

SESSION 7

Topic: Am I Hungry, Just Right or Too Full?

Objective: Children will gain an understanding of hunger and fullness. Children will be able to describe sensations of hunger and fullness.

Key Concepts: Understanding hunger and fullness helps children know when to eat to avoid hunger and when not to eat to avoid overeating. Sometimes, much like children, plants show signs of being overwatered or not having enough water. Plants may become dry and wilted if they are not receiving enough water, but receiving too much water can also threaten the health of the plant.

Materials Needed

- “Awesome Appetites” game instructions
- Small pictures of fruits, vegetables, whole grains, low fat dairy
- Picture of empty body
- Tummy dolls
- “Guess which Tummy” game instructions
- Pictures of “too full, just right, and hungry” meals
- Tummy Mindfulness and Experiential Eating protocol
- Fruit, vegetables, and napkins for tasting
- Watering cans
- “Seedling Song” lyrics
- “Slug or Hopper” game instructions
- Measuring tape
- Session 7 discussion card

Diet or Physical Activity Guideline or Recommendation

Dietary Guidelines for Americans, 2010 (USDA): <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>

Vegetable Health Benefits and Nutrients (USDA MyPlate):
<http://www.choosemyplate.gov/printpages/MyPlateFoodGroups/Vegetables/food-groups.vegetables-why.pdf>

NAEYC Recommendations Satisfied

Curriculum 2.A.03, Curriculum 2.A.08, Curriculum 2.A.10, Curriculum 2.A.11, Curriculum 2.A.12, Curriculum 2.B.05, Curriculum 2.C.03, Curriculum 2.C.04, Curriculum 2.D.02, Curriculum 2.D.03, Curriculum 2.D.07, Curriculum 2.F.03, Curriculum 2.G.02, Curriculum 2.G.06, Curriculum 2.G.08, Curriculum 2.K.01, Health Standard 5.A.06

Review [10 minutes—game]

- **Game:** To review concepts of hunger and fullness from the previous session, the teacher reviews the game called “Awesome Appetites.”

Classroom Activity [20 minutes—game]

- **Game:** For some extra activity, the teacher leads the children in a game called “Guess which Tummy” that helps them think about hunger and fullness.
 - Three posters are set up around the playground. One poster has a picture of a tummy that has just enough food in it, one poster has a picture of a tummy that has too much food in it, and one poster has a picture of a tummy that has too little food in it.
 - The teacher stands in the middle of the playground, shows the children a picture of the “too full” meal, and tells the children, “I had too much to eat for breakfast, I had two eggs, toast, an orange, and some berries. I feel too full, what does my tummy look like?”
 - The children are then instructed to run to the poster that has the too full tummy with too much food in it.
 - The teacher repeats this exercise using several more phrases, showing the meal pictures.

Mindful Eating [15 minutes—tummy mindfulness, experiential eating]

- **Tummy Mindfulness and Experiential Eating Protocol:**
 - Direct children to wash their hands before their taste testing.
 - Food should be served to the children with gloved hands.
 - After washing their hands, the children are presented with fruits and vegetables from the garden (or grocery store if needed) to sample. Images of a body with an empty belly, full belly, and half full belly will be available for the children to compare. The teacher describes the feelings of hunger and fullness to the children to increase their understanding of these concepts.
 - Before sampling the fruits and vegetables, the teacher asks the children if they are too full, just right, or hungry by asking them to point to the appropriate images.
 - The teacher then calls on a few children and asks them to describe what hunger or fullness feels like. The teacher tells the children that if they are not hungry then they should only take a small taste and a bigger taste if they are hungry.
 - After sampling the fruits and vegetables, the teacher asks the children if they are too full, just right, or hungry (point to the images).

***While the children are tasting, encourage positive conversation by making statements and asking questions that prompt the children to identify the color, smell, taste, and texture of the fruit or vegetable they are tasting, the sounds they make when they bite and chew, and what do they feel happening inside their mouths while they are chewing. Avoid statements that are coercive, like “just take a polite taste,” or “everyone has to try it.”**

For example:

“What **sound** was made when you chewed the celery? What do you feel happening inside your mouth while you chew? [*That celery was really crunchy and juicy.*]”

“How does the tomato **taste**?”

“What does the bell pepper **smell** like?”

“What does the cucumber feel like in your **hand**? [*It’s nice and cool.*]”

“What **color** are the strawberries that we are tasting?”

Garden Activity [20 minutes—garden maintenance, song, garden exploration, game]

- **Garden Maintenance and Song:** The teacher leads the children outdoors to water the garden. Once finished, the students set their water cans down. Encourage students to sing the “Seedling Song” while they water.
- **Garden Exploration:** Using real fruits and vegetables, the teacher brings the children around the garden and shows the children the fruits and vegetables that are growing in the garden. Children are encouraged to identify the fruit or vegetable, its color, its shape, how it feels (i.e. smooth, fuzzy, etc.), what stage of the life cycle, what it needs to grow, and whether it is ready for harvesting.
- The teacher measures the lima bean so that we can continue to chart its growth. Ask children questions about if the plant looks hungry or thirsty, or if it looks like it is healthy and strong.
- **Game:** In order to review concepts of hunger and fullness, the teacher leads the children in a game of “Slug or Hopper.”
 - The children stand up and the teacher shows the picture of the “too full” meal and says, “For dinner I had a glass of milk, a large piece of toast, and I ate all of my spaghetti. I feel too full to move my body. Do I feel like a slug or a hopper?”
 - The teacher guides the children to give the right answer and then instructs them to move around the room or playground like a slug.
 - The teacher then gives the children another scenario showing the picture of the “just right” meal, “For snack I had an apple, two crackers, and some milk. I feel just right and have enough energy to move my body. Do I feel like a slug or a hopper?” Once again the teacher guides the children to the right answer and then instructs the children to move around the room or playground like a hopper.
 - The teacher leads the children through a few more scenarios.

Wrap Up/Review [10 minutes—song, discussion]

- **Song:** The **teacher** leads the children in the “Seedling Song.”
- **Discussion 7a:** The teacher asks the children questions to review the concepts of hunger and fullness. For example:

- “What happens if you have too much food, how do you feel?”
- “What happens if you have too little food, how do you feel?”
- “What happens if a plant has too much water?”