

Materials Paper, marker

Learning Outcome Describe how your body and mind provide hunger cues and distinguish between other factors that can influence you to feel hungry.

Description

Ask the child how their mind or body tells them they are hungry (e.g. stomach is growling, feel tired or grumpy, cannot concentrate, stomach feels empty or hurts, etc.)? Ask the child if there are times that they think they are hungry but they are not (e.g., bored at home, watching TV and want a snack, etc.). To help you with the discussion, read the [Hunger Cues](#) page of Canada's Food Guide. Take a piece of paper and create three columns with the titles below:

Hunger	Hoax	Not Sure
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Cut up smaller pieces of paper and write one of the following scenarios on each paper:

- It's 11:30 a.m. and a few hours after I had my morning snack. My stomach is growling.
- I am at school and I start to feel really tired even after sleeping well last night.
- I am outside playing with my friends and I feel angry with them all the time and notice that my stomach feels empty.
- I am at home and I feel like there is nothing for me to do. I open the fridge and suddenly feel hungry.
- I am watching a movie and want a snack and decide to eat right from the bag of popcorn. I am so hungry I eat until the bag is finished.
- I just ate my lunch and dessert. Then I smell cupcakes and want to eat one.
- I feel sad and a friend gives me chocolate to feel better. I feel hungry and ask for more.

Describe to the child what is meant by the word hoax. Ask them if they think their mind or body ever plays a hoax on them about being hungry? Present the scenarios to the child and show them the paper with the columns written on it. Have the child read each scenario (supporting early literacy learners with reading) and put the scenario in the column they think is the most appropriate. After the child has selected a column for each scenario, review their answers (hint: the first 3 scenarios are hunger and the final 4 scenarios are hoax). Discuss how the child can be more aware about what makes them eat when they are not hungry (e.g., when they are sad, when they feel bored, when the food is right in front of them, etc.). Explain that most people feel this way and that we can work to be more aware of when we are actually hungry by listening to your mind and body.

Healthy Eating Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy foods, food habits, food preparation, and food safety.



FEEL

Develop affective skills and strategies that facilitate healthy food relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate healthy eating, food habits, food preparation, and food safety.



Reflection Questions

Reflection is important to support learning for healthy eating. Consider asking the child the reflection questions below and discuss the answers together.

- Which scenario do you think happens to you most often? Least often?
- What can you do to help you from not eating too much (e.g., put some food in a container, do not eat in front of the TV, etc.)?