



# LiveWell Kids Nutrition

**Grade:** 3rd

**Module 1:** Mindful Eating Behaviors

**Length of Lesson:** 25 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:**

- Recognize mindless eating and its consequences.

## **Lesson Materials and Preparation – 20 minutes**

### **Materials:**

- Chime
- Visual Aid: “Mindless Eating”

### **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](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!

Today we are going to talk about “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 for any fidgeting 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 – 10 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. 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** – How we eat is also very important. Do you think we should eat while watching TV? No, we should be mindful and pay attention to how we eat and not be distracted by the TV, phones or videos games. We should also use all of our senses when we eat can help us appreciate our food and taste all the flavors.

Now we are going to learn about the effects of **mindless** eating, the opposite of mindful eating.

### DO

- Let students know that there are a number of factors that can influence the amount and type of food we eat. If we are not careful, we can overeat or eat mindlessly without even realizing it.
- Ask the class if they can give you examples of things we do while eating. (Solicit 2-3 responses.)
- Review the Visual Aid: “Mindless Eating” with the students. Some examples of the influences are listed below.
  - Watching TV / Movies
  - Talking on the phone
  - Boredom
  - Eating because we’re hanging out with friends and everyone else is eating
  - Sight, smell, and sound of food: popcorn at a movie theater
  - Our Emotions: eating when we’re too excited or too upset
  - Size of plates, bowls, cups and packages: if we use bigger plates or bowls, or if we eat right out of the bag, we consume more

### SAY

How many of you have overeaten or eaten mindlessly before? It happens more often than we think. The good news is there are things we can do to help us be more mindful when it comes to eating.

### DO

- Brainstorm with the class on what they can do to eat more mindfully and prevent the temptation of eating when they are not hungry. Some ideas include:
  - Turn off the TV.
  - Try not to talk on the phone or text while eating.
  - Use smaller plates, bowls and cups.
  - Drink water, sometimes thirst can be confused with hunger.
- Tell students that before they eat, it’s important to pay attention to their stomachs and see if they are really hungry. Ask them if they remember the hunger gauge from last year. On a scale from 0-5, they should only eat if they are at a 2 or below. The goal should be a 3, which is satisfied feeling.

### WORKSHEET ACTIVITY “Busy Becky”

#### SAY

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

#### DO

- Read through the directions for the activity with the class.
- Ask the students to circle the mindless things “Busy Becky” is doing in the picture while she is eating. Look for students to circle some of the following:
  - Watching TV or on the computer
  - Talking on cell phone
  - Not paying attention to her food
- Tell students to complete the questions with their own responses.
- As students are completing the activity, walk around the classroom and acknowledge their work.
- Ask for a few volunteers to share their responses with the class. Note any similarities or differences.

#### SAY

Thank you for working so mindfully and for sharing your answers! Remember, it’s important to limit the number of distractions while we eat. Doing so can help prevent mindless eating!

## 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”
- Tricep Kicks
- 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 write 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 home their worksheets 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](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](http://www.bchd.org/lwk-resources)