOTING**

Participants pick a spot on the backboard or on a wall. Standing directly in front of it at a distance they think they can shoot from, they practice hitting that spot, using the same motions they would use while shooting. Young people should try to shoot so the ball comes directly back to them. After they are able to hit the spot five times in a row, they can move farther away and try again.

#### **STAR PASSING**

This activity works best with those at least 12 years old. Five players stand around a circle (like the points of a star). The first person with the ball throws it to the person two players away to the right. That person throws it to the person two players to the right again, and so on. See how many passes the group can make in one minute, then reverse directions and go the other way.

Young people may improve their free throws faster if they practice blindfolded. Standing at the free throw line, they try five regular shots, then five shots with their eyes closed. (Move younger, smaller or weaker players closer to the basket so they are not discouraged by low success rates.) After players have practiced for a while, set up a blindfolded free-throw competition between players. Have them play to determine who can sink the most shots out of 10 tries while blindfolded.

#### **CROSSOVER DRIBBLING**

Learning to dribble equally well with both hands is an important basketball skill. Participants can practice moving the ball from one hand to the other with each bounce of the ball. Keeping their dribbling low, they change from right to left hand and back again. Challenge each participant to dribble 20 times this way.

#### **DRIBBLE TAG**

Mark off a large circle or square on the floor. Have five players, each with a ball, enter the area. Explain that they must dribble their balls while trying to knock everyone else's ball out of the circle; the last player left dribbling wins.

# COMPETITIVE GAMES

## OBSTACLE DRIBBLE

In the Obstacle Dribble, competitors have one minute to dribble the ball in a weaving pattern around a line of five cones. The cones should be set four feet apart (see diagram). All age groups use the same course.

**Instructions** – Competitors start behind a line five feet from the first cone. When the scorer says “Go,” participants must weave around the cones, dribbling as they run. As the player reaches the end of the line of cones, she should double back and weave around the cones in the opposite direction, continuing until time runs out.

Participants earn a point for each cone negotiated within the time limit. Cones knocked over count against the final score.

**Scoring** – The total score is the number of cones negotiated in 60 seconds. Deduct one point for any cone knocked over.

## PASSING COMPETITION

Competitors see how many passes they can make in one minute aiming at a spot on the wall.

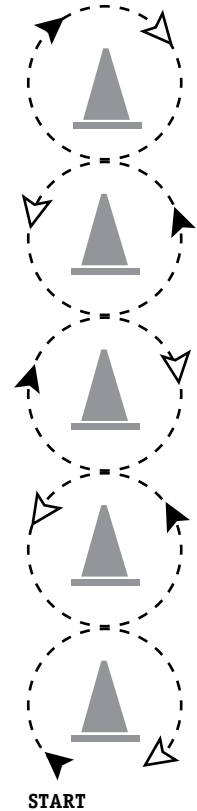
**Instructions** – Each competitor stands behind a line and aims at a circle two feet in diameter. He has one minute to hit the circle as many times as possible. The competitor must retrieve the ball on the rebound and return to the starting point before attempting another shot. Class A competitors pass from behind a line drawn six feet from the wall. All others stand behind a line drawn 10 feet from the wall.

**Scoring** – Competitors receive one point for each pass that hits the circle.

## SPOT-SHOT COMPETITION

**Instructions** – Competitors try to make shots from five different spots on a semi-circle around the basket. They attempt five shots from each of the five spots, trying 25 shots in all. They can attempt all five shots at one spot before moving to the next, or they can rotate through the spots, taking one shot from each until they have attempted five shots from each of the five spots. While shooting, their feet must start within the spot. If they start out of the spot, the shot counts as a miss even if the ball goes in.

**Scoring** – Competitors earn one point for each shot that goes in the basket. In the final round, they shoot five shots from each spot, for a total of 25 shots per rotation. They repeat the rotation and count the highest score from either rotation as the final score.



# GET FIT CHALLENGE

## WHAT IS THE GET FIT DAILY CHALLENGE?

Get ready to learn the training skills of top athletes and boost their speed and endurance at the same time: The Triple Play Get Fit Challenge simulates some of the activities elite athletes use to train. The Challenge promotes fitness, gives participants the opportunity to learn new movements and skills and helps youth improve their speed, strength and agility while preparing them to play their favorite sports.

