

Lesson Plans — **Parent**

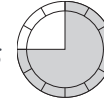
Session Five

Cues to Eat in
Our Environment



Session 5 — Cues to Eat in Our Environment

45 minutes



Learning Objectives

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

Parents/Caregivers will work to:

- 1) recognize cues in the environment that influence our eating;
- 2) learn strategies to deal with cues to eat away from home.

Learning SEEDS

- Plan your shopping trip.
- Spend most of your time in the outside aisles of the grocery store—that's where you can usually find the freshest and healthiest foods.
- Grocery stores intentionally market to children. Food is placed on grocery store shelves at the right height to catch your child's eye.
- Tempting treats are placed right near the cash register to catch your attention and your child's.



Materials Needed:

- Attendance sheet
- Parent goals poster
- Flip chart and stand
- Markers
- Video 8: "Cues to Eat on the Street"; Video 9: "Grocery Store & Drive-Through Scenes"
- Computer and projector
- Sticky note pads for tables
- Pens
- Things to Try at Home* cards for Session 5

Welcome

(5 minutes)



Welcome parents and caregivers back to the program.

Post the ground rules, review them briefly, and add any other suggestions to the list.



Check In About Last Session's Lesson (5 minutes)



Say:

"Last session we talked about portion size and we practiced measuring recommended portions according to the age of a preschooler. We were able to compare adult-size portions with child-size portions using several different foods."

Say:

"At the end of the session we made plans to **Observe, Talk, Try** different things at home around mealtimes."

Show parents flip chart with examples from last session's Observe, Talk, Try.

Say:

"What were some of the things that you tried at home?"

Say:

"How did it go?"

Say:

"What did you notice?"

Say:

"How did it work for your family?"

Say:

"Here is our goals poster for today."

Display goals poster and read aloud to parents.

Say:

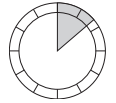
"Today we will work together to:

- learn how the outside world can influence what, when, and how we eat; and
- share ways we can make wise decisions when faced with outside pressures to buy and eat food."

Anchor

Activity 5.1

Discussion and Video (8 minutes)



Say:

"Every day we are bombarded by different things trying to catch our attention. These attention-getters or cues in the world around us can be bright neon lights, strong smells, messages or ads. These cues or signals may often push us to do something—to act. There are many things in our environment that are related to food and our appetites. Think about when you walk or drive down the street. What are some of the things that make you want to eat? What are some things you might see? Take a couple of minutes and share with a partner what you notice."

After 2 minutes—Say:

"What did you see?"

Write answers on a flip chart page.



Add

Say:

“We are going to see a fun video. There will be some typical places and messages that you and your child may see often. Watch the video and think about the cues you see in this fantasy environment that are designed to urge you to buy or eat different foods.”

Start Video *(Running Time: 2 min. 56 sec.)*

[Video #8: “Cues to Eat: On the Street”]

Video shows mom and child bombarded by cues in the environment that encourage them to eat. They start out at home with TV and Internet ads and shows, and then they drive down an animated street filled with restaurants, stores, and other cues to eat.

Note to Facilitator: As the mom and child drive down the animated street have the parents and caregivers call out cues that they see in the video. Cues can be convenience store signs, food trucks, and restaurants. See if the parents and caregivers pick up on more subtle cues like the wafting smell (indicated by a wavy line) coming from the cinnamon bun store or the vending machine at the gas station.

Activity 5.1 Additional Discussion *(12 minutes)*



After the video, facilitate a discussion by asking the questions below.

Note: Wait a few seconds **BETWEEN** each of the following questions as participants respond. If you feel the need, you can play the video again.

Ask:

“What were the easiest cues for you to see?”

Ask:

“What cues were harder to see?”

Ask:

“How healthy were the foods in the cues to eat?”

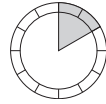
Ask:

“What cues were designed to encourage you to eat more than usual?”



Apply

Video and Discussion (10 minutes)



Say:

“Situations involving food often arise outside of the home and can be challenging for parents. Let’s look at some examples.”

Start Video (Running Time: 3 min. 42 sec.)

[Video #9: **“Grocery Store & Drive-Through Scenes”**]

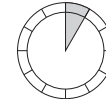
Two mother-child scenarios in the grocery store and at a fast food drive-through.

Note to Facilitator: After each example questions will appear on the screen. Pause the video and ask questions to facilitate a discussion of issues raised in each example and then go on to the next scenario. There are 4 examples total— 2 in the grocery store and 2 at the drive-through.



Away

Try at Home (5 minutes)



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

Say:

“I’m passing out the *Things to Try at Home* cards. This is a chance to take what we have talked about in this session and make a plan for something you can work on before our next session.”

Say:

“Here are some examples to help you start thinking about what you would like to try at home.”

Say:

1. **“Observe:** I will **observe** where the items marketed toward children are placed in the store. I’ll think about how the grocery store is set up.”
2. **“Talk:** I will **talk** with my child about going to the grocery store and about choosing healthy foods to buy when we are there.”
3. **“Try:** I will **try** to prepare ahead of time how I will respond to my child when we are at the store and he/she wants something that is not a healthy option. I will think about which choices are better and offer him/her the option of a healthier item.”



Say:

“Choose one of these or come up with an idea of your own. Then circle **Observe, Talk, or Try** on the card and write down what you plan to do before the next session.”



Say:

“On the other side of this card is a reminder of some of the strategies that we learned today that can help you prepare for meals and shop with your family.”

Read the Learning SEEDS out loud.

Say:

“Learning SEEDS:

- 1 Plan your shopping trip.
- 2 Spend most of your time in the outside aisles of the grocery store—that’s where you can usually find the freshest and healthiest foods.
- 3 Grocery stores intentionally market to children. Food is placed on grocery store shelves at the right height to catch your child’s eye.
- 4 Tempting treats are placed right near the cash register to catch your attention and your child’s.

Say:

“Take the card home to use with your family. See how it goes and talk about it with your family. Think about what worked and what didn’t work. If there was a challenge, what do you think you would do differently the next time you used this idea?”

Say:

“Remember to post your cards at home using your refrigerator magnet. Also, use it as a reminder of some of the strategies that we discussed today, and as a reminder of the plans you made to try your **Observe, Talk, or Try** idea. During the **CHECK IN** at our next session, we will talk about how your *Things to Try at Home* activity went and what you learned about you, your child, and your family.”



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