



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces
- **ENe-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences



Resources and Preparation

Resources

Video (V)

- Video 11 – [Your tongue: the taste maker](#) (3:51)

Worksheets (WS) and Information sheets (IS)

- Worksheet 4 – Tasting words

Materials

- Disposable gloves for safe food handling
- Paper towels for cleaning up after eating in taste test
- Pencils for writing and colouring

Preparation

1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/)
- Organise a selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

Prior to lesson:

- Print out WS 4 – 1 per student

FOOD TASTING/FOOD PREPARATION

In the final lesson, the students may taste some fruits/vegetables. Students learn about words that describe taste, texture and appearance.

Introduction (10 mins)

Discuss with the whole class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them. Discuss if they think it will taste different. Ask if they know how to describe the taste, smell, structure and more when they eat something new.

Activity (30 mins)

1. As a class, brainstorm words to describe taste and record words they might use (on board/ butchers paper). Watch V11 for an explanation on 'tasting'
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
 - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
 - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a food from the selection.
4. Students undertake an initial taste of the food. If a student declines to taste they can use their other senses to explore the food.
5. Class discusses the taste, texture, appearance and how they feel after tasting their food. Add any new words onto the list, so students can refer back to them.
6. Provide students with a copy of WS 4.
7. Students retaste their food.
8. Students copy 2-3 words from the 'word wall' that mirrors their tasting experience into the centre of the star (WS 4).

Conclusion (5 mins)

Ask the students to share what they thought of tasting the food. Ask who has a good way to describe the taste, smell, texture, etc. As a conclusion to all lessons, you can refer back to the discussion and Word document from Lesson 1 and use it as a measurement of how much was learned.

Assessment

- For:** Students shared thoughts and feelings about local foods.
As: Students identified senses used when tasting food.
Of: Students could describe their tasting experience and recorded the information.

Differentiation

- Extend:** Students write a descriptive passage about the food they have tasted.
Simplify: Tell students directly what they will be tasting and which senses to look out for.

School/Home Link

Take worksheet home for students to share their experience with their family. Families could contribute some foods for taste testing.

Duration | 45 minutes

Worksheet 4 | Tasting words

