



# **Taste & Learn™ for Early Years**

A curriculum resource to help the children in your care to  
enjoy and eat more vegetables

# Use of Taste & Learn™ for Early Years Materials

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Suggested citation: Cochet-Broch, M., Wakem, A., Arguelles, J., Leeder T., Zarnowiecki, D., Golley, R.K., Poelman A.A.M., (2021) Taste & Learn™ for Early Years.

## Acknowledgements

Thanks to Ros Sambell and Janet Elliott for their valuable input on the framework of the curriculum resource. Thanks to the educators and children of the 32 Long Day Care Centers schools in South Australia involved in the scientific evaluation of the Taste & Learn™ for Early Years Materials and program.

The Taste & Learn™ for Early Years Materials have been developed as part of a project funded by Hort Innovation, using the vegetable research and development levy and contributions from the Australian Government, and co-investment from CSIRO. Hort Innovation is the grower-owned, not-for-profit research and development corporation for



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# Introduction

## The Program

Taste & Learn™ for Early Years is a curriculum resource for Long Day Care (LDC), that can be used with children aged 2-5 years, and is one component of the VegKIT Project, a five-year project funded by Hort Innovation underpinned by a consortium of members including Nutrition Australia, CSIRO and Flinders University. The objective of the overall VegKIT Project is to deliver an integrated program of research and development activities to increase children's vegetable knowledge and intake, with the long term planned impact of increasing children's intake by more than half a serve of vegetables per day.

Taste & Learn™ for Early Years has been designed and written by leading experts, including research scientists and nutritionists, with extensive experience in education in the early years sector in consultation with experts on the ground. It is based on the Taste & Learn™ program for primary schools developed by CSIRO, which is an evidence based program to increase children's enjoyment of vegetables ([research.csiro.au/taste-and-learn/](http://research.csiro.au/taste-and-learn/)).

The intention of Taste & Learn™ for Early Years is to increase children's vegetable enjoyment and willingness to eat vegetables through curriculum-aligned intentional teaching and snack-time activities by:

- Promoting the concept of a food adventurer so children can taste any vegetable
- Focusing on enjoyment, with no mention of health benefits of eating vegetables
- Building exposure to a variety of vegetables, where vegetables are tasted in each session
- Using all five senses to explore vegetables and describe the sensations experienced when eating vegetables
- Exposing children to familiar and unfamiliar vegetables.

# Getting started

## Management: Plan and communicate with staff

Each LDC will have their own way of communicating with relevant staff how to best implement the program week to week. Some ideas include at staff meetings, through staff emails, on staff notice boards etc. Yet planning of how the lessons, snack times and supporting activities will occur is paramount to ensure that the activities run on the specified weeks.

Educators will need to have sufficient time to allocate the activities into their weekly lesson plans and cooks/food preparation staff will need to ensure that the appropriate vegetables are purchased for the corresponding activities and be across what vegetables are required on the relevant days/times.

Additionally, they may need to amend the way the specified vegetables for each session are cooked (for example for younger age groups). Furthermore, some LDCs may choose to have the children involved in the food preparation activities and as such, gloves, aprons and safety utensils may also need to be supplied.

### Key messages to convey to Long Day Care staff

- The goal is to create a positive tasting environment for children. If children appear to refuse the food offered, see the "teaching acceptance and dealing with refusals" section.
- Try to steer away from focusing on nutrition messages. Instead focus on the experience of exploring the vegetable(s).
- Communication with all staff that are to be part of the project is crucial. Involve management, educators and food preparation staff in all steps from planning to implementation.
- Cooks/food preparation staff will need to ensure that the appropriate vegetables are purchased for the corresponding activities and be across what vegetables are required on the relevant days/times.

Table 1 on page 14 outlines the vegetable shopping list and equipment suggestions for each lesson and snack time and Table 2 on page 18 outlines the quantities for tasting and shopping. Food preparation staff will need to be made aware of this as well as educators.

# All staff: become familiar with the structure of the program

Ensure all staff are aware of the duration of the program and the different components so that you can take a coordinated approach.

Program structure		
Weekly activity for a total of eight weeks (total eight hours)		
Intentional activities 20 minutes each Twice a week	Snack time 10 minutes each Twice a week	Supporting activities and progress chart e.g. reading corner, music, outdoor play etc.

This resource and its supporting materials is an integrated behaviour change program. It is designed to be followed from start to finish, in the order recommended, with the vegetable suggestions provided.

## Intentional activities

The teaching program will run for eight weeks with two sessions allocated per week (16 lessons in total). Each activity is anticipated to take 20 minutes. These sessions can be split further into shorter periods if educators believe that this would assist with the children's learning experience (particularly for younger age groups). One way to do this is to choose just one vegetable to explore if there are two suggested in the lesson. Alternatively, this symbol (⏸) indicates an appropriate time to pause the activity if required. It is important to complete the activity in full to ensure that the children benefit and learn from the complete lesson including the tasting activities.

Each lesson clearly states the lesson outline, materials required, preparation needed and the steps for each activity. All activity components contribute to the development of a number of National Quality Standard (NQS), Early Years Learning Framework (EYLF), and developmental skills. These have been highlighted on page 77.



## Intentional activities lesson plan

#	Title	Lesson outline
1	The five senses: what are they?	<ul style="list-style-type: none"><li>• What are the five senses?</li><li>• Talk about eyes, nose, mouth, hands and ears</li><li>• Practice exploring each sense with familiar vegetables</li></ul>
2	The five senses: look	<ul style="list-style-type: none"><li>• Discuss vegetables and explore how they look</li><li>• Focus on knowledge and verbalisation of appearance of the vegetables</li><li>• End by tasting vegetables using the tasting protocol</li></ul>
3	The five senses: smell	<ul style="list-style-type: none"><li>• Discuss vegetables/herbs with children, guiding and encouraging them to smell them</li><li>• Focus on exploration and verbalisation of the smell of vegetables (smell, no smell)</li><li>• Plant sprout/bean seeds (or micro herbs) into cotton wool.</li><li>• Wait and watch for the sprouts to grow</li></ul>
4	The five senses: taste	<ul style="list-style-type: none"><li>• Discuss vegetables with children, guiding and encouraging them to taste them</li><li>• Use vegetables the children know and do not know to explore and verbalise the taste of vegetables</li></ul>
5	The five senses: sound and texture	<ul style="list-style-type: none"><li>• Use vegetables the children know to explore the sound and feel</li><li>• Focus on exploration and verbalisation of the feel of vegetables</li><li>• Compare hand-feel with mouth-feel</li></ul>
6	Food adventurer	<ul style="list-style-type: none"><li>• Discuss the concept of an adventurer and how children are food adventurers</li><li>• Focus on encouraging children to see how they are already adventurers</li><li>• End by exploring vegetables together</li></ul>
7	The five senses: look and taste part 1	<ul style="list-style-type: none"><li>• This is an activity around noticing the differences and similarities of vegetables of the same colour</li><li>• Display vegetables of the same colour and different taste and discuss</li><li>• End by tasting and comparing vegetables</li></ul>
8	The five senses: look and taste part 2	<ul style="list-style-type: none"><li>• This is an activity around noticing the differences and similarities of the same vegetables of different colours</li><li>• Display vegetables of the same colour and similar taste and discuss</li><li>• End by tasting and comparing the vegetables</li></ul>

#	Title	Lesson outline
9	Let's get cooking: veggie artwork	<ul style="list-style-type: none"> <li>Child led vegetable choice for a face/artwork, focusing on having at least three different colours in their artwork</li> <li>Focus on hands-on-cooking and exploration experience</li> <li>Children then show their peers their artwork and enjoy eating the artwork together</li> </ul>
10	Plant parts – take 1	<ul style="list-style-type: none"> <li>Discuss three different plant parts (root, leaves, flower)</li> <li>Encourage the children to notice the differences in the vegetable examples you have (one for each)</li> <li>Focus on verbalisation of what they see, noticing the differences, feeling safe to explore</li> <li>End with children tasting/exploring each of the three plant parts</li> </ul>
11	Plant parts – take 2	<ul style="list-style-type: none"> <li>Discuss three different vegetables from the same plant part (e.g. fruit) and encourage children to guess the plant part</li> <li>Encourage children to notice the differences</li> <li>Focus on verbalisation of what they see, noticing the differences, feeling safe to explore</li> <li>End with children tasting/exploring each of the three vegetables</li> </ul>
12	Exploring culture	<ul style="list-style-type: none"> <li>This activity is about exploring children's food culture in relation to vegetables</li> <li>It focuses on knowledge and verbalisation of the vegetables children eat at home in meals, and how this is the same and different to their peers</li> <li>It ends with tasting and comparing a vegetable in different ways</li> </ul>
13	Science and food – carrot three ways	<ul style="list-style-type: none"> <li>Use carrot prepared three ways to explore how the taste and texture changes</li> <li>Use different methods to alter the carrots look, taste and mouth-feel</li> <li>Focus on hypothesising, talking about the different cooking/treatment methods for the carrot and the change in textures, taste and look, cognitive understanding</li> <li>Ends with children tasting and describing taste and look of carrot</li> </ul>

#	Title	Lesson outline
14	Science and food part 2 – broccoli three ways	<ul style="list-style-type: none"> <li>● Use a less familiar vegetable like broccoli prepared three ways to explore how the taste and texture changes</li> <li>● Use different methods to alter the look, taste and mouth-feel of the broccoli</li> <li>● Focus on hypothesising, talking about the different cooking/treatment methods for the broccoli and the change in textures, taste and look, cognitive understanding</li> <li>● Ends with children tasting and describing taste and look of the broccoli</li> </ul>
15	Science and popcorn	<ul style="list-style-type: none"> <li>● Using popcorn in a science experiment</li> <li>● Show the corn (for popping and from a can), children eat some corn from the can</li> <li>● Focus on hypothesising, and cognitive understanding</li> <li>● This activity ends with the children evaluating the popcorn</li> </ul>
16	Let's get cooking: making a dip	<ul style="list-style-type: none"> <li>● Prepare a vegetable dip all together</li> <li>● Focus is on hands-on-cooking and tasting experience</li> </ul>



When you see this symbol don't forget to ensure everyone has washed their hands!

