

Lesson Plans – **Parent**

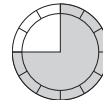
Session One

Introduction



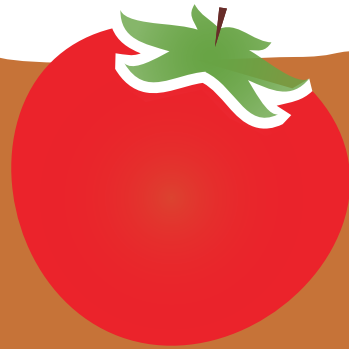
Session 1 — SEEDS Introduction

45 minutes



Learning Objectives

*Facilitator: These are for your preparation.
Do not read to parents.*



Parents/Caregivers will:

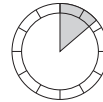
- 1) get to know** other parents in the group;
- 2) think about their food-related goals** for their children;
- 3) be introduced to the SEEDS program** and understand its structure and purpose;
- 4) create a goal, along with their children, for a new family food experience** that they will bring to the next session.

Materials Needed:

- Attendance sheet
- Name tags
- Photo permission forms
- Pens
- Sticky note pads for tables
- Large sheet or blanket for “Get Acquainted” game
- Flip chart and stand
- Markers
- Ground rules (*written on flip chart ahead of time*)
- Video 1: “What We’ll Learn”
- Computer and projector
- Calendar for program with a menu of each session’s planned meals, and a list of topics for each of the child and parent sessions
- Calendar poster
- Preschooler tasting kit (*senses posters, magnifying glasses, food adventure journals, faces stickers, tasting cup*)
- Mealtime photos for Activity 1.1
- Activity 1.2 recommended ideas and goals (*written one to a page ahead of time on flip chart paper*)
- Things to Try at Home* cards for Session 1
- Refrigerator magnets (*to hold up “Things to Try at Home” cards*)



Get Acquainted Game for Parents *(8 minutes)*



Say:

“We’re going to play a game to try and help us learn each other’s names.”

The object of this game is for players to have some fun while learning the names of other participants in the program. Program leaders each take one end of the blanket.

- 1** Tell the group to divide evenly into two teams that face each other. Ask each person to say her name so that all can hear.
- 2** Raise the blanket between the two teams so that they cannot see each other *(be sure that the blanket does not reveal shoes or tops of heads)*.
- 3** Ask each team to select someone who will be “it.” The “it” person moves close to the center of the blanket.
- 4** Tell teams that the first person who correctly says the opposing team’s “it” person’s name, once the blanket is lowered, will win.
- 5** Quickly lower the blanket so that people on each team can see the “it” person on the other side of the blanket. Whoever says the “it” person’s name first is the winner of that turn.
- 6** Announce the winner of each turn.
- 7** The “it” person who loses is captured by the winning team and moves to their side of the blanket.
- 8** Repeat process and ensure that all who want to participate have had a turn.
- 9** Notice when the group appears to be more relaxed and smiling.



Ground Rules List and Brainstorm (5 minutes)



Say:

“Now we’re going to go over some of the rules for while we’re here to help make everyone feel more comfortable. You are the experts about your family. Together, we will be learning about some strategies for feeding children. In each session, you may choose to speak or choose not to speak — it’s up to you. You may be called on, but you’re always welcome to pass. At first you may feel shy. After we’ve spent more time together you may feel more comfortable to speak. There are no right or wrong answers. In these sessions we will all learn from each other.”

Place a flip chart at the front of the classroom already prepared with the bolded words below numbered on the flip chart and the words “Ground Rules” listed at the top. Also, have a marker to add what parents may want to include. Explain that parents/caregivers will add to the list of Ground Rules for the group. Be sure that these Ground Rules are included:

1 Say:

“**Voice by Choice.** You’ll be invited to share with the group, but you’ll always have the option to pass.”

2 Say:

“**Respect Each Other.** You may not always agree with every parent in the group, but staying open and listening shows respect for the other person.”

3 Say:

“**What Happens at SEEDS Sessions Stays at SEEDS Sessions.** Sometimes parents share things about their families that are sensitive. By being here we agree that we will not talk to others outside the group about things other parents share in our sessions.”

4 Say:

“**Take Turns.** In order for every voice to be heard, let’s try not to interrupt others when they are speaking and wait for our turn to share.”

5 Say:

“**All Experiences are Valued.** Sometimes we do not understand why something is a challenge or a barrier for other people if we do not have similar experiences. We will acknowledge that everyone’s own experience is valued in our group.”

6 Say:

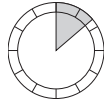
“What shall we add to our Ground Rules?”
[Bulleted Blank Spaces on Flip Chart] **Allow parents to add rules as you write them on the flip chart (e.g., cell phones in silent mode, etc.)**

Save this list and display it for each parent/caregiver session as a reminder.



