

## GN-000-25, CCNE: Healthy Media Diet

A client-centered approach to nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

**Part 1: Planning the Nutrition Education Session** - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

**Part 2: Session Outline** - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

### Snapshot of Group Session:

**CCNE Lesson title:** Healthy Media Diet

**Developed by:** University of Texas at Austin and State WIC NE Staff

**Date Developed:** 01/2011

**Approved by:** State WIC NE Staff

**NE Code:** GN-000-25

**Class Description:** This class teaches participants about the relationship between media use and the whole family's health.

**Target Audience:** Children and Parents

**Type of Learning Activities:** Discussion, hands on activity

## Part 1: Planning the Nutrition Education Session

Lesson: GN-000-25, CCNE: Healthy Media Diet.

Item	Notes for Planning the Session
<p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"><li>• Identify one way that TV, video games, and other media (such as computer use) can influence health.</li><li>• Recognize the effect of advertising in media on children’s health.</li><li>• Select one method for media to be used in positive ways to promote children’s health and learning.</li></ul>
<p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"><li>1. For families with children of all ages, exposure to home media (for example, computers, TV, video games) for more than two hours a day can lead to weight problems, and more than four hours a day leads to heart disease and diabetes.</li><li>2. Food advertising is all over the media we watch every day. It can change how children eat, and it’s important to be aware of it.</li><li>3. Media isn’t all bad. If used carefully, it can play a positive role in staying healthy and connected for many families.</li></ol>
<p><b>Materials</b> – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"><li>• “What’s a Healthy Media Diet?” Handout</li><li>• Pencils/Clipboards if table is not available</li><li>• Whiteboard or flipchart to write down participant ideas</li><li>• Optional: Computer or television (if you would like to show a few minutes of recorded cartoons and commercials for the hands-on activity)</li></ul> <p>For Facilitator Only:</p> <ul style="list-style-type: none"><li>• Examples of food ads to include in the discussion.<ul style="list-style-type: none"><li>○ Search magazines, newspapers, or look online for clips of TV commercials (there are lots of examples online if you search for “food ads and children”).</li><li>○ Consider recording and bringing in a few minutes of Saturday morning cartoons that have food ads to show to participants.</li></ul></li></ul>

<p><b>Resources</b> – Review current WIC resources or other reliable resources like WIC Works.</p>	<p>“Pester-Power” Emotion-Based Material (Pam McCarthy &amp; Assoc.)</p> <ul style="list-style-type: none"> <li>• WIC Catalog Stock #13-06-12898</li> <li>• <a href="http://touchingheartstouchingminds.com/pdf/TH23.pdf">http://touchingheartstouchingminds.com/pdf/TH23.pdf</a></li> </ul> <p>Self-Paced Lessons (<a href="http://www.dshs.state.tx.us/wichd/nut/lesson-nut.shtm">http://www.dshs.state.tx.us/wichd/nut/lesson-nut.shtm</a>):</p> <ul style="list-style-type: none"> <li>• “You and Your Child Can be Media Smart” - SP-000-16</li> <li>• “Cut Back on Screen Time” - SP-000-23</li> </ul> <p>FTC’s Website for Parents on Advertising</p> <ul style="list-style-type: none"> <li>• <a href="http://www.admongo.gov/">http://www.admongo.gov/</a></li> </ul> <p>Zobey DVD Lessons (examples of healthy media):</p> <ul style="list-style-type: none"> <li>• “The Adventures of Zobey: Searching for a Rainbow” – Stock #DV0168</li> <li>• “The Adventures of Zobey: A Trip to Bugland” – Stock #DV0235</li> </ul>
<p><b>Class Flow &amp; Set Up</b> – Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</p>	<p>This lesson should be taught in the classroom with participants seated in a circle so that they can have a discussion. If a TV or computer monitor is used for the hands-on activity, be sure the screen is visible to all the participants. Remember to make room for strollers or baby car seats.</p>

## Part 2: Session Outline

Lesson: GN-000-25, CCNE: Healthy Media Diet.