There are two parts of the Get Fit Daily Challenge: the Challenge Course and Daily Sessions. Kick off the Get Fit Daily Challenge with the Challenge Course, where young people test their skill and fitness levels. Using the scores from the Challenge Course as benchmarks, young people then participate in Daily Sessions two to three times per week to improve their skills. Participants practice portions of the Challenge Course during the Daily Sessions for variety, motivation and to help them see the progress they are making. The program wraps up with another shot at the Challenge Course. Older participants fine-tune their movements and skills while they exercise their leadership and creativity. Younger participants learn new movements and have fun with the exercises.

## GET FIT: CIRCUIT STATIONS

Introduce each new station exercise, explaining the instructions and demonstrating the exercise. If your child creates a new exercise, ask her to explain and demonstrate it for the group. Ensure that the directions are clear, but let the creator learn from this leadership opportunity.

There are five circuit stations:

1. Balance
2. Core strength
3. Agility
4. Upper body strength
5. Quickness

Participants pair off and start at any of the five stations. Each station can be set up to accommodate more than one pair. Partners spend two minutes at each station and move quickly to the next. Call out “start” to begin the two-minute period, “switch” after one minute has passed and “end” and “move” to conclude the two minutes and move pairs on to the next station. Since only some stations will need the “switch” command, when setting up the stations, put stations together that will “switch” at the one-minute mark. This will allow the timer to monitor the switch more easily and make sure participants are alternating partners.

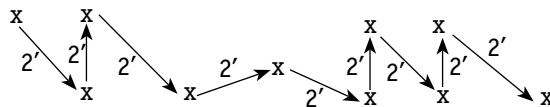
## STATION 1 – BALANCE

### STEPPING STONES

**Set-up** – Tape the floor with 10 X's (the "stepping stones") as shown in the diagram. Each stone should be two feet apart. Make the X's farther or closer to increase or reduce difficulty. Mark as many stepping stone courses as there are pairs at each station.

**Instructions** – Participants hop onto as many "stones" as possible in one minute. They start by standing on the ball of the left foot on the first X, then leaping to the next X onto only the ball of the right foot and balance for a count of five. They continue alternating feet and holding the landing. Participants should move through the stones, then turn around and come back in the reverse direction. Partners alternate participation and change when they hear "switch" called.

**Scoring** – Letting the heel touch, hopping off the stone, or touching the ground with a hand or both feet at the same time is a missed stone. Count how many stones were successfully completed.



### STORK STANCE

**Set-up** – Allow enough space for participants at the station to stand at least an arm's length apart. There should be no sharp objects or other hazards nearby.

**Instructions** – Participants stand on one foot with the other foot on the opposite knee. They place hands on hips and balance for one full minute. At the "switch" command, participants stand on the opposite foot. Partners work simultaneously for the full two minutes. Make the exercise more difficult by having participants balance on the balls of their feet.

**Scoring** – Each time the hands come off the hips or the raised foot touches the ground, subtract one point from the maximum of 10. The score is the total for both feet (with a maximum of 20).

## STATION 2 – CORE STRENGTH

### ROTATION BALL PASS

**Set-up** – Allow enough room for participant pairs to stand several feet apart. Each pair needs one ball.

**Instructions** – Partners stand back to back with heels about one foot apart. One participant holds a ball. Partners rotate their trunks and pass the ball around them in one direction. At the "switch" command, partners reverse the direction the ball is being passed. Partners work simultaneously for the full two minutes.

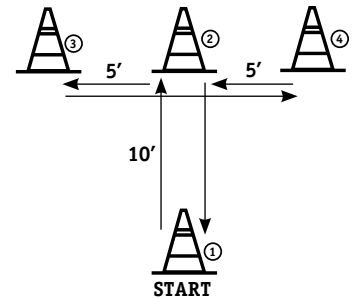
**Scoring** – The teams score one point each time the ball returns to its starting position. The final score equals the total number of successful passes in both directions. Do not subtract for dropped balls; the time lost will reduce the total passes.

## STATION 3 – AGILITY

### DEFENSE SHUTTLE

**Set-up** – Place four cones in a “T” formation 10 feet long and 10 feet wide as shown in the diagram.

**Instructions** – Participants start at the first cone (1) in athletic position. They run forward and touch the center cone (2), shuffle sideways left (3), sideways all the way right (4), sideways left to center (2), and run backward to the first cone (1) and start over. They should stay on the balls of the feet and keep the center of gravity low. Participants have one minute to complete the drill. “Switch” indicates when the next partner starts.



**Scoring** – Participants score one point for each cone touched.

## STATION 4 – UPPER-BODY STRENGTH

### BALL TOSS

**Set-up** – Allow an area large enough for the pairs to safely toss the ball. Check for windows or other hazards nearby. Each pair needs one ball.

