

# Foodie U: Mindful Eating for Families



## Lesson & Activity Workbook for Educators

Created By: Shannon Pierson, Joan Giampaoli, Keiko Goto,  
Alyson Wylie, Ben Seipel



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## Acknowledgements

Curriculum and Activities created by the Foodie U Mindful Eating Research Team:

Shannon Pierson, MS  
Joan Giampaoli, PhD, RD  
Keiko Goto, PhD  
Alyson Wylie, MAT  
Ben Seipel, PhD

California State University, Chico  
Center for Healthy Communities

Special thanks to the following for making the Foodie U Mindful Eating Research project possible:

Kevin Buffardi, PhD  
Carina Chiodo  
Kristin Gruneisen  
Catherine Hannay  
Jennifer Joyce  
Gauri Karnik  
Christina Martinez  
Alexxa McComb  
Rocio Mendez-Estrada, MS  
Mark Moniz  
Amie Porras  
Courtney Rhodes  
Sandy Thao  
Christopher Willard  
Katie Williams  
Cindy Wolff, PhD, RD, MPA  
Sheng Yang

Foodie U: Mindful Eating for Mindful Families is a seed grant project # 2015-69001-23238 of the Agricultural and Food Research Initiative program funded through the United States Department of Agriculture.



## Introduction to Mindful Eating

### What is Mindful Eating?

- Paying attention to the present moment when choosing, preparing, and eating your food.
- Awareness that food is more than just something to fill you up.
- Using all of your senses to explore, savor, and enjoy food.
- Noticing thoughts and feeling about food and yourself without judgment.
- Listening to body signals of hunger and fullness to decide when you should start and stop eating.

### Why Practice Mindful Eating?

- Focus on enjoying food and the eating experience.
- Maintain and enjoy cultural and family traditions.
- Learn to recognize a comfortable level of fullness.
- Respond to food cravings in healthful ways.
- Improve self-acceptance and self-management.

### Why Use This Manual

- Fun activities and discussion topics for students and the whole family to enjoy together.
- Learn ways to make small changes to your environment that can make healthy eating habits easier.
- Improve awareness about how and why you and your family members make choices about food.
- Everyone can learn to be more mindful eaters with a healthy, happy relationship with food - it just takes practice!



## Mindful Eating Practice

*“An experience that engages all parts of us, our body, our heart, and our mind, in choosing, preparing, and eating food.” - Jan Chozen Bays*

**Instructions:** Pick any food to explore! Follow the guide below.

Practice often and have fun enjoying food with greater awareness!

“Look at the (food’s name). What is its shape? What size is it? What color is the (food)? What smell do you notice? What sensation do you notice in your mouth as you look at the (food)? What’s the feeling in your stomach? Pick up the food slowly. Hold the (food) in your fingers and look at it in your grasp. What does the (food) feel like in your hand: its texture, temperature?

Bring the (food) slowly to your lips. Before putting the food to your mouth, pause and be aware of what you are experiencing in your mouth. Slowly open and place the (food) on your tongue for a moment without biting into it. Feel what your mouth wants to do with this (food). Take a few moments before you bite into it. Feel its texture on your tongue and in your mouth. What do you taste?

Now bite into it noticing what you taste and what it feels like. As you continue to taste, try not to swallow the (food) right away. Does the taste and feeling change as you are chewing? Feel the food going down as you swallow. Refocus on your mouth. Notice your stomach and what it may be feeling. Notice what you are feeling? Now you have finished your exercise.”

### **Printed and adapted with permission**

Adapted from: Willard, Christopher, 2010, A Child’s Mind: Mindful Practice to Help Our Children Be More Focused, Calm, and Relaxed, Parallax Press, CA



# Lesson 1: Master Mindless Munching

**Intention of Educator:** To help students recognize that cues from their environment can impact what and how much they choose to eat, and to help students make the connection that being aware of these tricky environmental cues can empower them to make more healthful food choices while still being satisfied.

**Goal:** Students will learn at least three ways to minimize the effects of environmental cues on their consumption of food and beverages at home.

**Objectives:**

- Students will recognize that eating while distracted can lead to eating more than intended.
- Demonstrate that size of plates and shape of glassware can influence portion size and consumption.
- Demonstrate that convenient food is more likely to be overeaten and apply the concept to making healthier choices at home.

Nutrition Lesson Time: 45-50 minutes

**Materials Needed:**

<input type="checkbox"/> 1 tall, skinny glass	<input type="checkbox"/> 2 small plates
<input type="checkbox"/> 1 short, wide glass	<input type="checkbox"/> Mashed potatoes
<input type="checkbox"/> Large bottle of water	<input type="checkbox"/> Serving spoon
<input type="checkbox"/> 2 large plates	<input type="checkbox"/> 1 c liquid measuring cup (x2)
<input type="checkbox"/> 4 c liquid measuring cup	<input type="checkbox"/> Popcorn tastings
<input type="checkbox"/> Take home activity kits <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheets</li> <li><input type="checkbox"/> Unpopped popcorn</li> <li><input type="checkbox"/> Parent Feedback Survey</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Mindful Eating Challenge tracking calendar</li> </ul>	



## In-Class Lesson Outline

- ★ Introduction (5 minutes)
  - Foodie U
  - Expectations and Ground Rules
- ★ Physical Activity (5 minutes)
- ★ Mindless Mimes & Group Discussion (10 minutes)
- ★ Food Traps (20 minutes)
  - Station 1: Glassware Gimmicks
  - Station 2: Portion Distortion
- ★ Physical Activity (optional, 1-5 minutes)
- ★ Tasting (5 minutes)
- ★ Wrap Up (5 minutes)
  - Check for understanding
  - Take home activity

## Before the Lesson:

- Prepare mashed potatoes.
- Verify that your short, wide glass holds the same or more liquid than your tall, glass.
- Write on the board:  
*I agree to treat my peers, my teachers, and myself with respect today.*  
  
*Today my intention is to notice things around me that trick my body into eating more than it really needs.*
- During the introduction and physical activity, staff should portion sunflower seeds out into paper cups. Half of the cups should have shelled sunflower seeds, and the other half should have unshelled sunflower seeds.



## Master Mindless Munching

### Introduction:

Foodie U (2 minutes)

Say:

Hello, my name is \_\_\_\_\_ and these are my friends \_\_\_\_\_ and \_\_\_\_\_. We are college students studying nutrition at Chico State University. We heard that students at Metteer love to learn and try new things. Is that true? Then you all definitely have what it takes to go study at college too one day if you want to. That is very exciting, so we are really happy to tell you that you have all been accepted into a new program called Foodie University! We will have 6 Foodie U lessons total this school year so we can all become food scientists by learning to explore the food we eat in new, more mindful ways. Being “mindful” just means being more aware of what’s going on right now, in the present moment. Each month we will practice new skills in class to learn more about our food, our bodies, and our minds. We will do lots of fun activities and experiments, taste foods in new ways, and get to know our bodies better. After each class you will have the chance to share and practice what you learned with your family at home, too.

Expectations: Ground Rules and Respect (1 minute)

Say:

Since we are all going to be Foodie U students, it is very important that we all agree to treat each other with respect at all times. Who knows what respect means? Yes! That means participating in class activities with a positive attitude, raising our hands when we would like to speak, listening to one another without interrupting, and being respectful of others’ ideas even if they are different from yours. Who likes that idea? Now that we all understand, let’s make a class pact by raising our right hands and reading this agreement outloud: *I agree to treat my peers, my teachers, and myself with respect today.* Thank you! This means that we will get to use all of our time enjoying each other’s company and doing interesting things

Today we are going to explore reasons why we sometimes mindlessly munch on more than we mean to. Let’s all set a goal for what we want to focus on today.

Read together off the board: *Today my focus is to notice things around me that trick my body into eating more than it really needs.*



### In-Class Activity: Mindless Mimes (10 minutes)

Say:

For our first activity, we are going to need Foodie Fans who want to practice their acting skills. If you volunteer, you will draw a piece of paper from this bowl and then act out what is written. This is like charades, so the only trick is you CANNOT talk! You CAN use props including other people.

Everyone else will try to guess what you are acting out. Once the group guesses correctly, say what was written on the card, take a bow, and then have a seat again.

Charade Prompts - Situations that can lead to mindless eating:

- You feel **bored** so you look for something to eat
- You are really REALLY hungry
- You are in a hurry - grab a snack to eat on the way (on the way to school, on the way to a sports practice)
- Yummy food is all around you and you want it!
- You are eating while watching TV or playing video games

Say: How many of you have ever done any of those things in real life?  
Any other situations when you might eat without really paying attention to your food?

Examples:

- Hanging out with friends
- Parties
- Food is still on the table
- Avoiding homework

If you notice that you are eating (but you don't feel hungry), what are some things you can do instead?

(Do charades if there's time)

Charade Prompts - Solutions to avoid mindless eating:

- You are playing a game with others (Hide and Seek, Tag You're It, or a board game)
- You are going for a bikeride
- You are reading a story to a family member
- You are solving a puzzle
- You are playing a sport (pick your favorite!)



Say:



Those were great ideas! It seems like all of us have noticed situations that may cause us to overeat sometimes. Let's explore some other food traps we might accidentally fall into and how we can outsmart them.

How do you usually decide when to stop eating a meal or snack?

Examples: Clean plate, bag is empty, tv show is over, full, stops tasting good

Have your eyes ever played a trick on you? What we see with our eyes can sometimes fool our brain and our bodies without us even knowing it! When this happens around food, it can mean that we may end up accidentally eating more than we really needed or wanted.

### **Food Traps - 2 stations (20 minutes - 10 minutes per station)**

Divide students into 2 groups.

#### **Station 1: Glassware Gimmicks**

Setup:

- Without students seeing, measure equal amounts of water into a tall, skinny glass and a short, wide glass.
  - Select a short, wide glass that holds the same or more liquid than the tall glass.

Activity:

- Show students the tall, skinny glass and the short, wide glass.
  - Which glass do you think has more water in it right now?
  - Do you think you would need a refill after drinking from one of these glasses?
  - Which glass do you think holds the most water when it is full?
- Pour the contents of each into separate liquid measuring cups side by side to show they contain the same amount.
- Now fill each glass until it is full. Re-measure: the shorter glass holds more liquid.

Group Discussion:

- Can the height of the drink in the glass always be a good way of knowing how much liquid is in a glass?
- Which do you think you would drink more of? Juice or soda in a tall glass or in a short glass refilled twice? Why?
- Why do you think the size drink you choose might be important to your health?



