



Adding a Youth Flavor to Local Foods

Levels of Community Change

Intended Audience:

- 10 year olds-18 year olds

Lesson Objectives:

Session participants will:

- Identify “levels of community change” that influence health behaviors (from the Social-Ecological Model).
- Give examples of factors that influence behavior at each level.
- Recognize the relative difficulty and potential impacts associated with strategies at each level of community change.

Time: 20-30 minutes

Equipment and supplies:

- Game mat or area delineated with lines or ropes. (See description on page 2.)
- Targets (buckets, boxes, line areas, as appropriate)
- Objects to toss to targets (balls, bean bags, coins, etc.) and time keeper

Do Ahead:

- Review activity instructions.
- Gather equipment and supplies.
- Prepare game area (concentric circles with targets).
- Make copies of “situation cards” for game

BACKGROUND

Teens can be effective leaders in promoting positive community action and health-focused environmental change. Targeting changes that “make the healthy choice the easy choice involve an understanding of the following:

- The **Social ecological model** recognizes that individuals’ choices are affected by multiple factors at multiple levels, suggesting that strategies for change should included individual change (education), AND social, environmental, and policy changes.
- **Youth advocacy** is a potentially powerful way to bring about changes in environments and policies, as well as a strategy that benefits skill development and well -being.

WHAT TO DO

The following game can be played to help introduce the concept of Levels of Community Change.

Experience: (Become familiarized with the topic)

- To what extent do you think factors beyond your own knowledge and preferences affect your eating decisions? A great deal or not much?
- In what locations do you usually purchase/eat foods?
 - What impacts your own decisions in those places?
 - Who influences which foods are in those locations?
 - What kinds of rules or regulations impact which foods are there?
- Which factors influence your choice to buy locally produced foods vs. foods from great distances? How often are those factors within your control (mostly or rarely)?
- Describe each level of change. Read examples of situations and explain which level(s) each fits in.

LEVELS OF COMMUNITY CHANGE Game

1. Form two teams. The first team should stand at the base of the circles (marked by the X in the activity set-up).
2. Within a limited time, players on Team 1 each read a situation card and toss an object into the target of the associated level. For example: for a situation involving peer pressure, the player would toss the item to the target labeled “Group/Social”. Team members may confer. Points are awarded for objects in the *correct* targets.
3. Given the same time limit and number of situation cards, Team 2 repeats the process, aiming to score more points.



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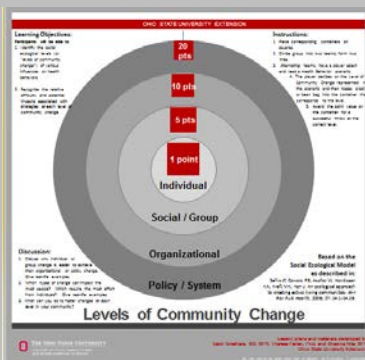
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Sources:

- Sallis JF, Cervero RB, Ascher W, Henderson KA, Kraft MK, Kerr J. (2006). An ecological approach to creating active living communities. *Ann Rev Pub Health*, 27: 14.1-14.26.
- Millstein, R.A., and Sallis, J.F. (2011). Youth advocacy for obesity prevention: The next wave of social change for health. *Translational Behavioral Medicine*, 1(3), 497-505.



Large/Outdoor Version

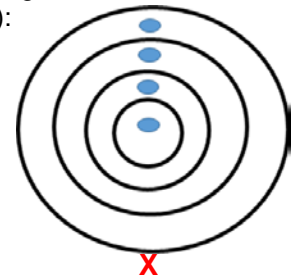


A "Levels of Community Change" game mat (above) and situation cards can be downloaded at:

<http://www.ohio4h.org/ohio>

Directions for Activity Area Set-Up:

- Lay out a set of 4 concentric circles to will represent the Levels of Community Change (also known as the Social Ecological Model).
- Choose 4 targets appropriate for the size of your circles. Ideally, the targets get smaller in size as they move out to larger circles.
- Label the targets (beginning in the center circle):
 - Individual Level = 1 point
 - Group/Social Level = 5 points
 - Organizational Level = 10 points
 - Policy/System Level = 20 points



Size Options:

- Small/Indoor
 - Draw circles on a large sheet of paper or form them on the floor with tape or rope.
 - Choose containers for targets (boxes, bowls, etc.) or draw circles that serve as flat targets.
 - Toss small bean bags, foam balls, coins, etc.
- Large/Outdoor (pictured at left)
 - Create large circles with rope on a grassy area or with chalk on a playground area. A "hula hoop" may be used for the smallest circle.
 - Choose targets such as 5 gallon buckets.
 - Toss tennis balls, large bean bags, etc.

TALK IT OVER

Reflect:

- Are most of your decisions about whether to eat/buy local foods affected by factors at one level, 2-3 levels, or all 4 levels of the model? Give examples.

Generalize:

- Why is individual or group change is easier to achieve than organizational or policy change? Give examples.
- Which types of change can impact the most people?
- Which require the most effort from individuals? Give real-life examples.

Apply:

- List ways you can promote local foods at each of the four levels within your community.
- Next time you go to the store, look for additional factors at each level that affect your decision about purchasing local to non-local.

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