

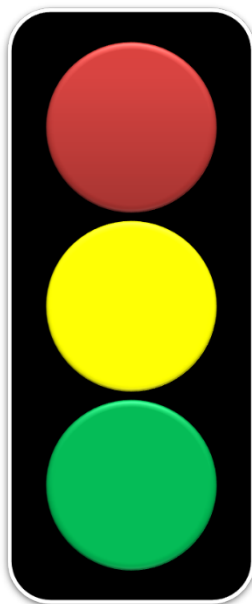
# *Stoplight Healthy Living*

## **Facilitator Manual**



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## Facilitator Manual



**Produced by the Kansas Disability and Health Program**



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## Welcome to Stoplight Healthy Living

We at the Kansas Disability and Health Program developed the *Stoplight Healthy Living* program to promote good nutrition and physical activity among adults with intellectual and developmental disabilities (IDD).

The program emphasizes self-determination for the participants by helping them learn to make healthy choices. It provides them with information (including resources) to help them make decisions about what they eat and how they exercise.

This manual describes the process and materials used in the program.

## Program Details

The program is based in part on the Stoplight Diet, an evidence-based program that has been tested and found to be helpful in sharing plain language information about nutrition with people with IDD.

It uses a simple color-coded system, like the signals on a stoplight, to teach healthy food choices.

**GREEN or GO! Foods** should be eaten often (such as fresh fruit).

**YELLOW or SLOW! Foods** should be eaten less often (such as potatoes).

**RED or WHOA! Foods** should be eaten rarely (such as candy).



The *Stoplight Healthy Living* program is delivered in **six weekly sessions** that emphasize choosing healthy foods, promoting physical activity, and increasing water consumption to help participants develop healthier habits. Participant goals for the program are to:

- Have fun!
- Value self-determination in making lifestyle choices
- Make small changes everyday
- Support each other
- Be healthy!

We developed the content and structured the activities in this program to reinforce the Stoplight concepts. In every session, the participants are encouraged to move their bodies. They also learn to prepare a healthy snack that can be easily made at home. Each session takes

a different focus, such as the amount of sugar in soft drinks, or how to choose more nutritious foods when grocery shopping.

This simple and fun approach has been successful in past *Stoplight Healthy Living* sessions. In evaluations of the program, participants reported that they increased their daily fruit and vegetable consumption, increased their purchases of healthy foods, reduced their soda consumption, and increased their knowledge of healthier fast food meal choices.

## How to Deliver *Stoplight Healthy Living*

**Your role as facilitator is essential.** We know that you will bring considerable experience and knowledge to the program, and we appreciate your investment of time and energy in working to improve the health of *Stoplight Healthy Living* participants.

**Please note the manual format:** *Suggested scripts for facilitators are in bold italics*; directions for facilitators are in regular font. The scripts are intended as guides, to help you deliver the Stoplight content and activities.

Please encourage participants to interact as you deliver the scripted information. Each facilitator will bring different strengths and skills to the program, so we would love to hear about your successes in delivering the sessions.

- **Facilitator/Participant Ratio**

*Stoplight Healthy Living* works best with at least one facilitator for every 3-4 participants; sessions with two facilitators and 6-8 participants are ideal in order to give each participant the attention they deserve and also allow them to learn from each other. However, we know that the real world does not always permit this. Be aware that the session activities may take longer to complete if there are many participants for each staff facilitator.

- **Including Other Attendees**

Personal attendants, parents, guardians and/or friends can be valuable attendees of the sessions. They can provide social support for healthy behaviors, learn along with those they support or care for, and can provide valuable reinforcement of the Stoplight content. However, they should remain as supports versus active participants in sessions.

- **Setting and Equipment**

To deliver *Stoplight* sessions, the following are needed:

- a large room with tables and chairs that allows participants to both move around and do seated activities
- equipment to project videos on a large screen and play music loud enough to engage a group
- internet access

- kitchen facilities to prepare and clean up after snacks

- **Estimates of Session Times**

The time needed to deliver each of the *Stoplight* sessions varies, depending on the numbers of facilitators and participants, and on the support needs of the participants. We have provided time estimates but, again, actual times are contingent upon several factors. We encourage you to take these into consideration as you plan sessions.

- **Sequence of the Snack Activity**

We note the sequence of all session activities except for the snacks so that facilitators can decide what sequence is best based on the time of your sessions. For example, if your sessions begin at 9 AM, you may want to offer snacks mid-way through the session, so snacks are not consumed too close to lunch. If your sessions begin in late afternoon, you might want to do snacks at the start, so they are not served too close to dinner. Please adjust the time of this activity according to participant needs.

- **Evaluations and Facilitator Checklists**

It is critical to our reporting requirements that you have the participants complete the program evaluations (called “Worksheets” for the participants). Please conduct them at the designated times:

- Initial session evaluation/worksheet – before Session 1
- Post- session evaluation/worksheet – after Sessions 2, 3, 4, 5
- Final session evaluation/worksheet—during Session 6, before the celebration

These evaluations will be provided to you on tablet computers, plus with paper back-up. They give us important feedback regarding participants’ knowledge acquisition and behavior change resulting from participating in *Stoplight Healthy Living*. **We will use this information to revise and improve the program in the future.**

Please see the Evaluation Instruction Sheet in “Appendix” for information on how to conduct these evaluations efficiently. Likewise, completing the Facilitator Checklist is important to let us know how the sessions worked, which activities the participants enjoyed, and which may not have worked well. Every group is different and information from your group will help us to improve the program and allow us to continue making it available.

- **Physical Activity for Participants Who Use Wheelchairs**

*Stoplight Healthy Living* exercise videos and activities can be performed by participants in a seated or standing position. For participants who use powered wheelchairs and/or have

little or no arm and leg movement, the videos may not be useful. These folks may need therapy to do passive exercise or a more individualized program. However, they can still benefit from participating in *Stoplight* to learn about healthy eating and drinking healthy beverages. Please note: It is important that participants who are able to stand do exercises and activities in that position to gain the most benefit. Seated exercise is only for those who are unable to stand.

- **Support Needs of Participants**

Depending on their support needs, not all participants will gain the same benefits from all activities. For example, the activities on cooking healthier foods and using the color-coded *Stoplight* Grocery Shopping List may be not be as relevant for participants who do not typically cook or choose their own foods at the grocery store. Still, the Shopping List can help to reinforce what foods are in the GREEN, YELLOW and RED groups. All participants can benefit from being part of a group focused on learning about healthy choices. For this reason, we have included a variety of activities so that there is something for everyone.

- **Prompts Between Sessions**

If you have contact with participants between sessions, prompting them regarding session content and activity would be very helpful. For example, reminding them to put stickers on foods after Session One will reinforce their learning. If you accompany a group to eat out, you might encourage water drinking and making healthy *Stoplight* food choices; if you go grocery shopping with participants, ask what GREEN foods they are buying.

Any reinforcement of the *Stoplight* concepts will help to remind participants to practice what they are learning in *Stoplight* sessions. However, self-determination is an underlying principle of *Stoplight*, so it is important to prompt or remind versus direct. Our goal is to help participants to make healthy choices, not to direct them to do so.

- **Taking Photographs**

We would love to receive great photos of *Stoplight* session activities, participants exercising, enjoying snacks, assembling healthy meals with My Plate, etc.

Your organization might also appreciate these photos. However, to respect participants' rights and self-determination, please take photos only if participants give permission and sign a photo-release form that you will find in the Session 1 folder in the forms file box. The signed photo release forms can be scanned and emailed.

- **Frequently asked questions**








We welcome your questions about the content and ideas for delivery. As use of *Stoplight Healthy Living* increases, we will be happy to connect facilitators across the state and share questions and experiences. For example, if you work with participants who are lactose



intolerant or have been prescribed a low-sodium diet by a physician, encouraging the participants (or a care provider) to discuss these needs can be informative for the entire group. Let us know if such issues arise and how you address them so we can consider incorporating this information in Stoplight in the future.

