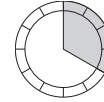


## Lesson Plans – **Family** **Session Three**



## Session 3 — Full-O-Meter Activity (20 minutes)



### Materials Needed:

- Knotted rope from Family Session 1 to form a circle
- 3 dolls and 3 stomachs (used in the Child Sessions)
- Full-O-Meters (made from templates) for each family

### Say:

“Now, let’s please have the children who are going to child care follow (the child care educators/teachers or names of teachers) to the other room.”

### Then say to the others in the room:

“Parents and preschool children, let’s come make our circle.”

Use the rope that has been tied to the correct size in the first session.

Sing family session gathering song.

## Full-O-Meter Activity

### Say:

“Today we have something for each of you that we are going to use in both the parent and child sessions, and that you can take with you to use at home. This is the Full-O-Meter. It can help you show how your stomach is feeling and help us stop eating when we’ve had enough to eat. Parents, you can use this as a tool for

communicating about how your child’s stomach is feeling. Please keep these Full-O-Meters with you, parents, and we’ll work with these more in your session.”

Show the Full-O-Meter to the parents and 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. It can show hungry, just right, or really full.” (Move the arrow to each word as it’s said.)

### Say:

“Children, do you remember our friends?”

Facilitator takes out the 3 dolls and 3 stomachs (*hungry*, *just right* and *really full*) to show the parents and children.

Repeat the dolls’ names from Child Session 1. Use a different scenario for each of the dolls. Use the Full-O-Meter and doll stomachs for each of the 3 scenarios.



### Say:

“Parents, here is your chance to help your child learn to use the Full-O-Meter.”



## 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.

**Say:**

“Parents, now show your child where this stomach would be on the Full-O-Meter.”

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 any more 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.

**Say:**

“Parents, now show your child where this stomach would be on the Full-O-Meter.”

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, 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.

**Say:**

“Parents, now show your child where this stomach would be on the Full-O-Meter.”

## Circle Up

Family Closing Transition to Child and Parent Sessions

Facilitator invites the families to come together in a circle.

**Say:**

“Let’s have everyone join the circle again. Grab on to a part of the rope.”

The facilitator who leads this activity checks visually that everyone is attached to the circle.

**Say:**

“We’re all going to work together in this class. Let’s practice that right now by pulling the line until it is tight and makes a lovely circle. When we keep our circle like this we are all contributing.”

**Say:**

“Today the children are going to try another new food, and play a game using the Full-O-Meters. They’re also going to read a story about a picnic.”

**Say:**

“Let’s say goodbye until the end of the class.”

Children will then leave for their session with the child facilitators.

Allow the tension on the line to relax. At this point, ask the parents to put the line on the floor at their feet. They step out, go to their class, and the parent leader gathers the line and stows it for the following session.



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

Copyright © 2020 Baylor College of Medicine

