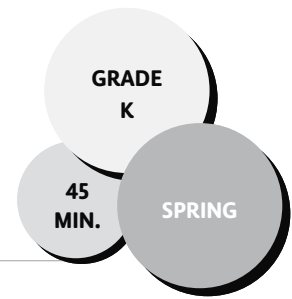


Budding Tastes

THEME: MAKING NOURISHING FOOD CHOICES



ESSENTIAL QUESTION

Why is it important to try new things and to continue to try things we didn't like the first time?

LEARNING OBJECTIVES

- ✓ Students will be able to explain that our preferences can change over time.
- ✓ Students will be able to explain the “power of yet.”
- ✓ Students will be able to identify their own food preferences.

CONCEPTS

prefer preference taste bud yet

ENGAGING THE CLASSROOM TEACHER

- During Action Step 3, encourage the teacher to share an anecdote about a food they learned to like.
- During Action Step 4 and 5, suggest the teacher support students filling out their worksheet while you prepare the tasting. They may need prompting to think of foods they'd like to try.
- If giving students the At-Home worksheet, ask the teacher for the class procedure to send papers home to ensure it happens.

LESSON DESCRIPTION

In this lesson, students think about how people's food preferences can change over time. They engage in a sensory exploration of herbs, read a book about a character becoming more open-minded, draw pictures of their own food preferences, and consider the “power of yet.” This lesson can serve as a great introduction to FoodCorps for a class you're just beginning with.

MATERIALS

- 5–6 empty egg cartons, half dozen or full
- Minced herbs from the school garden (a handful of each, see preparation below)
- A book about a main character becoming more open-minded and trying new foods, such as *Sylvia's Spinach* by Katherine Pryor, or *I Will Never Not Ever Eat a Tomato* by Lauren Child
- Handheld mirrors (optional)
- My Taste Buds Worksheet (p. 97) for each student
- Crayons
- A simple snack from the garden, such as sliced radishes or air-popped popcorn with minced rosemary and butter or olive oil
- Paper towels
- Budding Tastes at Home Worksheet (p. 98)

PREPARATION

- › Collect empty egg cartons to create a mini sensory station for small groups of 4–6 students. Place common herbs found in your school's garden in each section of the egg carton, for example, rosemary, lavender, parsley, lovage, mint, and thyme. You might

want to mince the herbs beforehand, so they release more scent. If you don't have access to many fresh herbs, you can use common pantry ingredients, such as lemon juice, vanilla extract, and spices on cotton balls. Essential oils on cotton balls also work, if you have them available.

- › Photocopy the My Taste Buds Worksheet.
- › Create a model of the worksheet to share with students by filling in a few foods you like and don't like yet but want to try.

ACTION STEPS

1. Sensory Exploration: Pass out a sensory egg carton to each group of students. Instruct students to take turns smelling the contents of each section. Encourage them to pick up the herbs and rub them between their fingers, but remind them to put them back in the same section of the egg carton and not to taste. Instruct students to work in teams of two or three to see if they can recognize any of the smells. Ask them to share with one another which they prefer, explaining that the word *prefer* means to like something the most. Ask, *Which of these do you think you'd prefer to eat?* **(5 min.)**

2. Reading: Tell students that you're going to read a book about a character who prefers to eat certain things. Read *Sylvia's Spinach*, or *I Will Never Not Ever Eat A Tomato*. During the read-aloud, pause and ask questions about the characters' motivations, for example, why they might not want to eat the food in the story. After the read-aloud, tell students to think about how the main character was able to change their mind. **(10 min.)**

3. Discussing Taste Buds: Instruct students to quietly stick out their tongues on the count of three, explaining that their purpose is not to make funny faces at one another. If you have mirrors, use them here to enable students to look at their own tongues. Say, *Take a look. See those bumps on our tongues? Those are taste buds. They help us taste different flavors. Our taste buds send messages to our brain to help our brain decide if we like things. So our brain might think, "Wow this is a new taste, I'm not sure about this!" Sometimes when we try something new, right away our brain thinks, "I don't like this!" But really it takes trying something ten different times to really know whether we like something.* Have students count aloud together up to ten. Tell students about a food you used to not like; for example, say, *I used to not like parsley, but my whole family loves it, so I kept trying just a little bit to train my taste buds to like it. I'm happy because now I can enjoy parsley with my family.* Ask students, *What's something you used to not like but now you do?* Have students share with a partner and then have a couple students explain to the whole class their experience with a food they didn't always like. Say, *So if we try something new for the first time or even the second time, instead of saying, "I don't like this," maybe we can say, "I don't like this yet!" What do you think is different when we add the word "yet"? This helps us remember that maybe our taste buds just need a chance to try it a few more times.* **(5 min.)**

4. Drawing Food Preferences: Show students your own drawing, explaining a couple of your pictures. For example, say, *On this side I drew roasted broccoli because I love it when it's roasted in the oven. And here I drew raw broccoli because I don't like that yet . . . but maybe I will if I try it a few more times. Or Over here I drew*

cottage cheese because it's a food I'd like to try. Consider associating a gesture with each category—for foods you like, rubbing your belly with a smile, and foods you'd like to try or don't like yet, tapping your finger on your chin with a quizzical look. Pass out the My Taste Buds! Worksheet and crayons to students. Circulate and encourage students to think of foods they'd be open to trying. **(15 min.)**