**Instructions** – Partners mark their throwing distance by lying on the floor with their feet touching and reaching overhead with arms straight. They should stand where their hands touch the floor. Modify the distance for younger participants, according to skill.

Partners cycle between the three different two-handed tosses:

1. Chest pass
2. Overhead pass
3. Underhand pass

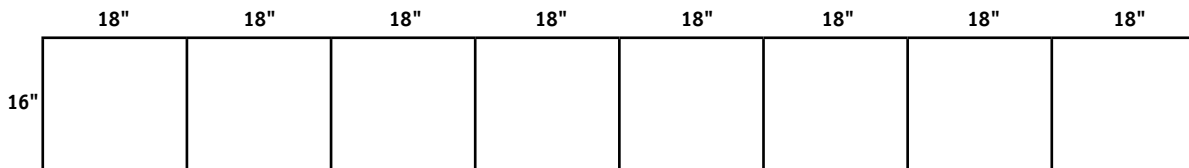
Partners attempt to complete as many passes as possible in the two-minute period. (Younger participants can choose to work on one type of pass each session instead of cycling between all three.)

**Scoring** – Partners score one point for each pass thrown and caught without dropping the ball.

## STATION 5 – QUICKNESS

### LADDERS

**Set-up** – Mark out “ladders” using tape or chalk, with eight to 10 rungs, 18 inches apart and 16 inches wide (see diagram). Make one ladder for every pair that will be at the station.



#### Instructions for quick-foot options:

- **Ones** – One foot touches in each rung, moving forward.
- **Quickies** – Both feet touch alternately in each rung, moving forward.
- **Side Quickies** – Both feet touch alternately in each rung, moving sideways.
- **Cross Quickies** – Participants start by standing on the side of the ladder. They move sideways across the first rung, placing both feet sideways across the first rung. When on the other side, participants move across the second rung in the opposite direction, placing both feet in the second rung. They continue moving from side to side down the ladder.

**Scoring** – Each completed ladder is one point. If a participant creates a new quick-foot option, she or he receives five points. Collect Get Fit Daily Challenge Score Sheets from participants during the cool-down and mark bonus points given for creativity or leadership.

Social recreation is essential to the healthy development of children and youth. In addition to the fun of participating in fitness, sports, games, contests and other recreational activities, social recreation offers a variety of other important benefits to youth. The following are some of those benefits.

- **Adventure and challenge** – The years of childhood and adolescence are a time of self-development, self-discovery and challenge through new activities. Social recreation provides an outlet for these important means of growth.
- **Health and well being** – Social recreation contributes to a young person’s emotional, social and psychological well being.
- **Strength and endurance** – Social recreation helps youth build strength, stamina and physical endurance.
- **Growth and development** – Social recreation provides a way for youth to learn motor skills, social skills and creativity through play and sports. It also teaches many of the intellectual concepts young people need to grow into healthy adults.
- **Leadership and teamwork** – Social recreation teaches youth self-discipline and commitment to a team. It also develops leadership skills that last throughout a young person’s life.
- **Improved self-image** – Social recreation builds a young person’s self-esteem and confidence.
- **Reduced problems** – Social recreation reduces self-destructive behavior and negative activity in youth, and can be an antidote to delinquent and criminal activity.
- **Stronger families and communities** – Social recreation builds social skills and stimulates youth’s participation in community life.



**Try These Low-Organized Games At Home! They require little equipment and preparation, are great way to generate excitement and burn off energy.**

### **MUSICAL CHAIRS**

Set up chairs in two lines, back to back. There should be one chair less than there are players. Start some music and then, without warning, stop the music. All players then scramble to get a seat in one of the chairs. One player will be left without a chair and will be eliminated from the game. Everyone stands up, a chair is removed and the music continues. Play until all but one player is eliminated.

### **LIMBO**

Set up a limbo bar with a bar that can be lowered in half-inch increments. Start with the bar fairly high and place mats under the bar for safety. Start the music. The basic rules to limbo are quite simple. Only the feet can touch the ground, and players must bend backwards as they pass under the bar. See who can limbo under the lowest bar.

### **BALLOON SWAT RELAY**

Have an inflated balloon for each team. Players must keep the balloon in the air (without catching it) and travel to the end point where they can return to their team. If the balloon touches the ground the player must return to her starting point and start again.

### **ODDS AND ENDS**

Pair up all players and then have each player in the pairs choose to be an "odd" or an "end." Next form two circles, one comprised of all "odds" and the other comprised of all "ends." These circles rotate either counterclockwise or clockwise until the leader calls out "Odds and ends!"

