



LiveWell Kids Nutrition

Grade: 2nd

Module 1: Mindful Eating Behaviors

Length of Lesson: 30 minutes

Objectives

Module Objectives:

- Increase knowledge of mindful eating behaviors.
- Increase practice of mindful behaviors.
- Increase participation in mindful tasting activities.

Grade Level Learning Objectives:

- Identify body signals for hunger and fullness.

Lesson Materials and Preparation – 20 minutes

- Chime
- Visual Aid: “The Hunger Gauge”

Preparation:

- ✓ Ask your teacher to have students sitting at their desks before starting the lesson. All activities can be done with the students at their desks.
- ✓ Let your teacher know you would like support with classroom management prior to the lesson.
- ✓ Ask your teacher what cues or words they use to get the student’s attention. Use these to get the students’ attention.
 - Ex. Waterfall, waterfall. Shhhhh.

Food Tasting: Plum

Food List & Supplies:

- Plum (10 per class)
- Cutting board
- Knife
- Food handling gloves
- Napkins (1 per student)

Preparations and Servings: (approximately 4-6 slices per plum, 1 slice per student)

1. Put on food handling gloves and wash plums.
2. Slice plums into slices.
3. Provide each child with a slice of plum on a napkin.

Food Allergen

Please check with the teacher for any known food allergy and provide appropriate substitute.

Report your lesson completed by going to http://bit.ly/LiveWellNutrition_19-20 or scan the barcode below



Did You Know?

Some fun and healthy facts about plums:

- Plums are good for the heart. They are high in potassium, which helps manage blood pressure.
- Plums are good for the brain and immune system: they are full of antioxidants, which reduce swelling and prevent cell damage.
- Plums were on the menu at the first Thanksgiving dinner in 1621.
- Plums are closely related to peaches, nectarines and apricots, all in the rose family.
- Plums can be enjoyed fresh, dried, canned as jelly, jam or juice.

Food Joke: What kind of fruit can fix your sink?

- a. **A plumber!**

INTRODUCTION AND MINDFUL BREATHING – 5 Min.

SAY

Hi everyone. My name is _____. Welcome to the first LiveWell Kids Nutrition Education lesson of the year. We are parents who have volunteered to come here and teach you what we've learned about nutrition, healthy eating and physical activity!

Before we start our lesson, I want to tell you a little bit about a word called “mindfulness.” Mindfulness is paying attention to what is going on right now. Let's start with learning to have “mindful bodies” which means your body is still and relaxed. Let's practice that now. If you notice your fingers or feet are moving, stop and let them be still.

Now turn your mindful bodies off for a second and tap the ground or your rug. When I say “mindful bodies!” make your body still and relaxed. (Wait a few seconds and watch the class fidget and then say “mindful bodies!”) Are your bodies still and relaxed?

Let's do this one more time. Turn your mindful bodies off by fidgeting... “Mindful Bodies!” (Pause and look to see if the class is still.) Nice work on getting your bodies to be mindful and still. Now let's add a chime to this so we can practice mindful listening with our bodies being still and relaxed.

DO

- Ask the students to sit quietly. Tell them to think of a string at the top of their head going up to the ceiling so that their spine is tall, but relaxed.
- Explain to your class that you are going to ring the chime, and that they should listen to the sound carefully.
- Ask them to raise their hand when they can't hear it any more. Ring the chime once and allow the class to listen quietly.
- Tell them you are going to ring the chime one more time and that this time, you would like them to close their eyes and breathe in slowly and deeply through their noses and then slowly let the breath out through their mouths.
- Ask them to place their hands on their bellies. This will help them feel their breath rise and fall in their bodies.
- Ring the chime and breathe slowly with the students for about 30 seconds.
- At the end of the 30 seconds, ring the chime again and ask them to slowly open their eyes. Ask them how the chime made them feel. Listen for words like relaxed, calm and focused.
- Give the students a challenge to practice mindful listening every day for a few moments. Ask them to really listen to what's around them during this time. For example they can do this on the way to school or after they lay down to go to sleep at night. Let them know that taking mindful breaths can help when they are feeling stressed, angry or worried.

NUTRITION EDUCATION – 15 Min.

SAY

Another way to practice mindfulness is to mindfully eat. Let's talk about 3 important things to remember about mindful eating.

- **What we eat** – we want to put good nutrition in our bodies. Who can give me some examples of healthy things to eat? It's important that we eat lots of colorful fruits and vegetables to help our bodies grow and stay healthy.
- **When we eat** – we should eat when we are actually hungry and not when we are just bored, sad or angry. We need to really listen to our bodies so we know when we are hungry and our body will give us clues if we pay attention. Who has an example of how you know when you are hungry?

- **How we eat** – Do you think we should eat while watching TV? No, it's important to be mindful and really pay attention to how we eat and not be distracted by the TV, phones or videos games. We should use all of our senses when we eat so we can really appreciate our food and taste all the flavors.