## Station 2: Portion Distortion

### Setup:

- Without students seeing, measure equal amounts of potatoes onto a large and small plate.
- Have these additional items available: another large and small plate, 4 c measuring cup, bag of popcorn.

### Activity:

- Show students the large plate and the small plate.
  - Which plate do you think has more potatoes on it right now? (Tally on the board)
- Have Volunteer 1 pour the amount of popcorn they would like to eat onto the large plate.
  - Remove the plate from sight.
- Have Volunteer 1 pour the amount of popcorn they would like to eat onto the small plate.
- Have Volunteer 2 measure the amount of potatoes on each plate.
- At the same time, have Volunteer 3 measure the popcorn on each plate.
- Record all findings on the board.

### Group Discussion:

- Do you think the size of your plate makes a difference in the portion sizes you serve and eat?
- What do you think would happen if you ate dinner on smaller plates? Why?
  - Most people will eat everything on their plates even if they aren't hungry anymore.
  - Small plates make portions that are "just right" look bigger and more satisfying.
  - Most people eat more food from big plates than from small plates, but feel just as full when they are done eating.

Say: You all came up with some really useful ideas! I hope you explore your own home with this new awareness and consider working with your family to make some small changes to make less healthy foods more inconvenient.



Credit: "Portion distortion" stations based on concepts from Brian Wansink's research presented in his book, *Mindless Eating*.



**Physical activity** (1-5 minutes):

Say: Some of us might want to eat after smelling that popcorn. But are we really hungry? Let's try doing something else first and then decide if we still feel hungry.

(Do physical activity of choice)

**Tasting** (3 minutes)

Say: You will each get a snack size bag of popcorn

- Why might a snack-size bag be a good idea?

If you still feel hungry and would like to have some popcorn, you can eat your popcorn.  
If you aren't hungry now, you can save it for later!

- Try to notice what you like about the popcorn. What feelings do you notice in your body?

**Wrap Up** (5 minutes)

Take Home Activity

- Each time we meet, we will have an activity for you to take home to do with your family so you can share and practice what you have learned.
- This time your home practice will be to work together with a family member to serve a snack food in a large bowl, and serve the same snack in a small bowl. You will follow the instructions to complete the activity and record your findings.
- You have until next Friday to complete the practice and return the activity sheet with your homework folder. Students who bring back their practice sheets will get a small reward at the end of our next lesson! (optional)
- In your take-home kit, you will also find a Mindful Eating Challenge and a calendar to keep track of your activities if you choose to participate. There will be a reward at the end of our program for families who participate in this fun challenge, so let your family know you want to try it!



## Master Mindless Munching: Take-Home Activity

### Portion Distortion Snack

**Intention:** To practice noticing how objects in our environment can trick us into eating more than we need or even want.

**You will need:**

1. A snack food that you usually eat more than one of and that is easy to pour into a bowl (ex. Popcorn, crackers, trail mix, etc.)
2. 1 small bowl (for each participating family member)
3. 1 larger bowl (for each participating family member)
4. A measuring cup

**Instructions:**

1. Everyone pour the amount of snack you normally eat into your own large bowl.
2. Everyone move the large bowl out of sight. Keep track of which one is yours!
3. Everyone pour the amount of snack you normally eat into your own small bowl.
4. Measure how many cups of snack are in each small and large bowl.
5. Record the amounts on the chart below.

Portion Distortion Notes		
Name of family member	Amount in small bowl	Amount in large bowl

**Table Talk:**

1. Was there a difference in the amount of snack in the large bowl compared to the small bowl for any family members? Describe what you notice.
  
2. If any difference was noticed, why do you think the amounts varied when you were pouring the amount you “normally eat” into both bowls?
  
3. Most people will serve themselves more food when using larger dishes than when using smaller dishes. Many people also will eat everything they serve themselves. *What can you do to avoid eating more than you mean to when eating a snack or meal?*



## Lesson 2: Sensational Senses

**Intention of the educator:** Introduce the practice of experiencing food and eating with curiosity, awareness, and non-judgment. Non-judgement involves reframing “likes” and “dislikes” into statements of observation using descriptive vocabulary rather than emotional vocabulary.

**Goal:** Students will practice present-centered awareness by noticing and describing the sensory observations of food and eating with curiosity and without judgments related to preferences.

**Objectives:**

- Students will use descriptive vocabulary to describe three sensory qualities of two different herbs/spices and one food item.
- Students will reframe one emotional or preference statement into a descriptive observation (practice non-judgement).

Nutrition Lesson Time: 35-45 minutes

**Materials Needed:**

<input type="checkbox"/> Snack-size ziplock bags (x12)	<input type="checkbox"/> Class sets of 5 Senses Snack worksheet
<input type="checkbox"/> Class sets of oranges	<input type="checkbox"/> Posters or lists with descriptive sensory words
<input type="checkbox"/> Cinnamon sticks	<input type="checkbox"/> Dried Cilantro
<input type="checkbox"/> Dried Basil	<input type="checkbox"/> Dried Mint
<input type="checkbox"/> Take home activity kits <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheet</li> <li><input type="checkbox"/> Parent Feedback Survey</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Oranges</li> </ul>	<input type="checkbox"/> Trash bag <input type="checkbox"/> Napkins



## **In-Class Lesson Outline**

- ★ Introduction
- ★ Exploring Herbs and Spices
- ★ 5 Senses Snack
- ★ Wrap Up
  - Check for understanding
  - Take home activity
  - Pass out incentive

## **Before the Lesson:**

- Divide each aromatic herb/spice into 3 airtight bags (1 for each of 3 groups)
- Make copies of 5 Senses Snack worksheet
- Make and hang posters with descriptive words or provide lists of descriptive words to each small group or pair



## Sensational Senses

**Introduction** (2 minutes):

Say: *Who had a chance to practice the popcorn activity at home? What was the main thing you and your family learned from the activity? Did anyone else bring back their form?*

*Today we are going to practice noticing how our senses can help us be more aware of whole experience of eating.*

## Sensational Senses

Background: Noticing our senses when shopping, cooking, and eating helps us to develop healthy eating habits and to enjoy our food experiences more.

We have 5 senses that we use to experience our surroundings:

1. See with our eyes
2. Hear with our ears
3. Smell with our nose
4. Touch with our fingers and skin
5. Taste with our tongue

Our senses are always working, but sometimes we don't take time to notice them.

Paying close attention to our senses helps us:

- Enjoy the present
- Remember the past
- Get excited about the future

Benefits of using your senses when shopping, cooking, and eating:

- Hands-on learning
- Encourage curiosity and interest in trying new foods
- Improve chance of accepting new foods
- Increases interest in the steps of choosing and preparing foods
- Fun discussions with family
- A reason to slow down and focus on enjoyment when eating
  - Remember it isn't really a treat if you're not enjoying it!



### Exploring Herbs and Spices (10 minutes):

- Break students into 3 groups
- **Ask:** *How do you experience the world around you? What senses do you use? (Sight, Smell, Touch, Sound, Taste)*
- **Say:** *Even if we really like something, or really don't like something, we can still practice using our noticing skills to learn more about the food we eat.*

*Let's take a deep breath all together to get our minds focused and ready to explore.*

- One at a time, examine the contents of each ziplock bag (at least 2)
  - *What do you notice with your eyes?*
  - Have students close their eyes, breathe out and then raise the opened bag to their nose to inhale the aroma
    - Ask them:
      - *Have you seen or smelled this before?*
      - *What thoughts do you notice? (like it, so-so, or not your favorite)*
      - *Does this smell make you remember anything or anyone?*
      - *What feelings do you notice? (emotional, physical)*

Say:

Paying close attention to what our senses notice helps us enjoy the present, remember the past, and get excited about the future.

Why do you think that is?

When might you enjoy exploring food like this? (shopping, cooking, eating)





### **5 Senses Snack** (15 minutes)

Discussion Questions:

- Q: When you are given a food, what is the first thing you usually do with it?
- Q: Have you ever eaten a favorite snack while reading? Watching TV? Doing homework? How did it taste? Did you even notice?
- Q: What is your favorite part about eating?

Say: *We are going to practice slowing down to notice and appreciate what we are eating.*

- Follow the **5 Senses Snack worksheet** (write or discuss answers)
  - Start with describing the outside
  - Then describe the inside
  
- *How was this different than how you usually eat an orange?*
- *What did you like about eating in this way?*

### **Wrap Up** (3 minutes)

Check for understanding:

- What are some things we can notice about the food we eat?
- What are some differences between eating when you are distracted and eating when you are noticing?
- How did exploring your snack in this way make you feel?

### Take Home Activity (1 minute)

- Includes 5 Senses Snack sheet and an orange to share
  - You can use **any** type of snack to practice this activity at home.
- New Mindful Eating Challenge!



# Sensational Senses: Take-Home Activity

## 5 Senses Snack Worksheet

**You will need:** A snack, your senses, and participating family members

### Instructions:

1. Notice your senses as you eat.
  - Have you ever eaten a favorite snack while reading? Watching TV? Checking messages on your phone? Doing homework?
  - How did it taste? Did you even notice?
  - Remember: It isn't a treat if you're not enjoying it.

<b>5 Senses Snack</b>	<b>Outside</b> (the peel or package)	<b>Inside</b> (after opening, cutting, or peeling)
<b>What do you SEE?</b> color(s) shape texture		
<b>What do you FEEL?</b> With your fingers On your tongue Inside your body		
<b>What do you HEAR?</b> As you open, cut, or peel As you take a bit As you chew		
<b>What do you SMELL?</b> Before you open, cut, or peel As you open, cut, or peel After you open, cut, or peel		
<b>What do you TASTE?</b> Is it bitter? Sweet? Salty? Sour? Does the taste change as you bit, chew, and swallow?		

Created by Catharine Hannay for MindfulTeachers.org. Reprinted with permission.

Original worksheet: <http://www.mindfulteachers.org/2015/08/five-senses-snack-mindful-eating-chart.html>



## Lesson 3: Getting to Know Hunger & Fullness

**Intention of the educator:** Encourage students to notice body signals when rating their hunger or fullness.

**Goal:** One part of a healthy relationship with food is to eat enough food to give us energy without overfilling ourselves.

Listening to our body to notice our hunger level helps us decide when to start and stop eating:

- We want to START eating before we feel uncomfortably hungry.
- We want to STOP eating when we feel satisfied and comfortable.

