

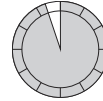
Lesson Plans – **Parent**

## **Session Three**

Internal Cues

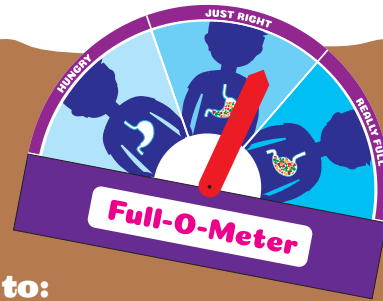


## Session 3 — Internal Cues *57 minutes*



### Learning Objectives

*Facilitator: These are for your preparation.  
Do not read to parents.*



### Parents/Caregivers will work to:

- 1) identify cues that signal when they are hungry or full;
- 2) pay attention to their hunger and fullness cues;
- 3) understand what causes children to ignore or follow their hunger and fullness cues;
- 4) learn parents' and children's roles at mealtimes;
- 5) understand why it's sometimes hard for parents to trust their children's cues.

### Learning SEEDS

- Children can learn to recognize their hunger and fullness cues and to pay attention to them.
- With our help, even young children can recognize and respond to their internal cues of hunger and fullness.
- Adults and children have different roles at meals and snack times.

### Materials Needed:

- Attendance sheet
- Flip chart and stand
- Parent goals poster
- Markers
- Large Full-O-Meter poster
- Full-O-Meters with moveable arrows made from templates for Activity 3.3 (*have one for each family*)
- Video 5: "Listening to Our Cues"; Video 6: "Parent and Child Roles"
- Computer and projector
- Sticky note pads for tables
- Pens
- Parent and Child Roles* handouts for Activity 3.4
- Poster on parent and child roles for Activity 3.5
- Signs attached to wooden (*Popsicle*®) sticks that read *Child and Parent* for Activity 3.5 (*Prepare enough so each participant has one of each.*)
- Things to Try at Home* cards for Session 3



### Welcome Back and Ground Rules (5 minutes)



Welcome parents and caregivers back to the program.

Make sure the ground rules are posted and that they are reviewed briefly at the outset.

### Check In About Last Session's Lesson (5 minutes)

**Say:**

“Last session we talked about trying new foods and then we actually tried a new or unfamiliar food where you were able to use several of your senses to explore the food. We watched a video that helped us understand that it may take several attempts of introducing a new food before your child accepts the new food. Then we reviewed **Observe, Talk, Try** for our *Things to Try at Home* activity.”

**Note to Facilitator:** Be sure that everyone has a chance to share. This is also an opportunity to bring back any questions and/or answers that you took away from the previous session.

**Say:**

“What were some of the things that you tried at home?”

**Say:**

“How did it go?”

**Say:**

“What did you notice?”

**Say:**

“How did it work for your family?”

**Say:**

“Here is our goals poster for today.”

Display goals poster and read to parents.

**Say:**

“Today we will work together to:

- describe hunger and fullness in words and how our bodies feel when we are hungry or full;
- describe the signals that our children give us when they are hungry or full and how we can recognize those at mealtime;
- understand the role of the parent and the role of the child at mealtime and snack time; and
- recognize when, where, and why it can be hard to notice and satisfy our children's signals of hunger and fullness.”

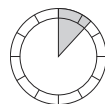


**Say:**

“As you can see from our goals poster, we’ll be working on how to recognize and honor our internal cues. We will practice using the Full-O-Meter that we used during our family activity today with your children. Each of you can take one home to use. The children will also be practicing how to use the Full-O-Meter in their session today.”

**Anchor**

**Activity 3.1 Discussion** (7 minutes)



**Note to Facilitator:** Post the Full-O-Meter poster on the wall at the start of this session. Do not talk about it yet, but have it there as a visual. Parents will have seen the template in the opening family session.

**Say:**

“Today, we’re going to talk about hunger and fullness. Turn to your partner and describe the last time that you waited longer than usual to eat. What are some words that describe how you were feeling by the time you actually started to eat?”