Item	Notes for Conducting the Session
<p><b>Introduction:</b> <i>Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda exploring ground rules, making announcements, etc.</i></p>	<p>After introducing yourself, say something like “Just about all children watch at least some TV, and many children use other kinds of media, like DVD’s, videos, video games, electronic books, and the computer. All that time in front of a screen - like a TV screen, computer monitor, or a cell phone - is called SCREEN TIME. You’ve probably noticed that your child can learn a lot from ‘screen time.’ Some games and TV shows help children to be more active – which is a great thing! But too much screen time and media can have some negative effects on your family’s health, too. That’s why you have to play a big role in making sure that you and your children have a healthy media diet!”</p>
<p><b>Icebreaker:</b> <i>Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</i></p>	<p>Possible icebreaker: Ask participants their name, their children’s ages, and ask “What are your child’s favorite TV shows? Video games? Computer games? Electronic Books? Why does he/she like it?” -Or- Use the “Pester Power” emotion-based therapy card to spark a conversation about the effects of media on food choices at home. You can ask something like “what do you think about this?” (see <i>Resources for website link and WIC Catalog Stock #</i>).</p>
<p><b>Activities:</b> <i>For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</i></p>	<p><b>Activity #1: Discussion</b></p> <ul style="list-style-type: none"> <li>• Pass out the handout “What’s a Healthy Media Diet?”</li> <li>• Tell the participants you’re going to give them some information**, and then you will talk more about the handout.</li> <li>• Ask the participants to guess whether the statements below are TRUE or FALSE:             <ul style="list-style-type: none"> <li>○ Children spend more time using media every day than they do in a classroom - TRUE (<i>about 9 hours</i>)</li> <li>○ Small children can’t tell the difference between a commercial and a TV program – TRUE (<i>from 2-6 years old, everything looks real</i>)</li> <li>○ If a child sits and watches more than four hours of TV a day, they have more chances of getting heart disease or diabetes - TRUE</li> <li>○ \$11 billion is spent on food/beverage TV ads annually – TRUE (<i>this was in 2004...this number has gone up</i>).</li> <li>○ Advertising (or commercials) for food and drinks are almost half of all the ads we see - TRUE</li> </ul> </li> </ul>

Item	Notes for Conducting the Session
	<ul style="list-style-type: none"> <li>○ The majority of the foods that are in ads made for preschool and elementary school children are very high in sugar, fat, and salt – TRUE (<i>in one study that watched 50 hours of Saturday morning cartoons, more than half of the ads they saw were for cereal, cookies, candy, chips, and fast food</i>).</li> </ul> <p>**Optional: print each of these True/False statements on a large card, place cards in a basket, and pass basket around to participants to choose a card and read aloud for the group.</p> <p><b>Suggested discussion questions</b></p> <ul style="list-style-type: none"> <li>• <b>About the TRUE/FALSE:</b> <ol style="list-style-type: none"> <li>1. How do you feel about some of these numbers or statistics?</li> <li>2. Which one surprised you the most?</li> <li>3. How do you feel about the amount of TV, videos, and games that your child(ren) usually watch/watches? <ul style="list-style-type: none"> <li>○ Does the amount of screen time feel about right or does it feel like too much sometimes?</li> </ul> </li> <li>4. How do you think the amount of screen time your child watches has affected his/her health? <ul style="list-style-type: none"> <li>○ Examples: <p style="margin-left: 20px;"><i>More than two hours of screen time can lead to being overweight, more than four hours can lead to heart disease or diabetes</i></p> <p style="margin-left: 20px;"><i>Too much screen time means watching more food advertising or commercials for unhealthy foods.</i></p> <p style="margin-left: 20px;"><i>Since small kids can't tell the difference between food commercials and their TV show, they might ask for the foods they see on TV.</i></p> </li> </ul> </li> </ol> </li> <li>• <b>About the handout “What’s a Healthy Media Diet?”</b> <ol style="list-style-type: none"> <li>1. What types of things would you include in ‘screen time’?</li> <li>2. What do you think about these recommendations to put the family on a healthy media diet?</li> <li>3. Many families are looking for ways to cut back on ‘screen time.’ What are some ways that your children can use media in a healthy way? <ul style="list-style-type: none"> <li>○ Examples: <p style="margin-left: 20px;"><i>Move around during commercials</i></p> <p style="margin-left: 20px;"><i>Mute the TV during ads</i></p> </li> </ul> </li> </ol> </li> </ul>

