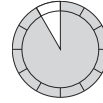




Lesson Plans – **Child**
Session Three



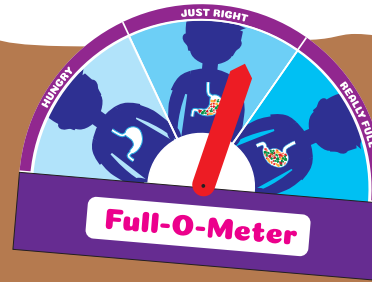
Session 3 — Internal Cues *55 minutes*



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*);
- 5) communicate when they are done eating.

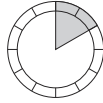


Materials Needed:

- Name tags
- Book: **Too Much Picnic** by Peter Jan Honigsberg
- Senses icon posters (*5x7 icons in clear frames to show children*)
- Children's food adventure journals
- Senses icon stickers
- Faces stickers (*3 different faces — for food adventure journals*)
- Crayons
- Marker or pen for facilitator
- Program food samples (*broccoli*)
- Broccoli photo on poster from Session 1
- Session 3 food samples (*couscous - cooked*)
- Hand sanitizer
- Napkins for the tasting station
- Magnifying glasses, 3 to 4
- Three 18" muslin dolls (*with same names from Session 1*)
- Three felt doll stomachs
- Full-O-Meter with arrow (*use template to create*)
- Book: **The Very Hungry Caterpillar** by Eric Carle
- 1.5- to 2-gallon clear plastic bag (*for caterpillar's stomach*)
- Plastic food
- Coloring sheets with pictures of foods
- Crayons and paper, or other materials, for independent activities



Large Group (10 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 _____. When I’m hungry I feel _____.
When I’m full I feel _____.”

(The purpose of this activity is to get children talking — there are no right or wrong answers.)

Read **Too Much Picnic** by Peter Jan Honigsberg.
(Skip dream section in book.)

Ask children questions about how the mole would be feeling if he ate all of the foods. Focus the discussion on how much food he’s eating and how his body would be feeling.

Physical Activity (5 minutes)



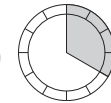
Select one physical activity to do for about 5 minutes:

Options:

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

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.

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.”



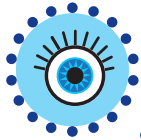
Session Three



Hold up each senses icon poster and demonstrate each sense as you talk about the different ways to explore foods.

Say:

“Looking at the food.”



Say:

“Touching the food.”



Say:

“Smelling the food.”



Say:

“Listening to the sounds it makes.”



Say:

“Tasting the food.”



Say:

“You also have your **food adventure journal** to help you remember what foods we are exploring. You can keep track of the ways that you explore the foods by putting a **senses sticker** in your journal. And, you can put a **face sticker** in your journal to show what you think about the food.”

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 children's hands.
 - Present the new food (couscous) first, followed by the broccoli.

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: couscous.*)



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.*)



Say:

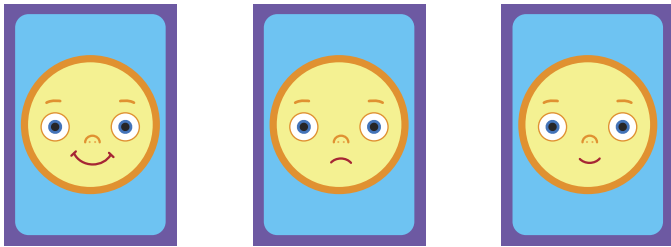
“Remember, you can explore the food by looking at it, touching it, smelling it, listening to it, or tasting it.”



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?

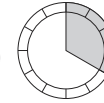
Encourage children to draw the food that they taste. Then have them choose one of three face stickers to record what they thought of the food (*liked the food, didn't like the food, or kind of liked the food*).



Also give the children the senses stickers to indicate how they explored the food. Facilitators can then 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

Show the Full-O-Meter to the children and move the arrow to *hungry, just right, and really full* as you say these words below.

