

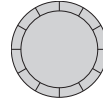


## Lesson Plans – **Child** **Session Two**



## Session 2 – Trying New Things

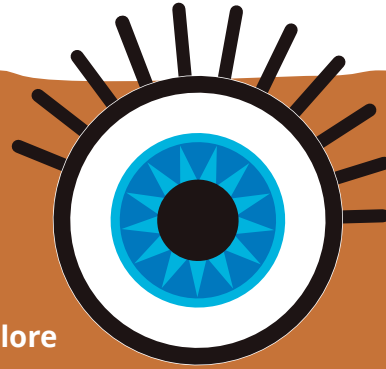
60 minutes



### 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*).

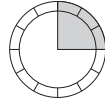


### Materials Needed:

- Name tags
- Book: **My Five Senses** by Margaret Miller
- Senses icon posters (*5x7 icons in clear frames to show children*)
- Senses icon stickers
- Children's food adventure journals
- Crayons
- Marker or pen for facilitator
- Faces stickers (*showing liked, didn't like, or kind of liked*)
- Program food samples (*broccoli*)
- Broccoli photo on poster from Session 1
- Session 2 food samples (*kale*)
- Photo with kale in whole form
- Hand sanitizer
- Napkins for the tasting station
- Magnifying glasses, enough for all children
- Three 18" muslin dolls
- Three felt doll stomachs
- One felt board or place to attach stomachs for display (*if desired*)
- Book: **The Very Hungry Caterpillar** by Eric Carle
- Low-cut, small child's socks (*not long tube socks*)
- Pre-filled individual bags with packing peanuts or cotton stuffing
- Optional:* Make hats or explorer badges (*for those who want to make them*)



## Large Group (15 minutes)



- Gather children and facilitators in a circle.
- Sing and lead group in gathering song used in Session 1.
- Lead group in “Name Game.” Have each person in the circle introduce him or herself by saying,  
“My name is \_\_\_\_\_. A food I want to try is\_\_\_\_\_.”

Read **My Five Senses** by Margaret Miller.



### Essential Learning

We want the children to know that they have five senses to use and that they can use them when they explore new things, including food.

Sample questions or activities:

#### While reading the book:

- After each sense ask the children to name some of the other things that they can explore with that sense.

#### After reading the book:

- What are some of the senses that were used in the book?
- Can you tell us about a time where you used your senses to explore something?
- Bring an unfamiliar item and ask the children how they can explore it using their senses.

## Adventure Story

This is a physically active story that is much like the story *Going on a Bear Hunt*. In this story, children will go on an adventure and gather different kinds of foods.

### Say:

“Today we’re going to go on an adventure. Let’s put on our exploring hat.” *(Put on pretend hat.)*

### Say:

“Let’s walk and see what we find.” *(Walk in place.)*

### Say:

“What do you hear?” *(Suggestions: stomping, footsteps, leaves, voices, laughing)*

### Say:

“I see a tree! What kind of fruit is growing on the tree?” *(Ask children what kind of fruit.)*

### Say:

“Let’s go pick the fruit. Climb the tree.” *(Do climbing motion and pick fruit.)*

### Say:

“How does the fruit feel when you touch it?” *(Suggestions: soft, fuzzy, smooth, squishy.)*



- Say:**  
“How does the fruit smell?” *(Suggestions: sweet, sour, good.)*
- Say:**  
“Put it in your basket.” *(Put fruit in basket.)*
- Say:**  
“Let’s climb back down the tree.” *(climbing motion)*
- Say:**  
“Keep walking and we find a river. Let’s swim across the river.” *(swimming motion)*
- Say:**  
“What do you hear?” *(Suggestions: water splashing, fish jumping, feet kicking.)*
- Say:**  
“I hear a fish jumping. Grab it!” *(Reach up and grab fish.)*
- Say:**  
“Put the fish in your basket.” *(Put the fish in the basket.)*
- Say:**  
“Let’s finish swimming to the other side of the river and climb out.” *(Do swimming motion and climb out.)*
- Say:**  
“How does your body feel after that swim?” *(Suggestions: wet, cold, tired, energized.)*
- Say:**  
“Look! There’s a bush with some berries. Let’s gather the berries and put them in your basket.” *(Pick berries and put them in the basket.)*
- Say:**  
“What an adventure! We found a \_\_\_\_\_, a fish, and some berries! Now let’s see what we can explore next.”

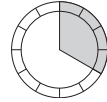
### Note to Facilitators:

All facilitators should go on this adventure with the children, model each motion, and have fun!

Break the children into 2 facilitator-led small groups. Small groups 1 and 2 will be conducted at the same time. 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.



## Small Group 1: Tasting Session (20 minutes)



### Tasting Session Protocol

**Say:**

“Remember last time when we explored different foods by using our senses? We’re going to do the same thing today. We’re going to explore different foods and go on food adventures. We’re going to explore food in lots of different ways when you are here.”

Give each child his or her food adventure journal.

**Say:**

“This book is your food adventure journal. Write your name on the cover of your food adventure journal.”

**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: kale.)*



**Say:**

“We’re also going to explore this food. Do you remember what this is called?” *(If children are unable to remember, say it’s broccoli.)*

When presenting foods each session, present the new food first, followed by the repeated food *(broccoli)*.