# Session Plans

## Session 1: Introduction to Stoplight Healthy Living

Time 	This session will take approximately 90 minutes.
Objectives 	By the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Identify foods in the GREEN, YELLOW and RED food groups</li> <li>• Apply “My Plate” concepts to assemble a balanced meal</li> <li>• Recognize a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Laminated Stoplight Graphic</li> <li>• Photo Release Forms</li> <li>• Facilitator checklist</li> <li>• Electronic tablets for Pre-program evaluation w/back-up paper</li> <li>• Laminated photographic foods</li> <li>• Healthy Snack ingredients and supplies: Apple sauce, chia seeds, sliced apples, plates, Ziploc bags, spoons</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• Folder</li> <li>• Pen</li> <li>• GREEN/YELLOW/RED photographic food lists</li> <li>• Stress Apple</li> <li>• My Plate placemat</li> <li>• My Plate magnet</li> <li>• Practice at Home Stickers with Instruction Sheet</li> <li>• Stoplight T-shirt</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Pre-Program Evaluation on Tablets (or paper) -15 minutes</li> <li>• Healthy Snack-15 minutes</li> <li>• Body Movement Introductions-10 minutes</li> <li>• Stoplight Eating-20 minutes</li> <li>• My Plate Placemat Activity-15 minutes</li> <li>• Practice at Home-5 minutes</li> <li>• Distribute T-shirts-5 minutes</li> <li>• Wrap Up-5 minutes</li> </ul>
Tip 	Timing of the healthy snacks – depends on what time of day your program is held. Decide when to serve the snack based on the time of your sessions in relation to meals or other events you can anticipate.
Follow Up 	Send to KU a scanned copy of <b>Session 1 Facilitator Checklist</b> and signed photo release forms to <a href="mailto:kbruns@ku.edu">kbruns@ku.edu</a> .

**Note: Suggested scripts for facilitators are in bold italics;** directions are in regular font.

## Session 1 Activities and Scripts

### Pre-Session Activity – Evaluation (15 minutes)



Distribute name tags and folders and have each participant complete a pre-program evaluation on a tablet.

At the end of the session, participants can stick their name tags on their take-home folders to identify them. Ask them to bring their folders to each session.

### Serve a Healthy Snack (15 minutes) (see note on p. 6 about scheduling of snack)

Serve participants apples in two ways - a container of unsweetened applesauce and several slices of fresh apples. Participants can eat the applesauce plain or add raisins and/or cinnamon.

Apples are in the GREEN food group and are a healthy snack choice. Applesauce is a nice way to enjoy apples in a different way. (Be sure to serve applesauce without sugar!)

### Welcome - Body Movement Introductions (10 minutes)



***Welcome to the Stoplight Healthy Living Program!***

***We're meeting together because we share a common goal of being healthy.***

***We'll work on this goal at each of our meetings.***

***Here are our goals for each time we will meet for Stoplight Healthy Living:***

- ***Have fun!***
- ***Value self-determination – your ability to make lifestyle choices***
- ***Make small changes everyday***
- ***Support each other***
- ***Be healthy***

Facilitators introduce themselves and tell why they are interested in health.

***Now, we'll give you the opportunity to introduce yourselves. For introductions, we're going to move our bodies. We will begin our sessions each time by doing some sort of physical activity with our bodies.***

Have participants stand (if able to) or sit in a circle.

Ask each participant to say their first name out loud to the group and then follow it with some sort of movement—large or small. Begin by having the facilitators demonstrate, then have each participant take his or her turn with the group repeating the name and body movement.

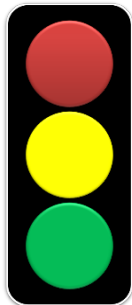
Each person should choose a different movement, and the facilitators can help by suggesting movements. The group will then repeat each participant's name out loud and repeat his or her body movement. At the end, all can be seated again.

For example, Anna would say her name out loud to the group ("Anna") and then raise both arms above her head. The group would repeat "Anna" and raise their arms above their heads.

Possible body movements: touch nose, shake head, wave either or both arms, do a bicep curl, touch elbow to knee, touch toes, put hands on hips, touch shoulder to ear, put palms together as in prayer, grasp ear lobe and wiggle, stick tongue out, etc.

**Do this activity the start of each session** as a way of reminding participants of each other's names and to start the session off with some movement. Participants should repeat their unique body movement each week.

### **Introduce Stoplight Eating** (20 minutes)



Explain the idea of GREEN, YELLOW, and RED food groups.

***The Stoplight for Healthy Living program helps you learn what foods are good for you and will help you to be healthy, and to know which foods are not so good for you and that you should not eat too often.***

***Health means keeping your body and mind in good shape so that you feel good and can do the things you want to do. Good health can help keep you out in the community instead of in the hospital.***

***Stoplight focuses on physical health – how to keep your body healthy. Today we are going to talk about nutrition, which means eating to keep your body healthy.***

***You all probably know something about healthy foods and about others that are not so healthy. It's important to know that foods with a lot of sugar, fat and salt are not the best ones for your body. Some problems that they cause are making you gain weight, raising your blood pressure, affecting how your heart works, and causing tooth decay. There are sugar, salt or fats in many foods —so they can be hard to stay away from. But we should not eat too much of these three things.***

***Can anyone name a food or drink with a lot of sugar? (for example, candy, cookies or non-diet soda pop)***

***Can anyone name a food or drink with a lot of fat? (for example, French fries or shakes)***

***Can anyone name a food or drink with a lot of salt? (for example, potato chips or hot dogs)***

***So, let's talk about how Stoplight Healthy Living can help us to choose foods that are healthier and better for our bodies, and that contain less sugar, fat and salt.***

***Think of a stoplight and what the colors mean. (Use laminated Stoplight image)***

***What does GREEN mean? ("GO")***

***What does YELLOW mean? ("SLOW")***

***What does RED mean? ("STOP" or "WHOA")***

***You can use these colors when you think about foods so that you can remember what food to eat more of and which ones to eat less of.***

***GREEN foods are GO or "anytime" choices. They are lower in fat, sugar and salt and are the healthiest foods that you can eat. You should choose most of your foods from this group every day. Can anyone name a GREEN food that you like to eat?***

***YELLOW foods are SLOW or "sometimes choices". They are higher in fat, sugar and salt and contain less of the good things your body needs. You should eat just one serving of YELLOW foods each day.***

***RED foods are WHOA or "rarely choices." They contain a lot of fat, sugar and salt and are not as good for you so you should eat them only once or twice each week or on special occasions such as birthdays or holidays. Can anyone name a RED food that you eat on special occasions?***

***So, let's look at these food lists.***

Facilitator should distribute the GREEN, YELLOW and RED food group lists to participants and reviews the lists.

***What foods on the GREEN lists do you recognize? Which ones do you like?***

***What foods on the YELLOW list look familiar? Which ones do you like?***

***What foods on the RED lists do you like? Why should you not eat them as often?***

***What are some foods that you eat most often from the GREEN or GO list?***

***What are some foods that you eat often from the YELLOW or SLOW list?***

***What is a food that you like from the RED or WHOA list?***

**Note:** If appropriate for the group, the facilitators should emphasize the different kinds of milk (i.e., skim [GREEN], low fat or 2% [YELLOW], whole [RED]). In the handout, the milk photos look the same.)

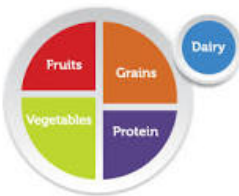
**Remember: Foods are in color groups to help you remember how often you should eat them, not because of the food's actual color. For example, a red apple would be in the GREEN group because apples are healthy, and you can eat one every day if you like. GREEN gummy bears would be in the red group because they are full of sugar and not that good for you. You should only have gummy bears as a special treat, not often.**

**What color group would red grapes be in? (GREEN)**

**How about butter—what color is that and what group is it in? (RED)**

**We're going to be talking about GREEN, YELLOW and RED foods each week so you can learn what foods will help you to be healthy and which ones are not so good for you. Be sure to bring your lists each week so we can use them.**

### **Introduce MyPlate** (15 minutes)



Show the participants a MyPlate placemat.

