

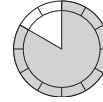


Lesson Plans – **Child** **Session One**



Session 1 — SEEDS Introduction

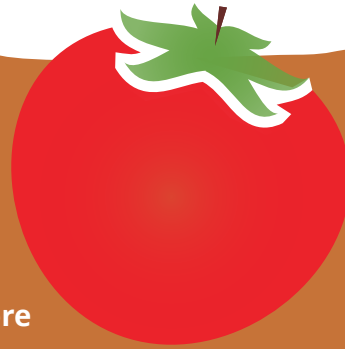
50 minutes



Learning Objectives

Children will be able to:

- 1) demonstrate different ways to explore foods and to talk about food preferences;
- 2) describe food characteristics using target vocabulary;
- 3) describe what they think about different foods, and the experience of trying/exploring new foods;
- 4) describe how they know that they are hungry or full using target vocabulary (*hungry, just right, really full*).



Materials Needed:

- Name tags
- Book: **I Will Never Not Ever Eat a Tomato** by Lauren Child
- Fresh tomato to show with the story
- Senses icon posters (*using senses templates to make 5x7 posters and either laminating them or putting them in clear frames or sheet protectors to show children*)
- Program food samples (*broccoli*)
- Picture of broccoli for children to track foods tasted
- Hand sanitizer
- Napkins for the tasting station, if child spits out food
- Magnifying glasses, enough for each child
- Three 18" muslin (*cloth*) dolls (*purchased online*)
- Three felt or laminated doll stomachs (*using stomach templates for hungry, just right, and really full*)
- One felt board or place to attach stomachs for display
- Crayons and paper, or other materials, for independent activities



Large Group *(5 minutes)*



- Gather children and facilitators in a circle.
- Remind children of each facilitator's name.
- Let the children know that they are going to do some fun activities and read stories together while they are there. Let them know that their parents will be back and they'll be able to share what they did with their parents.
- Let them know that each session when they come, they are going to gather in a circle.

Say:

"We're going to sing the gathering song each time we're together. When we start singing, it means we're going to come to our circle."

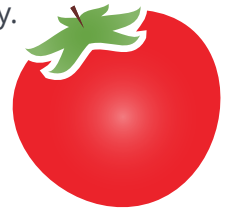
- Sing and lead group in gathering song. Choose a favorite song and use the same song at each session.
- Lead children in an activity to get the wiggles out. Have children do a very short activity just to get them moving. This could be a quick verse of the "Hokie Pokie", or another short movement song, that involves bouncing or movement. This will help get children ready to pay attention to the next activity.
- Lead group in "Name Game." Have each person in the circle introduce him or herself by saying,

"My name is _____. I like to eat_____."

Break the children into 2 facilitator-led small groups.

Small groups 1 and 2 will be conducted at the same time and will complete different activities. One group will do the tasting activity and the other will do the internal cues activity.

After 20 minutes, the groups will switch (facilitators will remain at their assigned small group), so that each child has a chance to participate in each small group activity.

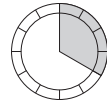


Note to Facilitators:

- If there are 5 children or less, complete all activities as a large group, do not split. If there are 6 or more children split the children into small groups of at least 3 children.
- All child educators must participate in activities alongside the children.



Small Group 1: Tasting Session (20 minutes)



Say:

“During our time together we are going to be exploring different kinds of foods. Sometimes you might like something, and someone else might not. Everyone likes different things.”

Say:

“Today, we’re going to read a story about Lola and her brother Charlie. It’s called **I Will Never Not Ever Eat a Tomato.**”

Say:

“Who has seen a tomato? What does a tomato look like? I have a tomato here with me.” *(Show tomato.)*

“Who likes to eat tomatoes? Can you raise your hand?” *(Count how many like tomatoes.)* “Who doesn’t like tomatoes?” *(Count how many don’t like tomatoes.)* “Everyone likes different foods and that is ok.”

- Read **I Will Never Not Ever Eat a Tomato** By Lauren Child.

Follow-up questions

Say:

“What are some of the foods that Lola thought that she didn’t like?”