## Snack time activities

Snack time activities are intended to be run twice a week for 10 minutes each over the eight-week program. Similar to the intentional activities, the lesson outline, materials, preparation, and activities have been provided. This approach will help your service to enhance the structure of snack times by having a clear format and a relevant activity centred around vegetables with active supervision by educators, resulting in making mealtimes more meaningful with a focal point. These activities will also contribute to meeting a number of National Quality Standard (NQS), Early Years Learning Framework (EYLF) and developmental skills (refer to page 77).

## Supporting activities

A number of supporting activities have been outlined which can be used as additional activities to accompany and extend the intentional and snack time activities. These activities could be useful as other ways to experience the vegetables apart from in-mouth experiences for those children who may be slightly anxious about tasting certain vegetables. For example, if children do not want to participate in in-mouth activities of tasting, using these supporting activities may help them on their journey of acceptance.

Supporting activities include a home corner, reading corner, writing/drawing area, music, outdoor play ideas and sensory table suggestions. How they are set-up and run is up to your centre, however, some options have been provided on page 75.

## Group progress chart – Our Vegetable Adventure

The progress chart is intended to create a challenge to motivate and encourage the children to take up certain activities and be “Food Adventurers”. You may choose to have one for the whole centre or for each room. Displaying it will allow the children, staff and parents to see their progress as Food Adventurers over the eight-week period of the program.

You can print the chart on A3 paper, or you may choose to draw a similar image yourself. After each lesson (or each week) children and educators can add pictures or words to indicate the suggested vegetables that the children as a group have “explored”. These too have been provided to you to print out and use if you wish.

## Educators and co-educators: get to know the tasting protocol

Vegetables are tasted in each lesson as part of Taste & Learn™. The program adopts a tasting approach that follows the sensations we experience naturally when tasting a food. Following this tasting protocol will ensure that no aspect of the food is overlooked and gives the children the best opportunity to form their own opinion of the food.

The following tasting protocol is a suggestion on how to conduct the tasting session of each lesson:



First, ask the children to pick up the piece of vegetable (with their hand or spoon) and have a look at it. Encourage them to describe the colour, size, shape and any other features they may notice. Offer a small piece as larger items and servings of a new food can be scary.



While holding the vegetable in their hand, they can also describe how it feels i.e. slippery, sharp, dry, irregular etc.



Then, ask the children to bring the vegetable close to their nose to smell it. They may struggle to describe the odour, as it can be very difficult to express, but they might come up with a few terms (e.g. green, grassy, fruity, floral).



Children can then place the food in their mouth. Ask them to talk about the taste/flavour and how it feels in their mouth (i.e. juicy, crunchy, soft). Then they need to eat the piece of vegetable naturally and either use their tongue to move it around their mouth or chew it. During this process, they may experience other sensations and say is it rough, makes their mouth dry, disappears quickly or takes a long time to be swallowed. They may also hear signals from the food (i.e. it is crunchy, crispy, etc).



Encourage a little taste but do not force them to eat the whole amount if they don't want to. It's important to keep the experience as stress free as possible. Also, taste the vegetables together. It is important that the children see the educators enjoying the vegetables.

Through the lessons, children are encouraged to build their vocabulary so they are able to describe the sensations when tasting vegetables in terms of appearance, smell, taste and texture. This program also teaches children to understand what the difference is between descriptive words and hedonic (pleasant or unpleasant) sensations associated with tasting the vegetables.

- Descriptive words are words that describe the properties of the vegetable such as hard, smooth, sticky, crispy, pungent, nutty flavour, sweet, bitter, salty and spicy. These kinds of words are a feature of the vegetable or food and everyone can generally agree on them.
- Hedonic words are the subjective words that describe how a person interprets the vegetable. These could include tasty, disgusting, yucky etc. These can be different for different people and can change over time. An example is that we can all generally agree that corn is sweet (descriptive) yet some people will say that it is yummy (hedonic) whereas others may find it yucky (hedonic).

In order to create positive and beneficial discussions with the children around the taste of vegetables, it is important to learn to properly describe what is perceived. These skills will also help children to understand what aspects of vegetables they like or do not like and will help avoid generalisations.



## Educators and co-educators: Tips to teach acceptance and how to deal with refusals

Some children may experience neophobia – having a fear of anything new. They may be unwilling to try new things and have a tendency to reject unknown or different foods. The peak time for this kind of behaviour is between two to six years of age. It is natural, but children differ in their levels so you may come across children who are particularly reluctant to try a new food. It is also different from “picky eating” as the fear for someone with food neophobia is in the items being new or unfamiliar. Someone who is a fussy eater will often avoid common foods they are very familiar with.

Key things to remember when dealing with children that may refuse tasting the vegetables are:

- Learning to like a wide range of flavours and textures takes time, just as learning to ride a bike does.
- Building familiarity is one of the most important ways to learn to like vegetables. This can be done by offering the vegetables numerous times. It may take 10 or more times of trying a new food before we start liking it.
- Some children might just like to touch and play with the vegetable to start with.
- Children are more likely to try something they know well. If we dislike a vegetable though, we can learn to like it.
- It only takes a small taste each time. Encourage children to just take a little nibble if they are reluctant to eat the whole piece.
- Children should be encouraged to try vegetables when they are offered to them. Yet if a child really does not want to have taste, do not force them. Perhaps they will want to take part next time.
- Seeing other children participate in the tasting may give them the courage to also give it a try next time it is offered.
- Learning to like new vegetables and other foods becomes easier as we broaden what we eat.
- Although every child has their own likes and dislikes, they can learn to enjoy a wider variety of foods.

Some strategies if children do not want to try the vegetable:

- If you get a “No, thanks” or “Yuck” try tasting a piece yourself.
- If they are still not keen, cut up a few small pieces and have them choose which piece they would like to try.
- Finally, let them know that they can spit it out if they don't like it.
- If they are still refusing, it is best to leave it for the time being. Try not to show that you're frustrated even though you might be and try again at another time.

# Management, cooks and educators: Get vegetable ready!

## Vegetables

The term vegetable is somewhat arbitrary and largely defined through culinary and cultural tradition. In this program, we consider a “vegetable” to be any part of a plant (fruit, seed, root, leaf) that is commonly eaten as part of a savoury dish.

Specific vegetables are suggested for each of the activities. Children will be offered a variety of common and uncommon vegetables, with a variety of appearance, flavour and texture properties. It will also expose them to raw and cooked vegetables. The vegetables have been selected on the basis of their suitability for the tasting activity to achieve the educational objectives. Alternatives are proposed in case those vegetables are not available or, for whatever reason, not appropriate for your centre.

Use the tables on the following pages to plan what vegetables will be used throughout the teaching program.

Table 1 provides vegetable suggestions for the intentional and snack time activities.

Table 2 indicates tasting quantities required for 25 children, which can be adapted to your centre’s needs. Please read the lessons in advance each week, as you will need to add to your shopping list, vegetables that are presented whole at the beginning of the tasting protocol for each lesson.

**Table 1: Vegetable and equipment suggestions**

Lesson	Vegetables required for intentional activities	Vegetable suggestions	Alternative vegetables	Equipment
<b>Week 1</b>				
1	1-2 familiar vegetables	Carrot, cucumber	Any	Cutting board and knife Containers with lids and tongs Plates (optional)
2	1-2 familiar/common vegetables for tasting 1-2 unfamiliar/less common vegetables for looking at	Iceberg lettuce, broccoli Brussel sprouts, silverbeet	Familiar: any Unfamiliar: any	As above
Snacking		Pumpkin, capsicum		
<b>Week 2</b>				
3	1-2 vegetables with a smell (you can use herbs if easier to source) sprout/bean/micro herb seeds (alternatives: alfalfa sprout, tomato seeds, snow peas)	Mushroom, fennel	Shallot, garlic, ripe tomato, rosemary, parsley, basil, dill	Cotton wool Upcycled yoghurt or egg carton containers and a marker Spray bottle with water
4	1-2 familiar/common vegetables 1-2 unfamiliar/less common vegetables	Peas, green capsicum Sugar snap peas, rhubarb	Sweet: peas, corn, pumpkin, sweet potato Bitter: rocket, spinach, green capsicum Salty: celery Acidic: sorrel	Cutting board and knife Containers with lids and tongs Plates (optional)
Snacking		Sweet potato, cucumber		

Lesson	Vegetables required for intentional activities	Vegetable suggestions	Alternative vegetables	Equipment
<b>Week 3</b>				
5	1-2 familiar/common vegetables	Lettuce, celery	Snow peas, green bean, sugar snap peas	Cutting board and knife Containers with lids and tongs Plates (optional)
6	1-2 familiar/common vegetables 1-2 unfamiliar/less common vegetables	Tomato, mushroom Radish, rocket	Familiar: any Adventurous: snake beans, Brussel sprouts, squash, silverbeet, rhubarb	As above
Snacking		Broccoli, celery		
<b>Week 4</b>				
7	2 familiar/common vegetables of the same colour 2 green vegetables, 1 of which most children like 1 of which most children are less familiar with	Orange: capsicum, pumpkin Avocado Green beans	White: cauliflower, cabbage Orange: carrot, orange tomato Yellow: capsicum, tomato, corn Green - liked: cucumber Green - not as liked: broccoli	Cutting board and knife Containers with lids and tongs Plates (optional)
8	1 vegetable in 3 different colours but similar taste	Yellow, red and green capsicum	Carrot (orange, purple, yellow); tomatoes (yellow, orange, red, black)	As above
Snacking		Cauliflower, lettuce		

Lesson	Vegetables required for intentional activities	Vegetable suggestions	Alternative vegetables	Equipment
<b>Week 5</b>				
9	At least 2 familiar/common vegetables of different colours At least 2 unfamiliar/less common vegetables of different colours	Cherry tomatoes, peas Cauliflower, kale	Mushroom, green beans, watercress, celery, corn kernels	Cutting board and knife Containers with lids and tongs Plates
10	1 of each plant part	Root: parsnip Leaves: spinach Flower: artichoke globe	Root: beetroot, carrot, sweet potato, turnip Leaves: lettuce Flower: cauliflower, broccoli	As above
Snacking		Peas, beans		
<b>Week 6</b>				
11	3 vegetables from the same plant part but that have different sensory properties	Zucchini, eggplant, snow peas	Root: beetroot, carrot, sweet potato, turnip Leaves: spinach, lettuce, rocket	Cutting board and knife Containers with lids and tongs Plates (optional)
12	1 common/familiar vegetable prepared into 2-3 different dishes/meals that represent the cultures of your community	Cabbage in coleslaw, sauerkraut, non-spicy kimchi, pierogi, colcannon, okonomiyaki	Cauliflower, eggplant	As above
Snacking		Snow peas, asparagus		
<b>Week 7</b>				
13	Carrot	Carrots		Fry pan Masher/peeler/grater Cutting board and knife Containers with lids and tongs Plates (optional)
14	Broccoli	Broccoli	Cauliflower	As above
Snacking		Zucchini, sugar snap peas		