**Now we're going to work with MyPlate. This tool helps you plan a healthy meal by choosing different kinds of foods and drinks that have less fat, salt and sugar. The right mix can help you be healthier now and, in the future — and this can help you to feel better, be able to do the things you want to do and stay out of the hospital.**

**To fill your plate, choose a variety of foods and drinks from each food group:**

- **Fruits** — Choose whole fruits that are fresh, frozen or canned. Choose whole fruits more often than fruit juice because fruits contain fiber that makes your digestive system work better. Your stomach will feel better if you eat more fiber.
- **Vegetables** — Vary your veggies to include dark green vegetables (such as spinach or kale), red and orange vegetables (such as beets and carrots), beans and peas, starchy vegetables (such as potatoes or cabbage) and others (such as zucchini or onions).
- **Grains** — Make half of your grains, whole grains. Grains include bread, cereal, rice or pasta such as spaghetti. Whole grains include wheat bread, oatmeal cereal, brown rice and whole wheat pasta. Whole grains are MUCH better for you than refined grains, which have removed parts of the grain! Whole grains have more fiber.
- **Proteins** — Vary your protein routine. Proteins include beef, chicken, pork, fish, eggs, nuts, beans, seeds and soy products like tofu.
- **Dairy** — Choose low-fat or fat-free milk or yogurt. Dairy includes milk, yogurt, and cheese, including cottage cheese.
- **Oils** — You need only a little bit of oil, but it is essential for a healthy body. Some foods naturally contain healthy oils, such as nuts, olives, avocados and seafood. Other oils are added to food during preparation, such as vegetable oils.

**Now, let's talk about your plate—what foods will you put on it to choose a healthy meal?**

Give each participant a MyPlate Placemat and a supply of laminated food pictures. The goal is to have participants fill their plates with pictures according to the My Plate guidelines to create a balanced meal.

***So, a healthy meal has different kinds of foods. Look at your placemat. Half of your plate should be filled with fruits and vegetables. You should have smaller servings of proteins such as meat, some grains, such as rice, and you should also have a serving of dairy, such as a glass of milk.***

***Now, see these pictures of foods. I want you to fill your plate with food pictures that will make a healthy meal. So, for example, if you like chicken, you might choose a piece of baked chicken, some carrots, some strawberries, and a slice of whole grain bread. If you don't want a glass of milk with your meal to get a serving of dairy, maybe you would like some yogurt with your strawberries for a healthy dessert. You only need 4-5 different foods to make a healthy meal. So, let's look through the pictures and fill our plates.***

Provide guidance and help as needed -- encourage participants to choose a few of the right groups of foods so that they create a healthy meal.

When the participants have finished, bring the group together again and ask for volunteers to describe what they put on their plates for each food group, and to identify GREEN, YELLOW and RED foods. This is a good time to reinforce the difference between whole grains (for example, brown rice) and refined grains (white rice), with brown rice as a healthier choice.

***Remember – you can make small changes every day to create a healthier diet and feel better!***

- ***Make half of your plate fruits and vegetables***
  - ***Focus on whole fruits (eat fruit instead of drinking juice)***
  - ***Vary your veggies (aim for different colored vegetables to get lots of vitamins)***
- ***Choose whole grains (have brown rice instead of white rice)***
- ***Move to low-fat and fat-free dairy (have skim or 2% milk instead of whole milk)***
- ***Vary your protein routine (chicken and turkey have less fat than beef)***

This might be a good opportunity to take photos of the participants with the My Plate meals they created. At the end of the activity, collect the food pictures and tell the participants to take the placemats home with them as a reminder of how to choose a healthy, balanced meal.

### **Practice at Home** (5 minutes)

Give each participant sheets of GREEN, YELLOW and RED stickers and the handout that explains how to label the foods with stickers. Ask them to take the stickers home and look through their

kitchen. Ask them to put the stickers on foods in the GREEN, YELLOW and RED food groups. If participants live in the same residence, they can do the activity as a group or individually.

***Please take these stickers home and put them on foods in the GREEN, YELLOW and RED food groups in your kitchen.***

- ***Do you have a bag of potato chips? If so, put a RED sticker on it.***  
***If you have fruits like a banana or an orange, put GREEN stickers on them.***
- ***Do you have a potato? Put a YELLOW sticker on it.***
- ***What about a can of green beans? Use a GREEN sticker.***

***You can use your GREEN, YELLOW and RED food lists to learn which foods are in which group. When you make food choices this week then remember to eat foods with GREEN stickers most of the time. RED sticker foods are WHOA or for only special occasions.***

***Try to remember at least one food that you put a sticker on so that you can report back to the group next week. Can you each name a food that you might go home and put a sticker on?***

**Give participants Stoplight Healthy Living t-shirts in the size that was ordered for each.** (5 minutes)



***Here is a Stoplight t-shirt for each of you. You can wear it to remind yourself about making changes to be healthier. Feel free to wear it to our Stoplight sessions.***

**Wrap-Up** (5 minutes)

Summarize what the participants learned today.







***So, here is what we learned today:***

- ***We learned about GREEN (Go!), YELLOW (Slow!) and RED (Whoa!) foods and why GREEN foods are the healthiest.***
- ***We learned how to put together a healthy meal with different food groups using the My Plate Placemat.***
- ***We'll practice putting stickers on some GREEN, YELLOW and RED foods at home and then report back next session about what foods had stickers applied.***

***At our next session we are going to talk about how we can get our bodies moving. Remember to bring your folder and GREEN, YELLOW and RED food lists next time. Thank you for being here today and learning about Stoplight and how we can learn how to be healthier.***



## Session 2: Get Moving

Time 	This session will take approximately 65 minutes.
Objectives 	Participants will be able to: <ul style="list-style-type: none"> <li>• recognize the importance of physical activity to health</li> <li>• plan to increase types and amounts of physical activity</li> <li>• recognize a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Healthy Snack ingredients and supplies: Fresh vegetables and dips (recipes are included in file box), paper plates, spoons, napkins, and food prep gloves for participants.</li> <li>• Evaluation on tablet or in paper form</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• Go4Life Booklet</li> <li>• Mini First Aid Kit</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Body Movement Intro – 5 minutes</li> <li>• Healthy Snack – 10 minutes (choose the best time to provide)</li> <li>• Stoplight Check In – 10 minutes</li> <li>• Physical Activity – 10 minutes</li> <li>• Why is physical activity important? – 20 minutes</li> <li>• Wrap Up – 5 minutes</li> <li>• Evaluation on tablet or in paper form (5 minutes)</li> </ul>
Follow Up 	Send to KU by email a scanned copy of <b><u>Session 2 Facilitator Checklist</u></b> . kbruns@ku.edu

## Session 2 Activities and Scripts

### Welcome - Body Movement Introductions (5 minutes)



***Welcome back to the Stoplight Healthy Living Program! Do you remember how we introduced ourselves at the last session?***

(Facilitators introduce themselves with their movements.)

***Now, please introduce yourselves like we did last time with your special body movement.***

Have participants stand (if able to) or sit in a circle.

Each participant should say their first name out loud to the group and then follow it with their body movement—large or small. The group will then repeat the participant’s name out loud and then repeat his or her body movement.

This activity is done at the start of each session as a way of reminding participants of each other’s names and to start the session off with some movement. They should repeat their unique body movement each week. (If any participant forgets their body movement, just remind them or just have them create a new one!)

### Healthy Snack (10 minutes)

The snacks for this session are several different fresh vegetables (such as carrots, celery, cherry tomatoes, broccoli, cauliflower, red/green peppers) and several dips. Hummus should be included -- others can be low-fat spinach dip, honey mustard, skinny taco dip, or creamy salsa dip. Choose two dips that can be prepared in advance of the session. Recipes are included in the Session 2 folder.

***This snack is both delicious and healthy – eating veggies in place of chips give you one of your daily servings of vegetables. What food group are most vegetables in—GREEN, YELLOW or RED?***

***Hummus is made from chickpeas which are a vegetable so that is another healthy choice. Chickpeas have a lot of fiber. It’s good to try new foods and to know that you can have snacks that are good for you!***

### Stoplight Check-In (5 minutes)

***Let’s talk a bit about how you used the GREEN, YELLOW and RED labels last week. Remember, we asked you to go home and put some labels on foods that you have in your home. Who***

***used the stickers at their home? Please raise your hand and tell us what foods you put stickers on and what color stickers you used.***

***What foods did you put the GREEN labels on? GREEN or GO! foods are the healthiest, so most of the foods that you eat should come from this group.***

***What foods did you put the YELLOW labels on? YELLOW or SLOW! foods are not quite as good for you, so you should eat them less often.***

***What foods did you put the RED labels on? RED or WHOA! foods have more sugar, fat and/or salt so you should only eat them rarely--once or twice each week.***

Facilitators give participants who participate in the discussion or share their experience of labeling food at home are given an orange stress ball. Also, if any participants labelled foods incorrectly—for example, GREEN sticker on potato chips—thank the participant for trying but explain what the correct label would be to the group so that they learn the right lesson.

