

Ohio SNAP-Ed Adult & Teen Programs Breaking Down the Barriers

Task Topic: MyPlate

Task Title: Breaking Down the Barriers

Teaching Message(s): ☒ Drink water instead of sugar-sweetened drinks.
☒ Be physically active for at least 30 minutes most days of the week.

Resources: Adapted from *ChooseMyPlate.gov*, *Dietary Guidelines*

Objectives for the Task:

1. Identify barriers to making healthy behavior changes.
2. Discuss tips and strategies for overcoming identified barriers.

Materials Needed for the Task (including Handouts):

- Station Cards – Healthy Behaviors
- Worksheet – Solutions Roadmap

Food and Equipment for Demonstration and Sampling:

- Oranges or lemons
- Strawberries
- Cucumbers
- 2 large pitchers
- Cutting board
- Knife
- Small plastic or paper cups

Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

General Materials List:

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|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes | • Index cards |
| • Thought box | • Markers | • Pens |
| • Highlighters | • Masking tape | • Name tags |
| • VOICE principles | • Participant evaluation forms | |



Preparation:

- Wash and slice vegetables and/or fruit for infused waters
- Fill pitchers with very cold water and add each veggie/fruit to one pitcher
- Place sample cups on table with pitchers (fill several cups and place in front of pitcher to speed up sampling in large groups)
- Set up 4 Healthy Behaviors Stations around the room; include a small stack of index cards and pens at each station

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we learned about We also What comments do you have about last week's lesson?

Today we will be talking about ways to deal with challenges you may be facing as you make some positive changes to your lifestyle. Let's begin today's lesson by doing a few simple stretches. Remember, we should aim for 30 minutes of activity each day, and stretching can help limber up our muscles while also meeting our daily activity goal. *Lead participants in 3-5 simple stretches. Participation is optional but encouraged.*

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/be-active/physical-activity-guidelines-for-Americans/

Anchor

We know that making changes can be challenging, for a variety of reasons. What are some changes you are interested in making, or are currently trying to make, that might be challenging for you? What makes them difficult?

Add

When trying to make healthy behavior changes, you have probably noticed that some habits are easier to change than others. We will be using today's lesson to talk about breaking down the barriers to making changes to our diets and physical activity. "Barrier" is a word we use



to describe why we find a situation difficult. It is literally what is standing in the way of making a change.

One healthy behavior some of you might find challenging is drinking water instead of sugary drinks. Nearly half of the added sugar in a typical person's diet comes from sugar-sweetened beverages. Sweetened beverages are also linked to higher body weight in adults and children. Replacing sweetened beverages with water sounds like a really easy change to make, but a lot of people are not used to drinking water and may not like the taste. Not liking the taste of water is a barrier to drinking it more often.

Some strategies for overcoming this barrier might be **to add fruit or vegetable slices** to add flavor to the water without adding sugar. I have prepared several fruit-infused drinks for you to sample that you could use if you don't like the taste of water. *Invite participants to sample the fruit-infused waters.*

A small amount of 100 percent juice adds flavor and color to water and can work wonders with children as well. If the water quality in your area is poor, a **filter attached to a pitcher or the faucet** may help improve the taste. Even just **keeping a pitcher of ice-cold water in the fridge** could help you and your family to drink it more often.

Another behavior that promotes healthy living that many people find challenging is getting enough daily physical activity. Barriers to being regularly physically active include not having enough time; struggling with an injury or disability; lacking energy or equipment; or simply not being motivated. Yet, the research is clear on the benefits of regular physical activity to prevent chronic disease, help with weight management, and giving people energy. What are some of your barriers to getting physical activity every day?

Write down barriers & strategies on flip chart paper.

What comments do you have about addressing barriers?

Apply

Pass out a copy of the Worksheet: Solutions Roadmap to each participant.

Now we will identify other barriers – YOUR barriers – to discuss. I have set up four Healthy Behaviors Stations around the room. Each station lists a healthy behavior. Choose the behavior that is most challenging to you and go over to that station. With the others who also chose that behavior, discuss some barriers that are keeping you from practicing that behavior. If you want to, write down the barriers on the index cards at the station. Then, talk about things you can do to overcome the barriers you identified. Some of you may have successfully dealt with one or more barriers already. If so, you can suggest these tips to the others in your group.

Let's discuss the barriers and strategies for overcoming these challenges.



*(Encourage participants to move around if any station has fewer than two participants. As an alternative, you may have participants form small groups and assign each group to a particular station. If needed, be prepared with material for at least one new barrier if participant response is low. Suggested discussion for each goal can be found in the Facilitator's Notes section of this lesson plan. **Each of the example barriers is presented on the barrier roadmap handout, so it is not necessary to discuss each one unless participation is low.**)*

Away

Think about the barriers we discussed today. What has been your biggest barrier to making healthy changes to your lifestyle? Develop a strategy for how you might overcome that barrier.

Facilitator's Notes:

Example barriers/solutions to be used in the event of low participation:

Healthy Behavior: I will use food labels to help me eat healthier

Barrier/discussion: We have talked a lot about how to read food labels and how to use them to make healthier food choices. Many of the recommendations we talked about over the last few weeks, such as reducing sodium and added sugars, are hard to do without using a food label as your guide. However, it does take some practice to understand labels. One barrier you may have is time. Many people don't read labels at the store because they are in a hurry and they feel it takes too much time to read labels on everything they buy. One solution would be to focus on one food each time you go to the store. For example, one week you can compare spaghetti sauce to see which sauce has the least sodium. The next week, you could compare yogurts to find which have the least added sugars. You will soon be able to quickly scan the label for the information you are looking for, and feel more confident with your choices.

Healthy Behavior: I will be physically active for at least 30 minutes each day

Barrier/discussion: As we discussed a few weeks ago, physical activity is very important to our health. Being active helps us to maintain a healthy body weight, reduces our risk of heart disease and diabetes, and may improve our mood and self-image. Although we have discussed several ways to increase our activity, many people feel it is too difficult to fit a workout into their busy day. One solution is to break our activity into 10-minute bursts of activity AND plan ahead for each one. If you don't schedule your activity, you may find that you still haven't done anything by the end of the day when you are too tired to start. You could take a 10-minute walk (at home or around the block) first thing in the morning, do 10 minutes of stretches over your lunch break, and dance with your kids for 10 minutes in the evening. What you do is up to you, but making a plan will help keep you on track to getting it done.

Healthy Behavior: I will eat smaller portion sizes

Barrier/discussion: Over the last several decades, Americans have added 600 calories to the average amount consumed each day. This is partly due to increased portion sizes, as research has shown us that more calories are eaten when larger portion sizes are served. One barrier to



monitoring and limiting your portion sizes is embarrassment. Many people may feel embarrassed if friends or family members see them measuring their food at meals. A possible solution to this barrier is to choose a time that others are not around to practice measuring food, so that you will know what it looks like on your plate when mealtime comes around. Grab a dinner plate (remember, a smaller plate will help you keep serving sizes small) and a set of measuring cups. Measure out one cup of something and put it on the plate. It could be rice, pasta, vegetables, or whatever you eat often. Clear off the plate, and repeat with the half cup, then the $\frac{1}{4}$ cup. Your estimations may not be perfect, but it will give you a place to start without worrying that everyone is watching you.

Facilitator's Notes (other notes):**Facilitator's Checklist:**

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