Lesson	Vegetables required for intentional activities	Vegetable suggestions	Alternative vegetables	Equipment
<b>Week 8</b>				
15	Corn	Popping corn Corn kernels (canned, cob or corn)		Popcorn machine or pot with lid Serving spoon Bowls
16	1 unfamiliar/less common vegetable Other dip ingredients	Canned or pre-cooked beetroot Beetroot dip: combine 250g of canned or cooked beetroot with ½ cup of Greek yoghurt, 1 tablespoon of lemon juice, and ½ teaspoon of ground coriander and ground cumin each	Sweet potato, eggplant, cucumber, carrot, pumpkin	Vegetable sticks and/or plain crackers to enjoy with the dip Cutting board and knife Food processor or bowl and masher (whatever you have available) Containers with lids and tongs Plates (optional)
Snacking		Parsnip, kale		

Tip: When sourcing your vegetables for these activities talk to your local green grocer/fruit shop, as they may be able to provide you with some produce for free or at a lower cost.

## Table 2: Vegetable quantities for tasting and shopping

When creating your shopping list, in addition to these vegetable quantities for tasting, remember to allow for the whole vegetables for display in some of the lessons.

Vegetables	Quantity per child	Quantity required for a group of 25 children
Artichoke(*)	1 piece of artichoke heart	1 jar of artichokes hearts (170g jar)
Asparagus*	1 piece of asparagus (1cm)	½ bunch of asparagus (available tinned as well)
Avocado	1 dice of avocado	1 medium size avocado (approx. 12-15 cm long)
Beetroot(*)	1 dice of beetroot	¼ x 425g of a tin of diced beetroot (also available pre-cooked in bag)
Broccoli*	1 broccoli floret	1 broccoli heads (average broccoli head of 11 cm diameter) or ½ bag of frozen broccoli florets
Cabbage	Shreds of cabbage	¼ of cabbage head
Capsicum	1 strip of capsicum	1 capsicum (average capsicum 100g)
Carrot	1 carrot slice	1 medium sized carrot (approx. 18 cm = 150g)
Cauliflower*	1 cauliflower floret	½ cauliflower head (average sized cauliflower) or ½ bag of frozen cauliflower florets
Celery	1 piece of celery	¼ bunch of celery
Cherry tomato	½ cherry tomato	1 punnet of cherry tomatoes
Corn(*)	2-3 corn kernels	½ x 420g tin of sweet corn kernels
Cucumber	1 cucumber slice	½ telegraph cucumber (average cucumber of 30 cm)
Eggplant*	1 dice of eggplant	1 medium eggplant (approx. 15-20cm long)
Fennel	1 strip of fennel	½ fennel bulb
Greens beans*	½ green bean	13 green beans (available frozen as well)
Iceberg lettuce	2-3 shreds	¼ iceberg lettuce
Kale	1 piece of kale leaves	2-3 bunches of kale
Lettuce	1 piece of lettuce leaf	1 small lettuce head
Mushroom	¼ button mushroom	7 button mushrooms (approx. 70g)
Parsnip*	1 dice of parsnip	1 medium sized parsnip (approx. 18 cm = 150g)
Peas*	2-3 peas	½ tin of peas or 100g of frozen peas (from 500g bag)
Pumpkin*	1 piece of pumpkin	½ butternut pumpkin (approx. 25 cm long)
Radish	¼ of a radish	7 radishes (approx. 3-5 cm diameter)
Rhubarb*	1 piece of rhubarb	¼ bunch of rhubarb
Rocket	1 rocket leaf	30-40g rocket leaves
Snow peas	½ snow pea	12-13 snow peas
Spinach	1 baby spinach leaf	30-40g spinach leaves
Sugar snap peas	1 sugar snap peas	300g of sugar snap peas
Sweet potato*	1 dice of sweet potato	1 average size sweet potato (approx. 18-20cm long)
Tomato	1 dice of tomato	2 medium sized tomato (approx. 6cm diameter)
Zucchini*	1 dice of zucchini	1 medium zucchini (approx. 20cm long)

\* indicates vegetables that will need to be prepared/par-boiled/cooked before tasting

(\*) indicated vegetables that require some preparation before tasting but that can be purchased cooked already and served as is.

# Lesson 1



## The five senses: what are they?

### Lesson Outline

- Discuss the five senses involved in eating (look, smell, taste, feel/touch, sound/mouth sound).
- Talk about eyes, nose, mouth, hands and ears. Using *The Five Senses* resources as a prompt, you could encourage the children to colour in the appropriate sense.
- Practice exploring each sense with familiar vegetables.

### Materials

- 2 familiar/common vegetables (suggestions: carrot, cucumber)\*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)
- Print-out of *The Five Senses* resources provided at the end of this lesson

\*You can find alternative vegetable suggestions in Table 1 on page 14.

### Preparation (approx. 10mins)

- Choose one or two familiar vegetables.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one carrot and one cucumber) and prepare the rest for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and present the poster or resource that shows the five senses to the children.
- Guide the children through talking about the senses (eyes- sight, nose- smell, mouth- taste, fingers/hands/mouth- touch, ears- hearing). We have five different senses that help us to explore the world around us; we have our eyes for seeing, ears for hearing, nose for smelling, mouth for tasting, and hands for touching.

Ask questions such as:

- Who can show me where your mouth is?
  - What do we use our ears for?
  - How many eyes do you have?
- Take this further and discuss examples of how the children might use their five senses (e.g. “can you hear the birds outside? I can, I am using my ears to hear the birds”).



This is an appropriate time to pause the lesson if required.



- Bring out the one or two whole vegetables for the children to explore.
- Start by talking to the children about what vegetables you have. Ask them to see if they can tell you the vegetable names.
- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: If you are doing this with two different vegetables (e.g. carrot and cucumber) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

When discussing the suggested vegetables, you can use these describing words:

- Carrot: orange, hard, chewy or crunchy, sweet, bitter, smooth/slightly rough skin.
- Cucumber: green bumpy skin, hard outside, white, seedy and juicy inside, bitter, long and cylindrical, crisp.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# The Five Senses



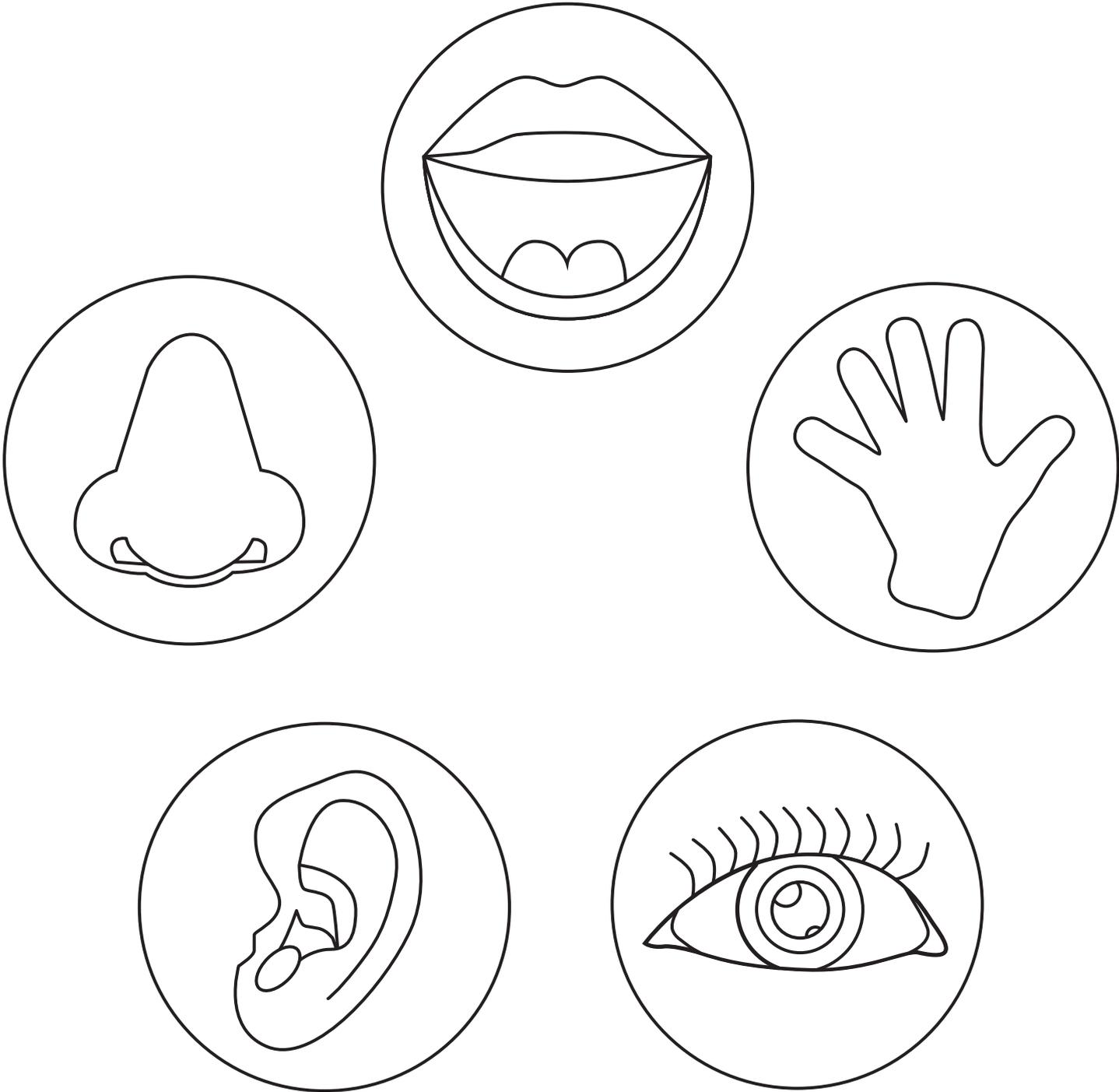
(Courtesy of Taste & Learn™ – CSIRO's Vegetable Education Program for Australian Primary Schools, 2020.)