***What is one GREEN food that you like and that you might eat more of in the next week?***

***What is one RED food that you like but that you might try to eat less of in the next week?***

***Keep thinking about GREEN, YELLOW, and RED foods and keep up the good work!***

### **Physical Activity** (10 minutes)

***This video will get your muscles moving so that your get your heart pumping and strong. It's a fun way to get some physical activity. Let's all join in! If you can stand, please stand up. If you can't stand, do the activity from your chair.***

Exercise Video for People with Intellectual and Physical Disabilities 9.55 minutes  
(scroll down to the sixth video and go to full screen mode and turn up the music!)

<https://101mobility.com/blog/wheelchair-exercises/>

***Great job! We'll all be healthier if we move like this more often!***

### **What Is Physical Activity?** (20 minutes)

***All of us need to get moving each week. Physical activity helps every part of our body. Can you name what parts it helps? Heart, muscles, brain, lungs, bones, and other parts of our bodies. Physical activity can strengthen your muscles and heart; make your bones stronger; help your breath better; and make you less stressed, or less likely to worry about things. It can help a person prevent or manage diabetes, and it can help prevent serious problems like heart attacks.***

***There are many different types of physical activity such as running, swimming, biking, basketball, soccer, aerobics, yoga, or Zumba. Physical activity can make us breathe harder and get our heart pumping—that is good! Keeping our heart healthy is very important and physical activity can make our heart healthy.***

***Being active can be fun. What are some fun ways you can be active?***

Ask participants to share what they do or have done in the past, or what they would like to do for physical activity, even if it is something that they have only done once. Ask if they do activity alone or with someone else. If they do activity with another person, who is that person? If they have not done it, how might they make it happen? Facilitators should share what they do for activity.

***Even if you don't do sports, most people can walk more push their wheelchair. Those are good ways to get more activity in every day.***

Distribute the Go4Life booklet for additional ideas on how to be more active at home using items they may already have available.

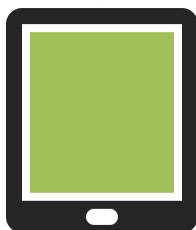
### **Wrap Up** (5 minutes)

Summarize what participants learned in this session.

***Today we did a lot of good work!***

- ***We exercised to an aerobic video.***
- ***We learned how important it is to move our bodies to stay healthy.***







***Next session we are going to talk about healthy drinks and snacks. Have a great week!***



### **Post Session Evaluation** (5 minutes)

Have each participant complete Session 2 post evaluation on the tablet or paper form.

## Session 3: Healthy Beverages and Snacking

Time 	This session will take about 60 minutes
Objectives 	Participants will be able to: <ul style="list-style-type: none"> <li>• list snacks and drinks that are in the GREEN food group</li> <li>• identify the amount of sugar in common beverages</li> <li>• recognize and try a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Oral Health Kansas (OHK) Sugary Drinks display</li> <li>• Healthy snacks pictures</li> <li>• Healthy Snack ingredients and supplies – Two types of yogurt, fresh cut up fruits, low fat granola, clear plastic cups, spoons, and food preparation gloves for participants</li> <li>• Post Session Evaluation on Tablet or Paper form</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• <i>Stoplight Healthy Living</i> water bottle</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Body Movement Activity – 5 minutes</li> <li>• Healthy Snack – 15 minutes</li> <li>• Sugary Drinks Activity – 15 minutes</li> <li>• Physical Activity – 5 minutes</li> <li>• Guess the Healthier Snacks – 10 minutes</li> <li>• Wrap Up – 5 minutes</li> <li>• Post Session evaluation – 5 minutes</li> </ul>
Follow Up 	Send to KU by email a scanned copy of <b><u>Session 3 Facilitator Checklist</u></b> . kbruns@ku.edu

## Session 3 Activities and Scripts

### Welcome (5 minutes)



***Welcome back to the Stoplight Healthy Living Program! Do you remember how we introduced ourselves at the first session?***

(Facilitators introduce themselves with their movement.)

***Now, please introduce yourself like we did last time with your special body movement.***

Have participants stand (if able to) or sit in a circle. Each participant should say their first name out loud to the group and then follow it with their body movement — large or small. The group will then say the participant's name out loud and then repeat his or her body movement.

This activity will start each session to remind participants of each other's names and to start the session off with some movement. They should repeat their unique body movement each week. (If any participant forgets their body movement, feel free to remind them or just have them create a new one!)

### Healthy Snack (10 minutes)

The healthy snack for this session is yogurt parfaits. Give each participant a clear plastic cup and a spoon. Provide low-fat Greek yogurt (plain) and a no-fat flavored yogurt; several different kinds of fresh fruit; and some granola, preferably low-fat.

Invite participants to build a yogurt parfait by layering yogurt and fruit in their cups, topped with a tablespoon of granola as a garnish. Explain that yogurt is a healthy dairy food and that fresh fruit is in the GREEN group.

### Sugary Drinks (10 Minutes)

Before starting, set up the OHK Sugary Drinks display according to the directions.

***Today we are going to talk about sugar. Who loves sugar? Yes- we all do. But too much sugar can harm our bodies. We might be getting too much sugar from what we drink. Today we have a display of many types of drinks that we have all probably seen or drank before. We are going to show how much sugar is in each drink.***

Pick up and show one of the beverages with lots of sugar, such as soda pop.

***How much sugar do you think is in this bottle?***

Pick up jars of sugar and ask, “This much?” After getting responses from the participants, show them the correct jar.

***Let’s have each of you try to guess how much sugar is in another drink.***

Give each participant an opportunity to match a drink with a jar of sugar. When everyone has had a chance to guess, line up the bottled drinks with the correct jar of sugar in front of each.

***Which drink do you think is the best for you to drink most of the time?***

***Which drinks do you think should only be for very special occasions?***

***Sugar is not good for bodies or teeth. Did you know that if you are drinking a sugary drink it is better to drink it all at once and not sip it for a long time? When you sip it, the sugar stays on your teeth longer and that can hurt them.***

***Think about these jars of sugar the next time you drink something. Water does not have any sugar in it and that helps your body in so many ways***

***We have a Stoplight water bottle for each of you to remind you to drink more water. We also have a toothbrush timer to help remember to brush your teeth for at least 3 minutes to keep them healthy.***

Distribute water bottles and tooth brushing timers.

### **Physical Activity (Go Bananas)** (5 minutes)

Play the video available at: <https://www.youtube.com/watch?v=bfhzSNW0NmE>

You will need to skip the ads and start at .20 seconds. It helps to stimulate participation if you do the activity along with the participants. Have fun!

***That was fun, and a good way to get some movement!***

Distribute banana stress squeezie to each participant.

### **Guess the Healthier Snacks** (10 minutes)

A large space will be needed for this activity. Participants will be moving to “vote” for the healthier snack. The two facilitators stand 12-15 feet apart and each holds up a picture of a snack item. Ask participants to go to the picture of the snack that is healthier.

***Now we are going to play a game called “Guess the healthier snack.” Each of us will hold up a photo of two different snack foods. We want you to look at both photos and then walk or wheel over to the one that you think is healthier and better for your body. Don’t pay attention to what others are doing just go over to the one that you think is best for you to eat.***

Be sure to describe what is in the photos so that participants understand the details of their choices. After participants vote with their feet or wheels, explain why the healthier choice is healthier so that participants learn from the activity.