“Did Lola want to try the foods?”

“What did Charlie do to help Lola want to try the foods?”

“What happened after she tried the foods?”



Essential Learning

We want the children to notice that there were a lot of foods that Lola didn’t think she liked, and didn’t want to try, but when she was “adventurous” and tried new things, she did like them.

Tasting Session Protocol

Say:

“We are going to be exploring different foods and going on food adventures. We’re going to explore them in lots of different ways when you are here. Here are some ways that you can explore foods.”

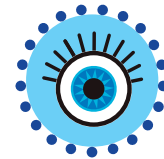


- Hold up each senses icon poster as you talk about them.

Say:

“Looking at the food.”

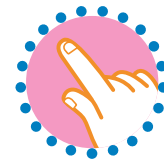
(Demonstrate looking at the broccoli and set icon poster on the table.)



Say:

“Touching the food.”

(Demonstrate touching the broccoli and set icon poster on the table.)



Say:

“Smelling the food.”

(Demonstrate smelling the broccoli and set icon poster on the table.)



Say:

“Listening to the sounds it makes.”

(Demonstrate holding the broccoli up to your ear.)



Say:

“Does it make a sound?”

Does it make a sound when people eat it?”

(Set out icon poster on the table.)

Say:

“Tasting the food.”

(Demonstrate tasting the broccoli and set icon poster on the table.)



- Sanitize children’s hands.

Say:

“When we’re exploring these foods in the ways we talked about, we want to be helpful, not hurtful, because everyone is different and that’s OK.”

- Have the children come up with ideas of what children can say in different situations.

Say:

“What are some things that we can say when we like a food?”

A few examples to give are:

- I like the way that tastes.
- It’s yummy.
- I like it.

Say:

“What would we say when we don’t really like a food that is helpful and not hurtful to other people?”

A few examples to give are:

- I don’t like the way that tastes.
- It’s not my favorite.
- It’s interesting.
- I’m not ready to eat this food, but I liked *(touching, smelling it)*.
- I don’t like this today, but I might tomorrow.

Note to Facilitators:

It is important for facilitators to use terms here that are appropriate for the culture they are working with.

Say:

“Today we’re going to explore this food. Who knows what this food is called?”

- If children don’t guess, announce the food for this day: **broccoli.**



Say:

“Remember, you can explore the broccoli by looking at it, touching it, smelling it, listening to it, or tasting it.”

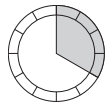


Other Talking Points:

- What does this food look like?
- How does it feel?
- What about the smell?
- What sound does it make when you eat it?
- What does it taste like?

Small Group 2: Internal Cues

(20 minutes)



Essential Learning

We want children to notice how their stomach feels when it is empty and they are hungry. We also want children to use the word *hungry* to describe this feeling.

Say:

“Today we’re going to talk about how our stomachs feel during the day. Let’s think about what **hungry** means.”

“How do you know if you are hungry?”

(Examples: tummy growling, tummy rumbling)

“What does it feel like?”

(Example: “I have a stomachache.”)

“Where can you feel it? Where on your body?”

(If children don’t bring it up have them touch their stomachs.)

“What does your stomach feel like when you are hungry?”



Essential Learning

We want children to notice how their stomach feels when they have eaten too much and they are really full. We also want them to use *really full* to describe this feeling.

Say:

“Let’s think about what **really full** means.”

“How do you know if you are really full or have had too much to eat?” (Examples: stomach hurts, feel tired.)

“What does it feel like?”

“Where can you feel it?”

“How does your body feel when you’re eating?
How does it change?”

“What does it feel like when you’ve eaten too much and you’re really full?”

Storytelling Session with the Dolls

Say:

“I have a few friends here I’d like to introduce to you. They are going to be with us each time.”



Tell the three doll stories.

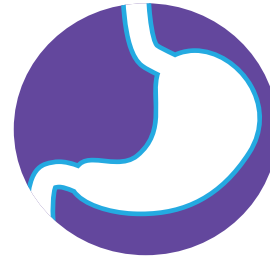
If you'd like, come up with your own culturally appropriate names and families to assign to the dolls. Use the same names each session. You could put a name tag on the dolls or take notes to remember and be consistent with doll names.

