



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features



Resources and Preparation

Resources

Videos

- Video 11 – [Your tongue: the taste maker](#) (3:51)

Worksheets (WS) and Information sheets (IS)

- Worksheet 18 – Native bush food menu
- Worksheet 19 – Taste-test
- Information sheet 3 – Native Bush foods

Materials

- Disposable gloves for safe food handling
- Paper towels or wipes for cleaning up after eating in taste-test
- Pencils for writing

Preparation

1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/)

- Organise a selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

Prior to lesson

- Print out WS 18 – 1 per 3-4 students
- Print out WS 19 – 1 per student

FOOD TASTING/FOOD PREPARATION

In the final lesson, students can taste-test some fruit/vegetables. Students write about the taste, texture and appearance of the foods. In groups, students create a 1-day menu that includes native bush foods.

Introduction (15 mins)

Discuss with the class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them (mention their own seeds growing). Have any of them tried any new fruit or vegetables? Discuss how they would describe the taste, smell, structure and more when they eat something new. Watch V11 to introduce the students to the concept of tasting.

Activity (45 mins)

1. Discuss with the class what a taste-test is and how to describe taste, smell, structure and more, when eating something new. Brainstorm different words to describe the foods.
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
 - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
 - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a fruit or vegetable from the selection.
4. Students have a taste of the food. If a student declines to taste they can use their other senses to explore the item.
5. Using WS 19, students write about the taste, texture, appearance and how they feel after tasting the food. After the taste-test, they answer some questions about seasonality and location of their food, and apply what they have previously learned.
6. In groups of 3-4, students can use WS 18 to create a 1-day menu that includes native bush foods. They can do research on computers.

Conclusion (15 mins)

Ask the students to share what they thought of tasting the foods. Ask who tasted the foods for the first time and who has a good way to describe the taste, smell, texture, etc.

Once a fruit or vegetable has grown from the seeds in Lesson 1, the students could taste-test their own harvest.

Food tasting/food preparation activity continued >



CLASSROOM ACTIVITIES

STAGE 3 LESSON FOUR CONTINUED



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Assessment

- For:** Students can apply previously learned knowledge to a new task.
- As:** Students describe the food that they tasted and write about the taste, texture, appearance and how they feel after tasting the food.
- Of:** Students write a day menu using foods often found in community gardens, or are wild, local or Indigenous local produce.

Differentiation

- Extend:** Students write a paragraph in their workbooks about one of the foods they tasted and why we should eat it more and use it in our cooking more.
- Simplify:** Students can compare familiar recipes to those that use native ingredients.

School/Home Link

Create a recipe book with students' re-created recipes and share with the school community.

Duration | 70 minutes



Native bush food menu

Complete this menu for 1 day by looking up your favourite recipes and adding or replacing ingredients with native bush foods. You can use the list of common bush foods in Information sheet 3 or search the internet if you can find any other ones.

Breakfast		
Title of recipe		
Included bush foods	•	•
	•	•
	•	•
	•	•
	•	•
Ingredients (all)	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
Method		

Worksheet 18.2 | Native bush food menu

Lunch		
Title of recipe		
Included bush foods	•	•
	•	•
	•	•
	•	•
	•	•
Ingredients (all)	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
Method		

Worksheet 18.3 | Native bush food menu

Dinner		
Title of recipe		
Included bush foods	•	•
	•	•
	•	•
	•	•
	•	•
Ingredients (all)	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
Method		

Worksheet 18.4 | Native bush food menu

Snacks		
Included bush foods	•	•
	•	•
	•	•
	•	•
	•	•
List at least 2 snack ideas	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

Worksheet 19.1 | Taste-test

A taste-test is a way to explore and describe your food. When doing a taste test, you don't only use your taste, you also use your vision (what does the food look like?) and smell (what does the food smell like?).

For a good taste-test, other aspects of the food and your experience are also important. Think of the structure of the food, the intensity of the taste and even if you like it or not.

Fill out the table below to ensure you do a thorough taste-test on your food.

After your taste-test, fill out the last table to apply what you have learned over the previous lessons.

Before you taste anything, fill out the pre-tasting questions below:

Pre-taste	
The food taste-tested:	
Describe what the food looks like: (colour, shape, size, etc)	
Describe what the food smells like:	
Describe what the food feels like in your hands: (hard/soft, heavy/light, etc.)	
What do you think the food will taste like?	

Worksheet 19.2 | Taste-test

During/Post-taste	
Describe what the food tastes like: (Sweet, savoury, sour, bitter, combination, intensity, etc)	
Describe the aftertaste of the food: (How long does the flavour stay? Is there a strong aftertaste or is it quickly gone?)	
Describe the structure of the food: (Watery, grainy, buttery, crispy, creamy, chewy, etc)	
Do you like the food or not? Explain why.	
How do you feel after eating the food?	
Write a 2 or 3 sentence review for the food:	

About the food	
Where does your fruit or vegetable come from?	
Is your fruit or vegetable in season where you live?	
Would you be able to grow your fruit or vegetable in your own garden? Explain why or why not.	
What would your fruit or vegetable need to grow in your garden?	