***Here's how these snacks compare:***

- ***Two cookies vs. a handful of carrots (Carrots are healthier as they have less sugar, salt, and help us eat our daily vegetables They are in the GREEN group.)***
- ***Small bag of potato chips vs. sliced apple with peanut butter (Apple is healthier—it has less salt and is in the GREEN group, plus peanut butter has protein.)***
- ***Whole-wheat crackers with hummus vs. baked potato chips (Whole-wheat crackers with hummus are healthier--they give us a serving of whole grains, and some protein in the hummus. The baked potato chips have less fat than regular potato chips but are high in salt and do not provide a fruit or vegetable.)***
- ***Full fat strawberry yogurt vs. piece of string cheese (String cheese is healthier—it has less sugar and less fat and is a YELLOW food. If the yogurt were fat-free or low-fat, it could be as healthy as the string cheese. Full fat is a red food.)***
- ***Trail mix or nuts. (Nuts are the healthier option because they have more protein than trail mix and because trail mix often has sugary M&Ms or chocolate pieces.)***
- ***Banana or chocolate-dipped strawberry. (The banana is healthier. Even though the strawberry is a green food, the chocolate dip makes it less healthy than the banana.)***
- ***Cucumber with dip or pretzels. (The cucumber with dip is healthier-cucumbers are in the GREEN group. Pretzels have too much sodium and are in the YELLOW group.)***
- ***Muffin or donut. (Both are not very good choices, but the muffin may be a little better because it probably has less fat and sugar and may have some fruit or whole grain in it Both of these foods are in the RED group.)***
- ***Tortilla chips with cheese dip or popcorn. (Popcorn is a healthier choice, especially if it is air popped or with no butter. Fat-free popcorn-no butter—is in the GREEN group. Both tortilla chips and cheese dip have a lot of salt and fat and are in the RED group.)***
- ***Milkshakes or celery with peanut butter. (Celery with peanut butter has protein. Celery is a GREEN food and peanut butter is a yellow food. Milkshakes typically have a lot of fat and sugar and are a RED food.)***

***Can anyone remember which snacks on the pictures are in the Green-Go food group?***

Discuss and help participants correct any misperceptions.



## **Wrap Up** (5 minutes)

### ***Today we learned:***

- *that many common drinks have too much sugar and are not healthy*
- *how to choose healthier snacks and drinks from the Green-Go group*
- *that water is the healthiest thing we can drink*

***At the next session, we will talk about how we can make our favorite meals healthier.***







***Thank you for coming today. Don't forget to take your tooth brushing timer, water bottle, and banana squeezie.***



## **Post Session Evaluation** (5 minutes)

Have each participant complete Session 3 post evaluation on the tablet or paper form.

## Session 4: Healthy Meal Preparation

Time 	This session takes about 60 minutes.
Objectives 	Participants will be able to: <ul style="list-style-type: none"> <li>• describe ways to make common foods healthier</li> <li>• use their hands to measure healthy portion sizes</li> <li>• recognize a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Evaluation on tablet or in paper form</li> <li>• Portions Supplies: Deck of cards, playdough, dry beans, pretzels</li> <li>• Healthy Snack ingredients and supplies: tortillas, deli turkey, low-fat shredded cheese, low-fat cream cheese, hummus, plates, knives or spreaders, and food preparation gloves for participants</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• DHP Post It Note Pad</li> <li>• How to Make Foods and Meals Healthier handout</li> <li>• Handy Portions Handout</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Prepare a healthy roll-up snack – 15 minutes</li> <li>• Welcome – 5 minutes</li> <li>• Movement Activity – 5 minutes</li> <li>• Handy Portions- 10 minutes</li> <li>• Healthy Meals – 15 minutes</li> <li>• Wrap up – 5 minutes</li> <li>• Post evaluation on tablets or paper form – 5 minutes</li> </ul>
Follow Up 	Send to KU by email a scanned copy of <b><u>Session 4 Facilitator Checklist</u></b> . kbruns@ku.edu

## Session 4 Activities and Scripts

### Healthy Snack (15 minutes)

**Script:** Today everyone is going to make a healthy roll up. Who has had roll ups before using these types of tortillas? I am going to show you the items you can use to make your roll up. Each of you can decide what is inside your roll up. We have tortillas, deli turkey, low-fat shredded cheese, low-fat cream cheese, and hummus.

Do you think these foods are GREEN, YELLOW, or RED foods? Hummus is made with chickpeas, also called garbanzo beans. If you have not tried it before, you can take a spoon and taste it first.

Everyone has a tortilla on their plate. To make our turkey and cheese stay inside our tortilla, you can put hummus, low fat cream cheese or mustard on your tortilla. Then add lettuce and cheese if you would like. Finally, add some deli turkey. Now start at one end and roll up your tortilla. This may take a little practice. After it is rolled up you can slice in half and eat it!

What do you think? Is it yummy? Do you think you would like to eat this for lunch or eat half of it for a snack? What other items could you put inside? What about hummus with some vegetables rolled up?

### Welcome (5 minutes)



**Welcome back to the Stoplight Healthy Living Program!**

**Do you remember how we introduced ourselves at the last three sessions?**

(Facilitators introduce themselves with their movements.)

**Please introduce yourself like we did last time with your special body movement.**

Ask participants to stand (if able to) or sit in a circle. Each participant should say their first name out loud to the group and then follow it with their body movement — large or small. The group will then repeat the participant's name out loud and then repeat his or her body movement.

**This activity will start each session** to remind participants of each other's names and to start the session off with some movement. They should repeat their unique body movement each week. (If they forget their movement, they can choose a new one.)

## Physical Activity (5 minutes)

***The last time we met we did Go Go Bananas. This week we'll do another fun movement activity. This is called Zumba. We can all sit down to do this. Go at your own pace but keep your arms moving as much as you can—and your legs as well if you are able.***

Zumba Gold

(scroll down to the second video at the link below and go to full screen mode)

<https://101mobility.com/blog/5-seated-exercises-with-videos/>

***That was fun. DO you feel good after getting your bodies moving?***

## Handy Portions (10 minutes)

***Portion means the amount of food you eat at one time.***

***It can be hard to know what the right portion is for good health. We need to think about portions so that we don't eat too much. Serving sizes, like what we get on our plate when we eat out, have gotten bigger and bigger over the years — but that does not mean that our portions should that big or that we should eat so much food at one time.***

***We can use our hands to figure out how big a portion of different foods should be.***

Distribute Handy Portions handouts and refer to them as you speak. Ask participants to identify their thumbnail, to cup their hands, etc. to practice measuring the correct amount.

***For fats like butter, margarine, mayonnaise, and oils, look at your thumbnail. Portions of these foods should only be as large as your thumbnail. That's a small portion because these foods have a lot of fat.***

Measure out small portions of play dough and place some on each participant's thumbnail to demonstrate how much butter or mayonnaise should be eaten as one portion. Ask participants if that is the amount that they might usually have on a sandwich, or on pancakes.

***For proteins like chicken, beef, pork and fish, your portion should be the size of your palm. See how the palm is outlined in this photo?***

Pass around a deck of cards and explain that a serving of meat should be no bigger than the size of a pack of cards. So, they can use the palm of their hand or think about the size of a deck of cards to decide how much meat or fish to eat at one meal.

***And if you are having cereal, soup, beans, legumes, raw veggies or fruit, a serving size is the amount equal to one fist.***

***If you are having beans, dry cereal (such as Cheerios) raw veggies or fruit, the serving should be the size of your fist.***

Ask a participant to pour out a serving of beans that is about the size of his or her fist onto a napkin or paper towel. Give feedback in whether it is the right amount or seems like too little or too much. Pour the beans back into the container and ask other participants if they would like to try it. Tell them that an average sized apple or orange is about the size of a fist.

***For servings of salad dressing, cheese or peanut butter, your portion should be the size of your thumb. See how the thumb is outlined in this picture?***

Ask participants if a serving about the size of their thumbs is what they typically eat. If they have a piece of cheese, is the portion about that size? Do they usually have that much salad dressing? If they have a peanut butter sandwich, is a portion the size of their thumb about what they usually have? Discuss typical portion sizes and how they might adjust them in light of this new information.

***If you are having a rare treat like chips, crackers or pretzels, which are RED foods, a serving size would fill two cupped hands — so not a quarter or a half of a bag, but just enough to fill two cupped hands.***

Ask for a volunteer to cup his or her hands and pour enough pretzels into the cupped hands to fill them. Then have the participant pour the serving onto a napkin or paper towel to see what that amount looks like. Discuss how that is the right-sized serving and that when eating foods with a lot of fat and/or salt, it is important to eat a smaller portion versus half of a big bag. Ask if any other participant wants to fill his or her hands. Remind participants NOT to eat the food that has been handled!

***If you are having pasta, rice, potatoes or nuts, cup your hand, like this. What you can fit in one hand is the right portion of these foods.***

Mention that a serving of pasta in a restaurant is often 2-3 times the amount that can fit in a cupped hand. But when eating at home, it is easier to control portion sizes.