# The Five Senses



*(Courtesy of Taste & Learn™ – CSIRO's Vegetable Education Program for Australian Primary Schools, 2020.)*

# The Five Senses



*(Courtesy of Taste & Learn™ – CSIRO's Vegetable Education Program for Australian Primary Schools, 2020.)*

# Lesson 2



## The five senses: look

### Lesson Outline

- Discuss real vegetables (fresh, canned, or frozen) that the children know and do not know and explore how they look.
- Focus on knowledge and verbalisation of appearance of vegetables (i.e. colour, shape, standout features, similarities). Discuss liking of the vegetables.
- End by tasting one or more vegetables using the tasting protocol.

### Materials

- 1-2 familiar/common vegetables for tasting (suggestions: iceberg lettuce, broccoli)\*
- 1-2 unfamiliar/less common vegetables for looking at (suggestions: Brussel sprouts, silverbeet)\*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 14.

### Preparation (approx. 10mins)

- Choose one or two familiar vegetables and one or two unfamiliar vegetables.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one Brussel sprout and one silverbeet) and prepare the familiar vegetable(s) for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the one or two whole unfamiliar vegetables out in front of the group.
- Guide the children through talking about the vegetable(s) you have on display, using their eyes to identify what they can see (e.g. “using your eyes you can see lots of things about these vegetables”).
- Talk about the vegetable(s) colour, shape, standout features, how they might be similar, and whether they like to eat them.

Ask questions such as:

- Who can tell me what are the names of these vegetables? Can you guess? What does it look like (e.g. Brussels sprouts look like mini cabbages)?
- What colour is this one?
- What shape does it look like?
- Have you eaten this vegetable before?
- Would you like to try it?



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: If you are doing this with two different vegetables (e.g. iceberg lettuce and broccoli) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
  2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
  3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
  4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
  5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.
- Finish by asking the children if they liked the vegetable(s) they tasted.

## Educator tips

As children grow in their confidence to try new foods, you might find some children not as sure about the unfamiliar options. Be sure to:

- Praise progress, even if they just touch the unfamiliar vegetable that is a step in the right direction.
- Do not make a big deal if a child refuses to try a vegetable.
- Role model how you feel, think and then try a new vegetable with the children (for example, "I haven't tried this one before, it feels hard when I squeeze it gently. I wonder if it is crunchy? I do like that it is green because I like the colour green. Maybe I should have a taste to see what is it like. It is crunchy – can you hear the crunch sound coming from my mouth as I taste it?")

When discussing the suggested vegetables, you can use these describing words:

- Iceberg lettuce: white, light green, round, curly leaves, crunchy, bland, sweet.
- Broccoli: green, fluffy, hard, crunchy, brittle, green flavour, bitter.
- Brussel sprout: green, hard, rough, round/oval, bitter.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 3



## The five senses: smell

### Lesson Outline

- Discuss vegetables/herbs with children, guiding and encouraging them to touch and smell them.
- Focus on exploration and verbalisation of the smell of vegetables (smell, no smell).
- Plant sprout/bean seeds (or micro herbs) into cotton wool.
- Wait (approximately one to two weeks) and watch for the sprouts to grow.

### Materials

- 1-2 vegetables with a smell. You can use herbs if easier to source (suggestions: mushroom, fennel) \*
- Sprout/bean/micro herb seeds (alternatives: alfalfa sprout, tomato seeds, snow peas)
- Cotton wool
- Upcycled yoghurt or egg carton containers and a marker
- Spray bottle with water and a little time

\*You can find alternative vegetable suggestions in Table 1 on page 14.

### Preparation (approx. 15mins)

- Choose one or two vegetables/herbs with a distinct smell.
- Wash vegetables/herbs well. Keep one whole vegetable/herb bunch for discussion (e.g. one fennel and one mushroom), and prepare the rest for tasting.
- Get materials together for growing the sprouts, ensuring you have enough cotton wool, planter containers, sprouts, and spray bottles filled with water. Have them ready to go. You can name the containers for the children before or after they have planted their sprouts.

## Activity (approx. 20mins)

- Start with the children sitting together and have the one or two whole vegetables/ herbs out in front of the group.
- Guide the children through talking about the vegetables/herbs you have on display. Talk about how the vegetables/herbs smell.

Ask questions such as:

- Who can tell me the names of these vegetables/herbs?
- Using your nose to sniff, can you see if these vegetables/herbs have a smell?
- Is the smell strong or weak? Do you like the smell? Does the smell remind you of anything? Do you think you might have smelt it before?



This is an appropriate time to pause the lesson if required.



- Move to where you have the planting prepared. Get the children to place a ball or small piece (around the size of a 50 cent piece) of cotton wool into a container. Water the cotton wool with a spray bottle, until moist. Next, get the children to take a sprout seed and place it on top of the cotton wool.
- Finally, get the children to help you place the containers with seeds in a sunny spot to start growing.
- Over the next week or two, children can help to keep the seeds moist and watch as the sprouts grow. Note: you will get to taste these sprouts a little later.

## Educator tips

When discussing the suggested vegetables, you can use these describing words:

- Fennel: liquorice-like, aniseed-like, light green coloured, firm/hard, crunchy.
- Mushroom: earthy, muddy, soil-like, soft, white and brown coloured, smooth.

Did you know: There is an association between smell and memory? As you discuss the smell of the vegetables/herbs and ask the children what the smell might remind them of, they might associate the smell with a memory of a birthday and say "cake". This is a tricky concept and you might find that many children do not know how to describe a particular smell. They might come up with words that you find surprising or unrelated but actually it might just be accurately communicating foods or tastes they associate with the memory.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 4



## The five senses: taste

### Lesson Outline

- Discuss vegetables with children, guiding and encouraging them to taste them.
- Use vegetables the children know and do not know to explore taste.
- Focus on exploration and verbalisation of the taste of vegetables (sweet, sour, bitter, no taste).

### Materials

- 1-2 familiar/common vegetables (suggestions: peas, green capsicum) \*
- 1-2 unfamiliar/less common vegetables (suggestions: sugar snap peas, rhubarb) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 14.

### Preparation (approx. 10mins)

- Choose one or two familiar vegetables and one or two unfamiliar vegetables. Make sure that you include at least one vegetable that has a bitter/acidic taste (e.g. rhubarb, green capsicum) and one that has a sweet taste (e.g. peas, sugar snap peas).
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one capsicum and one rhubarb), and prepare the rest for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

Note: Rhubarb leaves are not safe to eat. Remove these before displaying to the children.

## Activity (approx. 20mins)

- Start with the children sitting together and have the one or two familiar and one or two unfamiliar vegetables (whole) out in front of the group.
- Guide the children through talking about the vegetables you have on display.
- Talk about the vegetables colour, shape, standout features, how they might be similar, and whether they like to eat them.

Ask questions such as:

- Who can tell me what are the names of these vegetables?
- What colour is this one? What shape is it?
- Do you like to eat this vegetable?
- Do you think it will taste sweet or bitter or a little sour?



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: If you are doing this with two different vegetables (e.g. green capsicum, sugar snap peas) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

When discussing the vegetables, you can use these describing words:

- Peas: green, round, small, sweet, soft, outside hard skin.
- Green capsicum: smooth, seedy, green, pungent, bitter.
- Sugar snap peas: crunchy, flat, green, sweet, seedy, pod.
- Rhubarb: stringy, acidic/sour/tart, crunchy, stalks are pinkish-green to ruby red coloured.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 5



## The five senses: texture and sound

### Lesson Outline

- Use vegetables the children know to explore the sound and feel.
- Focus on exploration and verbalisation of the feel of vegetables (i.e. smooth, rough, spiky, bumpy).
- Compare hand-feel with mouth-feel.

### Materials

- 1-2 familiar/common vegetables (suggestions: lettuce, celery) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 15.

### Preparation (approx. 10mins)

- Choose one or two familiar vegetables with different sound and texture properties (e.g. lettuce, celery).
- Wash vegetables well. Keep one whole vegetable to show children during the discussion (i.e. one celery stick and one lettuce), and prepare the rest for tasting by cutting them into appropriate sizes and shapes.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the one or two familiar vegetables (whole) out in front of the group.
- Guide the children through talking about the vegetables you have on display.
- Talk about the vegetables' colour, shape, how they feel, and what sound they might make when eaten.

Ask questions such as:

- Who can tell me the names of these vegetables?
  - What colour is this one? What shape is it?
  - How does it feel when you hold it in your hand? Heavy. Now, feel it with your fingers. Do you think it feels smooth, rough, spiky, or bumpy?
  - I wonder how it will feel when I put it into my mouth? Will it feel bumpy when we eat it?
  - What sound do you think it will make when we eat it? Will it make a crunchy sound?
- You might want to show the children the *Super Salad Song (Let Me Hear You Crunch)* by Laugh & Learn™, or encourage the children to make up their own song, incorporating the words "crunch" or "snap".



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables going from sense to sense.

Note: If you are doing this with two different vegetables, (e.g. lettuce and celery) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

Vegetable appearance also gives indication about the vegetable freshness and texture. As an alternative, it is possible to have children compare the texture of a fresh piece of celery with one of a limp piece of celery (please ensure it is still safe to eat). They might be able to notice the difference in crunchiness.

When discussing the suggested vegetables, you can use these describing words:

- Lettuce: white, light green, round, curly leaves, crunchy, bland, sweet.
- Celery: bumpy, green, long, salty, crunchy.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 6



## Food adventurer

### Lesson Outline

- Discuss the concept of an adventurer and how children are food adventurers.
- Focus on encouraging children to see how they are already adventurers.
- End by exploring vegetables together.

### Materials

- 1 familiar/common vegetable (suggestions: tomato, mushroom) \*
- 2 unfamiliar/less common vegetables (suggestions: radish, rocket) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 15.

### Preparation (approx. 20mins)

- Choose one familiar vegetable and two unfamiliar vegetables.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one tomato and one radish), and prepare the selected familiar and at least one unfamiliar vegetables for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw (e.g. radish).
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and begin by discussing what an adventurer is.

