

Taste Like a Chef

Suggested Grade Level: 4 - 8



The Big Idea

Students are introduced to the concept of “tasting like a chef,” meaning they will learn the importance of tasting food to identify flavours and textures, instead of personal preference. Tasting is a culinary skill that is often overlooked but is a crucial part of every chef’s tool box. Students will take it one step further to identify and describe foods using objective language as opposed to subjective opinion based language.

Activities

Total Time: 60 minutes

Introduction: <i>“Taste like a Chef Part 1”</i> video and discussion	· 7 - 10 minutes
Activity 1: Food Adjectives	· 5 minutes
Activity 2: Food Reviews	· 25 - 30 minutes
Activity 3: Food Comfort Zone	· 15 minutes
Wrap-Up & Discussion	· 5 minutes

Preparation

Load all associated resources

- *“Taste Like a Chef Part 1: Getting Started Exploring New Foods”* video.
- Examples of food reviews
- *“Taste Like a Chef Part 2: My Foods Worksheet”* video.
- Print one *“My Foods Worksheet”* for each student

Learning Outcomes

Grade 4 - 8 literacy:

- 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

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Introduction and Video

- Watch *Taste Like a Chef Part 1: Getting Started Exploring New Foods* video as a class.
- Review the Five Bite Principle with the class and ask the students what is a food they have recently tried for the first time and what it was like. Ask students if they have ever been surprised they liked a certain food

Activity 1: Food Adjectives

"The language we use to describe and talk about food is very important. How we talk about and describe foods affects how we think and feel about foods, especially new ones. Eg. "olives are gross" as apposed to "olives are salty"

- Have students brainstorm as many adjectives that can be used to describe food. Encourage students to use objective words like "crunchy" or "salty" instead of subjective words like "yummy" or "gross". List words on the board.
- Have students practice using these adjectives to describe different foods by asking them to recall their favourite food and describe what they taste like to the class. Encourage students to use the list on the board if they are stuck.

Activity 2: Food Reviews

Students will review different food reviews, before writing their own review based on a favourite meal using objective and descriptive language discussed in Activity 1.

- To start, divide students in groups and assign food review examples. Have students identify how the food is described in the review as well as any opinion based statements.
- Review how food has been described in the reviews before directing students to write their own reviews based on a meal they have had before.
- When offering an opinion-based sentence, remind students that we all have different food preferences. What they like may differ from what someone else likes, which is why it's important we focus on describing the objective qualities of the food.

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.
- Allow students to share with the class as desired.
- Challenge students to move foods on their worksheet from "off their plate" "onto their plate". Encourage students to use the tasting techniques explained in the video, when trying new foods.

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Wrap-up

- Give students an opportunity to share their food review.
- Ask students why it is important to become comfortable trying new foods, and what challenges they may encounter when trying new foods. Discuss as a class.

Notes and Considerations

Each Student's relationship with food will be unique. It is important to be mindful about helping students develop a positive relationship with food and eating. Pay attention to the language the students are using and continue to encourage them to use words from the list. 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.

Learning Goals

- 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 according to its favour and texture, rather than personal preference.

Success Criteria

- Students will demonstrate their understanding through classroom engagement and their submissions. (Food Review, My foods Worksheet)
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