***If you are having greens, lettuce or raw spinach (like you would put in a salad), the right serving size is the amount equal to two fists.***

It is not as much of a problem to have larger portions of GREEN foods like greens, lettuce, spinach and other greens. These are healthy foods that we should eat more of.

***Can you think of any foods that you eat regularly that you have in serving sizes equal to one fist?***

***How about two fists?***

*Take these handouts home as a reminder of what the right portion sizes are for different foods, so that you can eat well and be healthy. This is especially good to know when you eat out, because restaurant servings are often 2-3 times the size of servings we have at home. Remember that if you get a big serving at a restaurant, you can share it with another person, or you can have some of the food boxed up to bring home. Then you can enjoy it later. You can control the size of the food portions that you eat.*

*Remember how to measure with your hands when you want to know the right portion sizes!*

### **How to Make Foods and Meals Healthier** (15 minutes)

*Let's talk about how to make the foods that we like healthier. Many of the foods that we eat are made up of a combination of foods, like macaroni and cheese or tacos. We can try to increase the amount of GREEN foods in a recipe and use fewer YELLOW and RED foods?*

*How many people like macaroni and cheese? How about tacos? How about burgers?*

Distribute "How to Make Foods and Meals Healthier" handout.

*Okay, Let's start with macaroni and cheese. This is made of pasta and cheese sauce and it is a YELLOW or Slow food. So, first, you can start with a whole grain pasta, which has more nutrition than refined grains. There are also pastas made with beans that are more nutritious and you won't even taste the difference. Has anyone ever had whole grain or bean pasta? It tastes good—you might not even notice any difference from regular pasta.*

*Then you can substitute a vegetable, like butternut squash or cauliflower, for some of the macaroni. This is a way to increase the number of veggies on your plate and it tastes good. Has anyone ever had macaroni and cheese with veggies in it?*

*You can use skim or 1% or 2% milk to make the sauce instead of whole milk. You can also reduce the amount of cheese in the sauce — using extra sharp cheese will give you a lot of flavor while you reduce the amount of cheese by 1/3 to 1/2 cup. This will cut down the fat and calories.*

*Of course, if you can't do this at the cooking stage, you can also control how much macaroni and cheese that you put on your plate to make a healthier meal. Try asking for or taking a one-half portion and filling your plate with more vegetables. You can still enjoy the gooiness of mac and cheese but get your veggies in, too.*

*Who likes tacos? Tacos are made of a lot of different foods. The shell is made of grains, you have some protein in the meat or beans, some veggies in the lettuce and tomato on top, and then some dairy in the cheese and sour cream.*

*So how do we make tacos healthier? First, we can have one or two tacos instead of three. We can ask for less meat or substitute some beans or some fish. Think about a portion of meat, such as beef or chicken, the size of your palm (use portion chart) distributed over two tacos.*

*We can pile on the veggies like lettuce and tomatoes, which are GREEN foods, and leave off or only use a little cheese and sour cream. These are all ways to have a healthier taco that is still delicious. And let's think about what you usually have with tacos. If you usually have rice and refried beans, try substituting a salad and some cooked beans that are not refried. Refried beans contain a lot of fat.*

*Who likes burgers? There are ways to make a good burger healthier too. First, get a single not a double burger and leave off the bacon and cheese. One burger will give you all the protein that you need. More than that will go way over the portion size for protein. Then, think about toppings. Instead of cheese, bacon, onion rings, etc., try veggies—lettuce, tomato, pepper rings, onions, or other veggies that you like.*

*Try a whole grain bun and try leaving the top of the bun off—that would make an open face burger. Can you have a whole grain bun instead of a white bun? That would be healthier. If you usually have fries with your burger, try having a salad and/or splitting a small order of fries with someone else. Don't add any salt to your fries. Also, have only a little ketchup—it has a lot of salt in it. You can still enjoy a good burger that is both tasty and healthy.*

*If you're having a snack, you can find ways to both enjoy it and stick with your healthy eating plan. Veggies and dips are a good way to get your servings of veggies in. Go light on the dip, though – it doesn't take much to make it delicious. Fruits are also good for snacks. An apple or orange, a handful of grapes, or a slice of melon are all good snacks. Fruits and veggies are GREEN foods so you can eat a lot of them. What other fruits and veggies make good snacks??*

*Low-fat yogurt without a lot of sugar is also a good snack. It is a healthy dairy food. A low-fat cheese like string cheese can also be good, but only a small portion and not all the time. Baked chips can be good, but not all the time as they are a YELLOW food.*

*Some other snacks are less good for you. Candy, cookies, cake, brownies, ice cream – these are all RED foods and even though we like them, they are not very healthy for us so we should eat them only rarely as a special treat.*

*What healthy snacks have you had recently? What healthy snack do you plan to eat next week?*

*So, remember, whether you're having a meal or a snack, choosing more foods from the GREEN list will make you healthier and will help you to feel better. Save the YELLOW foods for once in a while and try to stay away from the RED food group.*

### **Wrap Up** (5 minutes)

*We did many activities today. We had some fun doing exercise. We talked and practiced learning how we can use our hands to know how big of portion we should eat. We talked about how we can make common foods that we like a little bit healthier — that can help us with our goal to make small changes every day.*

*We just finished our fourth session and we have two more to go. Everyone has learned so much.*

Hand out “Ask Me About Stoplight” buttons to each participant.

*You can wear these buttons and when people ask you about Stoplight, you can tell them what you are learning – how to eat healthier foods, drink more water, move your body more, and get support for making healthier choices.*









### **Post Session Evaluation** (5 minutes)

Have each participant complete Session 4 post evaluation on the tablet or paper form.



## Session 5: Shopping to Eat Healthy

Time 	This session takes about 70 minutes
Objectives 	Participants will be able to: <ul style="list-style-type: none"> <li>• choose healthier foods when grocery shopping</li> <li>• describe why eating a variety of fresh fruits/vegetables is healthy</li> <li>• recognize and try a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Evaluation form on tablet or paper form</li> <li>• GREEN, YELLOW, and RED-colored gift bags</li> <li>• Stoplight laminated food pictures, basket or container to hold the laminated food pictures</li> <li>• Awesome Mary video link</li> <li>• Picture of rainbow fruit kabobs, as mentioned in narrative</li> <li>• Healthy Snack supplies and ingredients: bananas, strawberries, blueberries, oranges, pineapples, grapes, wooden skewers, plates, plastic knives, napkins, food prep gloves</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• D&amp;H Shopping Bag</li> <li>• Stoplight Color Coded Shopping List</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Welcome – 5 minutes</li> <li>• Prepare Rainbow Fruit Kabobs – 15 minutes</li> <li>• Physical Activity - 10 minutes</li> <li>• Grocery Bag Activity – 15 minutes</li> <li>• Awesome Mary Video – 5 minutes</li> <li>• Shopping List- 10 minutes</li> <li>• Wrap Up – 5 minutes</li> <li>• Post Session Evaluation on Tablet or in Paper Form- 5 minutes</li> <li>• </li> </ul>
Follow Up 	Send to KU by email a scanned copy of <b><u>Session 5 Facilitator Checklist</u></b> . kbruns@ku.edu

## Session 5 Activities and Scripts

### Welcome (5 minutes)



***Welcome back to the Stoplight Healthy Living Program! Do you remember how we introduced ourselves at the last four sessions?***

(Facilitators introduce themselves with their movements.)

***Now, please introduce yourself like we did last time with your first name and your special body movement.***

Have participants stand (if able to) or sit in a circle. Facilitator should begin and then each participant should say their first name out loud to the group and then follow it with their body movement — large or small. Ask the group to repeat the participant's name out loud and then repeat his or her body movement.

This activity will start each session to remind participants of each other's names and to start the session off with some movement. They should repeat their unique body movement each week.

***Great job introducing yourselves!***

### Healthy Snack - Rainbow Fruit Kabobs (15 minutes)

***Script:*** Today we will make rainbow fruit kabobs. Here is a picture of what they will look like. (Show the picture.)

We will use these long sticks (show the wooden sticks) that look like super long toothpicks. Each person will have one stick.

We have several types of different colored fruits. Please take a plate and place seven pieces of your favorite fruits on it. Choose a rainbow of fruits so you get a variety of things that are good for you. Then, slide the fruits on the stick. When you are done, we will come around and take a picture of your rainbow fruit kabob. Then you can eat them – yummy!