Guide the discussion by asking or saying things such as:

- Who can tell me what an adventurer is?
  - Did you know that Dora the Explorer is an adventurer? Little J and Big Cuz are too. Do you know of any other characters that are adventurers?
  - I think we are all adventurers. I am an adventurer when I try new things or give something a go. Educators might be able to share a realistic example or something they tried for the first time recently.
  - Exploring means to look at something closely to see and learn more about it. You could touch or taste something to explore it.
  - We are all adventurers, you are adventurers everyday as you explore the park or the sandpit.
  - When you try a new food or a food cooked in a new way you are being a food adventurer.
- Bring out the one familiar and two unfamiliar vegetables (whole) out in front of the group.
  - Talk about the vegetables colour, shape, whether they eat them at home.

Ask questions such as:

- Who can tell me the name of these vegetables?
  - What colour are they?
  - Have you seen those vegetables before? Can you tell me their names?
  - Have you ever tasted these vegetables before?
  - I am curious about how it tastes. I want to try something new so I am going to be a food adventurer and try this vegetable I haven't ever had or tried (cooked or raw) like this before. Will you be a food adventurer with me?
- You might choose to give the children individual non-food "rewards", such as a sticker, to positively reinforce their willingness to try a food they have never tried.



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables going from sense to sense.

Note: If you are doing this with two different vegetables (e.g. tomato and radish) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

As children grow in their confidence to try new foods you might find some children are not as sure about the unfamiliar options. Be sure to:

- Praise progress, even if they just touch the unfamiliar vegetable that is a step in the right direction.
- Do not make a big deal if a children refuses to try a vegetable.
- Role model how you feel, think and then try a new vegetable with the children (for example, "I haven't tried this one before. It feels hard when I squeeze it gently. I wonder if it is crunchy? I do like that it is green because I like the colour green. Maybe I should have a taste to see what is it like. It is crunchy. Can you hear the crunch sound coming from my mouth as I taste it?")

When discussing the suggested vegetables, you can use these describing words:

- Radish: pungent, crunchy, pink/red or white, green leaves, refreshing, round, peppery flavour.
- Rocket: green, leafy, soft, smooth, jagged, bitter, peppery or mustard-like flavour.
- Mushroom: earthy, muddy, soil-like, soft, white and brown coloured, smooth.
- Tomato: round, red or orange, sweet, smooth/shiny skin, firm outside, juicy seeds inside.

## Links to NQS, EYLF and developmental areas\*

<b>NQS</b>	<b>EYLF</b>	<b>Developmental areas</b>
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

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\*Refer to page 77 for more information.

# Lesson 7



## The five senses: look and taste part 1

### Lesson Outline

- This is an activity around noticing the differences and similarities of vegetables of the same colour.
- Display vegetables of the same colour and different taste and discuss.
- End by tasting and comparing vegetables.
- Links to diversity and sameness.

### Materials

- 2 familiar/common vegetables of the same colour (suggestions: yellow capsicum, pumpkin) \*
- 2 green vegetables, one that most children like (suggestion: avocado) \* and one that most children are less familiar with (suggestion: green beans) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 15.

### Preparation (approx. 10mins)

- Choose two familiar vegetables of the same colour (not green) and two green vegetables. Try to select vegetables that can be eaten raw.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one avocado and one capsicum), and prepare the selected vegetables for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the two familiar (non-green) and two green vegetables out in front of the group.
- Guide the children through talking about the vegetables you have on display.
- Talk about the vegetables colour, shape, standout features, how they might be similar.

Ask questions such as:

- Who can tell me the names of these vegetables?
- What colour are these ones? Are these vegetables the same colour?
- They are the same colour, but are they the same vegetable?
- Have you tasted this one before? Do you think these vegetables of the same colour will taste the same?
- We are going to be food adventurers and see if they taste the same too!



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: Conduct the tasting protocol with the two same coloured vegetables (i.e. pumpkin and yellow capsicum), going through each step with both vegetables so that the children can compare how they look, feel, smell and taste. Then repeat the process with the pair of green vegetables (i.e. avocado and green beans).

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

When discussing the suggested vegetables, you can use these describing words:

- Pumpkin: orange, dense, soft (when cooked), firm and hard (when uncooked), sweet, smooth skin.
- Avocado: green, slippery, soft and creamy inside flesh, smooth/firm peel, hard round seed inside.
- Green beans: green, firm, smooth, long thin pods, crunchy or crisp, small round seed inside pod.
- Orange capsicum: sweet, crisp or crunchy, shiny, smooth and firm skin, small seeds on core inside.

Note: Texture depends on preparation method and vegetable variety. Where possible, allow the selection of vegetables to vary in texture (e.g. raw spinach, parboiled broccoli, canned beetroot).

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 8



## The five senses: look and taste part 2 (same, same, but different)

### Lesson Outline

- This is an activity around noticing the differences and similarities of the same vegetables of different colours (e.g. yellow, red and green capsicum).
- Display vegetables of the same colour and similar taste and discuss.
- End by tasting and comparing the vegetables.
- Links to diversity and sameness.

### Materials

- 1 vegetable in three different colours but similar taste (suggestion: yellow, green, and red capsicum)
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)

\*You can find alternative vegetable suggestions in Table 1 on page 15.

### Preparation (approx. 10mins)

- Choose one familiar vegetable in three colours that are similar in taste, try to select vegetables that can be eaten raw.
- Wash vegetables well. Keep one whole vegetable for discussion (i.e. one of each coloured capsicum), and then prepare some for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the vegetable in three different colours out in front of the group.
- Guide the children through talking about the whole vegetables you have on display.
- Talk about the vegetables colour, shape, standout features, how they might be similar and difference, and whether they like to eat them.

Ask questions such as:

- Who can tell me the names of these vegetables?
- What colour is this one?
- These ones are different colours, but are they the same vegetable?
- Have you tasted this one before? I wonder if the different colours will taste the same or different, what do you think?
- I think I will need to be a food adventurer and explore and taste them to see what they are like, will you join me?



This is an appropriate time to pause the lesson if required.



- Use the systematic protocol to taste the prepared cut vegetables going from sense to sense.

Note: Go through all colours at each step *together*. Start with step 1- look at all colours and discuss, then go to step 2 - feel all three colours and discuss; and so on.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

When discussing the suggested vegetables, you can use these describing words:

- Capsicum: crisp or crunchy, shiny, smooth and firm skin, small seeds on core inside, sweet (red, orange, yellow) or bitter (green).

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 9



## Let's get cooking: veggie artwork

### Lesson Outline

- Child-led vegetable choice for a face/artwork, focusing on having at least three different colours in their artwork.
- Focus on hands-on cooking and exploration experience.
- Children then show their peers their artwork and enjoy eating the artwork together.

### Materials

- At least 2 familiar or common vegetables of different colours (suggestions: cherry tomatoes, peas) \*
- At least 2 unfamiliar or less common vegetables of different colours (suggestions: cauliflower, kale) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates

\*You can find alternative vegetable suggestions in Table 1 on page 16.

### Preparation (approx. 10mins)

- Choose two or more familiar and two or more unfamiliar vegetables.
- Wash vegetables well. Keep one whole vegetable for discussion (i.e. one cherry tomato and one cauliflower), and prepare the familiar vegetable(s) for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste. If using cherry tomatoes, slice them in half to reduce risk of choking.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the two or more familiar and two or more unfamiliar vegetables (whole) out in front of the group.
- Guide the children through talking about the vegetables you have on display briefly.
- Ask questions such as “Who can tell me the names of these vegetables?”
- Next guide the children to get a plate and take at least three different coloured vegetables to make a vegetable artwork/face. You may want to demonstrate what to do.
- Encourage the children to make their artwork with at least one of the unfamiliar vegetables.



This is an appropriate time to pause the lesson if required.



- Guide the children through showing off their artwork to the other children once they have finished.

Ask questions such as:

- How many colours do you have?
  - Tell me about your artwork?
  - How many vegetables do you have?
  - What is your favourite colour on your plate?
  - You are being a great food adventurer! Have you tried these vegetables before?
- Once you have finished showing off the artwork you can eat them together.

## Educator tips

Use describing words for suggested vegetables such as:

- Cauliflower: white colour hard, crunchy (raw), lumpy (mashed), rough on the tongue, mild flavour.
- Cherry tomatoes: round, red or orange, sweet, smooth/shiny skin, firm outside, juicy seeds inside.
- Kale: leafy, green or purple leaves, crunchy, curly, bitter/pungent.
- Peas: green, round, small, sweet, soft, outside hard skin.

Note: Texture depends on preparation method and vegetable variety. Where possible, allow the selection of vegetables to vary in texture (e.g. raw spinach, parboiled broccoli, canned beetroot).

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 10



## Plant parts – take 1

### Lesson Outline

- Discuss three different plant parts (root, leaves, flower).
- Encourage the children to notice the differences in the vegetable examples you have (one for each).
- Focus on verbalisation of what they see, noticing the differences, feeling safe to explore.
- End with children tasting/exploring each of the three plant parts.

### Materials

- 1 of each plant part (i.e. root- parsnip, leaves- spinach, flower- artichoke [globe]) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)
- Print-out of *The Plant Lifecycle* resource provided on page 53.

\*You can find alternative vegetable suggestions in Table 1 on page 16.

### Preparation (approx. 10mins)

- Choose and prepare three vegetables that come from different parts of a plant e.g. root, leaves, flower.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one parsnip, one spinach leaf and one artichoke), and prepare some for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the three vegetables (whole) of each plant part (root, leaves, flower) out in front of the group.
- Guide the children through talking about the vegetables you have on display.
- Talk about the vegetable's colour, shape, standout features, how they might be similar and different, and what type of plant part they are (use *The Plant Lifecycle* resource at the end of this lesson).

Ask questions such as:

- Who can tell me the names of these vegetables?
- What colour is this one?
- Can you see this one looks like a flower?
- Did you know this one is a root?
- Do you think this vegetable is going sound crunchy when we taste it?
- Let's be food adventurers and see what they taste like!



This is an appropriate time to pause the lesson if required.



- Use the systematic protocol to taste the prepared cut vegetables going from sense to sense.

