

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. 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 apposed to subjective opinion-based language.

Activities

Total Time: 60 minutes

Introduction: <i>Taste like a Chef</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.
- “*Taste Like a Chef Part 2: My Foods Worksheet*” video.
- “*My Foods Worksheet*”
- Examples of food reviews, or “*Food Review Activity*” handout

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
- 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

- 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 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 foods is very important. The way we talk about food can affect how we think and feel about foods especially foods we haven't tried. I.e; "olives are gross" as apposed to "olives are salty"

- Have students brainstorm as many adjectives that they can 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 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. Save the list for the next activity.

Activity 2: Food Review

Students will write their own food review based on a favourite meal they have tried using objective, 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. Highlight or make reference of both for later.
- Review how the foods have been described in the examples before directing students to write their own reviews based on a meal they have had before. Students should consider using words from the food adjectives list and be as specific, descriptive and objective as possible in their review.
- Students may express their opinion at the end of their review, but remind them 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 a food.

My Foods Worksheet

- Watch the *"Taste Like a Chef Part 2: My Foods Worksheet"* video and distribute the associated work sheet.
- Allow students ~10 minutes to complete the activity individually. Encourage the 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 when helping students develop a positive relationship with food. Pay attention to the language students are using and encourage them to use neutral language. Because all students will have different levels of exposure to foods at home, some students may struggle with trying new foods. It is more important to encourage positive language and attitudes around trying new foods than trying many new foods.
- Students may have encountered associated lesson plan resources in previous grades. Consider checking with students and if necessary, framing resources, including videos, as a review.
- 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 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)
- Consider establishing more specific success criteria by reviewing grade-specific Healthy Eating curriculum expectations (D3. Making Connections for Healthy Living, D3.1 Healthy Eating).