Item	Notes for Conducting the Session
	<p><i>Try not to eat in front of the TV/Computer/Cell phone</i></p> <p><i>Watch 2 hours or less day</i></p> <p>4. What are some ways that you can use media in a healthy way?</p> <ul style="list-style-type: none"> <li>○ Examples are same as above</li> </ul> <p><b>Optional Activity #2: Hands on Activity (if facilitator provides a magazine, online, newspaper, or TV commercial for a discussion)</b></p> <ul style="list-style-type: none"> <li>• Share the ad with the group and then ask following questions to start a discussion: <ol style="list-style-type: none"> <li>1. Who came up with this ad?</li> <li>2. What is the ad really saying?</li> <li>3. What does the ad want you to do/buy/think?</li> <li>4. What are some foods commercials that stick in your head or that you remember? <ul style="list-style-type: none"> <li>○ Examples: <p><i>Subway “Five, Five Dollar, Five Dollar footlong” song</i></p> <p><i>McDonalds “I’m Lovin’It”</i></p> <p><i>Kit Kat “Gimme a Break” song</i></p> </li> </ul> </li> </ol> </li> </ul>
<p><b>Review and Evaluations:</b> <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p><b>Question/Activity</b> Wrap up the class with a brief discussion touching on the key points.</p> <p><b>Possible discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the most important thing you learned today?</li> <li>2. How did you like the activity?</li> <li>3. What is one thing you will change at home to help your family have a Healthy Media Diet?</li> </ol> <p><b>Community Resource (optional)</b></p>
<p><b>Personal Review of Session (afterward):</b> <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p><i>What went well?</i></p> <p><i>What did not go as well?</i></p> <p><i>What will you do the same way the next time you give this class?</i></p>

Item	Notes for Conducting the Session
<p><b>Supplemental Information –</b>  Describe any attachments and include any other needed information.</p>	<ul style="list-style-type: none"> <li>● References for Handout: <ul style="list-style-type: none"> <li>○ Roberts, D., Foehr, U. &amp; Rideout, V. (2005). <i>Generation M2: Media in the lives of 8 to 12 year-olds- Report</i> Retrieved January 31, 2010, from <a href="http://www.kff.org/entmedia/7251.cfm">www.kff.org/entmedia/7251.cfm</a></li> <li>○ Dunstan, D.W., Barr, E.L.M., Healy, G.N., Salmon, J., Shaw, J.E., Balkau, B., Magliano, D.J., Cameron, A.J., Zimmet, P.Z. &amp; Owen N. (2009) <i>Television Viewing Time and Mortality: The Australian Diabetes, Obesity and Lifestyle Study</i> Retrieved January 31, 2010, from <a href="http://circ.ahajournals.org/cgi/content/abstract/121/3/384">http://circ.ahajournals.org/cgi/content/abstract/121/3/384</a></li> <li>○ Wilcox, B.L., Kunkel, D., Cantor, J., Dowrick, P., Linn, S., &amp; Palmer, E. (2004) <i>Report of the APA Task force on Advertising to Children</i> Retrieved January 31, 2011, from <a href="http://www.apa.org/pi/families/resources/advertising-children.pdf">http://www.apa.org/pi/families/resources/advertising-children.pdf</a></li> <li>○ Story, M. &amp; French, S. (2004) <i>Food Advertising and Marketing Directed at Children and Adolescents in the US</i>. International Journal of Behavioral Nutrition and Physical Activity 1, 3. Retrieved January 31, 2011, from <a href="http://www.ijbnpa.org/content/1/1/3">http://www.ijbnpa.org/content/1/1/3</a></li> <li>○ Consumers Union. (2005) <i>Out of Balance: Marketing of Soda, Candy, Snacks and Fast Foods Drowns Out Healthful Messages</i> Consumer Reports Retrieved January 31, 2011, from <a href="http://www.consumersunion.org/pdf/OutofBalance.pdf">http://www.consumersunion.org/pdf/OutofBalance.pdf</a></li> <li>○ Mink, M., Evans, A., Moore, C. G., Calderon, K. S. , Deger S. <i>Nutrition Imbalance Endorsed by Television Food Advertisements</i>. Journal of the American Dietetic Association 110, 6, 904-910. Retrieved January 31, 2011, from <a href="http://www.adajournal.org/article/S0002-8223(10)00240-3/abstract">http://www.adajournal.org/article/S0002-8223(10)00240-3/abstract</a></li> </ul> </li> </ul>

# WHAT'S A HEALTHY MEDIA DIET?

## HOW MUCH MEDIA DO WE USE?

Watching TV + using the computer + texting + using the cell phone + playing video games = **SCREEN TIME**.

## PUT YOUR WHOLE FAMILY ON A HEALTHY MEDIA DIET!

- Set a time limit on screen time:
  - If your child is less than 2 years old, they do best without any screen time. For children older than 2 years of age, **aim for two hours or less of screen time**.
- Remember to eat meals at the table. Try not to eat in front of anything with a screen on it!
- Join your older child and **talk about what they see** while they play video games, watch TV, or work on the computer.
- Mute the TV and get up and **move around during commercials!**
- **Ask** your children **questions** when food ads appear:
  - "Who came up with this ad?"
  - "What is the ad really saying?"
  - "What does the ad want you to do/buy/think?"
- **Stay positive** and be a role model!
  - Include yourself in the screen time limit.
  - **Make a list of the fun activities** you can do with your children, let them pick one out, and do it with them!