Give participants about two minutes to share.

**Say:**

“What are some words you came up with?”

Write responses on a flip chart page in front of the room.

**Say:**

“Now think about a time when you ate much more than usual. Can you come up with words to describe how you felt then?”

Write responses on a second flip chart page in front of the room.

Create a third flip chart page with a line down the center. Use for the next 2 questions.

**Say:**

“What are some words or actions that your family may use to show that they are **hungry**? Please call these out.”

**Say:**

“And, what are some words or actions that your family may use to show that they are **really full**? Call these out.”

**Note to Facilitator:** If you have a word for the two extremes (*very hungry or very full*) that are not already listed, please share those and add them to the list after the parents and caregivers have all shared. Be sure to pause at the beginning and/or in between to give the group time to think. Counting to 5 before you move on, or before you share your own ideas, is a good practice when leading a group. You may want to do your own brainstorm and come up with some words (just in case they’re needed) to prepare for this session ahead of time.



**Say:**

“Now, we’re going to explore words that describe the feelings in between being **very hungry** and **very full**. I invite you to think of the words that you use and call them out.”

**Note to Facilitator:** Parents may have trouble generating such words. If they do, say “This question is a little harder than the others” and give them sufficient time to come up with answers. If they can’t come up with any, be ready to provide one or two of your own. “Satisfied” is a good answer for this question.

Write responses on a fourth flip chart page in front of the room.

**Activity 3.2** (5 minutes)



**Say:**

“Let’s look at all the words we’ve listed. What do these words mean to you, and can you talk about how they are different from each other?” (Wait at least 5 seconds for responses to begin.)

**Say:**

“These words help us to describe how we are feeling before, during, and after we eat. What questions do you have about these words?”

**Say:**

Let’s use our word lists to decide where we think the words belong on the Full-O-Meter.”

Select 6 to 8 words that represent the range from *very hungry* to *very full*. Write the words on sticky notes and place them in the appropriate place on the Full-O-Meter poster. Ask for a volunteer or 2 to point as the group decides on where the words belong.

**Say:**

“Notice we have many words to describe the **hungry side**, and many words to describe the **really full side**, but there are not many words to describe how we feel when we’ve eaten just the right amount of food. Stopping when we have had enough to eat is the healthy way to eat, but we have few words to describe this.”

When you have finished, praise the group for their clear thinking about fullness and hunger.

**Say:**

“You did a great job coming up with the words to describe how we feel when we eat.”

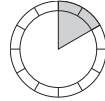
**Add**

**Say:**

“Most of us are born with cues in our bodies that tell us how we’re feeling when we’re hungry, and how we’re feeling when we’ve eaten just the right amount of food. Knowing when we’ve had just the right amount helps us stop eating before we’re too full. Most babies recognize when they’ve eaten enough. Children usually have and recognize these feelings throughout their preschool years.”



### Activity 3.3 Discussion and Video (10 minutes)



#### Say:

“Let’s see some examples of parents and children eating. Think about whether the parent takes their child’s fullness cues into account.”

#### Start Video (Running Time: 3 min. 44 sec.)

##### [Video #5: “Listening to Our Cues”]

Short introduction to the concept of children’s internal hunger and fullness cues, followed by 3 mother-child interaction examples for discussion.

**Note to Facilitator:** Pause the video after each example to discuss the questions that appear on the screen. Facilitate discussion of issues raised in the questions for each example and then go on to the next one.

Pass out a Full-O-Meter to the parents/caregivers and invite them to use them at home before the next session to explore fullness and hunger cues with their families.

#### Say:

“Use the Full-O -Meter as a tool with your family. I invite you to use it during mealtimes before our next session. See if you can use it to track your feelings of hunger and fullness during the meal and to help you recognize when you’ve had enough to eat.”

### Activity 3.4 (5 minutes)



Give each parent/caregiver the handout *Parent and Child Roles*. Read aloud the roles of the adult and the child.

