

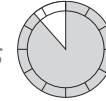
Lesson Plans — **Parent**

Session Six

Structuring the
Home Environment



Session 6 — Structuring the Home Environment *53 minutes*



Learning Objectives

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

Parents/Caregivers will work to:

- 1) create healthy eating routines at home; and
- 2) maintain family routines that work.

Learning SEEDS

- Remember that mealtime routines help children learn about the world and help them feel secure. Just like bedtime routines help your child go to sleep better, mealtime routines can help your child eat better.
- Meals for young children should last from 15 to 20 minutes.

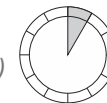


Materials Needed:

- Attendance sheet
- Parent goals poster
- Flip chart and stand
- Markers
- Video 10: “Mealtime Routines”
- Computer and projector
- Sticky note pads for tables
- Pens
- Things to Try at Home* cards for Session 6



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:

"In our last session we talked about how the environment can influence what, when, and how we eat. We also identified strategies we could use to help us when our children are influenced to make unhealthy choices. We watched a video with strategies that would help us when we are faced with a challenging situation."

Say:

"At the end of the session, we reviewed **Observe, Talk, Try** for our *Things to Try at Home* activity."

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?"

Discuss for a few minutes the *Things to Try at Home* activity.

Say:

"Here is our goals poster for today."

Display goals poster and read aloud to parents.

Say:

"Today we will work together to:

- learn about routines that can support our children to become healthy eaters at home;
- share what gets in the way of setting up healthy mealtime and/or snack time routines; and
- plan to try new strategies to help our routines work well."

Anchor Activity 6.1 (8 minutes)



Say:

"Children learn about the world from patterns and repetition. Routines that we create for our children help them understand their place in the world and in the family. Eating routines are good for both adults and children."

Say:

"Beyond routines focused on eating, we all have other kinds of routines that we follow each day. Let's take a moment to think about our daily routines that we do with and for our children. What are some of these routines?"

Say:

"Call out your answers."

Wait 5 seconds—if no answers, share prompts such as taking the children to preschool, washing hands before mealtimes, daily grooming (brushing teeth, etc.). Then ask again for other ideas. Record answers on a flip chart.



Say:

“Let’s review the list. Which routines are related to eating?”

Start a new list on a separate flip chart with the heading *Mealtime Routines*. As parents call out items related to eating from the first list, add the responses to the *Mealtime Routines* list.

Ask:

“What other routines are based on eating? For example, what mealtime routines do your children have in the child care center or in preschool?”

Add these responses to the same *Mealtime Routines* list.

Mark items (after parents answer each of the questions below) with a *P*, *C*, or *B* to indicate which routines help parents and/or children or both.

Say:

“We’ve created a *Mealtime Routines* list. Which routines on our *Mealtime Routines* list help parents?” (Mark these items with a *P*.)

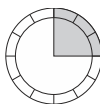
Say:

“Which routines help children?” (Mark these items with a *C*.)

Say:

“Which routines help BOTH parents and children?” (Mark these items with a *B*.)

Add Discussion and Video (15 minutes)



Say:

“Now we’re going to watch a video that shows different scenarios of family mealtimes and routines.”

Start Video (Running Time: 8 min. 50 sec.)

[Video #10: “**Mealtime Routines**”]

Introduction to routines and their importance for young children. Includes three snack scenarios and three mealtime scenarios for discussion.

Note to Facilitator: Questions will appear on the screen after each example. Pause the video and ask the questions to facilitate discussion of issues raised in each example. After you’re done discussing the questions, go on to the next example scenario. There are 6 examples total (3 snack time examples and 3 mealtime examples).

Keep a record of the unhelpful and helpful aspects of routines for each of the scenarios on a flip chart page. These will be used in the next activity. Conclude this segment by reviewing the scenarios and the routines that didn’t work. Then review the ideas for routines from both the video and the group that were more helpful.

Ask:

“When is it harder to keep routines?”

Facilitator: use an example from the video.



Say:

“Let’s brainstorm the barriers to having these routines work.”

Write these ideas on a flip chart.

Say:

“Routines don’t always go as planned for a variety of reasons, such as when we are running late or if the children are tired. Let’s think about how we might overcome these barriers.”

Apply **Activity 6.2** (15 minutes) 

Note to Facilitator: Choose a barrier generated above and ask the parents to divide into small groups of 3 each.

Say:

“Talk together in your groups for about 3 minutes and brainstorm a solution to the barrier we discussed.”

After 3 minutes, have each group do a quick share of their solutions.

Say:

“Let’s hear what each small group came up with.”

Say:

“Gather into your groups for about 5 minutes and come up with ONE routine your group would like to establish (or reestablish) that you agree has been challenging.”

Note to Facilitator: Give the groups time to first agree on a routine to use as an example. Rotate around the groups and help them if they are stuck. Once you have established (within about 2 to 3 minutes) that groups have picked a routine that has challenges, tell them to take from 2 to 3 minutes to come up with a list of possible solutions. Make sure the routine is one that is realistic and can be addressed with creative solutions.

After 5 to 6 minutes, call all participants back together. Ask one group at a time to call out the routine their team would like to establish and the solutions they came up with.

Say:

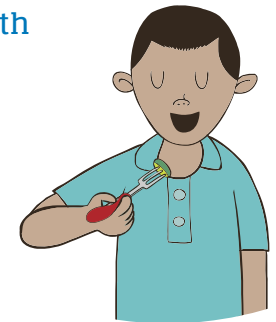
“Let’s hear what each group came up with for routines.”

Ask:

“What are some of the challenges or barriers you found with your routine?”

Ask:

“What solutions did you come up with to overcome these barriers?”



Session Six — Structuring the Home Environment



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** which routines my family follows when preparing for mealtime. I will think about how these routines support or do not support a positive experience before or during mealtime.”
2. **“Talk:** This week I will **talk** with my family about a new mealtime routine we might start in our home.”
3. **“Try:** I will **try** a new routine, such as having my child and family set the table, so that we can have mealtime together.”

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 establish mealtime routines in your home.”

Read the Learning SEEDS out loud.

Say:

“Learning SEEDS:

- 1 Remember, mealtime routines that are repeated over and over help children learn about the world and help them feel secure. Just like bedtime routines help your child go to sleep better, mealtime routines can help your child eat better.
- 2 Meals for young children should last from 15 to 20 minutes.”

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 as well. 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 the card 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. Graphic Design: Cynthia Pinsonnault Illustrations: Brian White

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