5. Tasting: While students are drawing, prepare a simple snack for them, such as popcorn with rosemary from the garden or sliced radishes with salt. Before eating, tell students that it's okay if they don't prefer something, but there are better ways to express that than saying "eww" or "yuck" because that can make it difficult for other people to enjoy it. Ask students what they can say instead. For example, "I don't prefer it," "I don't like this yet," or "My taste buds need more time!" Pass out the paper towels and snack as students are finishing their drawings. **(5 min.)**

REFLECTION

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

Social and emotional learning

- *How can we be respectful of others who have different tastes than we do?*
- *What was hard, or a challenge while working on this activity? How did you try to solve it?*

Check for understanding

- *What are our taste buds?*
- *Why is it a good idea to try the same food more than once?*
- *What's the difference between saying "I don't like this" and saying "I don't like this . . . yet"?*

ADAPTATIONS

Garden: If you have spring crops in your garden, such as fava beans, radishes, or lettuce, harvest these items with students, and make a salad together. Discuss with students the different flavors they are tasting and why they may or may not like them . . . yet.

At-Home: Have students bring home the Budding Tastes At Home Worksheet and ask their caregivers to name a food they didn't like (yet!) when they were in kindergarten, but they do like now. Have students draw these foods for homework and then share them in class. You can also have students track the number of times they try a new food at home.

ACADEMIC CONNECTIONS

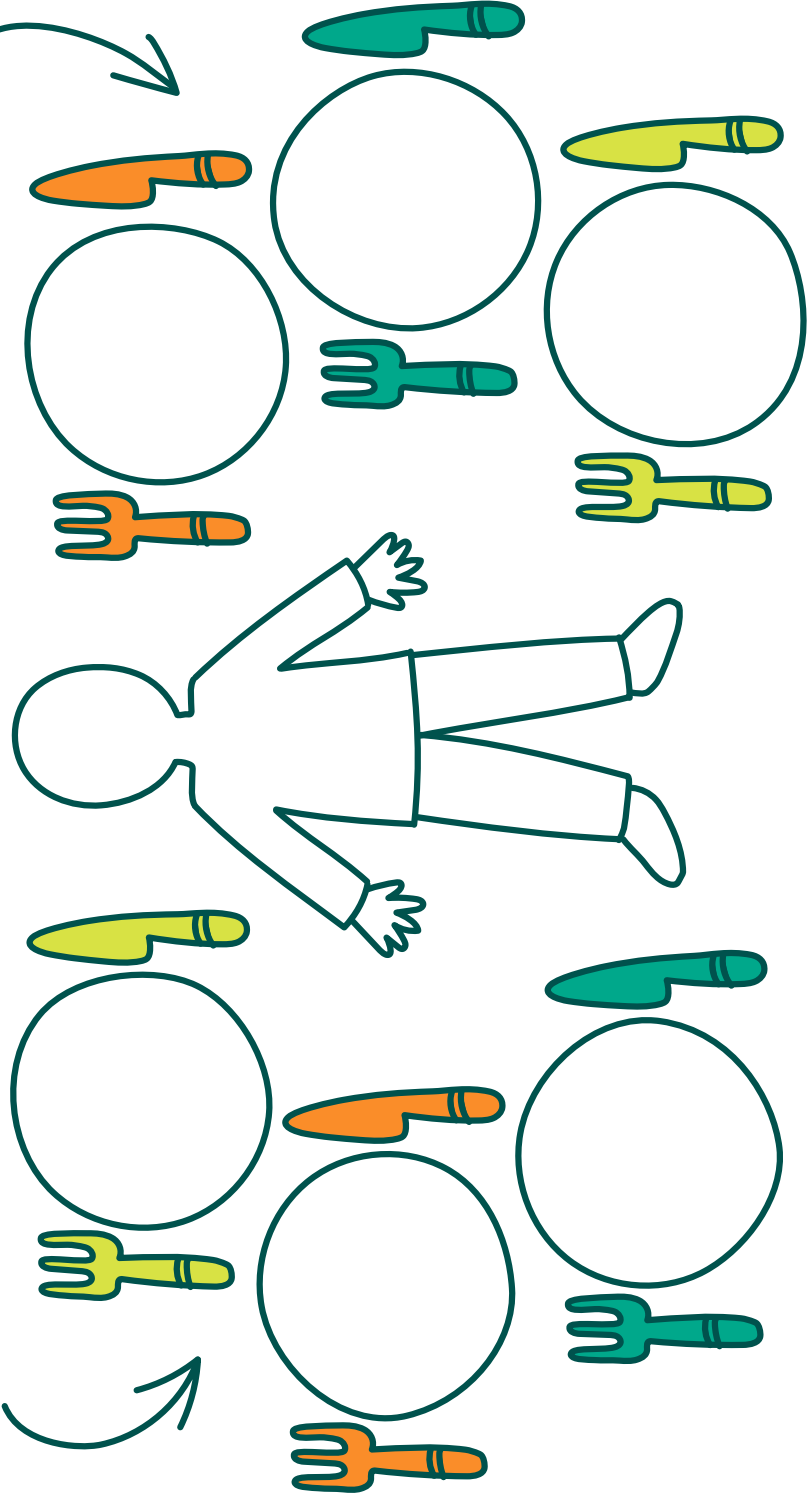
English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

MY TASTE BUDS

FOODS I LIKE

FOODS TO TRY



Name: _____

Date: _____

BUDDING TASTES AT HOME

DIRECTIONS: Draw your caregiver as a kid, not liking a food YET, and then as an adult when their taste buds have changed.

AS A KID:

I don't like
yet.

AS AN ADULT:

I like
now!

We tried a new food — times this week!

DRAW THE FOODS YOU TRIED!

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Date:

Name: