

1 Lesson 1: Discover vegetables through the senses

Lesson outline

STUDENTS

- Enrich their knowledge of vegetables.
- Develop their awareness of cultural diversity in vegetable preferences.
- Taste and describe two vegetables, plain and with two different condiments, and become aware of individual preferences.

EXTENSION

- Identify the vegetables in a dish from a particular country.
- Complete a Find a Word, student worksheet 1, 'I know my vegetables'.

Materials

FOR THE CLASS

- PowerPoint slides, lesson 1, slides 1–32.
- Two vegetables (three pieces for each student), see below.
- Two condiments in bowls.
- Knife, cutting board, containers with lids.
- Tongs for serving.
- Classroom record.

FOR EACH GROUP/STUDENT

- A4 paper.
- Science journal.

EXTENSION ACTIVITIES

- Student worksheet 1, 'I know my vegetables'.

VEGETABLES

Description

One common and one uncommon vegetable that can be eaten raw with different condiments (salt, mustard, soy sauce, mayonnaise, yogurt dressing etc.)

Suggestions

Common: cucumber

Uncommon: soy bean pods/edamame frozen or from sushi restaurant

Alternatives

Common: carrot, cauliflower, capsicum

Uncommon: snow peas, bean sprouts, Chinese cabbage, baby corn, broad beans



Preparation



PREPARATION OF VEGETABLES AND CONDIMENTS

- Source two vegetables that can be eaten raw with the fingers. One should be common for most students and the other one less common.
- If frozen soy bean pods are chosen, prepare as per packet instructions (microwave) and store. For fresh vegetables, wash/cut up/store the vegetables (see 5.2 How to safely prepare vegetables, Taste & Learn™, general information for teachers and schools, page 18). Prepare at least three pieces of the vegetable per student.
- Select two condiments that you think could be eaten with the vegetables you have chosen (e.g. dips, yogurt, mayonnaise, butter, soy sauce, cream cheese etc). Put an adequate amount of each condiment in a separate bowl or cup for students to pass around the class and use for dipping their vegetables.

Teacher's background notes

- This lesson is about engaging students and seeking their prior knowledge on the key concepts in this unit – vegetables, the senses and cultural and individual diversity in food preferences. They will explore these concepts through a tasting experiment.
- Vegetables: we want to expose students to vegetables to increase their knowledge about them. We want them to become more familiar with vegetables and less reluctant to try them. This lesson is about broadening students' knowledge of vegetables by introducing and exposing them to less common vegetables, i.e. vegetables that we do not think they necessarily know or consume on a regular basis. Students will experience the variety of shapes, flavours and textures among vegetables and become more familiar with them as they recognize and name more vegetables. We want them to understand that it can be fun to eat veggies and overcome the dislikes of unfamiliar vegetables.
- For information on the definition used in this program, see 4.4 Vegetables, Taste & Learn™, general information for teachers and schools, page 12.
- The senses: we would like students to use their five senses when they consume a food product. The idea is that if they pay attention to the product features, they will learn to appreciate different foods and foods with more complex characteristics. For this, they need to be able to identify the tools to detect those sensations (i.e. their senses) and they need to be able to verbalize their sensations.
- When students eat a food, they need to try to take into account all their senses, as well as taste, smell, flavour and texture, to get the full experience and decide if they like it or not.
- Cultural and individual diversity in food preferences: some people are more sensitive to tastes than others and preferences are individual. Some people may like milk chocolate. Others do not and may prefer dark chocolate. People have different ways/habits to eat food products that can depend on their previous experience with the food and their cultural background.
- What can influence the foods you like is how often you consume the product. Sometimes people do not like a food the first time they try it, but then when they have tried it several times, they may start to like it. For some foods, people may like them when they are prepared differently. It is important to try at least a small amount. We would like students to realise that food preferences are individual and that preferences often depend on habits and cultural diversity.
- For background information on the five senses, and cultural and individual diversity in preferences, see Taste & Learn™, general information for teachers and schools', 4.1 The five senses (page 9) and 4.8 Everyone is different – the role of culture (page 14).