#### Facilitator read aloud:

##### “Parent roles:

Parents are responsible for **offering healthy foods**.

Parents decide **where** children eat.

Parents decide **when** food is offered by setting mealtimes and snack times.

Parents understand **portions** for children and teach their children how to serve themselves **child-size portions**.”

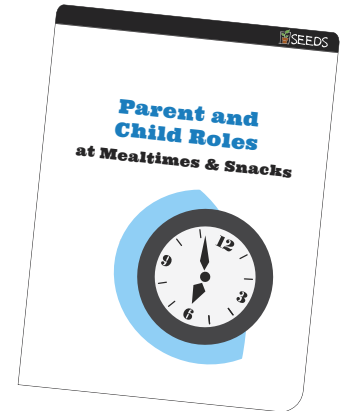
#### Facilitator read aloud:

##### “Child roles:

Children decide **if** they are hungry and **if** they want to eat.

Children decide **which healthy foods** served by their parents they want to eat.

Children decide **how much** they eat by paying attention to their fullness cues.”



**Say:**

“These are the roles that preschool children can handle within structured mealtimes set up by adults.”

**Ask:**

“How would these roles work with your family?”

**Say:**

“Let’s see what some other parents say about the roles of parents and children.”

**Say:**

“Use the handout as your guide to the scenes we will see in our video.”

**Start Video** (Running Time: 3 min. 38 sec.)

[Video #6: **“Parent and Child Roles”**]

Introduction to and discussion of parent and child roles.

**Apply****Activity 3.5** (8 minutes)

**Note to Facilitator:** Put up the poster that has the *Parent and Child Roles* on it. On a flip chart page draw a line down the center of the page. Write and underline the words *Parent's Roles* on one side of the line, and add the words *WHAT, WHERE, WHEN,* and *PORTION SERVED.* Write and underline the words *Child's Roles* on the other side of the line, and add the words *IF, WHICH, HOW MUCH.*

Hand out the Popsicle® stick signs to participants with *Parent* and *Child* on them.

**Say:**

“I’m going to read you some statements and I want you to hold up the sign that you think represents whose mealtime role the statement is about. If you think it is both the parent’s and the child’s role, hold up both signs.”

Read the following statements slowly, and possibly repeat the statement, to make sure everyone understands. Begin by asking: “Is this the role of the parent or the child?”



If parents/caregivers haven't raised their signs yet after you have read a statement below, make sure to say: "Please raise your signs."

**Say:**

"Determining how much food the child should eat."

(Answer: IF/HOW MUCH — Child)

**Say:**

"Three to four food groups should be placed on the plate."

(Answer: WHAT — Parents)

**Say:**

"Determining the time for lunch today."

(Answer: WHEN — Parents)

**Say:**

"A good starting place for serving sizes for most 3 year olds is about 3 level tablespoons."

(Answer: PORTION SERVED — can be Parent and Child since parent will teach appropriate serving sizes to children)

**Say:**

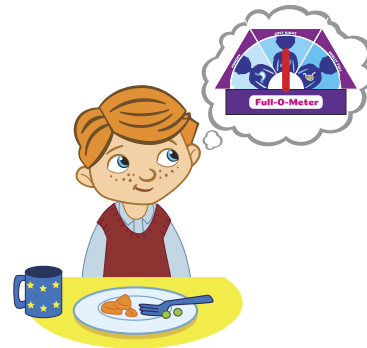
"Decide in which room snacks will be eaten after school."

(Answer: WHERE — Parents)

**Say:**

"Decide which foods to eat on the plate."

(Answer: WHICH — Child)



**Say:**

"Determining the variety of foods eaten during the day."

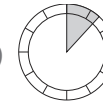
(Answer: WHAT and IF — can be Parent and Child)

**Say:**

"Limiting sugary snacks and sweets."

(Answer: WHAT — Parents)

**Discussion** (7 minutes)



After asking each discussion question below, wait for parents to think about their responses.

