

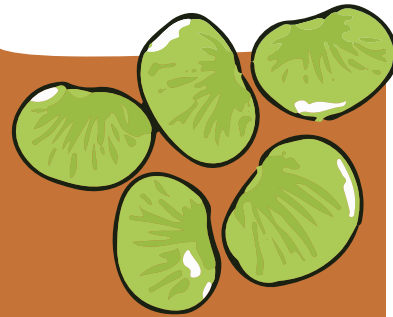
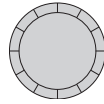


Lesson Plans – **Child** **Session Six**



Session 6

60 minutes



Learning Objectives

Children will be able to:

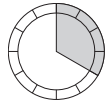
- 1) demonstrate different ways to explore foods** and to talk about food preferences;
- 2) describe food characteristics** using target vocabulary;
- 3) describe what they think about different foods**, and the experience of trying/exploring new foods;
- 4) describe how they know that they are hungry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

Materials Needed:

- Senses icon posters (*5x7 icons in clear frames to show children*)
- Children's food adventure journals
- Crayons
- Marker or pen for facilitator
- Senses icon stickers
- Faces stickers
- Program food samples (*broccoli*)
- Session 6 food samples (*lima beans*)
- Hand sanitizer
- Napkins for the tasting station
- Three 18" muslin dolls
- Three felt doll stomachs
- (4) illustrations for "Too Much" activity (*use the larger templates to print out and laminate, if desired, these images: bathtub; mug of milk; toy box; clown car*)
- Bucket, or other shallow container, to catch water from bag
- Resealable plastic bag
- Funnel, if desired
- Pitcher full of water
- Absorbent towels
- Full-O-Meters for the small group activity
- Crayons and paper; coloring sheets with foods; 3-4 magnifying glasses and foods in whole form for independent activities



Large Group (20 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 _____. When I’m really full and have eaten too much I feel _____.”

Note to Facilitator:

For this session, the storytelling with the dolls will be done in the large group before breaking into the 2 smaller groups for the tasting session and the “Too Much” activity. In the storytelling session with the dolls you’ll be adding a movement activity after the children identify whether the doll is *hungry, just right* or *really full*. This physical activity exaggerates movements to help children think about how food is fuel for their bodies.

Say things like:

“Like fuel for a car makes it go, food is fuel for your body and helps give you energy to go and do fun things, too!”

“Our bodies move differently depending upon the food we eat.”

Use the dolls to help children start thinking about how they would move when they didn’t have enough to eat, had just enough, and had too much.

Storytelling Session with the Dolls

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: Robert should not feel really 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 dolls’ stomachs for each of the 3 scenarios.

Say:

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

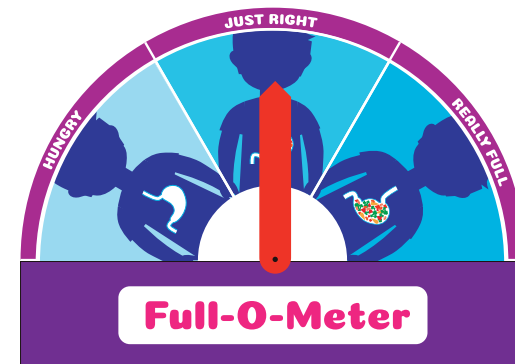
Repeat the dolls’ names.

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.”

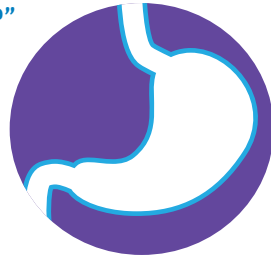


Scenario 1

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

Hold up doll and say:

“How would *(name of doll)* _____ move if he/she was trying to run and hadn’t had enough to eat? Can everyone stand up and show us how _____ would move?”

Facilitator should participate and lead by showing an example of a very slow, tired motion of trying to run in place *(or other physical motion)*. Co-facilitators should also participate. Lead the group by demonstrating the movement and have the children make the movement together.

Hold up Full-O-Meter and 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 for this scenario. Remove the stomach from the felt board and place it on the doll.



just right



Hold up doll and say:

“How would *(name of doll)* _____ run if he/she had enough to eat and his/her stomach was just right, but not really full? Can everyone show how _____ would move?”

Facilitator should participate and lead by showing an example of running in place *(or other physical motion)* with lots of energy.

Hold up the Full-O-Meter and 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 for this scenario. Remove the stomach from the felt board and place it on the doll.



really full

Hold up doll and say:

“How would *(name of doll)* _____ run if he/she had too much to eat? Can everyone show how _____ would move?”

