TastEd

Hear

Crunchy, Crunchier, Crunchiest

Parents/carers… these first few slides are for you

(So children look away now! We need a couple of minutes.)

Today:

We are going to explore the different sounds vegetables make. You and your child can rank the vegetables in order of crunchiness by the volume of sound they make.

Before you start you need:

A selection of any vegetables that will make different sounds. If possible include a vegetable that your child hasn't tried before. Use any odds and ends in the fridge.

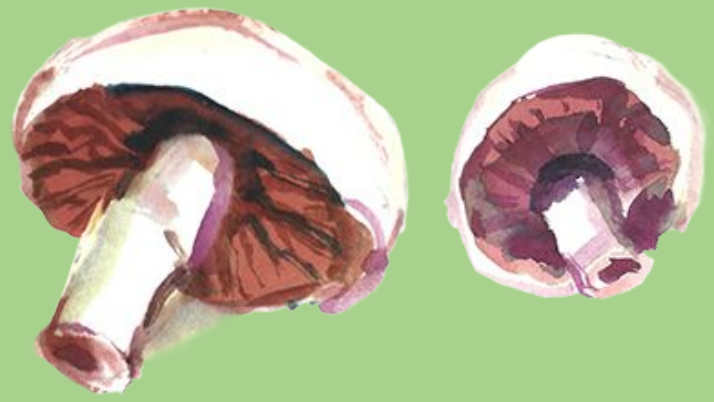
Rinse the veg before you start.

You also need: A knife and chopping board to chop up veg!

Here are some ideas of loud and soft veg:

Crunchy: pepper, cabbage, red cabbage, carrots, romaine lettuce, radishes, sugarsnap peas

Soft: tomato, avocado, sweetcorn, herbs, spinach leaves, mushrooms, soft lettuce



Golden Rules:

While you are doing the TastEd activity, no one has to like any of the food or even to taste it (including parents!).

This may be different from the rules you have at mealtimes. But TastEd activities are about exploring food without any pressure to taste. If your child doesn't want to taste the food maybe they can explore it by smelling, licking or touching it.

We're ready to go...
(time to get the kids involved)

If you want to know more and see the learning objective for this activity head to the end of the presentation for more detailed notes.

Today we are exploring some different foods. This is called TastEd (short for taste education).

Before we get started...

Let's wash our hands?

Use soap and warm water.

We wash our hands for as long as it takes to sing Happy Birthday two times!

There are two golden rules about food for today:

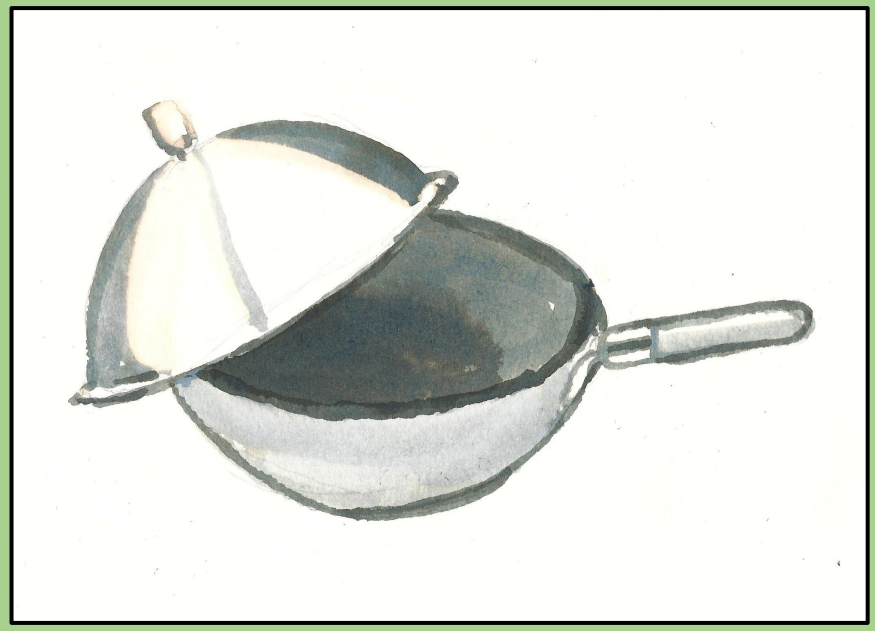
- **No one has to try**
- **No one has to like**

What are our five senses?