### Objectives:

- Students will demonstrate awareness of physical hunger by using the Hunger & Fullness Scale to identify their current level of hunger before beginning a snack.
- Students will practice serving themselves an appropriate amount of food to meet current hunger.
- Students will practice pausing mid-way through eating and again at the end of eating to do a hunger check to evaluate changes in physical hunger.
- Students will identify 2 feelings or sensations (physical, mental, or emotional) associated with each of the following: uncomfortable hunger, comfortable hunger, comfortable fullness, and uncomfortable fullness.
- Students will identify 2 ways that uncomfortable hunger and 2 ways that uncomfortable fullness can influence eating and/or post-eating behavior.

Nutrition Lesson Time: 45 minutes

### Materials Needed:

<input type="checkbox"/> Deflated balloon	<input type="checkbox"/> Napkins
<input type="checkbox"/> Class sets of Hunger & Fullness Scale	<input type="checkbox"/> Trash bag
<input type="checkbox"/> Take home activity kits <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheet</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Incentive for participation</li> <li><input type="checkbox"/> Trail mix: Hunger “Chex” Snack</li> </ul>	<input type="checkbox"/> Class sets of Hunger “Chex” Snack <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Tbsp Chex cereal</li> <li><input type="checkbox"/> 1 Tbsp almonds</li> <li><input type="checkbox"/> 1 Tbsp cranberries</li> <li><input type="checkbox"/> 1 Tbsp sunflower seeds</li> <li><input type="checkbox"/> Snack size ziplock baggies</li> </ul>



## **In-Class Lesson Outline**

- ★ Introduction
- ★ Hunger Awareness
- ★ Hunger and Fullness Scale
- ★ Hunger “Chex” Snack
- ★ Wrap Up
  - Check for understanding
  - Take home activity

## **Before the Lesson:**

- Prepare 2 Hunger “Chex” Snack baggies for each student
- Make copies of Hunger and Fullness Scales



## Getting To Know Hunger & Fullness

### Introduction (2 minutes):

Say: *Who had a chance to practice using their senses to explore any foods since we last met? What did you discover? What did you like about noticing your senses?*

*Today we are going to learn about what it means to be comfortably hungry and comfortably full. We are also going to practice listening to our body to decide when to start and stop eating.*

### Hunger Awareness (10 minutes):

- Inflate balloon to illustrate how the stomach experiences physical hunger and fullness.
  - Have the students show you with their faces, body language and words to describe the feeling of each stage of hunger and fullness as you inflate the balloon.
  - Say: *The goal of eating is to fill our hunger with enough food to give us energy, but not to overfill ourselves. We want to start eating before we feel uncomfortably hungry, and we want to stop eating when we feel pleasantly satisfied and comfortably full.*

- Your stomach is about the size of your fist (have students make a fist and place it above their navel to help visualize)
  - Another way to use the fist is to visualize and discuss hunger and fullness is shown here



- Discussion
  - Q: What does it mean when we feel physically hungry?  
A: *When we feel physically hungry our body needs energy and nutrients!*
  - Q: What signals does our body give us to let us know that it's HUNGRY?  
A: *Our body tells us that we are hungry from stomach growling, being grumpy or easily upset, headaches, stomach pains/cramps, and feeling shaky/ light-headed.*
  - Q: What signals does our body give us to let us know it's FULL?  
A: *When our body is full we are no longer hungry, and we feel satisfied.*
  - Q: What are things that may keep you from noticing if you are full? Do you really enjoy the food when you are distracted?  
A: *Things that keep us from noticing we are full are distractions (T.V., phones, reading).*
  - Q: How can we pay more attention when we are eating?  
A: *Eating more slowly gives you a chance to feel yourself becoming full. Paying attention to the taste, smell, appearance, and texture of the food can help.*



## Hunger and Fullness Scale with Hunger Check Snack (25 minutes):

*Say: The energy that has already been put into our body is related to our feelings of hunger and fullness. When we eat, it takes about 20 minutes before our brain gets the memo that we have enough energy and we are physically full.*

*Transition question: Since it takes so long for our brain to realize that our stomach is full, and since our mind can be convinced by our senses that we are still hungry, how can we decide if we are really hungry? (A: Do hunger checks, eat slowly)*

*The Hunger and Fullness Scale is just one way to help us get to know our hunger better. Let's take a look at it together.*

- Each bar has a description and a number. Each bar also has the colors gray and/or black shaded in.
  - The color gray represents our feeling of hunger, while the color black represents our feeling of fullness. You can see that hunger feelings shrink as fullness feelings grow.
  - Number 1 represents when we are extremely hungry - we would use this number when it has been a long time since we had anything to eat and we feel “starved.”
    - This end of the scale is when we are so hungry that it's uncomfortable.
  - Number 10 represents when we are extremely full - we would use this number when we have eaten so much so fast that we feel stuffed and sick.
    - This end of the scale is when we are so full that it is uncomfortable.
  - Number 5 represents when our feelings of hunger and fullness are equal. They cancel each other out so we don't feel hungry, but we don't feel full either. When our body feels this way we usually don't think about food unless something in our environment gets our attention. This is when we can feel cravings that aren't because of physical hunger at all.
  - We can focus on “comfortable” feelings of hunger and fullness as a cue to start or stop eating.
- Take a deep breath to help you concentrate. Think about how your stomach, your whole body, and your mind feels. What number describes the hunger you feel right now?

*Say: We are going to share a snack together. While we are enjoying our snack we are going to pay attention to our hunger and how it may change over time. We will also continue exploring our hunger and fullness scales while we savor our snack.*

### Hunger “Chex” Snack

Trail Mix: 1 serving =  $\frac{1}{4}$  cup

1 Tbsp each of the following: Chex cereal, almonds, cranberries, sunflower seeds

NOTE: Ask if anyone is allergic to peanuts or almonds. Be prepared to make/give alternate bags that don't include the almonds.

Distribute the snack, napkins, and sticky notes:

- Ask students to pour only the amount of trail mix that matches their hunger. Let them know they can get more from their bag later if their hunger is not satisfied at the end.
- Encourage students to take the time to notice the appearance, smell, texture, taste, and sound of each ingredient.



- Remind them that this snack is part of our activity and encourage them to come up with ways to make their serving last as long as possible.
- While eating, have students work in pairs to:
  - Identify 3 ways they can make their snack or a meal last longer.
  - Identify 2 feelings or sensations (physical, mental, or emotional) associated with each of the following: uncomfortable hunger, comfortable hunger, comfortable fullness, and uncomfortable fullness.
  - Identify 2 ways that uncomfortable hunger and 2 ways that uncomfortable fullness can influence eating and/or post-eating behavior.
- Pause activity after 10 minutes to do a hunger check.
- Have students write their ideas from previous discussion on sticky notes and bring them up to the hunger or fullness board (create a word wall of their ideas)
  - Discuss student thoughts (using their notes) and the concept of choosing how much food to serve oneself for the last 10 minutes.
- Do a final hunger check.
  - Reiterate that it takes lots of practice to listen to our physical hunger.
  - It takes even more practice to stop eating when we feel comfortably full (instead of stuffed!)

#### Wrap Up Questions (3 minutes)

- What is the main goal of eating?  
(A: to start eating before we feel uncomfortably hungry, and to stop eating when hunger is satisfied and we feel comfortably full)
- What can we do to know if we are really physically hungry before we decide to eat?  
(A: hunger check)
- How does a hunger check help us decide how much to put on our plate?
- Why is it helpful to eat slowly and to check our hunger again halfway through a meal?

#### Take Home Activity (1 minute)

- Check in with your hunger before, during and after a meal





**Examples of body signals for each rating on the scale:**

**Extremely hungry:**

So hungry you can't focus and obsessed with thoughts of food, feel like passing out. Way past time one should have eaten. Feel starved, sick, empty, dizzy, head hurts, can't concentrate, grumpy, angry, easily upset,

**Uncomfortably hungry:**

Tired, shaky, harder to focus, having stomach pains in addition to lots of growling.

**Very hungry:**

Stomach growling quite a lot. Empty feeling is distracting - can't stop thinking about food.

**Comfortably hungry:**

You do not need to eat immediately but need to eat in the next half hour or the hunger cues will become stronger; just feel a little empty at the moment. Stomach growling a little bit.

**Comfortably full:**

Not hungry - body has enough energy. Pleasantly satisfied. Body and stomach feel light, no pain, energetic, could go for a walk or play outside.

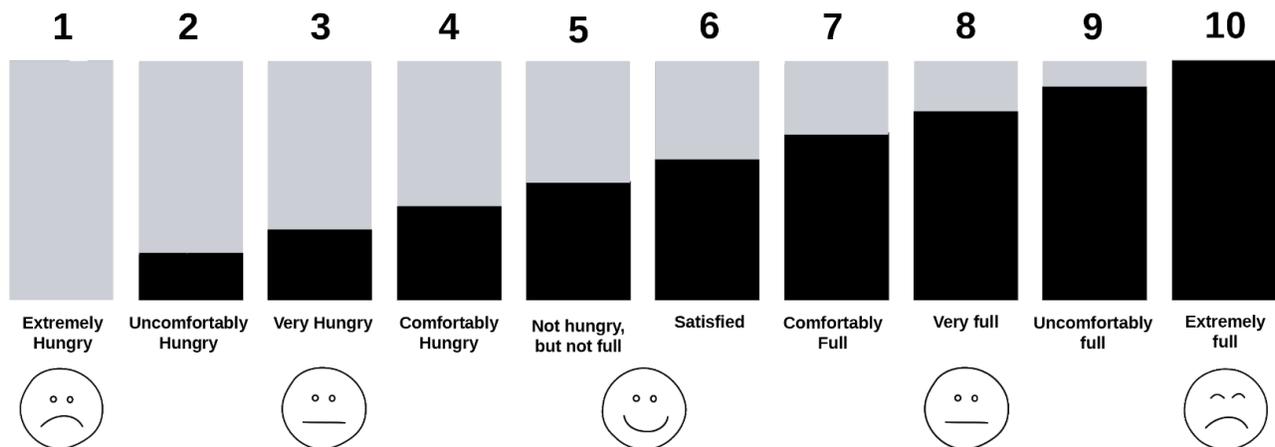
**Uncomfortably full:**

So full you feel heavy, sleepy, may have stomach cramps a little while after eating, bloated,

**Extremely full:**

So full you feel stuffed, may hurt to move, may feel sick or actually get sick, upset stomach,