Options for back stories:

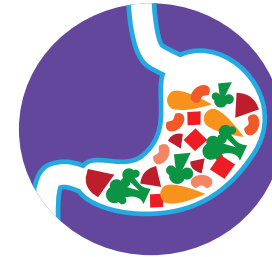
- "This is Maria. She is 4 years old and goes to preschool. She lives with her mom and her dad, her grandmother, and her little sister."
- "This is Dominic. He is 5 years old and goes to preschool. He lives with his mom and his older sister."
- "This is Shanye. She is 5 years old and goes to preschool. She lives with her grandmother and her older brother."
- "This is Miguel. He is 4 years old and goes to preschool. He lives with his mom and his dad."



Show the three stomachs.



hungry



just right



really full

Ask children:

"What do you notice about these stomachs?" (Allow children to touch and feel each stomach. Explain that each stomach has different amounts of food in it.)

Say:

"One stomach is hungry, one stomach is just right, and one is really full."

Assign one doll for each scenario.

Note to Facilitators:

Prior to the first session, facilitators should assign dolls to the scenarios for each session. Make sure to alternate each session how the dolls' stomachs are feeling. For example, Maria should not feel hungry two sessions in a row. Alternate so that the focus is on the stomach, not on the dolls' personalities.





Essential Learning

Children learn to match these phrases (*hungry, just right, and really full*) with situations, feelings, and fullness of their stomachs.

Scenario 1

Say:

“(Name)___ just got home from preschool and didn’t eat very much at lunch today. Her/his stomach is hurting and making rumbling noises. She/he is feeling really tired. Which stomach do you think looks like her/his stomach? The stomach that is “really full” and has too much food in it? Or is it the “hungry” stomach that is empty? Or is it the “just right” stomach that has had enough to eat, but not too much to eat?”

Show children each of the three stomachs and ask them to select which stomach goes with the doll for this scenario.

Remove the stomach from the felt board and place it on the doll. Then put the stomach back on the felt board before starting the next scenario.

Scenario 2

Say:

“(NAME)___ just got done eating dinner with her/his family. Her/his stomach isn’t hurting anymore, and isn’t making rumbling noises. She/he has lots of energy and is ready to play outside! Which stomach do you think looks like her/his stomach? The stomach that

is “really full” and has too much food in it? Or is it the “hungry” stomach that is empty? Or is it the “just right” stomach that has had enough to eat, but not too much to eat?”

Show children each of the three stomachs and ask them to select which stomach goes with the doll for this scenario.

Remove the stomach from the felt board and place it on the doll. Then put the stomach back on the felt board before starting the next scenario.

Scenario 3

Say:

“(Name)___ just got done eating lunch at a family celebration. There were so many of her/his favorite foods that he/she ate too much! Her/his stomach is hurting and does not feel good. She/he is feeling really tired and just wants to go home and take a nap. Which stomach do you think looks like her/his stomach? The stomach that is “really full” and has too much food in it? Or is it the “hungry” stomach that is empty? Or is it the “just right” stomach that has had enough to eat, but not too much to eat?”

Show children each of the three stomachs and ask them to select which stomach goes with the doll for this scenario.

Remove the stomach from the felt board and place it on the doll before continuing.



Children's own stomachs

Say:

“Who knows where their stomach is?”

(Show children where their stomach is by putting your hand on your own stomach.)

Say:

“Can you all put your hand over your stomach like this?”

Say:

“What does your stomach feel like right now?”

Say:

“Is it feeling **hungry** like the stomach that didn't have any food in it?”

Say:

“Is it feeling **just right** like the stomach that had just enough food in it?”

Say:

“Is it feeling **really full** like the stomach that had too much food in it?”



Physical Activity (5 minutes)



Select one physical activity to do for about 5 minutes:

Options:

- Balancing, walking activities
- Scarf activity with children
- Movement songs

Developed by The SEEDS Research Team, Baylor College of Medicine Children's Nutrition Research Center and Washington State University Extension.
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Illustrations: Brian White

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