Today we are going to use our sense of hearing. We can hear food with our ears...

Hear

Hearing sounds in the kitchen can make us feel hungry for dinner. We might hear the banging of spoons, the bubbling of food in pots.



What sound does an electric toaster make when your toast is ready?

On the count of three, let's try to make the sound of a toaster...

1, 2, 3...

Different foods make different sounds. If you have got an apple at home, why don't you try to eat a slice or take a bite without making any noise?

Do you think you can?

Let's try some different salad and vegetables.

Take a listen, let's try putting our hands over our ears when we chew to make it even louder!

If we are not sure about tasting something we can just break the food next to our ear and listen to it that way.

Which food made the loudest crunch?

Can we rank them from least crunchy to most crunchy based on what we heard?

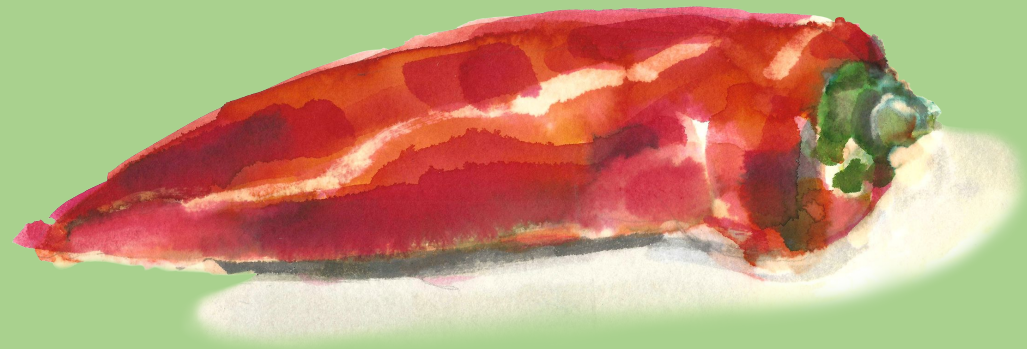
Can we use sentences to describe what the different vegetables sound like?

'The lettuce sounded like paper being torn'.

'The radish sounded like a loud drum'.

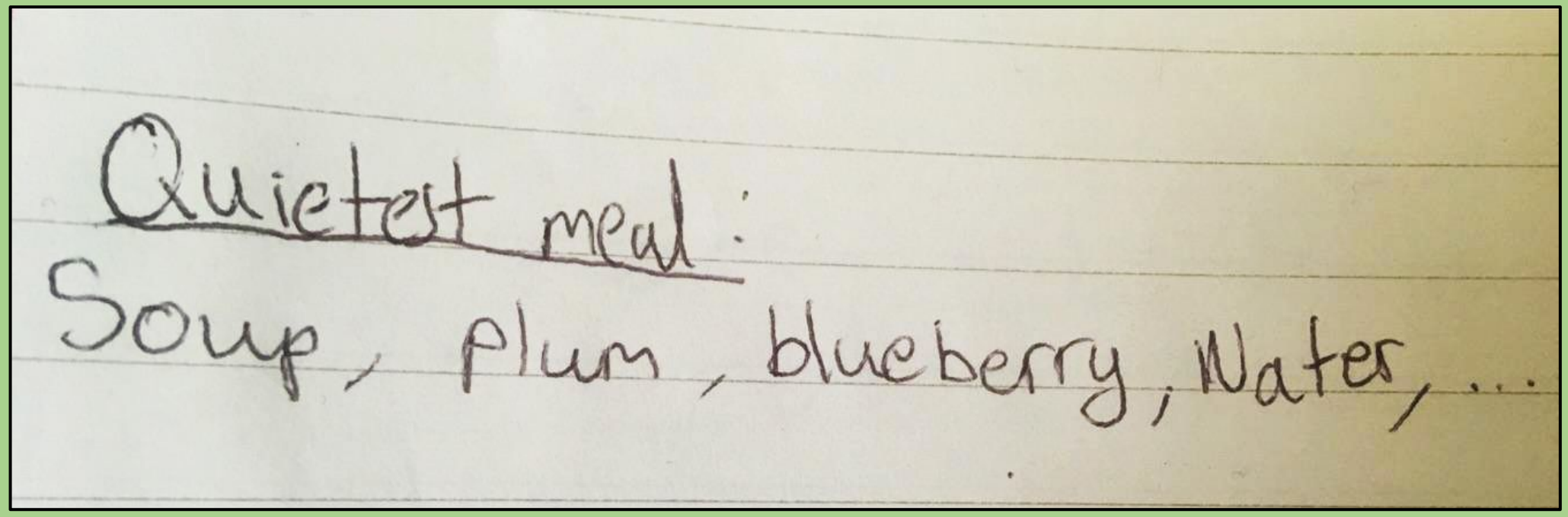
'The tomato sounded all squelchy like mud'.