**Foodie U: Hunger and Fullness Scale**



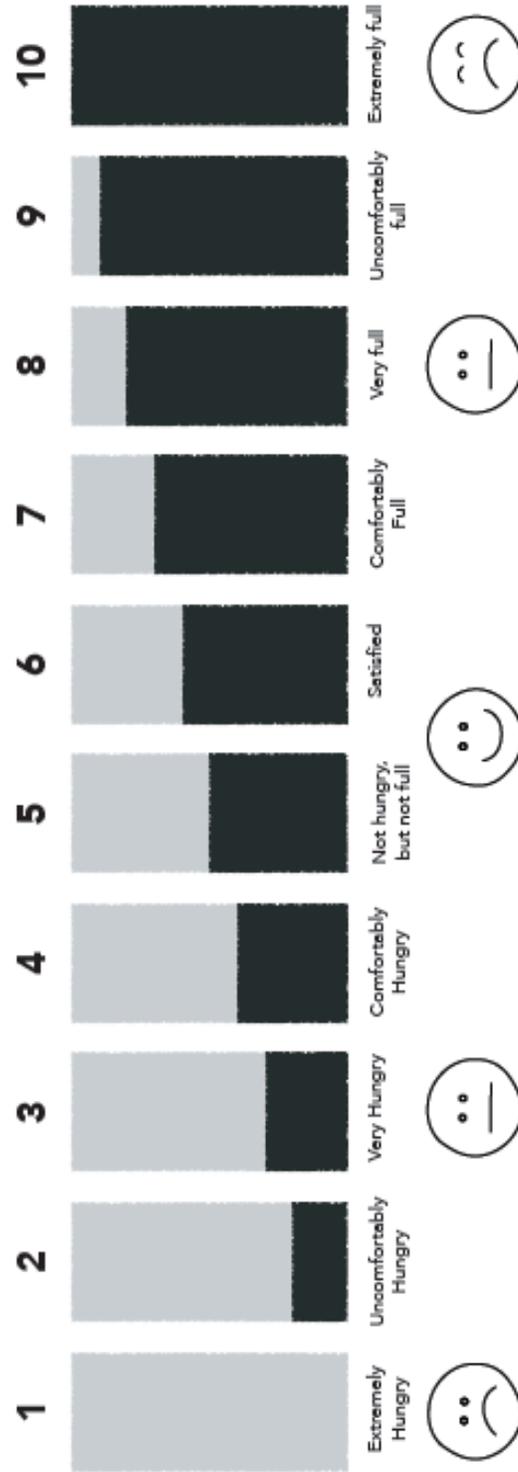
Scale designed by Christina Martinez



### Foodie U: Hunger and Fullness Scale



### Foodie U: Hunger and Fullness Scale





## Getting to Know Hunger & Fullness: Take-Home Activity

### Get to Know Hunger & Fullness Snack

**Goal:** To notice your hunger get smaller as you eat.  
To practice ending your meal when you feel comfortably full.

**You will need:** The Foodie U Hunger and Fullness Scale, and a meal

**Instructions:** (*Start before food is on your plate*)

1. Think about how your stomach and your body feels.
2. Use the Hunger and Fullness Scale.
  - What number describes how hungry you are right now?
3. How much do you think you need to eat to reach a fullness level of 6 or 7?
  - Put only this much food on your plate (you can get more if it's not enough).
4. After 5 minutes (or halfway through the meal):
  - Think about how your stomach feels.
  - Use the Hunger and Fullness Scale again.
  - Has your number changed from when you started?
5. Use the Hunger and Fullness Scale again at the end of the meal.

Name	Hunger/Fullness # Before Meal	Hunger/Fullness # Mid-Meal	Hunger/Fullness # End of Meal

### Table Talk:

1. How did you know how much hunger you had before the meal? (What does hunger feel like to you?)
2. What may stop you from noticing when you are not hungry anymore?
3. What do you like about ending your meal when you feel comfortably full?



## Lesson 4: Emotions Inside & Out

**Intention of the educator:** Facilitate an atmosphere of acceptance and non-judgment when it comes to emotions, cravings, and eating. Children receive messages from parents, peers, ads, and health professional that encourage labeling foods as “good,” “bad,” “healthy,” or “unhealthy.” For some individuals, these messages may eventually lead to feelings of guilt, shame, anxiety, and an unhealthy relationship with food. Acknowledge that all different kinds of foods can have a place in our lives. Acknowledge that sometimes cravings and emotions can influence our food choices. Being aware of our environment, thoughts, and emotions can help us make balanced choices.

**Goal:** Students will practice becoming aware of their thoughts and emotions as they relate to physical hunger and making balanced choices about food.

### Objectives:

- Students will identify whether a feeling is physical, mental, or emotional in nature.
- Students will identify comfort foods and/or cravings they associate with physical, mental, and emotional states.
- Students will identify alternatives to food and eating to better meet the needs of mental and emotional states.
- Students will demonstrate awareness of the difference between eating to nourish our body versus eating for enjoyment.
- Students will demonstrate awareness of the factors influencing their decision when choosing a food item from several options.

Nutrition Lesson Time: 45 minutes

### Materials Needed:

<input type="checkbox"/> Healthy Body, Mind & Heart interactive poster	<input type="checkbox"/> Napkins
<input type="checkbox"/> Class sets of Healthy Body, Mind & Heart: Making Choices activity sheets	<input type="checkbox"/> Trash bag
<input type="checkbox"/> Take home activity kits <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheet</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Recipe card for healthy snack options</li> <li><input type="checkbox"/> Dried fruit or dehydrated veggie chips</li> </ul>	<input type="checkbox"/> 3 different snack choices that vary in flavor and texture (bring enough that every student could choose chocolate, but expect to have leftovers). Examples: <ul style="list-style-type: none"> <li><input type="checkbox"/> Sweet: Chocolate</li> <li><input type="checkbox"/> Crunchy: Chips or crackers</li> <li><input type="checkbox"/> Nourishing: Fruit or veggie</li> </ul>



## **In-Class Lesson Outline**

- ★ Introduction
- ★ Healthy Body, Mind, and Heart Discussion
- ★ Awareness of Emotions
- ★ Body Scan
- ★ Cravings & “Urge Surfing”
- ★ Mindful Choices
- ★ Wrap Up
  - Check for understanding
  - Take home activity

## **Before the Lesson:**

- Make a poster with columns for each question and clips or velcro to attach pre-made answers
- Make copies of Healthy Body, Mind & Heart: Making Choices Activity Sheet



## Emotions Inside & Out: Making Choices

### Introduction

Being healthy is all about balance. In order to take good care of ourselves it is important that we pay attention to the needs of our body, our mind, and our heart.

### Healthy Body, Mind, and Heart Discussion (5 minutes)

Make an interactive poster with columns for each question. Use clips/velcro to attach pre-made answers

Q: What are some things your body needs to be healthy?

A. *Our bodies need food, water, and physical activity.*

Q: What are some things that the mind needs to be healthy?

A. *Our minds need ideas, knowledge, concentration, time to think, challenges, and rest.*

Q: What are some things that the heart needs to be healthy?

A. *Our hearts need family, friends, laughter, love, creativity, expression, play, freedom, and traditions.*

### Awareness of Emotions (5 minutes)

Sometimes we feel emotions like joy, sadness, anger, disgust, fear, worry, etc. Our emotions can affect the feelings in our heart, the thoughts in our mind, and how our body feels and acts. Sometimes it is hard to know what to do with our emotions, and we may feel like we have no control over our choices or actions. We must remember that:

- It's normal to feel all these emotions
- We DON'T ever need to feel bad or embarrassed because of the way we feel.
- We DO need to notice our feelings and listen to our body, heart, and mind **so we can make healthy choices more often than we make unhealthy choices.**
- **Body scan**

Have students close their eyes and take 3 deep breaths together. Try to be very still.

Ask them to think about the following instructions quietly in their own head:

- What emotion are you feeling right now?
- Where in your body do you feel this emotion?
  - Listen to your whole body - emotions in our body sometimes feel like a tight knot, a heavy weight, butterflies, jitters, or light and airy. Try to notice what parts of your body feel relaxed and which parts feel different.

Say: Sometimes it is hard to know what to do with our emotions. We may feel like we have no control over our choices or actions. When we feel a strong or confusing emotion try thinking of it as a rain storm passing overhead. It may feel scary for a bit, but before long the sun comes out again. Emotions come and go just like storms.



## Cravings

Say: There are lots of reasons why we choose to eat food: food fills us up when we are hungry, it's fun to eat when we are with our friends or family, it tastes really good.

A craving is when you really want something, usually as a response to something other than physical (stomach) hunger  
(ex. TV ad, smelling or seeing something you like, etc.)

How much do you want to eat this?



- Not at all
- A little bit
- Somewhat
- Quite a bit
- Very much

Submit

Foods are not “good” or “bad,” instead they serve different purposes. When we eat we make a choice to pick foods that either nourish the health of our body, or to pick foods that are for fun.

Even if we don't always notice, emotions can sometimes cause us to think we are hungry for food. When we eat to feed an emotion or thought, the food may not really satisfy us - we may still feel like we need something else. Maybe we need something instead of food when this happens!

## Discussion

- Last time we talked about knowing when our body is hungry, but sometimes we want to eat even when we are not physically hungry.
- What does it mean to crave something? What is a “comfort food?”
- Provide examples of foods/situations and ask students to “vote” if they think it nourishes the health of their body, or if it is a food for fun/pleasure.

**“Urge surfing”** – visualize your craving as a wave that is powered by your emotions and surroundings. You can imagine one of two things when you feel a craving:

- Being carried away by any “wave” (eat the food you crave even if not hungry)
- Or, floating calmly on the water waiting for the most fun wave

**Have kids try acting out “surfing” and “floating” as you call out different foods/activities.**

Remember:

- You decide if food is the best way to care for our body, mind, or heart right now.
- Food tastes better when we are physically hungry.



### **Introduce Mindful Choices Activity (10 minutes):**

- Pause to breathe and rank hunger level (use scale or fist method)
- Hand out activity sheet
- Instruct students to select only one of the offered food choices (ex. chip, cookie, grapes, rice cracker, chocolate piece, dried fruit)
- *Ask:* Why did you choose this food instead of the others?
  - Difference between “liking” and nourishment (neither “good” nor “bad”)
- *Say:* Today we are going to eat our snack quietly. Remember all that we have practiced in our lessons, like exploring the way our food looks, feels, and smells before actually tasting it; chewing slowly and making the food last as long as possible so you can savor it.
- Explain that the questions on the activity sheet are a journaling exercise and that they should answer the questions after they finish eating. Let them know they will have about 5 minutes to answer the questions.
  - Indicate that the silent tasting time has begun.
- *Ask:* How are food and eating part of keeping your mind and heart healthy? (family traditions, learning to cook, making something yummy and nutritious for someone you love, showing appreciation, trying new things)



### **Wrap Up (5 minutes)**

- Describe take home activity
- Distribute prizes for returned parent feedback surveys from last take home activity.