DO

- Ask the class if anyone has ever felt very hungry or very full. Solicit some responses.
- Invite a volunteer to draw the size of their stomach on the board in the classroom.
- Tell students that the size of their stomachs is not very big – It is only about the size of their fist when empty.
- Ask students to hold up their fist in the air, representing their stomach.

SAY

Because our stomach is not big, we need to refill our bodies with just the right amount of healthy food every few hours. That means it's important to eat your breakfast, lunch, and dinner. Some healthy snacks in between meals are okay, as long as you are feeling hungry when you eat them.

Now, I'm going to show you a tool that might help you figure out when you feel hungry and when you feel full. It's called "The Hunger Gauge."

VISUAL AID AND WORKSHEET ACTIVITY**DO**

Show students the Visual Aid: "The Hunger Gauge." Explain to the class what each number on the scale means. Ask the kids to hold up their current level of hunger/fullness using their fingers, based on the visual. Let them know that they want to be at a "3" (satisfied).

SAY

Okay everyone, we are going to do an activity on our worksheets. For this, you will need either a pen or a pencil.

Let's read the examples on our worksheets on how to use "The Hunger Gauge." You will then write down the hunger number you think matches the example:

- Denise wakes up in the morning and get ready for school. She hasn't had breakfast yet. Where is she on the hunger gauge from 0-5, for example, 0 is she could anything in sight, and 5 is feeling stuffed?
- Lindsay is at her friend's birthday party and they are about to serve cake. She has already had 3 pieces of pizza, fruit, and chips and THEN has a piece of cake WITH ice cream! What number is she on the hunger gauge?
- After school Chris just ate a piece of fruit that didn't really fill him up. His mother offers him a small snack that he eats, too. Now he feels just right. What number do you think he is on the hunger gauge?

DO

Ask a few students to share their answer for each question. Note any similarities or differences. Thank the students for working mindfully and sharing their responses!

PHYSICAL ACTIVITY BREAK – 3 Min. (Optional)

The physical activity break is optional and can be implemented at any point in the lesson. Please use child-appropriate music for this section.

SAY

Now we will take a few minutes to do a physical activity break. Just like eating good foods, our body needs regular physical activity to keep us healthy and happy.

Warm-Up:

- March in place
- Shoulder rolls

Moves:

- The "Hulk"
- Shoulder Press
- Knee lift

- Knee lift with arm pull down

Cool-down:

- Slow march in place
- Raise arms above head and take deep breaths (3 times)

MINDFUL TASTING – 5 Min.**SAY**

Now that we have reviewed what eating mindfully means, we are going to practice by using our senses and have a healthy tasting. When we are doing a mindful tasting we should:

- Be respectful to food: don't throw it on the ground.
- Please don't say "yuck" or "gross." Just because you don't think you may like it, it doesn't mean someone else won't, so you don't want to "Yuck someone else's yum!" Everyone say **"Don't Yuck My Yum!"**
- Please try to take at least one bite.
- Use all of your senses.

DO

- Start with a mindful breathing exercise: sit tall and relax the shoulders.
- Ask them to close their eyes, breathe in slowly through the nose and slowly out through the mouth.
- Have students interact with the food using all of their senses. Engage them with the following questions.

See:

- What is the food's name?
- How is it grown? On a tree, bush, vine or underground?
- Notice the size, shape and color of the food.

Smell:

- Slowly smell the food. Does the scent remind of you a place, a person or experience?
- How would you describe this scent? Does it smell sweet, strong or spicy?

Touch:

- Use your finger and touch the food. Does it feel soft, spongy, hard or slippery?
- How does it feel in your hand? Heavy or light?

Taste and Hear: (Have students wait until after they swallow to share their experiences.)

- Take a bite of the food and let it sit on your tongue. Pay attention to how it feels in your mouth.
- Bite slowly and chew just a few times but don't swallow, notice the flavors. Is it sour, bitter, sweet, salty?
- Do you hear anything? Is the food crunchy or squishy? Is it making any noise when you chew?
- Keep chewing slowly several times but do not swallow yet. Does the taste change as you chew? When you're ready to swallow, feel the food going down into your stomach. Can you feel the food moving down your body?

DO

- Have students share their experiences. Have them put their thumbs up if they liked the food and thumbs sideways if they are not sure. Remind them that it may take several times of trying a new food before they may like it.
- Thank students for their attention and remind them to mindfully eat at their next meal and to show their families how to mindfully taste their food. Ask them to tell their families about their food tasting and to try this food at home, maybe in different ways.

REFLECTION – 3 Min.**SAY**

Thank you, class. I hope you enjoyed your lesson today! As I clean up, I would like you to take out your worksheets and draw something that you learned today. You will have a couple of minutes to complete this.

DO

- Once the students are finished writing their reflections, tell them to take their worksheets home to share with their families.
- Thank the students, teacher and classroom aide (if applicable) for their time.



- Return all materials to your school's LiveWell area.
- **Report your lesson completed by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code:**

Education Standards

LiveWell Kids applies California Health Education and Common Core standards in each lesson. For more information, please visit our website at www.bchd.org/lwk-resources