Anchor

(8 minutes)



Say:

“Let’s take a moment and think about our children. A lot of our activities with our children revolve around food. What are some of those activities?”

Allow parents/caregivers to voice their own thoughts and simply restate what you hear as the facilitator—there is no wrong answer—this is just an anchor. If they have troubles generating activities, common ones include: *grocery shopping, preparing meals, eating meals, and giving snacks.*

Say:

“So what are some things you’re trying to achieve when you feed your young children? What do you want for them?”

If they have trouble generating objectives, common ones include: *growing up healthy, getting enough energy to get them through the day and developing preferences for healthy foods.*

Add

Say:

“Let’s hear what some other parents have to say about this.”

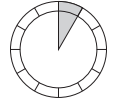
Start Video (Running Time: 3 min. 31.sec.)

[Video #1: “**What We’ll Learn**”]

Video describing goals of the SEEDS program.

Introduction to SEEDS

(5 minutes)

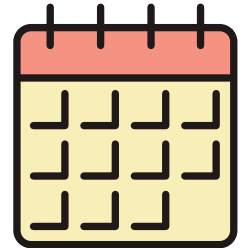


Distribute calendar to parents.

Point to poster.

Say:

“Each session that we are together we will be exploring different topics about food and preschoolers. You can look at this calendar to see which topics we will cover and what foods your children will be exploring. Our sessions will start at ____ (time) and end at ____ (time).”



Say:

“Your preschoolers will spend time in their own session and parents will meet together in a separate session. Each session your preschoolers will be tasting foods and doing activities about mealtimes. Today your children are tasting broccoli. They are learning about new ways to explore foods with all of their senses. Here is the tasting kit they’ll be using to explore food.”

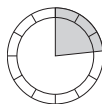
Demonstrate the tasting kit:

- Senses posters
- Magnifying glasses
- Food adventure journals
- Faces stickers
- Tasting cup



Apply

Identification with Family Mealtime Scenarios (14 minutes)



Activity 1.1

Say:

“One of the main things that you are going to be doing while you are here is learning about different mealtime strategies with your families. As you think about mealtimes with your family, come take a look at the photos that are on this table. Please select a photo that reminds you of what happens in your home. Pick up the photo. Others may also choose that photo, and they can stand together with you.”

Have participants get into 2 to 4 groups.

Say:

“Now, please tell each other the story about why you picked that photo. What does this photo remind you of? What are some of the ways that this reminds you of your home?”

Have parents in each photo group take turns telling a story to the other group members about why they chose that photo. (Parents can choose not to share a story.)

After 5 minutes have the groups share some of their examples.

After discussion is done:

Say:

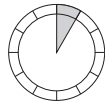
“Stay with the photo you chose. The photo may help you make a choice when we work on the *Things to Try at Home* activity.”



Note to Facilitator: Thoroughly read this note ahead of time and be prepared to explain to parents that throughout the sessions they will have an opportunity to *Observe, Talk, or Try* something they want to do at home before the next session. Let parents know that starting with this session (Session I) they will choose which action they would like to take before the next session. Let parents know that they will need to be prepared to report back the following session which action they chose and how it worked out during the **Check-In** portion of the session.



Away Try at Home (5 minutes)



Activity 1.2

Hand out the *Things to Try at Home* cards.

Say:

“Notice that on these cards there are 3 activities for you to choose from to do with your family before the next session. Each session you will get a card with suggestions of things to try at home that involve mealtimes with your families. Each session there will be examples that ask you to **Observe, Talk, or Try.**”



Say:

“The first topic is **Observe**. Observing is more than just watching or looking. When you observe, think about what you’re seeing and think about how that affects your family’s mealtimes.”

Say:

“On your card is an example of something that you can observe at home before the next session.”

Say:

“Observe your child at mealtimes to see how he or she explores food.”

Say:

“On your card is an example of something that you can **Talk** about before the next session.”

Say:

“Talk to your child about the food you are eating at mealtime.”

Say:

“On your card is an example of something that you can **Try** with your child.”

Say:

“Have your family try a new vegetable or fruit at mealtime or snack time.”

Say:

“Decide what you’d like to do at home before the next session. Then circle **Observe, Talk, or Try** on the card. Write down on your card what you plan to do at home before the next session.

I will _____ before the next session.”

Distribute Magnets

Say:

“Here’s a magnet for your refrigerator. Take your *Things to Try at Home* card home today and put it on the refrigerator as a reminder of what you would like to do at home before the next session. Each session you’ll have a new card to add.”

Developed by The SEEDS Research Team, Baylor College of Medicine Children’s Nutrition Research Center and Washington State University Extension.
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