Note: Go through all plant parts at each step together (i.e. start with step 1- look at the root- parsnip, leaf- spinach and flower- artichoke and discuss, then go to step 2- feel all three plant parts and discuss; and so on). This will allow you to compare each plant part one sense at a time.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Then, take a piece of the first vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Then bring the piece of vegetable to your nose and take a big sniff and see what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth (i.e. texture in-mouth).

## Educator tips

Use describing words for suggested vegetables such as:

- Spinach: dark green, smooth, light, crunchy, mild flavour, soft, leafy.
- Parsnip: white, dense, rough skin, hard or firm delicate, sweet and slightly nutty flavour.
- Artichoke: stringy, hairy, creamy, strong flavour, tender and nutty once cooked, green.

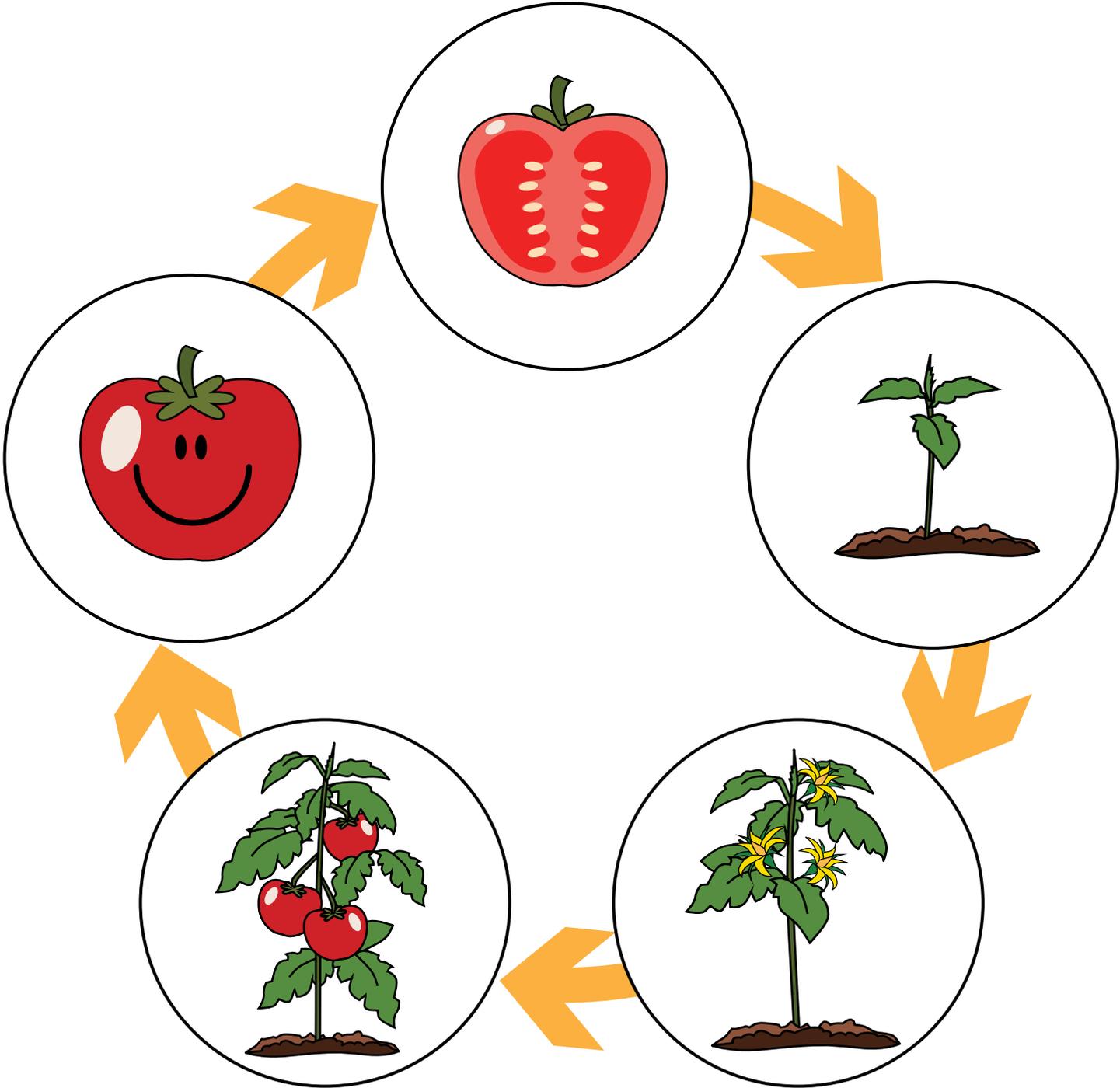
Note: Texture depends on preparation method and vegetable variety. Where possible, allow the selection of vegetables to vary in texture (e.g. raw spinach, parboiled broccoli, canned beetroot).

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# The Plant Lifecycle



(Courtesy of Taste & Learn™ – CSIRO’s Vegetable Education Program for Australian Primary Schools, 2020.)

# Lesson 11



## Plant parts – take 2

### Lesson Outline

- Discuss three different vegetables from the same plant part (e.g. fruit). Encourage children to guess the plant part. They can look at it and eat it and then make a decision.
- Encourage children to notice the differences in the vegetable examples you have.
- Focus on verbalisation of what they see, noticing the differences, feeling safe to explore.
- End with children tasting/exploring each of the three vegetables.

### Materials

- 3 vegetables from the same plant part but that have different sensory properties (suggestions: fruit- zucchini, eggplant, snow peas) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates (optional)
- Print-out of *The Plant Lifecycle* resource provided on page 53

\*You can find alternative vegetable suggestions in Table 1 on page 16.

### Preparation (approx. 10mins)

- Choose and prepare three vegetables that come from the same plant part e.g. fruit.
- Wash vegetables well. Keep one whole vegetable for discussion (i.e. one zucchini, one eggplant and one snow pea), and prepare some for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the three vegetables (whole) of the same plant part (e.g. fruit) out in front of the group.
- Guide the children through talking about the vegetables you have on display.
- Talk about the vegetables colour, shape, standout features, how they might be similar and different, what type of plant part they are (use the plant lifecycle poster), and if they like them.

Ask questions such as:

- Who can tell me the names of these vegetables?
- What colour is this one?
- What plant part do you think this is?
- Do you like to eat this vegetable?
- Now that you have tasted this vegetable do you know what it is called?
- Let's be food adventurers and see what they taste like!
- Did you like the taste of that vegetable?



This is an appropriate time to pause the lesson if required.



- Use the systematic protocol to taste the prepared cut vegetables going from sense to sense.

Note: If you are doing this with two different vegetables (e.g. zucchini, eggplant, snow peas) go through all steps with one first, then go through all the steps with the other.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

Use describing words for suggested vegetables such as:

- Zucchini: green skin, white soft flesh, juicy, seedy, bitter, long and cylindrical.
- Eggplant: brown, fleshy, seedy, silky, soft, smooth, creamy, bitter, sweet.
- Snow peas: sweet, crunchy, smooth, hard, stringy, green, pod with seeds, small round seeds.

Note: Texture depends on preparation method and vegetable variety. Where possible, allow the selection of vegetables to vary in texture (i.e. raw spinach, parboiled broccoli, canned beetroot).

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 12



## Exploring culture

### Lesson Outline

- This activity is about exploring children's food culture in relation to vegetables.
- It focuses on knowledge and verbalisation of the vegetables children eat at home in meals, and how this is the same and different to their peers.
- It ends with tasting and comparing a vegetable in different ways.

### Materials

- 1 common/familiar vegetable prepared into two to three different dishes/meals that represent the cultures of your community (e.g. cabbage in coleslaw, sauerkraut, non-spicy kimchi, pierogi, colcannon, okonomiyaki) \*
- Cutting board and knife
- Containers with lids and serving spoons/tongs
- Plates

\* You can find alternative vegetable suggestions in Table 1 on page 16.

### Preparation (approx. 20mins)

- Choose one familiar/common vegetable and prepare it into two to three different dishes/meals that represent the cultures of your community.
- Wash vegetables well. Keep one whole vegetable for discussion and prepare the rest in your dishes for tasting.
- Ensure there is enough for each child to have one small taste of each dish/meal.
- Store in closed containers in the refrigerator until use.
- Reheat if needed, according to food safety procedures.

## Activity (approx. 20mins)

- Start with the children sitting together and have the one familiar vegetable (whole) out in front of the group.
- Guide the children through talking about the vegetable you have on display.
- Talk about the vegetable's colour, shape, and whether the children eat it at home.

Ask questions such as:

- Who can tell me the name of this vegetable?
- What colour is it?
- Have you tasted this one before? Do you have it at home for dinner?
- I am used to eating ..... (e.g. cabbage) at home, and I especially enjoy it in ..... (e.g. soup). You might be used to eating certain vegetables too. Do you eat any of these vegetables at home? How do you eat them?
- You eat this vegetable at home like me, but you have it in a different way. I wonder if I would like it the way you eat it?
- Let's be food adventurers and see.



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared vegetable dishes going from sense to sense.

Note: Start with the one of the vegetable dishes and go through all steps, then go through all the steps with the other vegetable dishes one at a time.

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

You could have pictures to help with the discussion about vegetables the children have at home, including examples of the vegetables and the meals they might have them in such as,

- Eggplant: Baba ghanoush, bringaal pickle, lasagne with eggplant.
- Corn: Mexican rice salad with grilled corn, chicken sweet corn soup, steamed corn cobs with meat and other vegetables, corn fritters, tuna pasta bake with corn.
- Zucchini: Zucchini slice or frittata, stir-fry, steamed with meat and vegetables.
- Cabbage: Stir-fry, pickled cabbage (i.e. sauerkraut), steamed with meat and vegetables.
- To simplify the cook and/or educator's work, it is also a good option to look at what pre-prepared foods are available and easy to source (e.g. dips, deli foods, specialty foods at Asian grocers). This could also be an opportunity to involve parents in providing a vegetable dish.

Note: Be sure to consider the cultures represented by your families and community to choose the educator that will teach the lesson and to tailor the dishes you choose based on this.

You might also consider, as an alternative, focusing on tasting Aboriginal foods. This would require access to Indigenous vegetables and herbs.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	
QA6: 6.1.2, 6.1.3, 6.2.3		

\*Refer to page 77 for more information.