At that point, the circles break up and the players reform their original pairs by linking arms back to back and sitting on the ground. The last pair joined and sitting is eliminated. The game repeats until only one pair remains.

### **AUTO TRIP**

All players but one sit in a circle. Each seated player is assigned a part of an automobile: seat, tires, ignition, dashboard, gas tank, door, etc. The player in the center begins to tell a story about a trip driving the car. Each time a part of the car is mentioned, the person with that part assigned to him must get up and follow the storyteller around. Soon there will be a long line of "car parts" following the storyteller around.

When the storyteller says, "Blowout!" each player must rush to get a seat. The player without a seat becomes the new storyteller and the old storyteller assumes this player's car part.

### **FITNESS RELAY**

Each player runs to an end point, performs a prescribed fitness activity and then returns. The runner may be asked to do five push-ups, 10 sit-ups, five leg lifts, jump rope 30 times, etc. The number is determined by the overall fitness levels of the players. If there are several players, teams can be formed to the required activity.

### **PUSH WITH YOUR NOSE**

The leader places a deck of cards, a ping pong ball, bottle cap, or other small item on the ground for each team. Players must move this item using only their noses. The item must be pushed to an end point and back across the starting point before the next player can begin.

## ON-THE-SPOT FUN

Boredom sometimes sets in with your children. If you are looking for activities to do at a drop of a hat, below are a few games:

### THE MOON GAME

Players sit in a circle. The leader draws a moon using the left hand, while saying; "I draw a moon, two eyes, a nose and a mouth." Then the next player tries to do the same. The object is for the player to draw the moon left handed while repeating the phrase.

### PASS THE STICKS

A group sits in an informal circle and the leader passes two sticks to the player to the right. As the sticks are passed the player with the sticks states, "I pass these sticks crossed" or "I pass these sticks uncrossed." While they are passing the sticks, they either sit with their legs crossed or uncrossed.

The next player states, "I accept these sticks crossed," or "I accept these sticks uncrossed." The object is that the sticks have nothing to do with the correct phrase. Crossed and uncrossed refers to the players legs! The game is played until all players figure out the trick. This game obviously best played with people who have not yet played it!

### MEMORY GAME

The leader begins by saying, "I am packing my trunk for China I am putting apples in it."

The next player says, "I am packing my trunk for China I am putting apples and Band-Aids in it."

The list continues with each successive player repeating all the previous items and adding an item that is next in alphabetical order. Players remain in the game until making a mistake.

### WHO AM I?

"Who am I?," asks one of the players. The other players then ask questions to try to determine the identity of the player.

- Are you alive? *No*
- Are you a man? *No*
- Are you a sports figure? *No*
- Are you from the U.S.? *Yes*
- Are you from the 19th century? *No*
- Are you from the 18th century? *Yes*
- Were you alive in 1776? *Yes*
- Did you make something important? *Yes*
- Are you Betsy Ross? *Yes*

The one solving the puzzle chooses the next person to be identified.

## STRETCHES

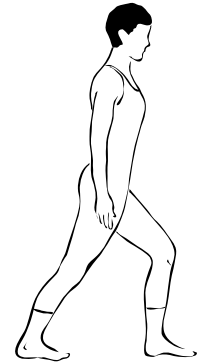
Use the following directions to demonstrate and lead youth through the stretching exercises.

### LUNGE WALK

Begin by walking forward with steps half the size of normal walking strides. Keep the heel of rear foot on the ground and knee straight, stepping forward. Pause and hold each step for a count of five. Feel the stretch in the calf area of the rear leg. Step forward and repeat on the other leg.

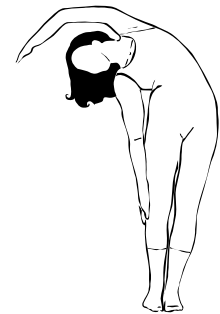
Gradually increase the length of the step, holding each step with the heel down. Avoid making the steps so big that the rear heel comes off the ground. Reaching overhead with the same arm as the rear leg increases the stretch along the side of the body.

Next, move to a full lunge, dropping the rear knee toward the floor with each step. (Lift the heel off the floor with this move.) Keep shoulders up and back and hold the position. Feel the stretch in the hip flexors and the thigh of the rear leg. Reach arm across chest to the opposite shoulder and rotate the trunk of the body slightly. This will stretch the side and shoulder.