Let's imagine: what vegetables or fruits would you add to make the loudest salad in the world?



And what vegetables would you add to make the quietest salad in the world?

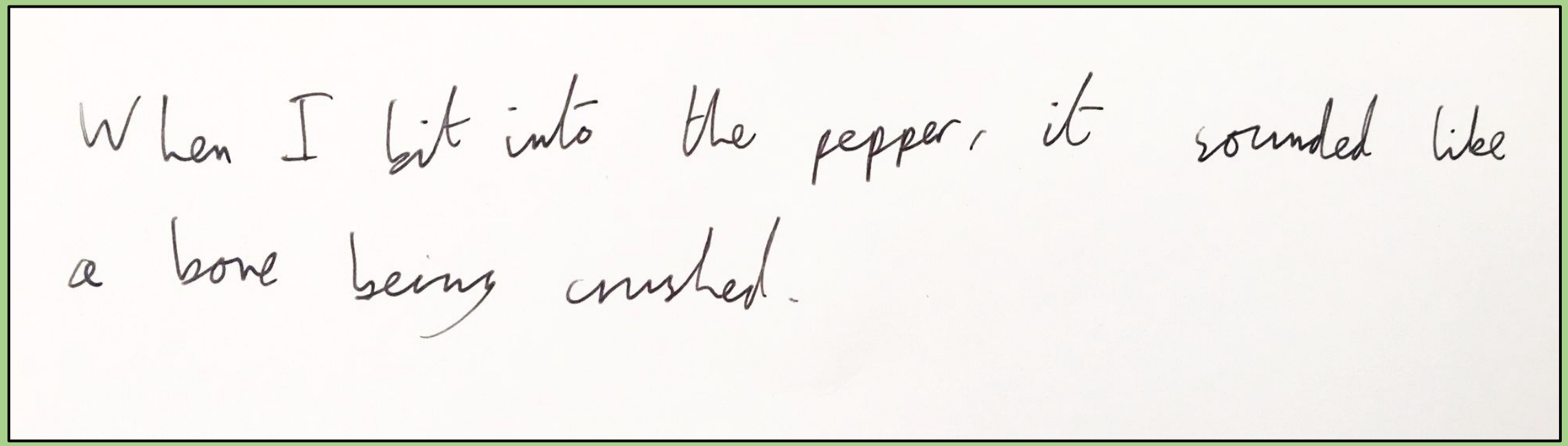
Here is what one child wrote about the quietest meal in the world:



