



AZ1500t November, 2009

## SMALL STEPS TO HEALTH AND WEALTH TM

## **Step Down to Change**

Instructor Guide Strategy 20



SSHW Materials Developed by: Rutgers, The State University of New Jersey Instructor Guide Developed by: University of Arizona Cooperative Extension

#### **Objectives:**

#### **Participants will:**

- 1. Learn that another way to reduce consumption and spending is to use the step down principle by choosing a lower calorie (eating) or less expensive (spending) alternative.
- 2. Learn that the odds of successful behavioral change are greater when a person makes small, gradual changes rather than making one large change all at once.
- Learn they will be more successful and feel less deprived if they reduce an item in gradual stages as opposed to eliminating an item completely.

#### Glossary:

**Step-down principle:** Finding a variety of options in making a healthier or lower cost food or spending purchase.

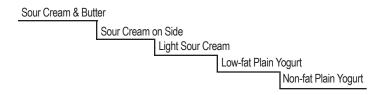
**Estimated Time:** 20 minutes (1:1 counseling) to 30 minutes (small group activity)

**Activity Handout Needed:** Step-Down Principle and Buying Clothes, Step Down: Health Practices and Step Down: Wealth Practices Worksheets

#### **Introduction and Instructor Script:**

The purpose of this strategy, *Step Down to Change* is to illustrate that people can still have a particular item, but recommends they look for healthier or lower cost alternatives.

**Food Substitutions** 



The example given by Professor Alena Johnson at Utah State University is an example to reduce household spending by visualizing a staircase with four steps. On the top is the most expensive way to purchase an item and on the floor below the bottom step is the least expensive purchasing method. Just like spending, the principle can be used to reduce caloric intake.

#### **Instructions for the Activity:**

**Individual Counseling:** Discuss the examples of the step-down principle with food substitutions and buying clothes. The participant is asked to apply the "step-down principle" to one or more actions required to reach health and wealth goals using the *Step-Down: Health and Wealth Practices Worksheets*.

**Group Activity:** Discuss the examples listed above and ask the participants to share their ideas using the step-down principles to use in reaching health and wealth goals.

### **Debriefing Questions:**

Define current behaviors and four levels to step down to improve health and wealth.

#### Additional Resources:

Web-sites: http://homecooking.about.com, www.stretcher.com, and www.goodadvicepress.com.

**Buying Clothes** 



"The great thing in the world is not so much were you are but in what direction you are going."
-Oliver Wendell Homles

## SMALL STEPS TO HEALTH AND WEALTH TM

# **Step Down to Change**Strategy 20—Health Practices Worksheet



Top Step (Current Behavior):
2nd Step:
3rd Step:
4th Step:
5th Step:
Step Down: Wealth Practices Worksheet
Fill in the blanks with increasingly better alternatives to a current financial practice.
7
Top Step (Current Behavior):
Top Step (Current Behavior):
Top Step (Current Behavior):2nd Step:



SSHW™ Materials Developed by:
Rutgers, The State University of New Jersey and
Distributed by The University of Arizona Cooperative Extension





THE UNIVERSITY OF ARIZONA COLLEGE OF AGRICULTURE AND LIFE SCIENCES Tucson, Arizona 85721

LINDA BLOCK, MS, AFC Associate Agent

CONTACT: LINDA BLOCK lblock@cals.arizona.edu

This information has been reviewed by University faculty. cals.arizona.edu/pubs/consumer/az1500t.pdf

Any products, services, or organizations that are mentioned, shown, or indirectly implied in this publication do not imply endorsement by The University of Arizona.

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, James A. Christenson, Director, Cooperative Extension, College of Agriculture & Life Sciences, The University of Arizona.

The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion,

sex, national origin, age, disability, veteran status, or sexual orientation in its programs and activities.