**Say:**

"Let's talk about what you think about the roles of parents and children during mealtime."

Point out each role on the handout that you used previously and read through each role again.



**Say:**

"What do you think of trying these roles at home?"

**Say:**

"What do you think some challenges would be?"

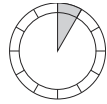
**Say:**

"How do you think you could deal with or resolve these challenges?"



## Away

**Assignment** (5 minutes)



**Say:**

“We have talked about internal cues and how we know whether or not we are hungry (or full), and how we can use these feelings to guide our eating. Try using the Full-O-Meter at home.”

**Say:**

“Here’s one way you can try using the Full-O-Meter.

**THE FIRST STEP:** Before the meal begins, talk about what it means to feel hungry and what it feels like when you have eaten enough that you are no longer feeling hungry. Then, have family members put their hand over their stomach, close their eyes, and decide how hungry they are using these words **hungry**, **just right**, and **really full**.”

**Say:**

**THE SECOND STEP:** Then, about halfway through the meal, repeat this and have all family members say again how hungry they are and to notice the difference between when they started and how they feel now. These feelings should guide whether or not someone keeps eating.”



**Say:**

**THE THIRD STEP:** Repeat one more time after the meal is over. See whether you need to change the words to a **little too full**, **really full**, or **stuffed**. If someone in the family says he or she is a little too full or more, then think and talk about ways that you could change your eating to avoid getting too full.”

**Say:**

“Let’s try the first step together here in class. Everyone put your hand over your stomach, close your eyes, and decide how hungry you are using words like **hungry**, **just right**, or **really full**.”

**Say:**

“This is one thing that you can try before our next session.”



**Say:**

“Here are some other examples to help you start thinking about which action you would like to choose.”

**Say:**

- 1 **Observe:** I will observe the signs of hunger and fullness that my child shows throughout the day.”
- 2 **Talk:** I will talk to my child about how he or she is feeling at the beginning, middle, or end of a meal.”
- 3 **Try:** I will try ending the meal when my child says he or she is full and seeing what he or she does between the end of the meal and the next eating time.”

**Say:**

“Choose one of these or come up with an idea of your own. Then circle **Observe, Talk, or Try** on the card and write down what you plan to do before the next session.”

**Say:**

“On the other side of this card is a reminder of some of the things that we learned today. These will help you as you feed your child during the time before our next session..”

Read the Learning SEEDS out loud.

**Say:**

“Learning SEEDS:

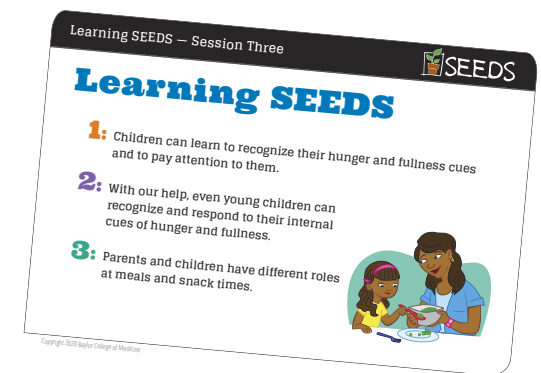
- 1 Children can learn to recognize their hunger and fullness cues and to pay attention to them.
- 2 With our help, even young children can recognize and respond to their internal cues of hunger and fullness.
- 3 Parents and children have different roles at meals and snack times.”

**Say:**

“Take the *Parent and Child Roles* handout home to use with your family. See how it goes and talk about it with your family. Think about what worked and what didn’t work. If there was a challenge, what do you think you would do differently the next time you used these ideas?”

**Say:**

“Remember to post your cards with your refrigerator magnet at home. Also, use the cards as a reminder of some of the strategies that we discussed today and the plans you made to try your **Observe, Talk, Try** idea at home. During the **CHECK IN** at our next session, we’ll be talking about how your *Things to Try at Home* activity went and what you learned about you, your child, or your family.”



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Illustration: Brian White

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