# Lesson 13



## Science and food part 1 – carrot three ways

### Lesson Outline

- Use carrot prepared three ways to explore how the taste and texture changes.
- Use different methods to alter the carrots' look, taste and mouth-feel.
- Focus on hypothesising, talking about the different cooking/treatment methods for the carrot and the change in textures, taste and look, cognitive understanding.
- Ends with children tasting and describing taste and look of carrot.

### Materials

- Carrots
- Fry pan
- Masher/peeler/grater
- Cutting board and knife
- Containers with lids and tongs
- Plates

### Preparation (approx. 10mins)

- Prepare the carrot in three different ways to allow the children to explore the differences in texture and taste (suggestions: lightly parboiled chopped or raw grated or in ribbons (peeled), cooked and mashed or fried or steamed).
- Wash vegetables well. Keep one whole vegetable for discussion and prepare the rest in three different ways for tasting.
- Ensure there are enough pieces/portions for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have a whole carrot along with the three different texture types (e.g. grated, steamed pieces and mashed) out in front of the group.
- Guide the children through talking about the carrot you have on display.
- Talk about the similarities and differences in colour, shape, standout features, and whether they like to eat them.

Ask questions such as:

- Who can tell me the name of this vegetable?
- What colour is it?
- They are the same colour, but are they the same vegetable?



This is an appropriate time to pause the lesson if required.

- Ask the children:
  - Do you think they will taste the same? Will they sound the same when we try them in our mouth?



- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: Go through all textures (e.g. mashed, steamed, grated) together at each step. Start with step 1- look at all textures and discuss, then go to step 2 - feel all textures and discuss; and so on).

1. Start by using your eyes to look at the vegetable and describe how it looks.
  2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
  3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
  4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
  5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.
- Ask questions, such as:
    - Why do you think the carrot feels different when we try the different types? Maybe the way the carrot is cooked changes it?
    - Do you like to eat mashed carrot? Maybe the way the carrot is cooked changes it?

## Educator tips

Use describing words for suggested vegetables such as:

- Carrot: orange, hard, chewy or crunchy, sweet, smooth/slightly rough skin.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 14



## Science and food part 2 – broccoli three ways

### Lesson Outline

- Use a less familiar vegetable like broccoli prepared three ways (i.e. raw chopped, cooked and mashed, and fried or steamed) to explore how the taste and texture changes.
- Use different methods to alter the look, taste and mouth-feel of the broccoli.
- Focus on hypothesising, talking about the different cooking/treatment methods for the broccoli and the change in textures, taste and look, cognitive understanding.
- Ends with children tasting and describing taste and look of the broccoli.

### Materials

- Broccoli \*
- Fry pan
- Masher
- Cutting board and knife
- Containers with lids and tongs
- Plates

\* You can find alternative vegetable suggestions in Table 1 on page 16.

### Preparation (approx. 10mins)

- Prepare the broccoli in three different ways to allow the children to explore the differences in texture and taste (i.e. raw chopped, cooked and mashed, and fried or steamed for different periods of time, such as 4 minutes and 8 minutes).
- Wash vegetables well. Keep one whole broccoli for discussion and prepare the rest in three different ways for tasting.
- Ensure there are enough pieces/portions for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have a whole broccoli along with the three different preparation types out in front of the group.
- Guide the children through talking about the broccoli on display.
- Talk about the similarities and differences in colour, shape, standout features, and whether they like to eat them.

Ask questions such as:

- Who can tell me the name of this vegetable?
- What colour is it?
- They are the same colour, but are they the same vegetable?
- Do you like to eat raw broccoli?



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the prepared cut vegetables, going from sense to sense.

Note: Go through all textures (e.g. mashed, steamed, grated) together at each step. Start with step 1- look at all textures and discuss, then go to step 2 - feel all textures and discuss; and so on).

1. Start by using your eyes to look at the vegetable and describe how it looks.
  2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
  3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
  4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
  5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.
- Encourage the children to hypothesise about the differences with cooking methods, and how that relates to texture.

Ask questions such as:

- This one is not cooked. Do you think it will be soft or hard?
- This one is fried/steamed. Will it be crunchy?
- This one is mashed. Do you think it will be smooth or lumpy?
- Which one you do like best?

## Educator tips

Use describing words for suggested vegetables such as:

- Broccoli: green colour, hard, crunchy (raw), lumpy (mashed), rough on the tongue, mild flavour, slightly bitter.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 15



## Science and popcorn

### Lesson Outline

- Use popcorn in a science experiment.
- Show the corn (popping corn and kernels).
- Focus on hypothesising and cognitive understanding.
- Evaluating the corn and popcorn.

### Materials

- Popping corn
- Corn kernels (canned or cob of corn)
- Popcorn machine or pot with lid
- Serving spoon
- Bowls

### Preparation (approx. 5mins)

- Set up the popcorn machine or pot for making the popcorn.
- Wash the canned corn or cob of corn well.
- Ensure there are enough pieces/portions for each child to have one small teaspoon of corn kernels to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the canned corn (washed) or cob of corn along with the popping corn out in front of the group.
- Guide the children through talking about the corn you have on display.
- Talk about the similarities and differences in colour, shape, standout features, and why the popping corn is different.

Ask questions such as:

- Who can tell me the name of this vegetable?
  - What colour is it?
  - They look a little different, but are they the same vegetable?
- Encourage the children to hypothesise about what will happen when you cook the popping corn.

Ask questions such as:

- What do you think will happen when we cook the corn?
  - Do you think the corn will get bigger or smaller when we cook it?
  - How full will our bowl be once the corn pops?
  - Will it make a loud sound or a quiet sound when it pops/cooks?
- Then get the children to help you to put the popcorn into the machine or pot and watch and listen as it starts to POP!



This is an appropriate time to pause the lesson if required.



- Use the tasting protocol to taste the corn kernels and popcorn, going from sense to sense.

Note: Go through both forms of corn (i.e. corn kernels and popcorn) together at each step. Start with step 1- look at and both forms of corn and discuss, then go to step 2 - feel both forms of corn and discuss; and so on). If eating popcorn is not suitable for the age group or at your centre, complete step 4-5 with the corn kernels only

1. Start by using your eyes to look at the vegetable and describe how it looks.
2. Take a piece of the vegetable and explore how it feels (i.e. the surface texture) with your fingers.
3. Bring the piece of vegetable to your nose, take a big sniff and describe what you can smell.
4. Then bring the piece of vegetable to your lips. Use your lips and tongue to feel the piece of vegetable.
5. Now take a bite of your piece of vegetable with your front teeth and chew it to see how it tastes, its flavour and how it feels in your mouth.

## Educator tips

Use describing words for suggested vegetables such as:

- Corn: yellow/orange colour, round yellow kernels, green husk, firm/hard kernels when uncooked, sweet, crunchy, cob is long and cylindrical.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Lesson 16



## Let's get cooking: making a dip

### Lesson Outline

- Prepare a vegetable dip all together.
- Focus is on hands-on cooking and tasting experience.

### Materials

- 1 unfamiliar/less common vegetable (suggestion: canned or pre-cooked beetroot) \*
- Other dip ingredients. For beetroot dip we suggest combining 250g of canned or cooked beetroot with ½ cup of Greek yoghurt, 1 tablespoon of lemon juice, ½ teaspoon of ground coriander and ½ teaspoon ground cumin.
- Vegetable sticks and/or plain crackers to enjoy with the dip
- Cutting board and knife
- Food processor or bowl and masher (whatever you have available)
- Containers with lids and tongs
- Plates

\*You can find alternative vegetable suggestions in Table 1 on page 17.

### Preparation (approx. 10mins)

- Choose one unfamiliar vegetable. Select a vegetable that can be made into a dip.
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one beetroot) and prepare the rest, ready for making the dip.
- Parboil/lightly steam vegetables in preparation to be made into a dip.
- Prepare the vegetable sticks and/or plain crackers.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 20mins)

- Start with the children sitting together and have the unfamiliar vegetable (whole) out in front of the group.
- Guide the children through talking about the vegetable you have on display.
- Talk about the vegetable's colour, shape, standout features, and whether they like to eat them.

Ask questions such as:

- Who can tell me the name of this vegetable?
  - What colour is it?
  - Do you like to eat this vegetable?
  - Who is ready to be a food adventurer? Let's be food adventurers and make and explore a dip together!
- Next, with the children's help, make the dip. The children can assist by putting the prepared vegetables into a food processor or bowl to mash, and then blending or mashing it all up until smooth.



This is an appropriate time to pause the lesson if required.



- Once you have finished making your dip, you can taste it.
- Use the tasting protocol to explore and compare the vegetable dip that the children made, going from sense to sense. You can enjoy the dip with some vegetable sticks or plain crackers.
  1. Start by using your eyes to look at the vegetable dip and describe how it looks.
  2. Take a piece of the vegetable dip and explore how it feels (i.e. the surface texture) with your fingers.
  3. Bring the piece of vegetable dip to your nose and take a big sniff and see what you can smell.
  4. Then bring the piece of vegetable dip to your lips. Use your lips and tongue to feel the piece of vegetable.
  5. Now take a bite of your piece of vegetable dip with your front teeth and chew it to see what it tastes and feels like in your mouth.

## Educator tips

Use describing words for suggested vegetables such as:

- Beetroot: red or purple colour, green leaves, firm/hard when uncooked, round, earthy, sweet, smooth/slightly rough skin.

## Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Snack time activities

## Lesson Outline

- The purpose of these snacking activities is to build on the learning occurring during the intentional activities.
- These snacking activities are designed to occur at a snack time of the day (e.g. morning or afternoon tea times).
- This is an opportunity to offer a variety of different familiar and unfamiliar vegetables. With a different vegetable to be offered at each occasion, over eight weeks there is the possibility to offer 16 different vegetables.
- These activities will include discussion about the vegetables and encourage exploration, building on the food adventurer theme.
- Make this an opportunity for children to sit and discover the vegetable together. It is not the intention to make vegetables available to children to pick and eat on the go.
- Try to refrain from saying “vegetables are good for you” when talking to the children.

## Materials

- 1 familiar/common or unfamiliar/less common vegetables (as per the suggestions on page 14-17 in Table 1) \*
- Cutting board and knife
- Containers with lids and tongs
- Plates
- Print-out of *Smiley Face Scale* on page 74

## Preparation (approx. 5mins)

- Choose one vegetable per snacking time activity (plan to run the activity twice a week).
- Wash vegetables well. Keep one whole vegetable for discussion (e.g. one carrot), and prepare the rest for tasting.
- Parboil/lightly steam vegetables that are not appropriate to be eaten raw.
- Cut vegetables into enough pieces for each child to have one small piece of each to taste.
- Store in closed containers in the refrigerator until use.