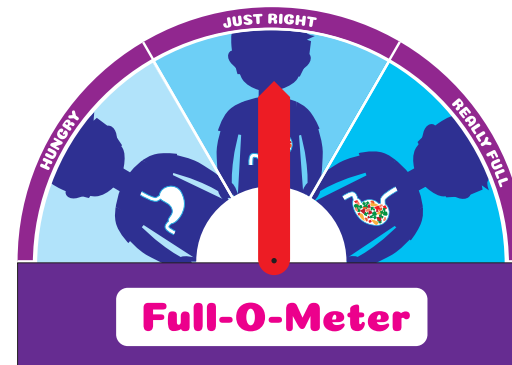
Say:

“Today we’re going to practice using the Full-O-Meter that you saw before. Remember, the Full-O-Meter can show us how our stomachs are feeling. It can show **hungry, just right, or really full.**” (Move the arrow to each word as it’s said.)

Say:

“Do you remember our friends?”

Repeat the dolls’ names and brief back stories from Session 1. Assign different scenarios to the dolls. Use the Full-O-Meter and 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.

Ask:

“Who can show me where this stomach would be on the Full-O-Meter?”

Have children select the right state on the Full-O-Meter by moving the arrow. If they’re incorrect say: “Thank you. That was close, but I think his/her stomach would be _____ because _____.”



Move the arrow to the correct state. 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.



Ask:

“Who can show me where this stomach would be on the Full-O-Meter?”

Have children select the right state on the Full-O-Meter by moving the arrow. If they are incorrect say: “Thank you. That was close, but I think his/her stomach would be _____ because _____.”

Move the arrow to the correct state. Then put the stomach back on the felt board before starting the next scenario.



Scenario 3

Say:

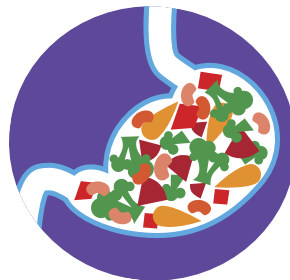
“(NAME)_ _ just got done eating lunch at a family celebration. There were so many of her/his favorite foods that he/she ate too much! Her/his stomach is hurting and does not feel good. She/he is feeling really tired and just wants to go home and take a nap. Which stomach do you think looks like her/his 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.

Ask:

“Who can show me where this stomach would be on the Full-O-Meter?”

Have children select the right state on the Full-O-Meter by moving the arrow. If they're incorrect say: “Thank you. That was close, but I think his/her stomach would be _____ because _____.”



Move arrow to the correct state.

Review the book: *The Very Hungry Caterpillar* by Eric Carle.



Essential Learning

We want children to effectively communicate when they have had enough to eat and to stop eating when they are full.

Say:

“Last time we were together we read a book about a caterpillar. Does anyone remember what happened to the caterpillar?”

Say:

“The caterpillar kept eating and eating until he was really full.”

Take out the clear plastic bag.

Say:

“Let's pretend that this bag is the caterpillar's stomach. Does someone want to hold the stomach? The rest of us are going to gather food and help fill the stomach so we can feed the caterpillar.” *(One child will hold the bag, and the rest of the children will select plastic food to put in the bag.)*

Say:

“Feed the caterpillar.” *(Children begin to put in some food.)*



Say:

“When do you think we should stop putting food in?
What are some things you can say?”

Make sure the following examples are included:

- I’m done.
- I’m not hungry anymore.
- I’ve had enough.

Let the children experience and practice, taking turns to communicate when the stomach is *just right* and the caterpillar should stop eating, and when they should stop filling the stomach (*before the stomach is really full*).

Make sure to use the three vocabulary words: *hungry*, *just right*, and *really full* to describe how the caterpillar is feeling. Move the arrow on the Full-O-Meter throughout the activity and remind children to look at the Full-O-Meter and stop before they get to *really full*. If there’s time, repeat the process and ask someone else to hold the bag while the rest of the children gather food to put in the stomach.

Independent Activity

- Independent station for exploring foods (*magnifying glasses and foods in whole form*)
- Decorate covers of the food adventure journals (*have crayons available*)
- Coloring sheets available with pictures of foods

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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