

LESSON 6: OVERCOMING OBSTACLES

Overview

Everyone knows what happens to “the best laid plans” when roadblocks or obstacles get in the way. This lesson is intended to demonstrate that planning anything involves not only creating the plan, but also managing the obstacles to carrying it out. Students watch how the five teens on the Lesson 6: *Overcoming Obstacles* video experience potential roadblocks to improving food or activity choices. Then they work together to come up with alternative plans to detour around these real-life obstacles (common to middle school students) that they may face in improving their own food choices and being more active. For example, what if—like student Drew (in a prior video)—the foods they’ve planned to eat aren’t available? What if, like Gabe, they don’t think they’re good at sports? Or, what if, like Sarah, they feel some peer pressure to eat what their friends are eating, in order to “fit in”? This lesson will help students recognize that in addition to “Plan A,” it often helps to have a “Plan B”!

Nutrition Facts

Oftentimes as we make a plan to change our food choices, we run into obstacles that may make it difficult to fulfill our efforts to follow through with a healthy plan that we have created for ourselves. It is important to identify those obstacles and begin to recognize how to get around the obstacles that get in our way by making a plan to work around them.

Obstacles can come from many different places, such as family, friends, the media or simply circumstances beyond our control. It is important to learn to anticipate these obstacles, make a plan to help get around them and continue to follow through with our original plan. Practicing real-life situations that we can predict is a great way to begin to handle obstacles that arise that are beyond our control.

Student Objectives

1. Demonstrate the ability to make healthy food choices.
2. Evaluate internal and external influences on food choices.
3. Evaluate daily food intake.
4. Make a plan to improve daily food intake.

Level of Cognition

- Objective 1: Synthesis
Objective 2: Evaluation
Objective 3: Evaluation
Objective 4: Synthesis

Materials

Student Workbooks
Pencil
Poster Paper, Colored Pencils or Markers
Exercise Your Options DVD
Lesson 6: *Overcoming Obstacles* Video
PowerPoint Presentation
Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review common obstacles that occurred in previous videos.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 45 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell the students that sometimes creating a plan or making a decision is easier than carrying it out. Explain that situations can (and often do) get in the way of doing what we've planned.
- Tell students that in this lesson, they will first look at obstacles that might get in the way of their plans and then brainstorm ways to “get around” these obstacles so they can stick to their plans to improve their food and activity choices.
- Tell students that in the video, they will see each of the students facing an obstacle, but solutions to the obstacles will **not** be presented. Instead, the Expert will discuss only one set of alternative solutions to one student's obstacle.
- Tell students that after watching the video, they will get to be the “Expert” themselves as they work together to brainstorm alternative solutions to each student's obstacle.

2. Have students watch the Lesson 6: *Overcoming Obstacles* video.

- Students should first watch the entire video segment, which tracks the food choices of three students over a one-day period. Then, tell them each to choose **one** of the three characters and watch only that character's segment a **second time**. They should pay attention to **what** the student is eating, **where** he or she is eating (e.g., at home, school, in a restaurant) and **how much** the student is eating.

3. Discuss the Lesson 6: *Overcoming Obstacles* video.

- Ask the students to summarize aloud the video's main plot, and then summarize the obstacles that were dramatized by the students and addressed by the Expert.

Lesson 6: *Overcoming Obstacles* Video Summary

Plot: Each student is faced with an obstacle to improving his/her food or activity choices.

- **Sarah** must decide whether or not to order a jumbo-sized meal—high in fat, calories and sugar—at a fast-food restaurant.
- **Gabe's** sedentary lifestyle is a continual obstacle to his trading inactive time for active time.
- **Drew** is tired of waiting in long school cafeteria lines and is tempted to grab vending-machine “extra” foods for his lunch instead.
- **Megan** thinks about following another popular magazine's fad diet that promises big weight-loss results.
- Even though he's heard from his coach about media influences, **Mike** is tempted again to purchase a new food product advertised by a famous athlete he admires.
- The Expert suggests two alternative solutions to Sarah's obstacle:
 - She could order healthy-sized servings.
 - She could make better food choices (i.e., selecting milk instead of soda or yogurt parfait instead of pie).

Step-by-Step Procedures With Guided Practice

1. Have students map their ideas to get around an obstacle (Page 21).

- **Remind** students that at the end of the video, the Expert challenged them to come up with different solutions, or alternative plans that would help each of the students work around their obstacles to improving their food or activity choices.
- **Assign** students into five groups. Each group will represent the obstacle of one student from the video: Sarah, Gabe, Drew, Megan or Mike. See the Lesson 6: *Overcoming Obstacles* video summary for each student's obstacle.
- **Tell** the students for the first part of this assignment they will each brainstorm—by themselves—some alternative solutions to their assigned obstacle, which they will record on Page 21 of their workbooks. Once they complete Page 21, they will meet with others assigned to the same obstacle group.
- **Review** with students the directions at the top of Page 21 and point out each part of the blank graphic organizer where they are to organize their **own** thoughts about alternative plans for their assigned student's obstacle. *(NOTE: All students assigned to Sarah's obstacle will need to come up with plans that are different from the two already discussed by the Expert in the video.)*

– If desired, complete one example as a whole class to model how to complete Page 21. Sketch an empty graphic organizer on the board and write in the top box: **Obstacle:** I'm too busy to be physically active every day. Ask students to brainstorm one alternative solution to the obstacle (e.g., "I could walk home from school instead of taking the bus") and then tell a possible **result** that might happen if that **alternative** was followed (e.g., "I'd get more exercise," or "I wouldn't get to talk to Ben every day on the bus").