## Healthy Body, Mind & Heart: Making Choices

If I feel....	Where is this feeling? (Body, Mind, Emotions)	What food do I like to eat when I feel this way? (Comfort food/cravings)	What can I do to keep my body, mind, and emotions healthy when I feel this way?
Hungry			
Happy			
Sad			
Worried			
Mad			
Bored			

You Choose!

1) Which food did you choose to eat today?

2) Did you choose this food to nourish your body, for enjoyment, or for a different reason?

3) How did you decide to eat this? What thoughts and feelings did you notice?



## Emotions Inside & Out: Take-Home Activity

### Making Choices Snack

**Goal:** To be aware of thoughts and feelings when choosing what to eat.

**You will need:** a snack, participating family members, and conversations with your family.

#### Instructions:

1. Choose **3 different types** of snack foods from your pantry. Place them on the table so everyone can see the choices.  
Example: 1) a fruit or vegetable  
2) chips or crackers  
3) candy or cookie
2. Decide which 1 of the 3 food choices you want to eat
  - Each family member will choose only 1 of the 3 snacks
3. Enjoy your snack mindfully!
  - Eat slowly.
  - Notice the way the food looks, smells, feels, sounds, tastes.
  - Stop eating when you no longer feel hungry.
4. Take turns sharing your answers to the questions.

#### Table Talk:

1. How did you decide to eat this food instead of the other options?  
What thoughts and feelings did you notice?
2. How does this food nourish (care for) the health of your body?  
What are reasons other than health that you picked this food?
3. When and why would you choose to eat the other foods instead of the one you picked today?
4. Other than eating, what are things you can do to keep your body, mind, and emotions healthy?



## Lesson 5: Planting Seeds of Mindfulness

**Intention of the educator:** Encourage appreciation and gratitude for the entire journey of growing, harvesting, transporting, processing, selling, accessing, and preparing food. This involves natural resources, supports jobs for many people at all levels, requires money and time at all levels. Our choices affect our own well-being as well as many other people, creatures, and resources in our family, community, country, and the world.

**Goal:** Students will increase awareness of the time and energy that goes into the food they eat before it reaches the plate.

### Objectives:

- Students will be able to identify three resources needed for plants to grow.
- Students will be able to identify three people/jobs in farm-to-table process.
- Students will be able to identify at least three activities parents provide
- Students will identify at least one way they can help their parents select, prepare, and/or clean up a meal.

Nutrition Lesson Time: 45 minutes

### Materials Needed:

<ul style="list-style-type: none"> <li><input type="checkbox"/> Pictures of farmers, fields, agricultural transport trucks, processing plants, grocery stores/employees/customers, restaurant/school kitchens, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seed-related tasting (ex. Sugar snap peas, edamame, sunflower seeds)</li> <li><input type="checkbox"/> Napkins</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Take home activity kits           <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheet</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Seed Necklace Materials: pack cotton ball, string, &amp; 1-2 dried beans or seeds into a small jewelry-sized ziplock baggie</li> <li><input type="checkbox"/> Non-perishable seed-related snack (ex. Sunflower seeds, dried edamame, etc.)</li> <li><input type="checkbox"/> Packet of seeds for planting</li> <li><input type="checkbox"/> Mindful Eating Practice Guide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seed Necklace Activity Materials           <ul style="list-style-type: none"> <li><input type="checkbox"/> Bowl(s) for water</li> <li><input type="checkbox"/> Cotton balls</li> <li><input type="checkbox"/> Jewelry-sized ziplock (with hole punched in top)</li> <li><input type="checkbox"/> Dried beans or herb seeds</li> <li><input type="checkbox"/> String</li> </ul> </li> </ul>



## In-Class Lesson Outline

- ★ Introduction: journey of food from seed to table
- ★ Guided Mindful Eating Practice
- ★ Seed Necklace Activity
- ★ Thankful Thoughts – gratitude letter (optional extension activity)
- ★ Wrap Up
  - Check for understanding
  - Take home activity: seed necklace and journey of food family discussion

### Before the Lesson:

- ❑ If using, print or create slideshow of farm-to-table photos relevant to your area
- ❑ Prepare seed necklace materials for take-home kit into self-contained bundles (all materials inside the little ziplock).
  - ❑ Depending on the type of ziplock you get, you may need to punch a hole in the top to thread the string through





## Planting Seeds of Mindfulness

### Introduction

Plants need many different resources to grow, and there are a lot of people that are involved in the farm-to-table process.

Show students a food item:

(use a white board or poster paper to list all the people and things that helped bring the food here)

Q: What does this food item need to grow?

A. *Sun, soil, nutrients, pollinators, and rain/ water.*

Q: Which people helped in the farm-to-table process?

A. *Planters, farmers, harvesters, driers, packagers, truck drivers, grocers, checkout people, and the buyer/consumer, cooks, waiters/waitresses, dishwashers, and truck and fence builders.*

Q: How do your parents help get this food item to your plate?

A. *Drive to the store, buy the food, pay for the gas to get there, pack the food into and out of the car, put the food away, prepare the food, cook the food, and grow the food.*

Being aware of all the hard work and energy it took to bring this one food right here right now is one way to be mindful of our surroundings and what we eat. Even if something isn't our favorite, we can still notice and appreciate the work and energy that went into it.

### Guided Mindful Eating Practice (5 minutes)

Give each student 1 snap pea (or any other food item of your choice)

- Instruct students to wait until everyone has a food item before the tasting will begin.
- Use guide on page 3



### **Seed Necklace Activity** (15 minutes)

- Provide all materials to each student (pre-package or set up assembly line)
- Place a bowl or cup of water at each cluster of desks or in a central location
- Students dip cotton ball in water and gently squeeze out excess water
- Fold cotton around the bean or seed & place in bag (cotton acts like moist soil)
- Blow a little air into the baggie and seal the bag (carbon dioxide and warmth)
- Thread the string through the hole and tie a knot to make a necklace
- **Remind students of the following:**
  - Wear the necklace or hang in a window to keep warm
  - Open the bag at least once a day
    - Check that cotton ball is still damp but not soaking
    - Provide fresh air
  - Once it sprouts, open the bag to allow it to grow
    - Plant in a small pot or cup with dirt

### **Thankful Thoughts – Letter writing extension activity** (optional)

Think of your favorite meal or dish your parent/guardian makes, and think about how grateful you are to have that meal provided for you.

Write a letter to say thank you for:

- Having someone to plan the meals so that you can be healthy and strong
- Having someone who shops for ingredients to make yummy and nutritious food.
- Having someone who teaches you how to cook and care for yourself.
- Having someone who refrigerates and cleans all of the food to keep you safe.
- Having someone who cuts, measures, prepares, and cooks the ingredients.
- Having someone who will share their meal with you.
- Having someone who washes the dishes and stores the leftovers.

**In your letter, write down one way you would like to help your parent shop for, cook, or clean up!**



## Planting Seeds of Mindfulness: Take-Home Activity

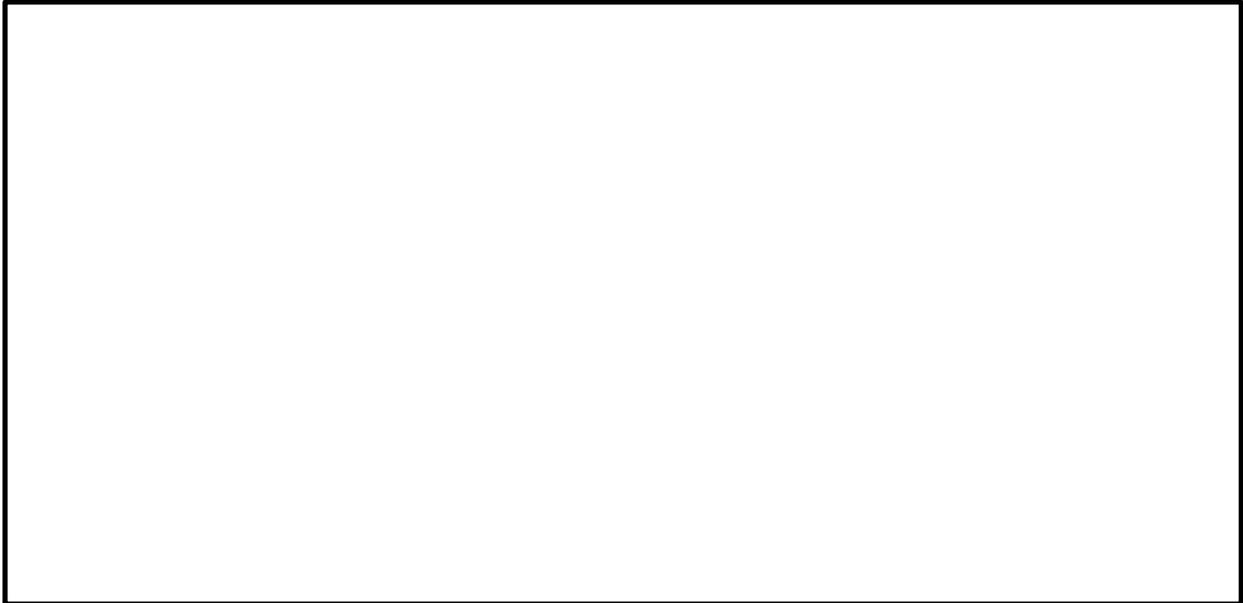
### Plant Seeds of Mindfulness

**Activity 1:** Draw a picture of a vegetable or fruit you ate this week and someone who helped it get to your plate.

**Goal:** To appreciate the energy and time that goes into our food.

#### Instructions:

1. Draw a picture of a vegetable or fruit you ate this week, and someone who helps it grow.
2. Label your plant – what is it and what three things does it need to grow?
3. Write one sentence about a person who helps the plant grow or who helps it get to your plate.



