

# **Pester Power: Too much TV viewing?**

## **Lesson Plan**

### **Topic**

Decreasing TV Viewing

### **Target Audience**

Parents or caregivers of children ages 1-5 years of age

### **Key Messages**

- Understand the influence TV viewing can have on what children choose to eat
- Name 2 ways to combat the influence of TV on what children choose to eat

### **Handouts**

- “Pester Power”
- Additional handout “Why should TV do all the programming?” (print from [www.touchingheartstouchingminds.com](http://www.touchingheartstouchingminds.com) under “emotion-based materials”, “Healthy Eating”, “Pester Power” )
- TV Graphic

### **References**

- How Much Television Should My Child Watch? DHS, 2005
- Pester Power Lesson Plan, Pam McCarthy and Associates, [www.touchingheartstouchingminds.com](http://www.touchingheartstouchingminds.com)
- Food and Beverage Marketing to Children and Adolescents: What Changes are needed to Promote Healthy Eating Habits (The Robert Wood Johnson Foundation) [www.reversechildhoodobesity.org](http://www.reversechildhoodobesity.org)

### **Evaluation**

- “What is one new thing you learned today about TV viewing?”

# Pester Power: Too much TV viewing?

## Lesson Plan

### I. Group Education

#### Lesson Overview

1. Introduction / Icebreaker
2. How commercials connect foods with positive feelings, encouraging children to eat certain foods.
3. Discuss ways to combat the influence TV has on foods children eat.
4. Identify other ways parents can show love for their children.

#### Materials

- Samples of cereal boxes with cartoon characters
- Pencils and paper, picture of a television (included), crayons for children
- Handout “Pester Power”
- Additional handout “Why should TV do all the programming?” (print from [www.touchingheartstouchingminds.com](http://www.touchingheartstouchingminds.com) under “emotion-based materials”, “Healthy Eating”, “Pester Power” )

#### Methods

**OPEN:** Emotion-based counseling starts with provocative questions, activities or stories that lead to emotion-based conversations, not to an immediate transfer of knowledge.

- **If learners are comfortable, have them introduce themselves and their children.**
- *Offer the “TV Graphic” handout to children and ask that they draw a picture of their favorite TV show.*
- **Think back to when you were a kid. Were there any foods that you begged your parents to buy? What kind of foods were they?**
- **Do your children beg you for certain foods when you are at the store? What kinds of foods are they?**

#### Sample Responses:

- *Candy, cookies*
- *Chips*
- *Sweet cereal or cereal with a toy in it*
- *Soda, juice or other sugary beverages*
- *Food with cartoon characters*

## **Pester Power: Too much TV viewing? Lesson Plan**

- *Fast food with toys included*
  
- **How do they know about these foods?**

### Sample Responses:

- *Media; TV, internet, video games*
- *Friends, siblings, grandparents*
- *Parents bought them before*
- *Stores*

“85% of advertisements for kids come from TV, internet or stores.”

*Get participants involved in a discussion. Show examples of cereals that use a popular character to draw children in (Sponge Bob, the Trix Rabbit, etc).*

**DIG:** During the "dig" step, the facilitator asks questions to get the learners to open up and share their memories and experiences and get closer to the topic.

“We often attach feelings and personalities to foods.”

- **What foods do you associate with love?**

### Sample responses:

- *candy, cookies*
  - *chocolate*
  - *cake*
  - *anything sweet*
- 
- **What experiences, traditions or beliefs have caused you to associate love with those foods?**

### Sample response:

- *Anything from your childhood that brings back great memories.*
  - *Parents tend to buy high fat/sugar foods for children on special occasions, which cause them to associate that special time with these foods.*
- 
- **At what age do you think babies or children are influenced by ads?**

“Here are some statistics from health organizations who research the impact of advertisements on children:”

- 2-7 years olds watch 12 ads daily for food
- 29.5 hours of TV ads per year

## **Pester Power: Too much TV viewing? Lesson Plan**

- **What food commercials do your children especially love?**
- **How do the commercials make them want that food?**

### Sample responses:

- *Making the food appear “cool” or “fun” with music and a lot of action*
- *Everyone is happy eating it*
- *Using cartoon characters or popular people to sell the product*
- *Contests and giveaways*

“Most of the TV food ads viewed by children are for:”

- Cereals high in sugar (98%) and low in fiber (79%)
- Snacks high in fat (33%), and sugar (66%)
- Drinks high in sugar (99%)

### **Activity**

Divide participants into groups. Give each group a blank sheet of paper that is shaped like a television (included with lesson). Using some of the ideas shared on how commercials promote certain foods, have each group come up with a advertisement for a food they want their child to eat. Have each group share their commercial.