### Physical Activity (10 minutes)

***Let's do some exercise and get moving. Everybody ready? Stand if you can, and exercise in your chair if you aren't able to stand. The important thing is to keep moving!***

This video can be done seated or standing—those who are ambulatory should stand. Please show it in full screen mode.

[https://www.youtube.com/watch?v=q0ttPm8LSEk&list=PLwMOBYmISHaNxINTRgkj0C\\_s289VCFlyF&index=5](https://www.youtube.com/watch?v=q0ttPm8LSEk&list=PLwMOBYmISHaNxINTRgkj0C_s289VCFlyF&index=5)

***Good! Now that we're all warmed up, let's talk about what types of activities we've been doing. What activities do you think you'll do next week? Does anyone have plans to do anything different?***

To stimulate conversation, present some ideas that have not been mentioned — water exercise, riding a bicycle, going to the gym, walking around the block.

***Good job on keeping your bodies moving! We all feel better when we keep moving!***

### **Stoplight Foods and Grocery Bag Activity** (15 minutes)

In the supplies, there are three gift bags (GREEN, RED, and YELLOW) with handles, and a plastic bag of laminated food pictures to use for this activity.

***Today we are going to do something fun. We are going to practice grocery shopping. Who loves to go to the grocery store? What is your favorite grocery store? Who do you usually go grocery shopping with?*** (If participants don't go grocery shopping, ask who goes for them? Are they able to ask the shopper to buy certain foods for them? 0

***I have three bags here*** (show GREEN, YELLOW and RED gift bags with handles). ***Remember our Stoplight food lists with GREEN, YELLOW and RED food groups? You should have them in your folders. Remember, GREEN foods are good for us and we can eat more of them- they are GO foods. We have YELLOW foods on our slow list, and we have RED foods that are on our WHOA or stop list.***

***Here are some cards with pictures of foods on them. Let's each take five cards and see if we can remember if they are GREEN, YELLOW, or RED foods. Please put each of your cards in the shopping bag that you think it belongs in. This will help us to remember to look for more GREEN foods when we go grocery shopping.***

Ask each participant to take five cards from the Ziploc bag labeled Grocery Shopping, without looking at them. Ask the first participant to show one of their cards to the group, name it and then drop it into the color-coded shopping bag where they think it belongs. If it is the correct bag, say "Great" and then move to the next participant. If it is the wrong bag, ask the other

participants what they think. If no one identifies the correct color bag, ask participants to check their lists and see if they can locate the correct color.

Always provide support and congratulate participants for trying, even if they do not get it right. Proceed as described, one participant and one card at a time until everyone has used all five of their cards. If time allows, show which cards ended up in each bag to reinforce learning.

### **Awesome Mary Video** (5 minutes)

***That was fun. Everyone did a great job figuring out which foods are GREEN, YELLOW, and RED. Now we have a video to show you about Awesome Mary. She loves to shop for fruits and vegetables. Let's watch her at the grocery store.***

Show "The Awesome Mary Show: Shop the Rainbow" video posted at:

<https://www.youtube.com/watch?v=13KasWCWdIE>

***What did you think about Awesome Mary? Why is important to shop the rainbow? How can it help you to be healthy?***

### **Shopping List** (10 minutes)

***A good time to plan your healthy meals and snacks is when you go grocery shopping. That way you will have more healthy foods in your kitchen to choose from. We made a list that can help you to remember which foods belong in the three groups — GREEN, YELLOW, and RED.***

Distribute a Stoplight grocery shopping list to each participant.

***The list is divided into sections the way the foods are arranged in a grocery store. See the following sections:***

- ***Fruits and vegetables***
- ***Canned foods***
- ***Meats and Proteins***
- ***Starches, like potatoes and breads***
- ***Dairy***
- ***Baking/Spices/ Sauces***
- ***Frozen Foods***
- ***Beverages***

***Now, we'll talk about each section.***

### ***Fruits and Vegetables:***

***Most of the items in the Fruits and Vegetables group are in the GREEN or Go group, so you can eat a lot of them. Some exceptions are corn, potatoes and sweet potatoes, which are in the YELLOW or Slow group. Why do you think these foods are yellow?***

***They have a lot of starch so have more calories and are not as healthy.***

### ***Canned Foods:***

***If you look at the Canned Foods column, you will see that applesauce is in the YELLOW food group. But if you buy unsweetened applesauce, it is in the GREEN group. Why do you think unsweetened apple sauce is healthier than sweetened apple sauce?***

***There is sugar in sweetened apple sauce. So, when you shop be sure to look for unsweetened applesauce.***

***Most beans are in the YELLOW group because they have a lot of starch. But green beans are in the GREEN group.***

***If you buy canned fruits, remember to look for fruits packed in water, because these are in the GREEN group. Fruits canned in juice are the next best, because they are in the YELLOW group.***

### ***Meats/Protein***

***Protein is healthier if it does not have a lot of fat. Most meats have fat, but the way they are cooked also makes a difference. If you look at the list, chicken with the skin removed is in the GREEN group if it is baked or poached (cooked in a little liquid). But if you fry chicken, skin and all, it is in the RED group!***

***Extra lean ground beef is in the GREEN group — but regular ground beef, with a lot of fat, is in the RED group. Hot dogs and lunch meat are in the RED group but roasted or ground turkey is in the GREEN group.***

### ***Breads/Starches***

***Sugary cereals, muffins, biscuits, doughnuts and stuffing mix are all in the RED group.***

***But 100% whole grain breads, brown rice, fat-free popcorn and quinoa (KEEN WAH) are in the GREEN group. Has anyone ever tried quinoa? It is a grain and is listed as a starch, like potatoes, but it is especially healthy as it also has a lot of protein in it.***

*Many starches, like English muffins, spaghetti, tortillas, hot cereal like oatmeal, and cereals with no sugar coating, like Cheerios and shredded wheat, are in the YELLOW group.*

#### **Dairy**

*Most cheeses are in the RED group unless they are fat-free — then they are in the YELLOW group.*

*Skim milk and fat-free yogurt are in the GREEN group and can be good for you if you don't have allergies to dairy. Fat-free yogurt with some fruit is a great snack with a lot of protein. Who eats yogurt regularly?*

*It can be hard to read and understand food labels so don't be afraid to ask for support to learn which choices are in the GREEN group.*

#### **Baking/Spices/Sauces**

*Many of these foods have a lot of sugar or salt so they fall into the RED group — cake mixes, Bisquick, and brownie mix. Jam or jelly is in the YELLOW food, unless it is sugar-free, then it is in the GREEN group — but it should be eaten in small amounts.*

*Be careful with salad dressing – it is in the RED group unless it is low fat, then it is in the YELLOW group. But if you get fat free dressing, it is in the GREEN group.*

*We put butter in this column rather than in the dairy column because many people use it for baking — it is in the RED food group, because it is a fatty food. Any questions on this group?*

#### **Frozen Foods**

*Most frozen vegetables are in the green group — but corn is in the yellow group.*

*Frozen juices are in the yellow group. And ice cream is in the red group — unless it is low fat, then it is a yellow food. Be careful about eating frozen pizza — it has a lot of fat and salt, so it is in the red group.*

#### **Beverages (Drinks)**

*Coffee with no cream or sugar, diet sodas and skim milk are all in the green group. Once you add sugar or cream, these drinks are not as healthy. But remember that water is best for you and is in the green group.*

*So, we would like you to try using one of these lists the next time you go shopping for groceries. We would especially like it if you would bring the list back to us after you*

*use it. We want to know if it helps you to choose more green foods at the grocery story.*

*Let's practice. You can use your GREEN, YELLOW, and RED food lists to answer these questions.*

- *What might you buy if you wanted a GREEN dairy food?*
- *What kind of meat or protein would you choose if you wanted something in the GREEN group?*
- *Are there any fruits or vegetables that are in the YELLOW group?*
- *Can you name a RED food that you would not want to buy often?*

*Does anyone have any questions? Sometimes grocery shopping can be confusing, there are so many things to buy in most stores. Don't be afraid to ask for support if you need help choosing healthy foods at the grocery store.*

### **Wrap Up** (5 minutes)

*Today we did some activities and learned some new things.*

- *We watched a video of Awesome Mary enjoying shopping the rainbow in the fruit and vegetable section of her supermarket — she told us why it's good to eat a variety of foods.*
- *We got a little exercise by doing the warm-up video.*
- *We practiced putting foods into GREEN, YELLOW, and RED shopping bags to remind us which foods are healthier.*
- *We looked over a color-coded grocery shopping list that can help us to choose more GREEN foods at the grocery store. We went through it section by section.*
- *And we made a healthy snack of Rainbow Fruit Skewers—delicious!*







*We look forward to seeing you at the next Stoplight session — we'll have a party to celebrate. Bring your folders AND your water bottles to the next session! Remember to bring your Stoplight shopping list if you go grocery shopping. Have a good week!*



### **Post Session Evaluation** (5 minutes)

Have each participant complete Session 4 post evaluation on the tablet or paper form.

