

Taste like a Chef

Suggested Grade Level: 1-3



The Big Idea

Tasting is a culinary skill that is often undervalued. However, tasting and identifying flavours can be the most important tool in a chef's tool box. This lesson will help students learn to taste, and will support them in identifying and expanding their food comfort zone.

Activities

Total Time: 50 minutes

Introduction	· 5 minutes
Activity 1: Food Adjectives and The 5 Senses	· 25 minutes
Activity 2: Food Comfort Zone	· 15 minutes
Wrap-Up & Review	· 5 minutes

Preparation

Load all associated resources:

- "Taste like a Chef Part 1: Getting Started Exploring New Foods" video
- Print one "5 Senses Chart" for each student.
- "Taste like a Chef Part 2: My Foods Worksheet" video
- "My Foods Worksheet"

Learning Outcomes

- Grade 1 - 3 literacy, students can:
 - Identify the topic, purpose, and audience for a variety of writing forms
 - Write more complex texts using a variety of forms
 - Use some vivid and/or figurative language and innovative expressions to add interest
 - Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- Students can demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (D2: Healthy Living).
- Students can demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (D3: Healthy Living).

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Introduction

Facilitate a classroom discussion about food. This could include asking students what's in their lunch box, foods they have eaten recently or what their favourite foods are. Ask if students help in the kitchen at home or participate with grocery shopping or meal planning.

Explain that everyone likes and appreciates foods for different reasons. Some people love many flavours, some do not. We are going to learn about what "tasting like a chef" means and how to think about and describe what we are tasting.

Activity 1: Food Adjectives and the 5 senses

"The language we use to describe and talk about foods is very important. How we talk about food can affect the way we approach trying new and unfamiliar food."

- Have students brainstorm as many adjectives as they can to describe food. Encourage students to use objective words like "crunchy" or "salty" instead of subjective words like "yummy" or "gross." List the words on the board.
- Have students practice using adjectives to describe foods by asking them to recall their favourite food or foods and describe what they taste like to the class. Encourage students to use the list on the board if they are stuck.
- Watch "*Taste like a Chef Part 1: Getting Started Exploring New Foods*" video. Review with students the five bite principle. After, begin the *5 Senses Chart*. Ask students to think about a recent new food they have tried and describe the experience.
- Using the "*5 Senses Chart*", have students describe a food they enjoy. Have students describe a food they do not enjoy. Be sure to remind students to avoid words such as "yucky", "gross", "good," or "delicious" and instead look for words like "crunchy", "soft" "sour", "bitter" etc.
- Give students the opportunity to share their descriptions with the class.
- Have students complete the chart at home by trying several new or familiar foods, recording their sensory observations.

Activity 2: My Foods Worksheet

- Watch the "*Taste like a Chef Part 2: My Foods Worksheet*" video and distribute the associated work sheet
- Allow students 5 - 10 minutes to complete the activity. Encourage students to focus on whole foods such as apples or bananas, instead of meals.
- Allow students to share with the class as desired.
- Challenge students to move foods on the *My Foods Worksheet* from "off their plate", "onto their plate" into either of the middle two sections. Encourage students to use the tasting technique explained in the video when trying new foods.

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Wrap-Up and Review

- Remind students that tasting to identify flavours is a skill that takes practice, and will help them become more comfortable with a variety of foods.
- Encourage students to try new foods or retry foods they have disliked in the past using the tasting techniques.
- Challenge the chefs to move a specific number of foods closer to the centre of their plates. "Can we as a class move 20 food items closer the centre of our plates?"

Notes & Considerations

- Each student's relationship with food will be unique. It is important to be mindful when helping students develop a positive relationship with food. Pay attention to the language students are using and continue to encourage them to neutral language. Because all students will have different levels of exposure to foods at home, some students may struggle with trying anything new. It is more important to encourage positive language and attitudes around trying new foods than trying many new foods.
- Consider finding local field trip opportunities, resources and programs in your area to use as extension activities, such as cooking programs, farmers market/grocery store tours etc. Be mindful of associated cost and potential impact on access and student participation.
- Be sure to foster a safe and inclusive space for all students during discussion. For example, consider food access, cultural background, varying definitions of healthy food, and ensure that food is discussed in a positive manner without judgement.

Learning Goals

- Students will continue to develop an understanding of their 5 senses.
- Students will learn to objectively describe food using neutral language in order to evolve their food choices.
- Students will learn how to taste food objectively paying attention to a food's flavour and texture, rather than personal preference.

Success Criteria

- Students will demonstrate their learning through classroom engagement and their submissions (My Plate Activity, 5 Senses)
- Consider establishing more specific success criteria by reviewing grade-specific Healthy Eating curriculum expectations (D3. Making Connections for Healthy Living, D3.1 Healthy Eating).