2. Have students brainstorm and then present alternative solutions to their assigned obstacles.

- Once their individual ideas are recorded on Page 21 of the workbooks, **have** students who were assigned the same obstacle meet together in one area of the classroom to compare and discuss their individual alternatives on Page 21.
- Students should read through all alternative plans, come up with additional plans that nobody on the team has yet thought about, and then select the top two to present to the class.
- **Distribute** to each team a piece of poster paper and have them use markers to write (and illustrate, if desired) their two recommended alternative plans for their assigned obstacle.
- **Give** each team two or three minutes to present their assigned obstacle and alternative solutions to the class. If desired, have each team ask the audience if they can offer any other solutions not yet mentioned.

3. Have students respond to the Food for Thought writing prompt (Page 21).

- Students write about a personal obstacle they've faced when trying to carry out a plan to exercise smart food or activity options and how they worked around it.

Lesson 6
OVERCOMING OBSTACLES

VIDEO
Obstacle
Busters

You've seen how some common roadblocks, or obstacles, can get in the way of plans to exercise better food and activity choices. Use this page to help you organize your ideas about alternative ways around the obstacle you have been assigned.

OBSTACLE: EXAMPLE: Choosing lunch at a fast-food restaurant.

Obstacles and plans will vary

Alternative plan #1	Alternative plan #2	Alternative plan #3
ACTION	ACTION	ACTION
EXAMPLE: Order a side salad instead of french fries.		
↓	↓	↓
RESULT	RESULT	RESULT
EXAMPLE: Eating foods from food groups instead of "extras" to get important nutrients.		

Alternative plan #_____ is my first choice because:

FOOD FOR THOUGHT!

Have you ever been faced with an obstacle when trying to carry out a plan to exercise smart food or physical-activity options? What was the obstacle, and how did you get around it?

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Check for Understanding

- Let the students know you are going to do a role-playing exercise to practice responding to obstacles.
- Ask for two volunteers to come up to the front of the class.
- Have one student read the personal obstacle he or she wrote about in the “Food For Thought” section on Page 21 of the Student Workbook.
- The students will then act out the scenario and how they could best handle that situation. (If the teacher prefers—you can utilize the video scenarios.)
- Have the class give suggestions on other ways the obstacle could be handled.
- Repeat this exercise with a different set of students as many times as you feel is needed.

Assessment

1. Begin Day 3 of personal food records (Page 17).

- Students will need to fill in their food records for Day 3 of their three-day records. Students will need to keep the records with them for the rest of the day in order to record all of the food and beverages, including what is eaten at school and after school, at home or a restaurant. **IMPORTANT: Remind students to bring their workbooks back to class tomorrow.**

- If necessary, review the same rules as before, making sure students know how to complete their food records. Remind students that they can use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

Homework

1. Analyze personal three-day food records.

- **Have** students take their food records home and finish filling them out tonight before going to bed.
- To complete an analysis of their personal food records, **have** students complete Page 18 of their workbooks. **Explain** that their answers to these questions will help them consider how they could improve their daily food and beverage choices.
 - **Review** that “extras” are not bad foods; they are just extra. “Extras” are a problem only when they are eaten in large amounts or when they are eaten in place of food-group foods.

Lesson 4 FOOD RECORD: DAY 3

List everything you eat and drink in one day. Be sure to include the amounts.

MY FOOD RECORD

		Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	“extras”
BEFORE SCHOOL	FOODS (INCLUDE THE AMOUNTS EATEN)						
	BEVERAGE						
AT SCHOOL	FOODS						
	BEVERAGE						
AFTER SCHOOL	FOODS						
	BEVERAGE						
DINNER	FOODS						
	BEVERAGE						
(TOTAL AMOUNTS)							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

Lesson 4 FOOD RECORDS + GOAL SETTING

- Use your 3-day records to fill out the chart below to determine where you could improve your daily food and beverage choices.
- Use the chart below to answer the questions on the bottom half of the page.

Food Group / “extras”	Day 1	Day 2	Day 3	Average intake for all three days (Day 1 + Day 2 + Day 3 ÷ 3 = average)	Recommended number of daily servings	Additions, as needed, to meet requirements (recommended minus average)
Dairy						
Vegetables						
Fruits						
Grains						
Protein						
“extras”						

- Look at the chart above and write the name of the food groups for which you did not consume the recommended number of daily servings.
Answers will vary
- Using the chart above, name some foods you could ADD to give you the servings you need in the food groups in which you are low.
Add _____ When? _____
Add _____ When? _____
- Did you eat a lot of “extras” instead of food-group foods? What are some of the foods you could TRADE for food-group foods that would help you meet the daily recommended serving amounts?
Trade _____ for _____
Trade _____ for _____
- Using the information above, write two goals for yourself that would help you make healthier food and beverage choices.
Goal #1: _____
Goal #2: _____