Facilitator should participate and lead by showing an example of a very slow, tired motion of running in place *(or other physical motion)*.

Hold up the Full-O-Meter and 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.

Say:

“Food is just like fuel for a car. If we have enough food in our stomachs we have energy to play! If we’re hungry, we might have stomachs that are rumbling and feel really weak and tired like we can’t move very fast. If we have too much, we might feel sick and have a stomachache. If we have just enough, we have lots of energy to play!”



Say:

“Let’s keep practicing!”

Say:

“How would you move if you were trying to hop and you were “hungry” and didn’t have enough food in your stomach?”

Say:

“How would you move if you were trying to hop and you were “just right” and had eaten just enough so you weren’t hungry anymore?”

Say:

“How would you move if you were trying to hop and you were “really full” and had too much to eat and too much food in your stomach?”

Note to Facilitator:

Repeat with other movements and vary the amounts of food to illustrate the idea of what food can do to your body. Use the target vocabulary words for internal cues: hungry, just right, and really full. Some examples of movements include: running, hopping, jumping, touching toes, and dancing.

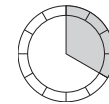
Break children into 2 facilitator-led small groups. Small groups 1 and 2 will be conducted at the same time. After 20 minutes, the groups will switch (facilitators will remain in their assigned small group) so that every child has a chance to participate in each small group.

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:

“Today we’re going to explore some new foods. We explore food in lots of different ways when you are here.”

Hold up each senses icon poster and demonstrate each sense.

Say:

“Looking at the food.”



Say:

“Touching the food.”



Say:

“Smelling the food.”



Say:

“Listening to the sounds it makes.”



Say:

“Tasting the food.”



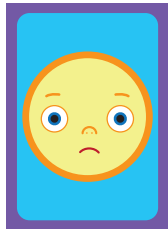
Say:

“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.

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 lima beans 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: **lima beans**.

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:

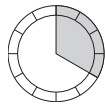
- What does this food look like?
- How does it feel?
- What about the smell?
- What sound does it make when you eat it?
- What does it taste like?



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)



“Too Much” Activity

Say:

“Today we're going to talk about “too much” and what can happen when you have too much. We're going to start by doing an experiment.”

Set up an experiment to show what will happen when too much is added to a resealable plastic bag. Place a bucket (*or shallow container*) underneath the bag to capture what spills outside of the bag. As you add water to the bag, begin a discussion with the children about what can happen if more and more water is added.

Say:

“We're going to pretend this bag is a stomach. Adding water to the bag is like adding food to a stomach. Let's see what happens.”

Add water a little bit at a time to the bag. Point out that the bag is getting bigger every time you add more water.

When the bag is about half full of water, ask children:

“Should I keep adding water?”

Point out that the bag is like the doll's *just right* stomach.

Say:

“What do you think will happen if we put too much water in the bag? Let's see what will happen.”

Continue to add water. To add drama and fun, stop occasionally and ask children if you should continue. Add water until the bag overflows.

Say:

“Now we're going to talk more about what could happen if you have too much of something.”

Discussion about “Too Much”

Have the children imagine what each scenario would look like and then show each “too much” visual.

Say:

“What would happen if you have too much water in a bathtub?”

Have children think about and share what they think would happen. (*Show illustration of overflowing bathtub.*)



Say:

“What would happen if you have too much milk in a cup?”

Have children think about and share what they think would happen. (Show illustration of mug overflowing with milk.)



Say:

“What would happen if you have too many toys in a toy box?”

Have children think about and share what they think would happen. (Show illustration of toy box overflowing with toys.)



Say:

“What would happen if you have too many people in a car?”

Have children think about and share what they think would happen. (Show illustration of clown car stuffed with clowns and a dog.)



Note to Facilitator:

If you'd like to find and use different visual examples for “Too Much,” here are some more suggestions:

“What would happen if you have too much stuff in your backpack?”

“What would happen if you have too many clothes in a drawer?”

“What would happen if you have too much noise?”

“What would happen if you have too much air in a balloon?”

Bring it back to large group activity

Say:

“When we were running, and we had too much food, how did we feel?”

Say:

“How do we make sure our stomach doesn't have too much?”

Say:

“We need to pay attention to when our stomach feels just right.”

Say:

“What are some things that we can say when we have had enough?”

Make sure the following examples are included:

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

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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Illustrations: Brian White

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