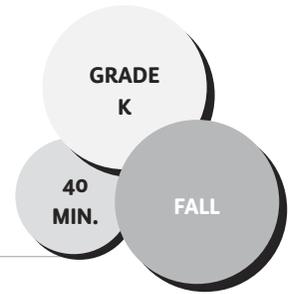


Mindful Tasting

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

Why is it important to slow down and focus on our five senses while we eat?

LEARNING OBJECTIVE

✓ Students will be able to practice focusing on their senses while they eat.

CONCEPTS

describing five senses mindful

Engaging the Classroom Teacher

- During Action Step 2, encourage the teacher to pretend alongside students during the sensory field trip.
- During Action Step 5, ask the teacher to assist with handing out apples and ensuring students don't start eating them right away.

LESSON DESCRIPTION

In this lesson, students learn the practice of slowing down and focusing on their senses while they're eating. They review the five senses, take an imaginary trip to an apple orchard, and end by mindfully eating two apple slices from two different varieties of apples.

MATERIALS

- 2 varieties of apples (or other fruit); enough for each student to have 1 slice of each
- Descriptive Sensory Word Bank Poster (optional)
- Five Senses Poster (p. 56)

PREPARATION

- › Cut each apple variety into one slice for each student, and put the apples on plates, ready to pass out.
- › Display the 5 Senses Poster.
- › Make a poster of the descriptive sensory word bank below:

SEE	TOUCH/ FEEL	SMELL	TASTE	HEAR
Red		Fresh	Juicy	Crunchy
Yellow	Smooth	Strong	Sweet	Crispy
Spotted	Rough	Dull	Sour	Quiet
	Bumpy	Stinky		
	Hard	Sweet		
	Soft			

ACTION STEPS

1. Engage: Have students gather in a circle, and ask them if they can name the five senses. As students name each one, gesture to each corresponding body part, making glasses around the eyes for sight and sticking your tongue out for taste. You can also point to each body part on the poster. Say, *These are our five senses. (5 min.)*

2. Sensory Field Trip: Tell students that you're going to take them on a field trip in their minds to practice thinking about the five senses. Walk them through a sensory trip to an apple orchard (or other field trip appropriate for your location), miming all the different actions that you describe. Have them experience riding the bus and feeling the bumps in the road; students getting off the bus and smelling the farm; hearing the birds as you walk through the field; seeing the biggest, brightest apple in the tree; feeling their hearts beat as they climb up the tree, and tasting the apple at the end. Make it fun and physical by having students quietly run, climb, and jump in place. **(5 min.)**

3. Hand-Washing Break (5 min.)

4. Breathing Exercise: Use an attention-getting strategy to bring students back to sitting quietly. Have them close their eyes and do a deep breathing exercise to gain focus and calm bodies. They might enjoy doing horse lips on the exhale. Do this a couple times or until the group is relaxed. **(5 min.)**

5. Mindful Eating: Explain to students, *Slowing down while eating helps us enjoy our food better. I'll be giving each of you a slice of apple, but we're going to take a really, really long time to eat it because we're going to notice everything we can about the apple using our five senses. And we're not going to eat it until I say to. Now everybody, close your eyes.* Once all eyes are closed, hand an apple slice to each student. Have students discuss each of your prompting questions with a classmate sitting beside them, so that everyone has a chance to share. You can then ask students to share what their neighbor said with the whole class.

Touch: Have students close their eyes and feel the apple with their fingers. Ask them to describe the texture of the skin and then the texture of the flesh to their neighbor. Ask them if it reminds them of something else they've touched.

Smell: With their eyes still closed, have students bring the apple to their noses and inhale. Ask them to describe the smell of the apple to their neighbor.

Hear: With their eyes closed, have students tap their fingernail on the skin and slide their fingertip along the skin and listen for any sounds.

See: Have students open their eyes and carefully examine the apple, describing the colors and shapes they see and any details they notice, for example bruises or mottled coloring.

Taste: Tell students to take one bite of their apple. Ask them to describe the taste and how the apple's taste changes as they continue chewing.

Hear: Have students use their ears again to listen to the sounds as they're munching on their apple. **(10 min.)**

6. Repeat entire sequence with a second variety of apple. **(5 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: *(5 min.)*

Social and emotional learning

- *Did you enjoy eating your apple slowly? What other foods could you try eating like this?*
- *What would it be like if we ate our breakfast or lunch like this?*

Check for understanding

- *What was the same, and what was different about the two apple varieties?*
- *Why do you think it's important to slow down and focus on all the things you can feel, see, hear, smell, and taste about your food?*

ADAPTATIONS

Reading: Read the book *My Five Senses* by Ailiki to introduce or reinforce the concept of senses.

Math Extension: Have students vote on their favorite apple by moving to opposite sides of the room. Have students line up and observe which line is longer. Then count aloud together to see which apple is most popular.

Mystery Canisters Variation: Prepare mystery canisters with the fruit you'll be tasting as an opening engagement activity. For example, one canister would have apple seeds for students to hear, another would have sliced apples for them to smell, another would have a whole apple for them to feel, and then another would have images of an apple tree or blossoms for them to see.

Garden Setting: You can lead students in mindfulness walks, noticing and describing the different smells, sounds, sights, and feel of the wind and the temperature. You can also try “sit spots” with older students, where each student finds a special quiet place to sit and observe the garden. They can make a “sound map” of their spot, noting every sound they hear while they're seated.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