## Activity (approx. 10mins)

Each time that you run this activity use the following method,

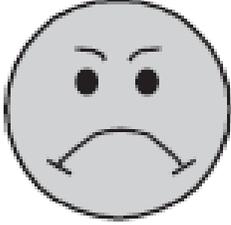
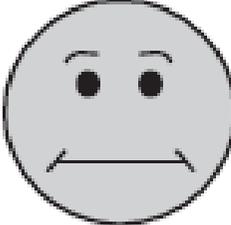
- Start with the children closing their eyes and encourage them to feel and guess what vegetable (whole) you have in front of them/put into their hands.
- Sit down at the mealtime area and encourage social conversation whilst you eat and enjoy the vegetable together.
- Encourage children that are reluctant to try the vegetable. Never force them to try anything (see *Educators and co-educators: Tips to teach acceptance and how to deal with refusals* on page 12).
- Encourage some conversation around the particular vegetable that you are tasting. Refrain from saying “vegetables are good for you” when talking to the children. Instead, seek to bring out stories with positive emotions, for example: when children have eaten the vegetable during an enjoyable occasion; as part of a meal that they really liked or seen the vegetable as it was being grown (own, someone else’s or community garden or during a farm visit). Perhaps you have a story to share yourself. Ask questions such as:
  - Has anyone tasted this vegetable before as part of a special dinner (for example at a celebration, birthday, restaurant, grandparents or friends house)? Tell us about it.
  - Who has had this vegetable before (at home or somewhere else)? In what dish? What did it taste like? Was it nice?
  - Has anyone seen this vegetable grow? Where was it, and what did the plant look like?
- During conversations, reinforce the concepts of the program where needed or relevant:
  - Liking can build over time. Through repeatedly trying we come to like a food over time.
  - Preparation can influence the way we like a food or vegetable, so if we do not like it in one way, we can try it in another way.
  - Different cultures eat different foods and dishes.
- Finish by asking the children if they like what they tasted using the smiley face scale provided on the next page.

### Links to NQS, EYLF and developmental areas\*

NQS	EYLF	Developmental areas
QA1: 1.2.1, 1.2.2, 1.2.3	Learning Outcome 1	Social skills
	Learning Outcome 2	Cognition
QA2: 2.1.3	Learning Outcome 3	Motor skills
QA3: 3.2.2	Learning Outcome 4	STEM skills
QA5: 5.1.1, 5.2.1	Learning Outcome 5	

\*Refer to page 77 for more information.

# Smiley Face Scale

	 do not like	 unsure	 like	not tried
[Vegetable name, e.g. carrot]				
[Vegetable name, e.g. cauliflower]				
[Vegetable name, e.g. cucumber]				

(Courtesy of Taste & Learn™ – CSIRO's Vegetable Education Program for Australian Primary Schools, 2020.)

# Supporting activities

A number of supporting activities have been outlined which can be used as additional activities to accompany and extend the intentional and snack time activities. These activities could be useful for continuing to build familiarity and as other ways to experience the vegetables apart from in-mouth experiences for those children who may be slightly anxious about tasting certain vegetables. For example, if children do not want to participate in in-mouth activities of tasting, these supporting activities may help them on their journey of acceptance.

This is a list of supporting activities you can include on your weekly program, to complement the intentional and snacking activities.

- **Reading corner:** Here is a list of books that are about vegetables, the senses or trying new foods.
  - *Green Eggs and Ham* (Dr Seuss)
  - *The Hungry Caterpillar* (Eric Carle)
  - *The Five Senses* (Herve Tullet)
  - *I'm Having a Rainbow for Dinner* (NAQ Nutrition)
  - *Jasper McFlea Would Not Eat his Tea* (Lee Fox and Mitch Vane)
  - *Cool as a Cucumber* (Sally Smallwood)
  - *I Can Eat a Rainbow* (Annabel Karmel)
  - *Eating the Alphabet* (Lois Ehlert)
  - *Oliver's Vegetables* (Vivian French and Alison Bartlett)
  - *Are You Eating Something Red?* (Ryan Sias)
  - *I Will Never Not Ever Eat a Tomato* (Lauren Child)
  - *See & Eat e-books*  
(University of Reading, available from [www.seeandeat.org](http://www.seeandeat.org))
- **Music:** Here are some songs about the senses, and vegetables. Get children to use their hands to clap along.
  - *Hot Potato* (The Wiggles)
  - *Vegetables Song - So Yummy* (Bounce Patrol)
  - *Vegetable Song* (The Singing Walrus)
  - *Vegetables Song* (Cocomelon)
  - *Super Salad Song (Let Me Hear You Crunch)* (Laugh & Learn™)
  - *The 5 Senses Song* (Dr Jean Feldman)
- **Home corner:** Set up a home corner activity with wooden, plastic or felt vegetables for pretend play with cooking and serving equipment. This could be set up inside or outside and could even be set up in a sandpit.
- **Writing/drawing area:** Draw or colour your vegetables activities, cut and build a rainbow of vegetables, vegetable alphabet.
- **Outdoor play:** Pretend picnic, sandpit cooking.
- **Sensory table:** Scented playdough.

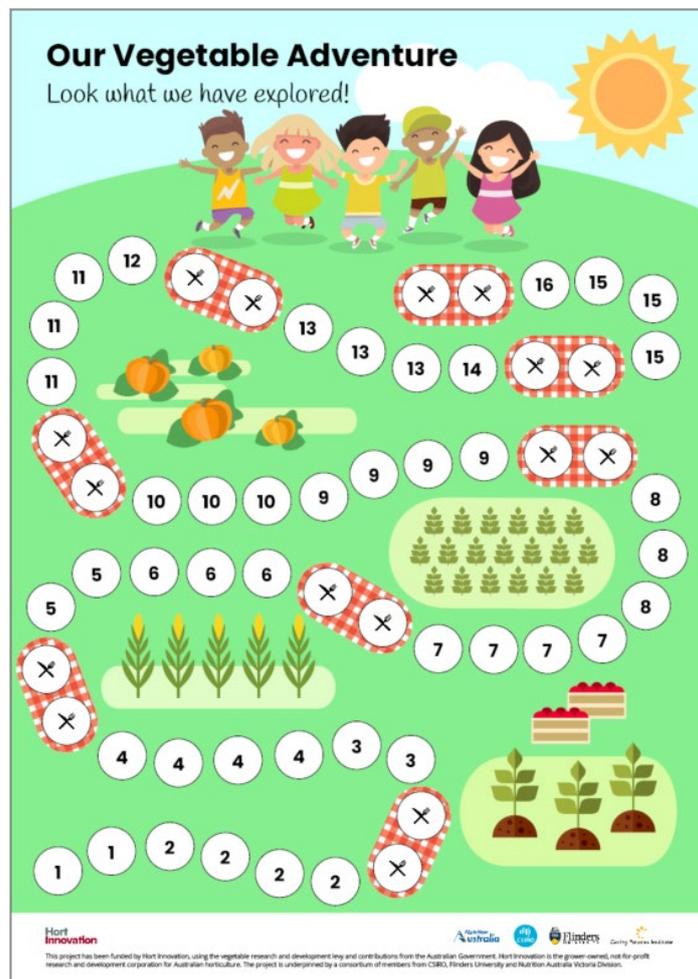


# Group progress chart

## “Our Vegetable Adventure”

- Aims to create a challenge to motivate and encourage the children to take up certain activities and be “Food Adventurers”.
- Progress can be tracked weekly at a group level to ensure tasks promote group cohesion and participation from every child. It can be displayed in the centre for the duration of the program.
- A number of images of the suggested vegetables in the lessons and snack times have been provided, but you can use your own vegetable images if desired. The children could even draw the vegetable(s) they have tasted or use different crafting techniques. These pictures are intended to be stuck on the chart to show the group progress for the duration of the eight-week program.
- The chart could also be a useful communication tool to share with families/ caregivers and link what is happening at your centre with what could be built on at home in relation to vegetable intake and knowledge.

### See all the vegetables our adventurers have explored



# Activities mapped to the National Quality Standard, Early Years Learning Framework and key developmental areas

All activity components contribute the development of the following National Quality Standard (NQS), Early Years Learning Framework (EYLF) and developmental skills.

## National Quality Standard

<https://www.acecqa.gov.au/nqf/national-quality-standard>

- **Quality Area 1:** Education program and practice (Elements 1.2.1, 1.2.2, 1.2.3)
- **Quality Area 2:** Children's health and safety (Element 2.1.3)
- **Quality Area 3:** Physical environment (Elements 3.1.1, 3.2.2)
- **Quality Area 5:** Relationships with children (Elements 5.1.1, 5.2.1, 5.2.2)
- **Quality Area 6:** Collaborative partnerships with families and communities (Elements 6.1.2, 6.1.3, 6.2.3)

## Early Years Learning Framework

<https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

- **Learning Outcome 1:**
  - Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency.
  - Children learn to interact in relation to others with care, empathy and respect.
- **Learning Outcome 2:** Children respond to diversity with respect.
- **Learning Outcome 3:** Children have a strong sense of wellbeing.
- **Learning Outcome 4:** Children are confident and involved learners.
- **Learning Outcome 5:** Children interact verbally and non-verbally with others for a range of purposes.

## Developmental Skills

- **Social skills:** Active listening, interactions with others, turn taking, patience, concentration, language.
- **Cognition:** Enhancing knowledge, learning new skills, testing recall- memory, critical thinking, prediction.
- **Motor skills:** Fine and gross motor- sitting, measuring, tipping, stirring, using cutlery.
- **STEM skills:** Mathematics, science.

## **Image credits**

Copperplate Design – page 10, 22-24, 53

Rob Palmer – page 19, 25 (broccoli, Brussel sprouts), 28 (fennel), 31 (green capsicum), 34-47 (all vegetable images), 50 (parsnip, spinach), 54-69 (all vegetable images), snack time stickers (asparagus, sweet potato)

Tess Leeder – vegetable adventure chart (also on page 76), lesson and snack time stickers (except asparagus and sweet potato – see above)

