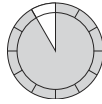




Lesson Plans – **Child** **Session Five**



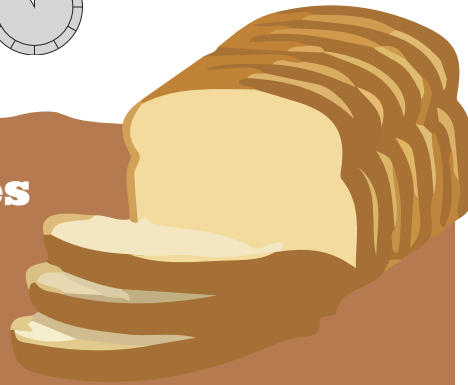
Session 5 *55 minutes*



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.

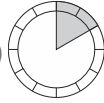


Materials Needed:

- Book: **Feast for 10** by Cathryn Falwell
OR Book: **The Beastly Feast** by Bruce Goldstone
- Plastic food for **Feast for 10** (if using this book)
- Felt board and felt storyboard pieces for **The Beastly Feast** (if using this book)
- Physical activity materials
- Senses icon posters (5x7 icons in clear frames to show children)
- Program food samples (broccoli)
- Session 5 food samples (slices of whole wheat bread)
- Hand sanitizer
- Napkins for the tasting station
- Children's food adventure journals
- Crayons
- Marker or pen for facilitator
- Senses icon stickers
- Faces stickers
- Magnifying glasses, enough for each child
- Three 18" muslin dolls
- Three felt doll stomachs
- Full-O-Meter
- Crayons and paper; coloring sheets with foods; 3-4 magnifying glasses and foods in whole form 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 himself or herself (*including facilitators, starting with facilitator leading activity*), by saying,

“My name is _____. If I was having a family dinner (*if you have chosen to read **Feast for 10***) or family picnic (*if you have chosen to read **The Beastly Feast***) I would bring _____.”

Say:

“Today we’re going to hear a story about going to a family dinner (*or picnic, if reading **The Beastly Feast***) where there are many different kinds of foods.”

- Read **Feast for 10** by Cathryn Falwell. (*or **The Beastly Feast** by Bruce Goldstone*)

Ask:

“Have any of you ever been to a dinner (*or picnic*) with a lot of people?”

Ask:

“What kinds of food do you have at big dinners (*or big picnics*)?”

Ask:

“Do you ever try new foods at big dinners (*or big picnics*)?”

Physical Activity (5 minutes)



Select one physical activity to do for about 5 minutes.

Options include:

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

Break the children into 2 facilitator-led small groups.

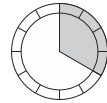
Small groups 1 and 2 will be conducted at the same time. After 20 minutes, the groups will switch (*facilitators will remain at their assigned small group*), so that each child has a chance to participate in each small group activity.

Note to Facilitator:

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 2 small groups of at least 3 children.



Small Group 1: Tasting Session (20 minutes)



Tasting Session Protocol

Say:

“Feasts have many different kinds of food. Today we’re going to explore some foods that might be at a feast. We’re going to explore food in lots of different ways when you are here.”

Hold up each senses icon poster and demonstrate each sense as you talk about 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:

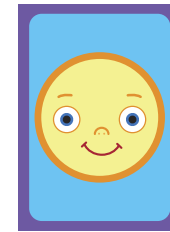
“Tasting the food.”



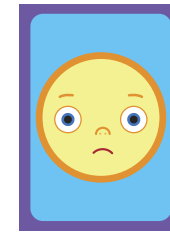
Say:

“You also have your **food adventure journal** again to help you remember what foods we are exploring, what you notice about them, and which foods you like.”

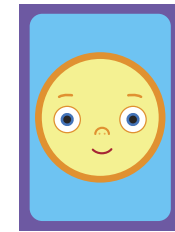
Remind children that each time they use one of their senses to explore the new food, they will put a senses sticker on one page in their journals. Also, remind them about the faces stickers that show whether they liked, didn't like, or kind of liked the new food.



Liked the Food



Didn't Like
the Food



Kind of Liked
the Food

Say:

“What are some helpful things that we can say if you like a food?”

A few examples to give are:

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

Remind the children of helpful words for foods that they don't like.

Say:

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

A few examples to give the children 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 whole wheat bread first, followed by the repeated food — 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: **whole wheat bread**.

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:

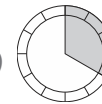
- What does this food look like?
- How does it feel?
- What about the smell?
- What sound does it make when you eat it?
- What does it taste like?

Encourage children to draw the food that they taste. Then have them choose one of the 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. Facilitators can then write the name of the food and the date in the children’s journals.

Small Group 2: Internal Cues

(20 minutes)



Before each session, facilitators should assign the dolls to different scenarios for each week. Make sure to alternate each week how the dolls’ stomachs are feeling. Example: Michael should not feel full two weeks in a row. The object is to focus on the doll’s stomach and how the doll is feeling each week. Use the Full-O-Meter and the doll stomachs for each of the 3 scenarios.

Storytelling Session with the Dolls



Say:

“Do you remember our friends?” (*hold up the 3 dolls*)

Repeat the dolls’ names.

Say:

“Do you remember the Full-O-Meter?” (*hold up the Full-O-Meter*)

Say:

“We’ll be using the Full-O-Meter like we did last time we had storytelling time with our friends.”



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? Is it 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.



hungry

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 and move 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.

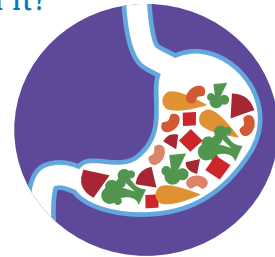
Then put the stomach back on the felt board before starting the next scenario.

Scenario 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? Is it 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. Remove the stomach from the felt board and place it on the doll.



just right

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 and move 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.

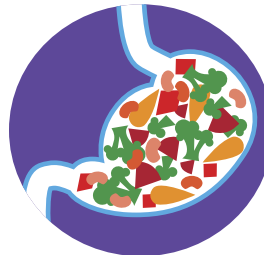


Scenario 3

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



really full

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 and move 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.

Facilitator reads the book again: *Feast for 10* by Cathryn Falwell (or *The Beastly Feast* by Bruce Goldstone)

Have the children reenact the story using plastic food for the book *Feast for 10* or the felt storyboard pieces for *The Beastly Feast* book.

Let children select the plastic food that they would like to put on the table for the story about the big dinner.

Give each child a food to place on the storyboard for the picnic. Have each child take turns adding the food to the felt board.

Each time a child adds food to the table or felt board, check in to see if he or she should stop eating.

Ask:

“How do you think you would feel if you ate all of that food?”

Ask:

“How would your stomach feel if you ate all of these foods?”

Ask:

“How do you know you should stop eating? What does your stomach feel like when you should stop eating? How can you tell your parents or teacher that your stomach is “just right” and you want to stop eating?”



Essential Learning

We want children to practice communicating when they should stop eating, when they no longer feel hungry, and what that feels like. Stress the phrase *just right* to the children and explain that when they feel *just right* is when they should stop eating.



Independent Activity

- Independent station for exploring foods (*magnifying glasses and foods in whole form*)
- Crayons for children to decorate the covers of their food adventure journals or to draw new foods
- 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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