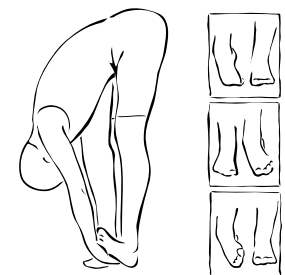
### STANDING SIDE STRETCH

Stand upright and bend knees slightly. Slowly lean body to the left. Grasp left leg with left arm and slide it down toward ankle, leaning further into the stretch. Reach right arm over head. Repeat on the opposite side. This position stretches the side and hip.



### FOUR-WAY ANKLE STRETCH

Standing on the left foot, twist the right ankle outward to stretch the outside of the ankle. Standing on the left foot, bend the right ankle inward, stretching the inside of the ankle. Standing on the left foot, place the right foot down so that the toes are pressed against the floor, leaning slightly forward on the right foot. Standing on the left foot, place the heel of the right foot on the ground, pulling the toes of the right toward the body. Repeat steps with left ankle, while standing on the right foot.



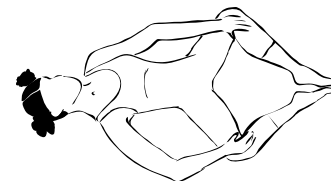
### QUADRICEPS STRETCH

Lie on your side with your left arm stretched out above you to support your head. Bend your right knee and grasp your ankle with your right hand. Gently pull your right foot back towards the gluteus. Repeat on the right side with your left leg.



## LYING GROIN STRETCH

Lie flat on back with knees bent so the soles of feet are together. Spread knees apart as far as possible. Applying pressure to the knees with hands can increase the stretch. This position stretches the groin.



## CHEST AND SHOULDER STRETCH

Sit on the floor with your legs straight in front of your body. Place your hands behind your body, wider than shoulder width apart. Your palms should be face down. Shift your weight onto your hands and slowly slide them back. Your upper body should not touch the floor.



## HAMSTRING STRETCH

Lie flat on your back, with knees bent so your feet are flat on the ground. Straighten and lift your right leg until it is perpendicular to your body. Place your hands behind the knee of your right leg and stretch the leg as close to your body as possible. Repeat with your left leg.



## HAMSTRING STRETCH — VARIATION

### BENDING HAMSTRING STRETCH

Stand with feet together. Press feet into the floor. Bend at the waist, gently (do not bounce). Let arms hang down. Keep legs straight and hold for a count of 15. While holding, continue to press feet to the floor and stretch hips toward the ceiling. Release and slowly straighten up. Repeat.

### SEATED HAMSTRING STRETCH

Sit on the floor with legs open in a “V” position. Reach body over right leg, being sure to keep knees straight. Grab sole of right foot with hands to increase the stretch. Repeat with left leg.

### STANDING HAMSTRING STRETCH

Standing upright, place left leg forward, wider than shoulder width distance from right leg. Right foot should be turned out, perpendicular to body. Left foot should remain in line with body. Bend over left leg and reach for left foot. To repeat on the opposite leg, lift body upright and pivot to the opposite leg, keeping feet placed. This position stretches the calves, hamstrings and back.

Other stretches can be combined with movement in the same way. Be creative and have fun. Remember to always start small and slow with a new movement and enforce the quality of each movement in order to maximize the benefits.

Allow participants to take a few weeks to learn and become comfortable with these moves. After this time, they can be more creative and invent their own. Be sure they follow the basic rules of dynamic flexibility when creating an exercise.

# HELPFUL PARENT RESOURCES



## **BOYS & GIRLS CLUBS OF AMERICA**

[BGCA.org](http://BGCA.org)

## **ANTHEM**

[AnthemInc.com](http://AnthemInc.com)

## **DEPARTMENT OF EDUCATION**

[Ed.gov](http://Ed.gov)

## **CHOOSE MY PLATE**

[ChooseMyPlate.gov](http://ChooseMyPlate.gov)

## **HEALTH.GOV**

[Health.gov](http://Health.gov)

# HEALTH & FITNESS JOURNAL

Congratulations on embarking upon a wonderful journey of eating smart, keeping fit and forming positive relationships. The purpose of the Health & Fitness Journal is to provide reflections of your life by using a simple but effective approach to asking questions. Examples of these questions are:

- What have I learned about health, nutrition or fitness?
- What new healthy habits am I forming?
- How do I feel now that I'm developing new habits?

## GOALS FOR THE MIND

---

---

---

## GOALS FOR THE BODY

---

---

---

## GOALS FOR THE SOUL

---

---

---

---

---

---

---

---

---

---











**BOYS & GIRLS CLUBS  
OF AMERICA**

**National Headquarters**

1275 Peachtree Street NE

Atlanta, GA 30309-3506

Phone: (404) 487-5700

[BGCA.org](http://BGCA.org)