

## SESSION 8

**Topic:** Eating to Make my Body Strong!

**Objective:** Children will be able to describe the importance of consuming a variety of fruits and vegetables for their growth and development.

**Key Concepts:** Consuming a variety of fruits and vegetables provides many/most of the essential nutrients for healthy growth and development in children. Similar to children, there are a variety of nutrients provided by the soil, sunshine, and water that plants need in order to grow and develop.

### Materials Needed

- “Slug or Hopper” game instructions
- Pictures of “too full, just right, and hungry” meals
- Session 8 discussion card
- “Awesome Appetites” game instructions
- Small pictures of fruits, vegetables, whole grains, low fat dairy
- Picture of empty body
- Tummy Mindfulness and Experiential Eating protocol
- Fruit, vegetables, and napkins for tasting
- Tummy dolls
- Watering cans
- “Seedling Song” lyrics
- “Follow the Leader” game instructions
- “Head, Shoulders, Knees, and Toes” song lyrics
- Measuring tape

### 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:** In order to review concepts of hunger and fullness, the teacher leads the children in a game of “Slug or Hopper.”

### Classroom Activity [15 minutes—discussion, game]

- **Discussion 8a:** The teacher starts this session by telling the children that eating a variety of fruits and vegetables are important for making our bodies grow strong. The children are asked to name some fruits and vegetables.
- **Game:** In order to further emphasize this concept, the children participate in the “Awesome Appetites” game.

### 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?”

**\*While the children are tasting, encourage positive conversation by making statements and asking questions that prompt the children to identify the color, taste, and texture of the fruit or vegetable that they 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 the children what nutrients the lima bean needs.
- **Game:** In order to emphasize the importance of fruits and vegetables for growing healthy and strong, the teacher leads the students in a game of “Follow the Leader.”

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

- **Song:** In order to emphasize the importance of eating a variety of fruits and vegetables to have a strong body the teacher asks the children to stand in a circle and leads the children in the “Head, Shoulders, Knees, and Toes” song.
- **Discussion 8b:** The teacher reviews the concepts of the session by asking the children questions:
  - “Where do plants get nutrients from?”
  - “Where do you get nutrients from?”