**Activity 2:** Make a seed necklace and care for it while it grows!

#### Instructions:

1. Soak a cotton ball in water and place it in the small plastic bag (don't squeeze the water out)
2. Place your bean seed in the bag with the wet cotton ball and seal the bag
3. Hang the bag in a window until it sprouts in a few days
4. Plant it in a small container with dirt or in the ground
5. Give it water and sunlight as you watch it grow!





## Lesson 6: Family Culture Celebration Meal

**Intention of the educator:** Incorporate elements of mindful eating discussed and practiced in previous lessons and take-home challenges into cooking and eating.

**Goal:** Students will prepare and eat a meal mindfully and engage in community-building discussions with their peers, teachers, and family.

### Objectives

- Students will work together to prepare a simple dish
- Students will work together to create a pleasing food presentation and dining space
- Students will practice mindful eating skills including:
  - eliminating distractions prior to sitting down at the table
  - evaluating hunger before and after the meal
  - requesting an appropriate amount of food to match hunger level
  - noticing the sensory characteristics of the food on the plate
  - eating slowly
- Students will each share one food-related tradition their family practices
- Students will discuss as a group to identify 3 reasons why they think food-related traditions are important

Nutrition Lesson Time: 45 minutes

### Materials Needed:

<input type="checkbox"/> Gloves for all students	<input type="checkbox"/> Attractive small plates
<input type="checkbox"/> Attractive napkins	<input type="checkbox"/> Table cloths
<input type="checkbox"/> Forks	<input type="checkbox"/> Water cups
<input type="checkbox"/> Water pitchers	<input type="checkbox"/> 1 class set of Hunger & Fullness scales
<input type="checkbox"/> Music	<input type="checkbox"/> Cookbooks
<input type="checkbox"/> Prepped ingredient bags for each recipe	<input type="checkbox"/> Discussion cards
<input type="checkbox"/> Take home activity kits <ul style="list-style-type: none"> <li><input type="checkbox"/> Home Practice Activity Sheet</li> <li><input type="checkbox"/> Mindful Eating Challenge choices</li> <li><input type="checkbox"/> Recipe book or recipe cards</li> </ul>	<input type="checkbox"/> All utensils, cookware, serving-ware, and appliances needed for selected recipes



## **In-Class Lesson Outline**

- ★ Welcome and Intro
- ★ Knife/equipment safety & handwashing
- ★ Food preparation and setting the tables
- ★ Mindful Eating Practice & Discussion of cultural and family food traditions
- ★ Clean-up
- ★ Wrap Up

## **Before the Lesson:**

- Communicate with school food service director that you will be cooking and eating in class.
- If teaching this lesson for more than one classroom, identify a central location (rather than moving from classroom to classroom).
- Invite parents and guardians to attend the last lesson.
- Recruit extra help to supervise children while using knives and appliances.
- Choose 2-3 simple cultural recipes – students will be divided into groups and each group will prepare a separate recipe.
- Calculate number of servings needed and ingredients needed for each class.
- Divide ingredients into labeled bags for each group so everything is ready to go!
- Pre-prepare any ingredients that will be too time-consuming or difficult for children to accomplish within given time-frame.
- Determine what utensils, cookware, serving-ware, and appliances are needed for the recipes you chose.
- Prepare discussion cards or prompts to facilitate conversation about culture & traditions



## Family Cultural Celebration Meal

### Introduction (5 minutes)

The experience of cooking and eating food together as a community and family is a very important part of sharing and passing down family and cultural meal-time traditions. Remember to incorporate mindful eating practices and skills that you have learned!

- Thank you to parents/guardians who are able to join us today!
- Today we will practice all of our new mindful eating skills while
- Today we will distribute prizes for returned homework while you are working in your groups

### Food Preparation (25 minutes)

- Students are divided into 3 groups
- All students wash their hands
- Each group works together to prepare a simple recipe (3 total)
  - food should already be washed/chopped/portioned when possible to reduce in-class prep time
- Finished dish should be moved to a “buffet table” and nicely presented
- 1-2 students from each group should set the dining table for enjoyment (tablecloth, napkins, paper plates, forks, cups of water, flower)
- Before sitting down to eat, turn the music off or down (& any other distractions)

### Mindful Eating Practice (15-20 minutes)

- Students wait in their seats for their group to be called to serve themselves
- While waiting to get food, they should rank their hunger level and write the number on the edge of their plate.
- While waiting to eat foods, they can discuss the origins of the food in front of them among their peers.
- When called to serve themselves, each student should take no more than the maximum offered portion and should consider their hunger level when deciding how much to take.
- Once all students have been served, instruct the students that the first 2 minutes of the meal will be eaten quietly so they can focus on the food.
  - Remind them to pause for 3 breaths before beginning to mindfully eat their food.
  - Remind them to chew slowly and notice the differences in how each food looks, tastes, smells, feels, and sounds. Set your utensil down between bites
  - Taste with curiosity and remember that even if a dish is not your favorite to express gratitude to those who worked hard to prepare it.
- After the first 2 minutes have passed, instruct students to read the discussion card at their table and share ideas with the group.
- At the end of the meal, pause again to breathe and re-rank hunger while noticing changes in fullness.



**Clean-up (5 minutes)**

- Emphasize the importance of everyone doing his or her fair share to clean up to show respect and gratitude.

**Wrap up (3 minutes)**

- Remember your home activity this time is to work together as a family to choose, cook, and eat a meal together and talk about your family and cultural traditions.





## Get Cooking: Little Hands Can Be A *BIG* Help

**Invite your child to cook** - don't force the issue. It's great to encourage a child to help out with family meals, but sometimes your child might be more interested in setting or clearing the table.

**Start with small simple recipes** - No need to make a complicated dish, make something easy for everyone.

**Don't try to beat the clock** - It's best to start including your kids on days and times when there is not a huge rush to get the meal on the table. Try a long leisurely day off or holiday from school.

**Create the menu together** - Your child will love the chance to decide what's on their dinner plate. This freedom to choose which veggies, grains and proteins are included will also make it much more likely they will enjoy the final product.

**Away from the heat and not under your feet** - Make sure your child has a safe and comfortable spot to help. This can be sitting on the counter for the really little ones, pulling up a stool, or at the table.

**Bring out the knife with plenty of supervision** - Even young children are capable of helping with cutting and chopping vegetables. Start slow, using a butter knife and softer foods. Explain and model how to keep fingers out of the way. When you and your child feel ready you can start with simple chopping using a larger chef's knife. Sharp knives are less likely to slip and cause a cut. Having a flat surface also helps. You can also make the first cut of a carrot or onion to make it flat then pass it on and observe.

### **Preschool (and before)**

Set your child on the counter or pull up a stool. Let them watch, ask questions and perform simple tasks like stirring and washing produce.

### **School-age**

Now you've got an extra set of hands in the kitchen! Ask them to grab and open ingredients from the fridge or pantry. They can even work on measuring ingredients or reading the recipe out loud, if you have one. Teach them how to safely turn on the stove and oven. When shopping or planning a meal, let your child help to choose ingredients or the main dish.

### **Teens**

Your teen may want to take the lead! Have confidence in their skills and abilities and they will have more confidence in themselves. Give them a recipe book and let them decide on their own what to cook and how to make it. Be sure to let them know you are there if they want or need help.



**Write or Draw a Story about your family traditions:**

- Are there special foods you enjoy for celebrations?
- Pick a holiday and describe what foods you typically enjoy.
- What kinds of feelings or thoughts come to mind?



## Family Culture Celebration: Take-Home Activity

### Cultural Celebration Meal

**Activity:** Family/ cultural tradition celebration.

**Goal:** To enjoy the experience of cooking and eating food together as a family. To share and pass down family and cultural meal-time traditions.

#### Instructions:

1. Plan and cook a family meal to celebrate your family and culture
2. Answer the questions in the space provided.

<p>What will be on the menu for your family meal?</p> <p>Include a food that is important to your family or culture.</p> <p><i>What is special about this food?</i></p>	
<p>How did you help plan, shop, prepare, or cook the meal?</p>	
<p>What did you do to create a fun setting for your family celebration feast?</p> <p><i>(ex. decorate, set table, music).</i></p>	
<p>What is your favorite part about sharing meals with your family?</p>	
<p>What is a food or food-related tradition you enjoy that you would like to share with someone else?</p> <p><i>(Can be about a special occasion, but it doesn't have to be).</i></p>	



## Mindful Eating Challenges

These are extra activities to get more practice eating mindfully!

To accept the challenge pick one option to practice at least one time each week.  
We suggest practicing a skill for 4 weeks then try something new!

### Lesson 1: Master Mindless Munching

#### Option 1

Make a portion-size goal (pick one)

- Serve meals on the smallest plates you have available in your house (within reason)
- Share a super-size portion or buy the smaller size.

#### Option 2

Turn off the TV, video games, and cell phones when eating meals and snacks.

#### Option 3

Leave serving dishes in the kitchen rather than on the table (you have to get up if you want more).

- Vegetables and fruits can stay on the table!

### Lesson 2: Sensational Senses

#### Option 1

Make healthy foods more convenient

- Cut up fruits and veggies
- Keep them in a place that is easy to see and reach.

#### Option 2

Make less healthy foods less convenient

- Put chips and sweets out of sight.
- Divide foods that come in bags (like chips, crackers, and candies) into small bags or containers.

#### Option 3

Notice one sense (sight, smell, sound, taste, touch) while you cook and eat a meal.

- Take turns sharing what you notice.
- Try it out: Practice using on a different sense each week!

### Lesson 3: Getting to Know Hunger & Fullness

#### Option 1

Try a food you have never cooked or eaten before. Notice your thoughts and feelings the first time you try it compared to the next time.

#### Option 2

Practice separating physical (body) hunger from emotional hunger and cravings.

- Notice which emotions and situations cause you to want to eat.
- If you are not physically hungry, do another activity that is fun!

#### Option 3

Think of a vegetable or fruit that is not your favorite, and give it another chance.

- Use your senses to notice the look, feel, smell, sound, and taste.
- Name at least 1 thing that you like about this food.



#### **Lesson 4: Emotions Inside & Out**

##### **Option 1**

Let each family member put food on their own plate.

- Choose an amount that matches your hunger.

##### **Option 2**

Use the Hunger and Fullness Scale before you eat and during the meal.

- Stop eating when you reach a comfortable level of fullness (6 or 7).

##### **Option 3**

Slow down when you eat. You could try one of these ways:

- Chew each bite at least 10 times before you swallow.
- Eat with the other hand (or try chopsticks!).
- Set your fork down between bites.

