

**SHORT DESCRIPTION OF ACTIVITY:**

Students explore, compare and taste foods.

**TYPE OF ACTIVITY:** Content Connection, Food and Nutrition

**MINIMUM TIME NEEDED FOR ACTIVITY:** 45 Min

**GRADE LEVEL:** K-5

**SUBJECT AREA:** Food Literacy, Farm to School, ELA, Mindfulness

**MATERIALS:**

- Download Veggie Taste Drawing Worksheet, one for each student
- 2-3 different fruits or vegetables in their whole form. Have enough for you to have one for demo, one for cutting/tasting.
  - If using root vegetables, find ones with skins and greens, for others attempt to get leaves/pods/husks
  - Have enough for there to be a small bite for each student when cut up
- Knives, cutting board, bowls, toothpicks
- optional worksheets: 1-Day Taste Test , 1-Week Taste Test

**SET UP:**

1. Review MyPlate food groups.
  - Read picture books that discuss the food groups
  - Draw or collage the My Tray Coloring Activity
2. Tell students that you will be looking at three (or however many) different foods.
3. Have students wash hands.

**DO:**

1. Divide students into groups so there is one group per Fruit/Vegetable station.
2. At each station, show the students the fruit/vegetable. If appropriate, let the students, hold, investigate, explore, smell, etc.
3. Ask if the student can identify what it is.
  - Do you wash it or peel it?
  - Is it a fruit or vegetable? What color(s) is it when ready to eat?
  - What part of it do/can you eat?
    - If it is a vegetable, do you eat the stem, root, stalk, leaves or flower?
  - What is the first letter/last letter?
  - Does it grow in VT?
  - Does it grow on a plant, under the ground or in a tree?
  - Do you like to eat it? Have you eaten it?
  - Have students draw a picture of the food in its whole form, or draw it growing in a garden (tree, soil, plant)
4. Cut up the food into taste-test sized pieces and invite students to try it. If they aren't interested, they can just touch it to their tongue and throw it out.
5. Have students use adjectives/descriptive words to talk about taste, texture

6. Ask students to use words other than yummy or disgusting. If they are stuck using those words, as why they describe it like that.
7. When done, have students rotate to the next station. Repeat until students have explored each food.
8. Gather the students back together and discuss as a group what they discovered.

**VARIATIONS:**

- Try 3 similar foods: beet, turnip and radish; blood orange, tangelo, and ugli fruit; 3 different berries
- Try 3 different varieties of apples, tomatoes, peppers, grapes, etc.
  - What is the same about them? What is different?
- Try 3 foods that are unique and combine to make a snack (elements of salsa, guacamole, bruschetta, smoothie, etc).
  - At a later date make that food, revisiting having tasted the food on its own, and compare to having it made into a snack.
- Use current day's snack provided by the school to apply these activities to.
- Go out to the school garden and, if ready and plentiful, harvest something right there to eat, or bring your snack out to try near a plant upon which it grew.
- Connect the lesson to our reading list.

**STANDARDS:**

ELA Standards > Standard 10: Range, Quality, & Complexity > Staying on Topic Within a Grade & Across Grades > Taking care of your body: Healthy eating and nutrition

PE Standard 3.E6 > Recognizes that food provides energy for physical activity; Differentiates between healthy and unhealthy foods; Recognizes the “good health balance” of good nutrition with physical activity