**CONNECT:** During the "connect" step, parents connect the conversation topic with their values, attitudes, beliefs and feelings. The facilitator helps parents reflect on their personal needs and wants and connects them to the health-related behaviors being suggested.

“Commercials connect foods with positive feelings. Children are especially vulnerable to commercials and often pester parents to buy foods they see on TV. Parents want to please their children and are often tempted to buy foods that they think will make their child happy.”

- **How do you feel about the commercials using these strategies to promote unhealthy foods?**
- **What do you think about not giving in every time your child asks for a food that may not be healthy?**
- **Share with the group some of your experiences in guiding your children in choosing a healthier option.**

### Sample responses:

- *Pressure to make kids feel happy, and have what other kids have*

## **Pester Power: Too much TV viewing? Lesson Plan**

- *Hard to do*
- *Wasted money because no one ate the food*
- *End up having a battle over it and giving in*
- *Was afraid to introduce the healthy food again*
- **What are other ways you can show your children you love them?**

### Sample responses:

- *Offer healthy foods that will help them grow big, strong and smart!*
- *Have a special day with them, take them somewhere fun to play*
- *Play with them, dance, make crafts, read to them*
- *Let them help you cook dinner, from picking the food out to putting it on the table!*

**ACT:** During this “step” the facilitator helps the participants identify specific action steps and build confidence to help them be the parent they want to be.

*Offer handout “Pester Power: Too much TV viewing?”.*

- **What can we do as parents or caregivers to combat “pester power” that commercials promote?**

### Sample responses:

- *Limit TV viewing (2 hours or less is recommended)*
- *Be a good role model*
- *Plan TV viewing, watch shows that promote healthy lifestyles*
- *Plan healthy snacks*
- *Eat with the TV off*
- *Watch non-commercial shows or TV (e.g., Disney, PBS)*
- *Tape shows and fast-forward through commercials*
- *Dance/play with your children during commercials*
- *Have a healthy relationship with food (see below for an explanation!)*

“Another idea is having a healthy relationship with food. As parents you can decide to give treats as a snack or with a meal. You decide what, where and when and children decide how much to eat. This takes the pressure of you and children learn they can have these foods, but not whenever they ask for them! Knowing it is available may decrease the battles and pestering!”

- **What will you do the next time your child pesters you to buy something he or she saw in a commercial?**

*Encourage participants to share their ideas.*

- **Encourage participants to share at least one new thing learned and a personal goal.**

# **Pester Power: Too much TV viewing?**

## **Lesson Plan**

### **3) Self-Study Module (SSM)**

#### **Procedures**

Agencies must have a procedure for using SSM, PPM NE 5.2

#### **Methods**

1. Give participant the Self-Study Module “Pester Power: Too much TV viewing?”
2. Instruct participant to review the handout and make one goal that will help her children watch less TV.
3. Discuss the goal and potential barriers with the participant before issuing Food Instruments.



# Pester Power: Too much TV viewing?

Name \_\_\_\_\_

Date \_\_\_\_\_

## “Mommy, buy that! I want that!”

How often do you hear those words when you are shopping with your children?

### Do your children ask for any of these foods?

- Foods that are high in fat or sugar, or both
- Candy, cookies, chips
- Foods or drinks advertised by a favorite cartoon character
- Fast food with toys included



## Where do they learn about these foods?

- 85 percent of all advertisements for kids come from TV, internet or stores!
- Children age 2-7 watch 12 ads each day for food: That’s almost 30 hours of TV ads per year!
- Most food ads (over 90 percent!) are for high sugar cereal, snacks high in fat and sugar and drinks high in sugar.

## Don’t give in!

Here are some tips to help you combat “pester power”:

- **Watch non-commercial shows or tape and fast-forward through commercials** - better yet, dance with your children during commercials!
- **Plan TV Time** - Watch TV together as a family.
- **Aim for 2 hours or less of time in front of the screen** (TV, internet, video games).
- **Plan healthy snacks** - eat at the table, not in front of the TV. We often overeat in front of the TV!
- **Be a good role model!**







# El Poder de la Insistencia: ¿Ve mucha Televisión?

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## “¡Mami, cómprame eso, quiero aquello!”

¿Con qué frecuencia escucha esas palabras cuando va de compras con sus hijos?

### ¿Le piden sus hijos estas comidas?

- Comidas que tienen alta grasa y azúcar, o ambas
- Caramelos, galletas, chips
- Comidas o bebidas promocionadas por algún personaje de caricaturas
- Comidas rápidas que incluyen juguetes



## ¿Cómo se enteran sobre estos alimentos?

- ¡El 85 por ciento de toda la publicidad y promociones para niños viene de la televisión (TV), Internet o tiendas!
- Los niños de 2-7 años de edad ven un promedio de 12 comerciales de alimentos al día:  
¡Esto es casi 30 horas de comerciales de la televisión por año!
- La mayoría de comerciales sobre alimentos (¡más del 90 por ciento!) son sobre cereales con alto contenido de azúcar, meriendas con alto contenido de grasas y azúcar y bebidas con alto contenido de azúcar.

## ¡No ceda o se resigne!

Aquí le sugerimos algunas ideas para combatir el “poder de la insistencia”:

- ¡Vea los programas o cintas sin comerciales y avance o pase los comerciales - aún mejor, baile con sus niños durante los comerciales!
- Planifique tiempo para la TV - Vea la TV junto con su familia.
- Piense en pasar 2 horas o menos tiempo frente a la pantalla (TV, Internet, juegos de video).
- Planee meriendas saludables - coma en la mesa, no frente a la TV.
- ¡Generalmente comemos mucho cuando comemos frente a la TV!
- ¡Dé el ejemplo, sea un buen modelo!







Volume

Power

0



# Pester Power: Too much TV viewing? Self - Study Module (SSM)

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the "Pester Power" Handout and circle the correct answer for the questions below.

## 1. Which TV advertisement/commercial is NOT commonly seen on TV?

- a. Fast Food (McDonald's, Burger King, KFC, etc)
- b. Sugary Drinks (Kool-aide, Sunny-D, Carbonated Beverages, etc.)
- c. Fruit and vegetables
- d. Candy ( M & M's, Fruit Roll-ups, etc.)

## 2. Where do kids most often learn about unhealthy foods?

- a. TV
- b. Internet
- c. Stores
- d. All of the above

## 3. Every day I should limit the TV time my child watches to \_\_\_\_\_ hours each day.

- a. 0 hours
- b. 2 hours
- c. 8 hours
- d. 24 hours

## 4. What tips could you try to help your child eat healthy?

- a. Plan TV viewing
- b. Plan healthy snacks
- c. Eat with the TV off
- d. Be a good role model
- e. Limit screen time to 2 hours or less
- f. All of the above

What will you do to help your children eat healthy?

My Goal: \_\_\_\_\_



If you have a question or concern, one of our WIC Nutritionists or Nurses would be happy to talk with you—please let us know.



In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free 866-632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339; or 800-845-6136 (Spanish). USDA is an equal opportunity provider and employer.

DHS 4584 (N-08-11) Pester Power: Too Much TV Viewing? (Self-Study Module)  
Printed by the Authority of the State of Illinois.





# El Poder de la Insistencia: ¿Ve mucha Televisión? Módulo de Auto-Estudio (SSM)

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Lea el folleto “El Poder de la Insistencia” y circule la respuesta correcta para cada una de las siguientes preguntas.

## 1. ¿Qué tipo de publicidad / comerciales de TV generalmente NO se ven por TV?

- Comida Rápida (McDonald’s, Burger King, KFC, etc.)
- Bebidas Azucaradas (Kool-aide, Sunny-D, Carbonated Beverages, etc.)
- Frutas y Verduras
- Caramelos / Dulces (M & M’s, Fruit Roll-ups, etc.)

## 2. Generalmente, ¿en dónde aprenden los niños con frecuencia sobre comidas que no saludables?

- TV
- Internet
- Tiendas
- Todo lo de arriba

## 3. Cada día debo limitar el tiempo que mis hijos ven la TV, para que vean sólo \_\_\_\_\_ horas diarias.

- 0 horas
- 2 horas
- 8 horas
- 24 horas

## 4. ¿Qué sugerencias podría usted usar para ayudar a que sus hijos se alimenten saludablemente?

- Planee ver la TV
- Planifique meriendas saludables
- Apague la TV cuando están comiendo
- Dé el ejemplo, sea un buen modelo
- Limite el tiempo de estar frente a una pantalla a 2 horas o menos
- Todos los de arriba

¿Qué hará usted para ayudar a que sus hijos coman saludablemente?

Mi meta es: \_\_\_\_\_



Si tiene preguntas o preocupaciones, una de nuestras Enfermeras o Nutricionistas de WIC puede hablar con usted—por favor pregunte.

