



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts



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 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. Have any of them tried any new fruit or vegetables? Discuss how you would describe a new taste. Watch V11 to introduce the students to the concept of tasting.

Activity (40 mins)

1. Ask students if they know how to describe the taste, smell, structure and more when they eat or drink something new. Brainstorm and record words they might use for this (on board/butchers paper).
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 on offer.
4. Students undertake an initial taste of the food. If a student declines to taste they can use their other senses to explore the item.
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 to them.
6. Provide students with a copy of WS 4.
7. Students retaste their food.
8. Students write words that describe their tasting experience into the centre of the star (WS 4). Students write a few sentences in their workbook about their tasting experience. For a more extensive taste-test, use WS 19.

Conclusion (10 mins)

Ask the students to share their personal thoughts about tasting the foods. Have students **share how they described the taste, smell, texture, etc.** Students write a sentence or paragraph in their workbooks about the food they tasted and **what could be cooked with it.** They could then illustrate their work.

As a conclusion to all lessons, you can refer to the discussion and **Word document created during Lesson 1** and use it as a measurement of how much was learned.

Food tasting/food preparation activity continued >

CLASSROOM ACTIVITIES

STAGE ONE LESSON FOUR CONTINUED



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts



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 selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

Prior to lesson

- Print out WS 4 – 1 per student

Assessment

- For:** Students could identify words used to describe tasting foods.
- As:** Students described foods that they had tasted.
- Of:** Students could write reflection sentence/paragraph about their experience.

Differentiation

- Extend:** Students create a presentation about the foods they had tried.
- Simplify:** Work is completed in a small group with those who require support, or as a whole class.

School/Home Link

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

Duration | 60 minutes



Worksheet 4 | Tasting words