## Session 6: Eating Out Healthy and Celebration

Time 	This session takes about 70 minutes
Objectives 	Participants will be able to: <ul style="list-style-type: none"> <li>• identify healthier food choices at fast food restaurants and practice ordering them</li> <li>• recognize their achievement in eating healthier and increasing their movement</li> <li>• recognize a healthy snack option</li> </ul>
Supplies 	<ul style="list-style-type: none"> <li>• Menus from Taco Bell and McDonald's</li> <li>• Certificates of Completion</li> <li>• Healthy Bingo</li> <li>• Evaluation on tablets or in paper form</li> </ul>
Take Home Items 	<ul style="list-style-type: none"> <li>• Individual bags of Skinny Pop Popcorn</li> <li>• Flavored Crystal Light drink packets for <i>Stoplight</i> water bottles</li> <li>• Certificates of Completion</li> <li>• Take Charge of Your Own Health handout</li> <li>• Bingo Prizes- Sugar Free Gum/Mints and mini notebooks</li> </ul>
Activities 	<ul style="list-style-type: none"> <li>• Welcome-5 minutes</li> <li>• Physical Activity – 5 minutes</li> <li>• Ordering Food at Restaurants - Role Play-20 minutes</li> <li>• Final Evaluation-15 minutes</li> <li>• Recognize Participants and distribute Certificates of Completion-10 minutes</li> <li>• Bingo or Dance Party and Healthy Popcorn Snacks-15 minutes or longer</li> </ul>
Follow Up 	Send to KU by email a scanned copy of <b><u>Session 6 Facilitator Checklist</u></b> . kbruns@ku.edu



## Session 6 Activities and Scripts

### Welcome (5 minutes)



***Welcome back to the Stoplight Healthy Living Program! This is the last time we will introduce ourselves with our movements.***

(Facilitators introduce themselves with their movement)

***Please introduce yourself like we did last time with your first name and your special body movement.***

Have participants stand (if able to) or sit in a circle.

Facilitator should begin and then each participant should say their first name out loud to the group and then follow it with their body movement—large or small. The group will then repeat the participant's name out loud and then repeat his or her body movement.

Everyone did great. Can you believe this is our last session?

### Physical Activity (5 minutes)

***We're going to get a few minutes of physical activity in today. You can do this video standing or seated. Get ready!***

Go to full screen mode:

<https://www.nchpad.org/14weeks/videos.php?type=miscellaneous&id=4>

***Doesn't it feel good to get some exercise?***

### Ordering Food at Restaurants – Role Play (20 minutes)

***Now we're going to practice ordering healthy foods when we go out to eat. Who likes to go out to eat? Where do you like to go? We have menus here for McDonald's and Taco Bell.***

This activity will involve several role plays. First, distribute McDonalds' menus and copies of the *How to Make Foods and Meals Healthier* for participants who forgot to bring theirs.

For the first role play, we suggest that one of the facilitators play a McDonald's customer and that a volunteer from the participants play the role of a McDonald's employee who takes the customer's order. (if the participants don't want to do the role play or if they need an example to get warmed up, it might be good to begin with both facilitators playing the roles.) The customer should order a meal from the McDonald's menu that is not very healthy. Then the participants should be asked if it is a healthy meal, and if not, what suggestions they have to

make it healthier based on information gained from the last session and from the *How to Make Foods and Meals Healthier* handout.

So, for example, the customer might order a cheeseburger, a large order of fries, a large Coke and a hot fudge sundae for dessert. Suggestions for improvement might be to substitute a green salad (GREEN) for the fries, with dressing on the side, and to make changes to the cheeseburger, which is a RED food. The customer might leave the cheese off to eliminate a RED food, ask for lettuce and tomato on the burger (GREEN), and eat only half of the bun to reduce a YELLOW food. Also, the customer might substitute water for coke (RED) and skip the sundae (RED) for dessert.

***First, I will make believe that I am eating out at McDonalds and you can give me feedback on whether or not I order a healthy meal. Maybe you can give me some advice.***

***Who would like to play the McDonald's employee who takes the order?***

***Okay, let's begin with the McDonald's employee:***

***McDonalds' employee: What would you like to order?***

***Customer, looking over the menu: I would like a cheeseburger, a large order of fries, a large Coke and a hot fudge sundae.***

***McDonald's employee: Thank you for your order.***

***Customer to other participants: What did you think of my order—is it healthy? Can you give me advice on how to make it healthier? Can you tell me how to order more GREEN foods and fewer YELLOW and RED foods?***

Lead discussion, providing prompts as necessary.

Next, distribute the Taco Bell menus and ask participants to volunteer for both roles of customer and employee this time. Repeat the process and lead a discussion on healthy and non-healthy parts of the order.

Repeat role-plays as time allows, trying to give each participant an opportunity to play a role, with as much support as needed.

For the Taco Bell meal, a healthy meal might include a soft chicken (GREEN) taco with no cheese, a bean burrito with no cheese (YELLOW), or a bowl of black beans and rice (YELLOW). Water or black coffee would be preferred drinks.

(Or to demonstrate another unhealthy meal, the customer might order a Cheesy Gordita Crunch, refried beans, Cinnabon delights for dessert, and a large Pepsi.

Suggestions for improvement might be ordering a soft chicken taco instead of a Gordita, having black beans and rice instead of refried beans, asking for extra veggies on tacos, having water instead of Pepsi, and skipping dessert.

It would be helpful to point out that crunchy tacos have lots of fat (that includes a taco salad in a crispy bowl; that sour cream and cheese have a lot of fat, and that adding veggies like lettuce, tomatoes and salsa (GREEN) to tacos and burritos can make them healthier.

***Remember, you can always find a way to order a healthier meal at most restaurants. You can support each other in your plans to make those healthier choices.***

### Final Evaluation (15 minutes)



This is the best time to do the final evaluation, so the recognition and dance party or bingo game can happen afterward. Have each participant complete a final evaluation on a tablet or paper.

### Recognize Each Participant and Group Accomplishments (10 minutes)

Give each participant a certificate with their name on it and congratulate each for attending *Stoplight Healthy Living*. Ask each participant to name the one thing they plan to do to stick with *Stoplight Healthy Living* in the future. Provide prompts as needed (eat more GREEN foods, drink more water, drink less pop, walk/wheel more, etc.). Give each participant a Take Charge of Your Own Health handout. Ask them to post it somewhere at home as a reminder to practice healthy habits.

***Thanks to all of you for sticking with the Stoplight sessions. You should be very proud of yourselves for coming each week, for participating in activities, trying new snacks, and working hard to learn to make healthy choices. Don't forget what you learned here and keep trying to eat healthier, keep moving, and get support for your health. Great job!***

If possible, **take a group photo** that can be shared with each participant as a reminder of *Stoplight Healthy Living*.

### Bingo or Dance Party & Celebration: Distribute popcorn snacks and water flavor packets. (15 minutes or longer)



Play music (Hokey Pokey, YMCA, etc.) and get participants moving!

Remind them that physical activity can be exercise, walking, sports – or it can be dancing! Have fun!



### Healthy Bingo (15 minutes or longer)

Included in your supplies are materials to play Healthy Bingo.

These supplies include:

- Paper Bingo Cards with pictures of foods
- Laminated picture of food used to call the bingo spaces
- Markers to cross off the pictures of foods when the food picture is called. When all the pictures are covered in a row horizontal or vertical the participant says BINGO and wins a prize.
- Prizes for Bingo winners
  - Everyone will win at least one prize. Each round of Bingo can continue after there is a winner so there can be several winners per round.

**Thank you for delivering Stoplight Healthy Living and for promoting the health of the participants!**