#### **Lesson 5: Planting Seeds of Mindfulness**

##### **Option 1**

Go to a farmers market or fruit stand and let your child choose a fruit or vegetable they would like to try.

- Ask the farmer how they grew the food and brought it to the market.
- Prepare or taste the food, see if you can taste all of the hard work!

##### **Option 2**

Go to the grocery store with your child and let him or her choose a fruit or vegetable they would like to try.

- Together talk about how it grew; what does it need to grow?
- Also talk about how it got from the farm to the store and which people had to help.
- When you eat your food, remember how much work went into getting it to your plate so that you can enjoy it.

##### **Option 3**

Pick one ingredient of a meal and discuss as a family all of the steps to get this food to your plate.

- How did people help grow, pick, transport, sell the food?
- Talk about the work of shopping, preparing and cleaning up the meal.
- What are three things you appreciate about this food?



## **Lesson 6: Family Culture Celebration Feast**

### **Option 1**

Interview your family about the foods and traditions they remember from their childhood.

- Interview as many family members as possible (parents, grandparents, siblings).
- Here are some questions you can ask in your interviews:
  - What were meal times like when you were a kid?
  - What is your favorite memory of shopping, cooking, or eating with your family?
  - What food and traditions do you remember from special occasions?
  - Do you think it's important to cook and eat together as a family? Why?

### **Option 2**

Try making a recipe from another culture:

- Find a recipe in the cookbook we gave you, a different cookbook, or the internet.
- Involve kids in picking a recipe, shopping, preparing, and/or cooking.

### **Option 3**

Set the table for a mindful family meal! (Try some of the suggestions below)

- Clean the table and surrounding area so it looks and feels comfortable.
- Decorate (try a candle, flowers, placemats, or fold napkins into a fun shape)
- Turn off the TV or any other distractions.
- Ask everyone to do a hunger check before serving the food.
- Use the Mindful Eating Practice Guide to really enjoy the first bite!



# **Activity Sheets & Handouts**

## **In Spanish**



## Práctica de Comer con Atención Plena

*"Una experiencia que involucra a todas las partes de nosotros, nuestro cuerpo, nuestro corazón y nuestra mente, en la elección, preparación y consumo de alimentos." - Ene Chozen Bays*

**Instrucciones:** Escoja cualquier comida para explorar! Siga la siguiente guía.

Practique a frecuentemente y diviértase disfrutando la comida con su familia!

"Mire al (nombre del alimento). ¿Cuál es su forma? ¿De que tamaño es? ¿De qué color es el (los alimentos)? Cual aroma nota? ¿Qué sensación nota en su boca mientras mira a (los alimentos)? ¿Cuál es la sensación en su estómago? Recoja la comida lentamente. Mantenga el (los alimentos) en los dedos y mirelo en su alcance. ¿Como se siente (los alimentos) en su mano: su textura, la temperatura?

Acerqué (los alimentos) lentamente a sus labios. Antes de poner la comida en su boca, pausa y ponga atención plena en lo que está experimentando en la boca. Abra lentamente su boca y coloque el (los alimentos) en la lengua por un momento sin morder la comida. Sienta lo que su boca quiere hacer con (la comida). Tómese unos momentos antes de morder la comida. Sienta la textura en la lengua y su boca. ¿Qué es lo que prueba?

Ahora si muerde la comida dese cuenta de como se siente la comida y del sabor. Mientras sigue saboreando la comida, trate de no pasarse el (los alimentos) de forma inmediata. ¿Cambia el sabor y la sensación de la comida mientras esta masticando? Siente la comida bajando mientras se pasa la comida. Enfóquese de nuevo en la boca. Observe su estómago y lo que puede estar sintiendo. Nota como se siente? Ahora si, ya termino su ejercicio".

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Adapted from: Willard, Christopher, 2010, A Child's Mind: Mindful Practice to Help Our Children Be More Focused, Calm, and Relaxed, Parallax Press, CA



## Foodie U: Actividad para Casa: Distorción de las porciones

Intención: Para practicar notando cómo los objetos de nuestro entorno nos pueden engañar a comer más de lo necesario o incluso queremos.

Necesitará:

1. Un alimento aperitivo que normalmente se come más de una porción y que es fácil de verter en un tazón (ex. Palomitas, papas, galletas, mezcla de frutos secos, etc.)
- 2.1 pequeño tazón(para cada miembro de la familia que participa)
- 3.1 tazón grande (para cada miembro de la familia que participa)
- 4.Una taza de medir

Instrucciones:

1. Tome turnos en verter la cantidad de bocadillo que come normalmente en su propio tazón grande
2. Ahora todos muevan el tazón grande fuera de la vista. Asegúrese de marcar su tazón de alguna manera para que recuerde cuál es el suyo!
3. Ahora tomen turnos en verter la cantidad de bocadillo que come normalmente en su propio tazón pequeño.
5. Usando la taza de medir, miden cuántas tazas de bocadillos hay en cada tazón pequeño y grande.
6. Anote las cantidades en la tabla de abajo.

Notas sobre Distorción de la Porción		
Nombre del miembro de la familia	Cantidad en el pequeño tazón	Cantidad en el tazón grande

Piense lo:

1. ¿Hubo una diferencia en la cantidad del aperitivo en el tazón grande en comparación con el pequeño tazón de algún miembro de la familia? Describa lo que observa.

2. Si se notó alguna diferencia, ¿por qué cree usted que las cantidades variaron cuando estaban vertiendo la cantidad que “come normalmente” en ambas copas?

3. La mayoría de la gente se sirve más comida cuando utiliza platos más grandes en lugar de utilizar platos más pequeños. Muchas personas también se comen todo lo que sirven. ¿Qué se puede hacer para evitar sobrecomer en la hora de comer o en una merienda?



### Foodie U Actividad para Casa - Bocadillos con 5 sentidos

Alguna vez ha comido un bocadillo favorito mientras lee? ¿Viendo la televisión? checando mensajes en su teléfono? ¿Haciendo tarea?

¿Cómo se sabe? ¿Te diste cuenta?

Recuerde: No es un antojo si no lo disfruta.

Este grafico puede ayudarle a apreciar realmente lo que está comiendo por comer un poco mas despacio y darse cuenta de no sólo el sabor sino también la textura, aroma, color, e incluso el sonido.

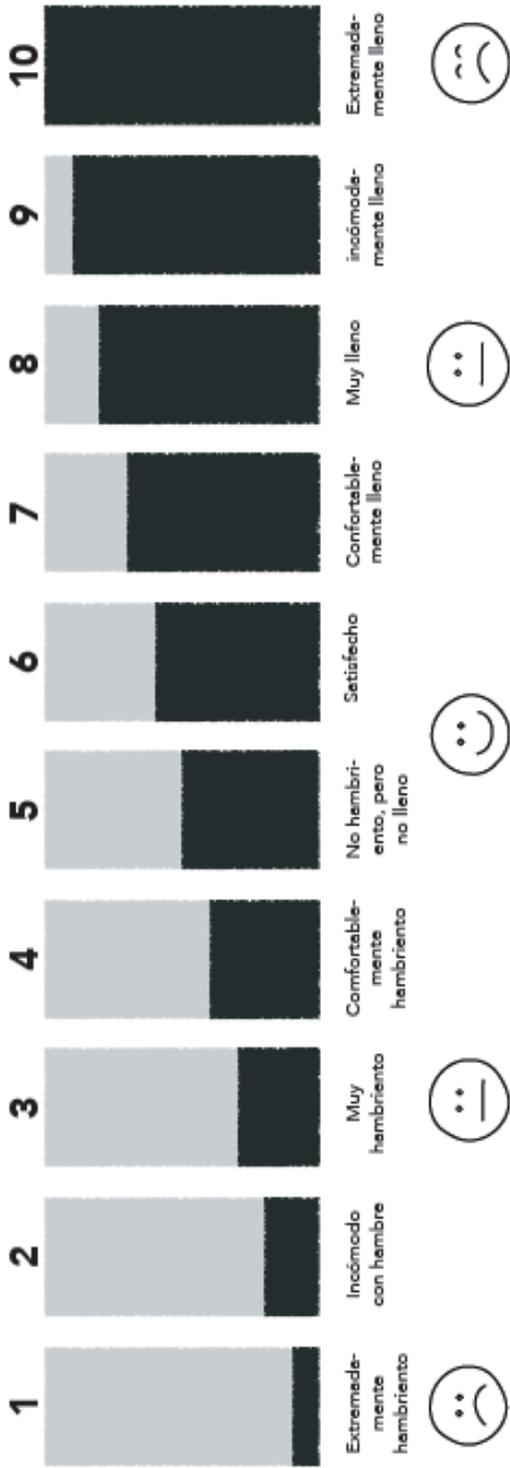
<b>Bocadillos con 5 sentidos</b>	<b>Afuera</b> la cáscara o paquete	<b>Adentro</b> (después de abrir de cortar o pelar)
<b>Que VEZ?</b> Color (es) Figura textura		
<b>Que SIENTES?</b> Con sus dedos Con su lengua Adentro de su cuerpo		
<b>Que ESCUCHAS?</b> Mientras habre, corta o pela Mientras toma un bocado Mientras mastica		
<b>Que HUELES?</b> Antes de que habra, corta o pela Mientras habre, corta o pela Despues de habrir, cortar o pelar		
<b>Que SABOREAS?</b> Es amargo, dulce, salado, agrio? El sabor cambia mientras lo muerde, mastica, o mientras se lo pasa?		