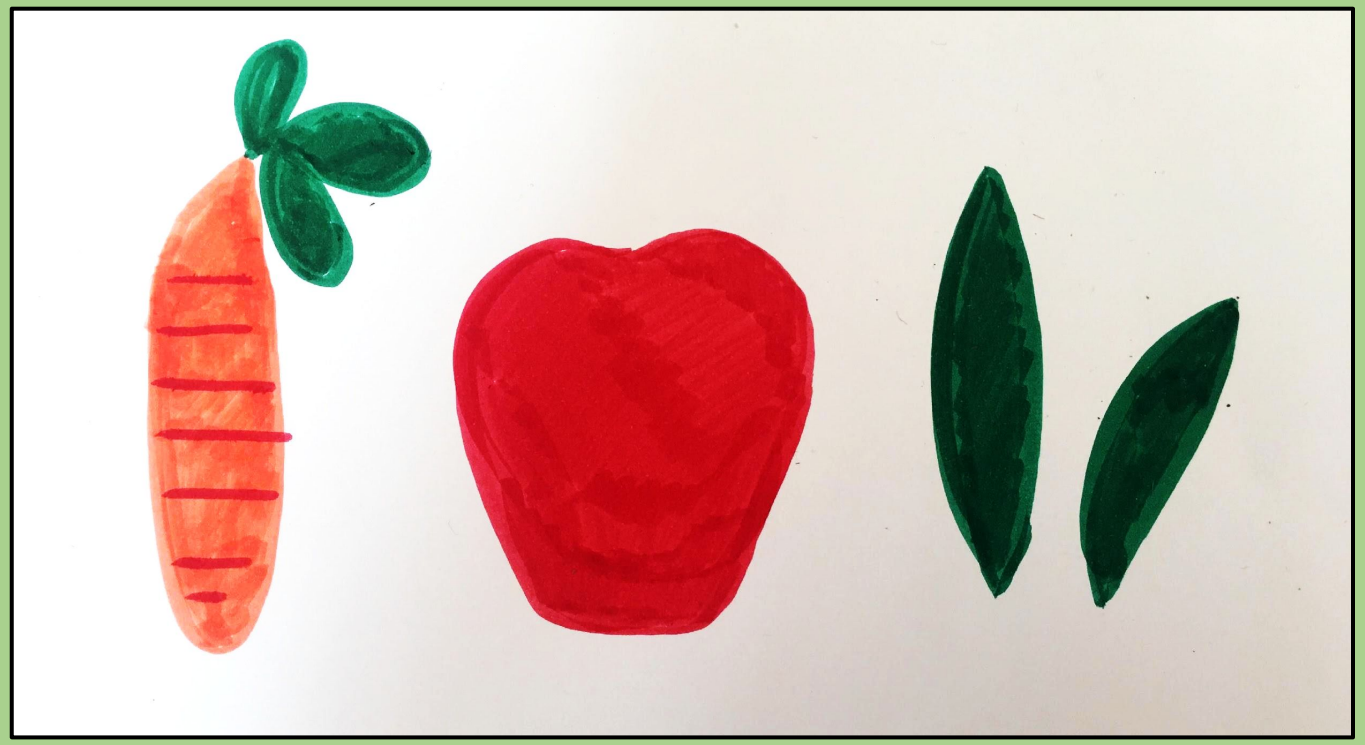
Have we noticed any patterns? Are loud foods crunchy or soft? What about quiet foods?

Now write down a sentence or two about what you heard when you tried the different vegetables.

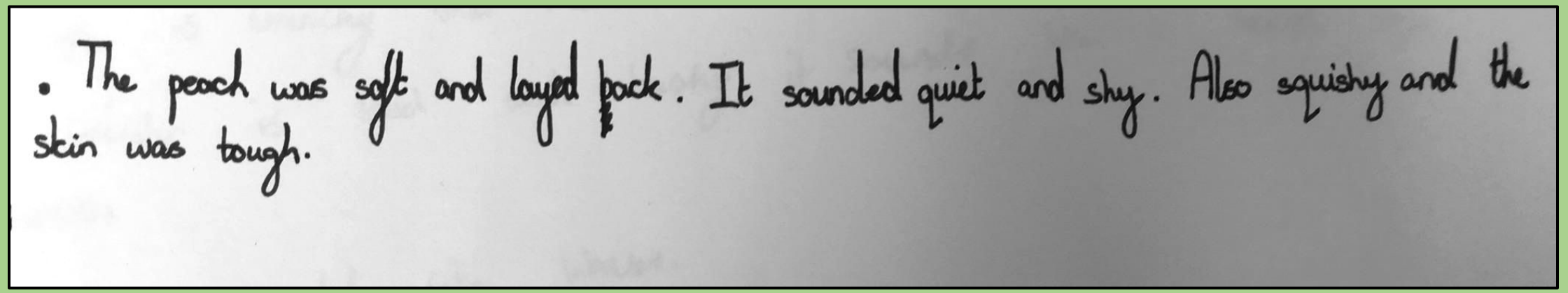
Here is what one child wrote about what they heard:

