



LiveWell Kids Nutrition

Grade: 4th

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:

- Identify strategies related to eating in moderation and portion control.

Lesson Materials and Preparation – 20 minutes

Materials:

- Chime
- Visual Aid: “Hand Jive Method for Portion Control”

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 (11 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 – 10 Min.

SAY

Today, we are going to focus on identifying ways we can eat in moderation and control the right portion of food we eat.

DO

- Ask students if they know why it is important to eat the right amount of food.

- Review the Visual Aid: “Hand Jive Method for Portion Control” with the students. Go through each hand symbol and discuss the correct portion size for each category of food. Discuss if they currently are eating less or more than the recommended amount. Mention the visual aid is an estimation.

SAY

How many of you think you will use this method when eating? Getting the right portion of food into our bodies prevents us from eating when we are not hungry. It allows us to take our time and enjoy our meals.

WORKSHEET ACTIVITY “Measuring Up My Plate”**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

- Have students work with their table groups or you can do the exercise together as one group.
- Have the students create a complete meal for the day using the correct portions for each food group. Feel free to do one example to help the students get started.
- If the students are working independently, walk around the classroom and acknowledge their work or offer assistance if necessary.
- Ask for a few volunteers to share their responses with the class. Note any similarities or differences.

SAY

Thanks for sharing your answers! There are many ways we can make a healthy meal! I hope you will take this home and share it with your families so you can make healthy meals together.

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”
- Modified Jumping Jack
- Shoulder Press
- Hamstring curls
- Step cross punch

Cool-down:

- Drop march, do neck rolls
- 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 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