Creado por Catharine Hannay para MindfulTeachers.org

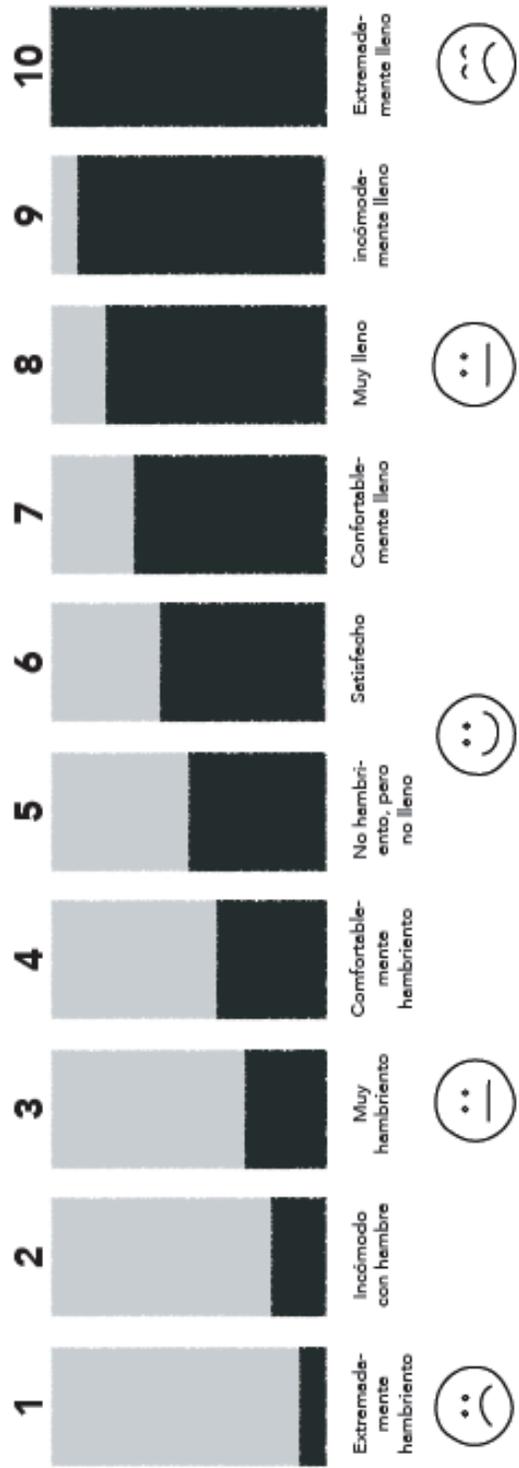
<http://www.mindfulteachers.org/2015/08/five-senses-snack-mindful-eating-chart.html>



### La escala de Hambre y saciedad de Foodie U



### La escala de Hambre y saciedad de Foodie U





## Foodie U Actividad para Casa - Familiarizese con la Hambre y la Saciedad

**Meta:** Observar su hambre haciéndose más pequeña, mientras come.

Para practicar como dejar de comer cuando se siente confortablemente lleno.

**Usted necesitará:** La escala de Hambre y saciedad de Foodie U, y una comida

**Instrucciones:** (empiece antes de que el alimento este en su plato)

1. Piense en cómo su estómago y su cuerpo se siente.
2. Utilice la escala de hambre y saciedad.
  - ¿Qué número describe su hambre ahorita?
3. ¿Cuánto cree usted que necesita comer para llegar a un nivel de saciedad de 6 o 7?
  - Ponga sólo esta cantidad de comida en su plato (se puede obtener más si no es suficiente).
4. Después de 5 minutos (o mitad de la comida):
  - Piense en cómo se siente su estómago.
  - Utilice la escala de hambre y saciedad de nuevo.
  - su número ha cambiado desde cuando empezó?
5. Utilice la escala de hambre y saciedad de nuevo al final de la comida.

Nombre	Hambre / Saciedad # Antes de la comida	Hambre / Saciedad # Mediados de comida	Hambre / Saciedad # Fin de la comida

### Table Talk:

1. ¿Cómo decidió cuánta hambre tenía antes de la comida? (¿como se siente la hambre para usted?)
2. ¿Cuáles son las cosas que le distraen de notar cuando ya no tiene hambre?
3. ¿Qué es lo que te gusta de la idea de terminar de comer cuando se sienta confortablemente lleno?



## Foodie U Actividad Práctica para Casa - Tomando decisiones

**Actividad:** Su familia disfrutará de un aperitivo y una conversación juntos!

Cada miembro de la familia elegirá 1 bocadillo para comer (de un total de 3 opciones).

**Objetivo:** Ser consciente de los pensamientos y sentimientos al momento de elegir qué comer.

### Instrucciones:

1. Elija **3 tipos diferentes** de productos de aperitivo. Pongalos sobre la mesa para que todos puedan ver las opciones. Ejemplo:
  - 1) una fruta o verdure
  - 2) chips o galletas saladas
  - 3) dulces o galletas
2. Decida cuál de los 3 alimentos desea comer (elija sólo 1 de los alimentos).
3. Disfrute de su merienda con atención!
  - a. Coma despacio.
  - b. Observe la forma en que la comida se ve, huele, se siente, suena, sabe.
  - c. Deje de comer cuando ya no sienta hambre.
4. Tome turnos compartiendo sus respuestas a las preguntas.

### Charla de Mesa - Preguntas para la discucion

1. ¿Cómo se decidió a comer esta comida en vez de las otras opciones?  
¿Qué pensamientos y sentimientos notó?
2. ¿Cómo es que este alimento nutre (atención a) la salud de su cuerpo?  
¿Cuáles sn las razones mas afuera de la salud que eligió este alimento?
3. ¿Cuándo y por qué elegiría a comer los otros alimentos en lugar de la que elegio hoy?
4. Aparte de comer, ¿cuáles son las cosas que puede hacer para mantener su cuerpo, la mente y las emociones saludables?



## Foodie U Actividad Práctica para Casa - Plantando semillas de Atención Plena

**Actividad 1:** Haz un dibujo de un vegetal o fruta que comiste esta semana y alguien que ayuda a cosechar esta fruta o verdura.

**Objetivo:** Para apreciar la energía y el tiempo que se dedica hacia la comida.

### Instrucciones:

- Clasifique a su planta - ¿qué tipo de planta es y qué tres cosas necesita para crecer?
- Escriba una frase sobre una persona que ayuda al crecimiento de la planta o que ayuda que llegue a su plato.

**Actividad 2:** Haga un collar de semillas y cuidalo mientras crece!

### Instrucciones:

- Remoje un algodón en agua y colóquelo en la pequeña bolsa de plástico (no escurra el agua)
- Coloque la semilla de frijol en la bolsa con la bola de algodón húmeda y selle la bolsa
- Cuelgue la bolsa en una ventana hasta que brote en unos pocos días
- Plante la plantita en un pequeño envase con tierra o en la tierra
- Riege la planta y dale luz del sol mientras lo ve crecer!



### **TableTalk- Preguntas de discusión**

1. Hable con su familia sobre el trabajo que toma para ir de compras, cocinar y limpiar las comidas. ¿Qué parte es la más difícil para ellos y por qué?
2. ¿De qué manera se puede ayudar con las comidas en su casa?  
(Algunas ideas son: ayudar a escoger sus frutas favoritas y verduras de la tienda, lavar las frutas y verduras, deshojar la echuga, o ayudar con la limpieza.)
3. ¿Usted ayudó esta semana? Si es así, ¿Sabe mejor la comida mejor cuando sabe que ayudo? De un ejemplo.
4. Aunque esto no sea algo que normalmente sucede en su casa, ¿qué es lo que usted aprecia (o quiere) acerca de las compras, cocinar y comer juntos como una familia?

Preguntele a cada persona en su familia para una respuesta.



## A cocinar: Pequeñas Manos Pueden Ser Una GRAN Ayuda

**Invite a su hijo a cocinar** - no esfuerce la situación. Es muy bueno animar a un niño a ayudar con las comidas de la familia, pero a veces su hijo podría estar más interesado en poner o quitar la mesa.

**Comience con recetas pequeñas y sencillas** - No hay necesidad de hacer un plato complicado, haga algo fácil para todos.

**No trate de ganarle al reloj** - Lo mejor es empezar a incluir a sus hijos en los días y horas en que no hay una gran carrera para hacer la comida. Tráelo durante un día libre o durante las vacaciones de la escuela.

**Crean el menú juntos** - Su hijo le encantará la oportunidad de decidir lo que hay en su plato de comida. Esta libertad para elegir qué verduras, granos y proteínas se incluyen también hará que sea mucho más probable que disfruten el producto final.

**Lejos de lo caliente y no bajo sus pies** - Asegúrese de que su hijo tenga un lugar seguro y cómodo para ayudar. Esto puede ser sentado en la mesa para los muy pequeños, hagararr un banquillo y ponerlo serca, o en la mesa de la cocina.

**Agarre el cuchillo y ponga bastante supervisión** - Incluso los niños pequeños son capaces de ayudar a cortar las verduras. Empiece despacio, con un cuchillo de mantequilla y alimentos más blandos. Explique y enseñe cómo mantener los dedos fuera de peligro. Cuando usted y su niño se sientan listos, puede comenzar a cortar utilizando un cuchillo de chef. Cuchillos afilados son menos propensos a deslizarse y causar un corte. Tener una superficie plana también ayuda. También usted puede hacer el primer corte de una zanahoria o cebolla para que sque tenga un superficie plana y luego dársele y observar.

### Preescolar (y antes)

Siente su hijo en la mesa o en un banquito. Dejelos ver, hacer preguntas y llevar a cabo tareas simples como mezclar y lavar productos.

### Edad escolar

Ahora usted tiene un par de manos extra en la cocina! Pídales que agarren y abran ingredientes de la nevera o la despensa. Incluso pueden medir los ingredientes o la leer la receta en voz alta, si tiene una. Enseñeles como prender la estufa y el horno. Al hacer compras o al planear una comida, deje que su niño le ayude a elegir los ingredientes o el plato principal.

### Adolescentes

Su hijo adolescente puede querer tomar la iniciativa! Tenga confianza en sus habilidades y capacidades y tendran más confianza en sí mismos. Deles un libro de recetas y dejelos decidir por sí mismos qué cocinar y cómo hacerlo. Asegúrese de que ellos sepan que usted está allí si quieren o necesitan ayuda.



## Foodie U: Actividad Práctica para Casa Celebración Cultural de Familia

**Objetivo:** disfrutar la experiencia de cocinar y de comer comida juntos como una familia. Compartir y pasar las tradiciones familiares y culturales de la hora de comer.

**Instrucciones:**

- Planificar y cocinar una comida familiar para celebrar su familia y cultura.
- Responda las preguntas en el espacio proporcionado

<p>Cuál va a ser el menú para su comida familiar? Incluya un alimento que es importante para su familia o su cultura.</p> <p><i>Que es lo que hace especial de esta comida?</i></p>	
<p>¿Cómo ayudó a planificar, comprar, preparar o cocinar la comida?</p>	
<p>¿Qué hizo para crear un ambiente divertido para la celebración de comida con su familia?</p> <p>(Ej. Decorar, poner la mesa, música)</p>	
<p>¿Cuál es su parte favorita de compartir las comidas con su familia?</p>	
<p>Cuál es un alimento o los alimentos relacionados con su tradición que disfruta y que le gustaría compartir con otra persona? (Esto puede ser relacionado a una ocasión especial, pero no tiene que ser!)</p>	