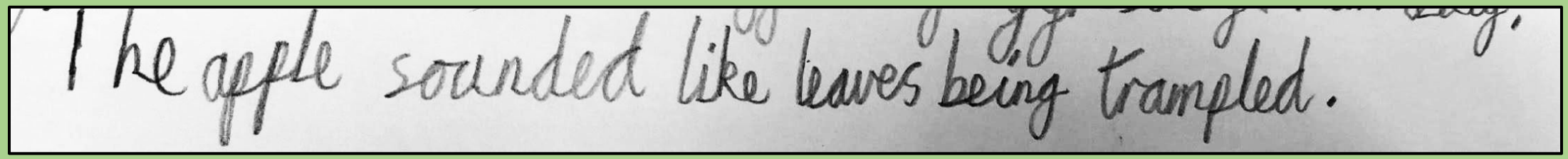


If you like, you could also draw a picture of some loud and quiet vegetables.



Here are some things other children said about loud and quiet foods.





Which do you prefer, loud foods or quiet foods?

Can you say why?

TastEd

Thanks for taking part in a TastEd Lesson today.

Please fill in our survey once you've done a TastEd lesson:

https://www.tasteeducation.com/after-tasted-lessons-feedback-survey/

This information will help us measure impact and therefore help us in securing future funding and continuing our work. Our main objective is to understand how many children tried a new vegetable or fruit.

Optional further activities:

Music: You could get your child to create their own compositions using pots and pans and wooden spoons and whisks. (Not recommended if you are working from home!)

Maths: use or get a noise meter app on your phone and get the children to measure the decibels made by eating or chopping.

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Full Parent / Carer Notes for Lesson 3

Who is this for? Key Stage 1 students, those aged 5 to 7

What is the learning objective? Children experience new vegetables with their sense of hearing and communicate about food using speech and writing. Children learn that they can try foods in different ways - with their eyes, nose, ears and hands as well as with their mouth. Children learn to 'understand and apply the principles of nutrition' (D & T).

What do I need? A selection of vegetables, here are some ideas, but whatever you have available works. If possible include a vegetable that your child hasn't tried before.

Crunchy: peppers, iceberg lettuce

Medium-crunchy: little gem lettuce, small cucumbers

Soft: avocado, tomato, cress, spinach leaves

To avoid waste any uneaten vegetables left at the end of the session can be added to dinner, crunchy veg might make a nice salad.

Which sense are we focusing on today? Hearing, the sounds food makes forms part of our eating experience, and today is all about listening to the food.

Does my child have to try the food? They definitely don't have to try or like the food, these are TastEd's two golden rules. If they don't want to try eating the food they might want to use their other senses,they could touch, smell or lick the food.

Does this link to the National Curriculum? Yes, here are the ways this lesson links to the National Curriculum:

- Writing: Composing a sentence orally before writing it.
- Spelling: Adding –ier, -er and –iest. Crunchy, crunchier, crunchiest. Loud, louder, loudest.

Word Bank - here are some words that can help you and your child discuss the fruit and vegetables in the lesson:

Adjectives: loud, quiet, silent, banging, crunchy, crispy, squelchy, juicy.
Similes: like a giant stomping, like broken glass, like something sticky, like mud.