**Say:**

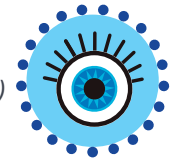
“Remember, you can explore the food by looking at it, touching it, smelling it, listening to it, or tasting it.”

*(Demonstrate and show senses icon posters as you talk about each sense.)*

Hold up each senses sticker as you talk about the different ways to explore foods. Explain that each time the children use one sense to explore the new food, they will put a sticker on the blank page for that session. When they finish exploring, they will have time to draw the food in their journals, too. The journal will be used again each session.

**Say:**

“Looking at the food.” *(Show looking icon.)*



**Say:**

“Touching the food.” *(Show touching icon.)*



**Say:**

“Smelling the food.” *(Show smelling icon.)*



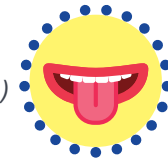
**Say:**

“Listening to the sounds it makes.” *(Show listening icon.)*



**Say:**

“Tasting the food.” *(Show tasting icon.)*



**Say:**

“When you explore different foods you can keep track of the ways that you explore them by putting a sticker in your journal. This will help us remember what we do on our adventures and share them with our families.”

**Say:**

“What are some helpful things to say if you like a food?”

**A few examples to give are:**

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



**Say:**

“What are some helpful things to say if you don't like a food?”

**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.
- Sanitize or wash hands.
  - Present the kale first, followed by the broccoli.



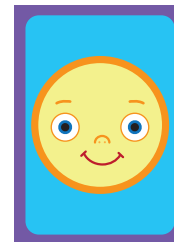
**Say:**

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

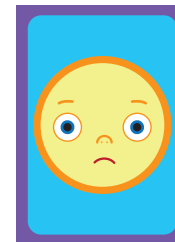
**Other Talking Points:**

- 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?

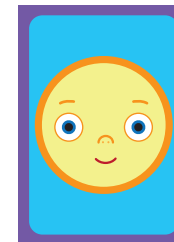
Encourage children to draw the food that they taste. Then have them choose one of three face stickers to record what they thought of the food (*liked the food, didn't like the food, or kind of liked the food*). Also give them the senses stickers to indicate how they explored the food.



Liked the Food



Didn't Like the Food



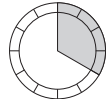
Kind of Liked the Food

Facilitators should also write the name of the food and the date in the children's journals.



## Small Group 2: Internal Cues

(20 minutes)



### Storytelling Session with the Dolls

#### Say:

“Do you remember our friends?”

Repeat the dolls’ names and brief back stories from the previous session and assign different scenarios to the dolls. Use the doll stomachs for each of the 3 scenarios.



#### 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:

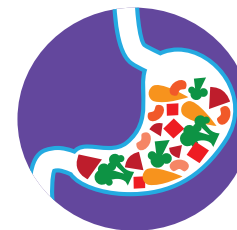
“(NAME)\_\_\_ just got done eating dinner with her/his family. Her/his stomach isn’t hurting anymore, and isn’t making rumbling noises. She/he has lots of energy and is ready to play outside! Which stomach do you think looks like her/his stomach? The stomach that is “really full” and has too much food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

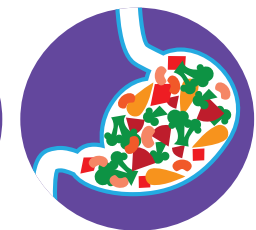
Remove the stomach from the felt board and place it on the doll. Then put the stomach back on the felt board before starting the next scenario.



hungry



Just right



really full



## 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.

## 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:

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

Have children create and stuff sock caterpillars. (The story will be stopped at 3 different points and children will be asked if the caterpillar is hungry, just right, or really full.)



### Essential Learning

We want the children to understand that eating food is important for the caterpillar. We want the children to notice how much food the caterpillar is eating and how its stomach is feeling.



## Say:

“Now, we’re going to read a story about a caterpillar filling his tummy. While we’re reading it, you are each going to have a sock and some foam (or whatever is used for caterpillar food). As the caterpillar eats, you can feed some of the foam to your sock. Every time the caterpillar eats in the story, remember to feed your sock.”

Read **The Very Hungry Caterpillar** by Eric Carle.

## Sample questions:

### During the story ask:

- How do you think the caterpillar is feeling now? (*Ask at 3 different points in the story if the caterpillar’s stomach is feeling hungry, just right or really full.*)

### After the story ask:

- What are some of the foods that the caterpillar ate?
- How would you feel if you ate all of the foods the caterpillar ate?
- What happened after the caterpillar ate all of the foods?

## Physical Activity (5 minutes)



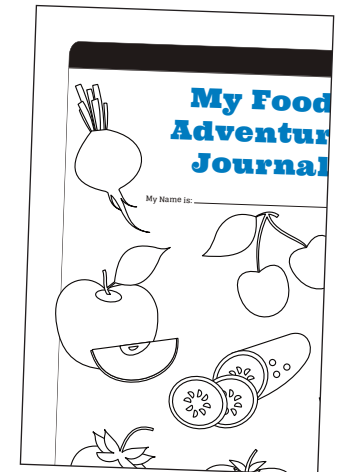
Select one physical activity to do for about 5 minutes:

### Options:

- Balancing, walking activities
- Scarf activity with children
- Movement songs
- “Swat the Fly” or other games

## Independent Activity

- Independent station for exploring foods (*magnifying glass and foods in whole form*)
- Decorate the covers of the food adventure journals. Have crayons available.



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