



SnackTime Explorers #1: Connecting Through Food

Grade Level & Subject: K-1; FFVP Integrated Tasting Experience

Lesson Duration: 20-25 minutes

STANDARDS ALIGNMENT

| Food Education Standards: | Content Area Standards: | This lesson also aligns to: |
|--|---|---|
| FES 1: Food connects us to each other. | CASEL Skills: <ul style="list-style-type: none">• Social Awareness• Self-awareness• Relationship skills | LJ Standards: <ul style="list-style-type: none">• ID.K-2.4: I can feel good about myself without being mean or making other people feel bad.• DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone. |

LESSON SYNOPSIS

In this lesson, students will learn that we are connected to each other when we try different foods together. Students will sample a fruit or vegetable and describe it with words and pictures. Students will learn that different people will have different food preferences, and practice respectful language to discuss their similarities and differences.

Teacher note: A sample fruit/vegetable is provided in the lesson as an example. All lessons will work with any type of produce.



LESSON PREPARATION

| Prep Steps | Materials |
|---|--|
| <ul style="list-style-type: none">● Read Food Education Standard 1 Anchor Chart and print if desired● Print student set of Student Snacktime Explorer Passport● Print or project FRESHEALTH Produce Poster (sample: FRESHEALTH <i>Carrots</i>)● Print or project Explorer Notes Chart (edit for digital or print for paper-pencil) | <ul style="list-style-type: none">● USDA FFVP fresh fruit or vegetable snack● Writing and drawing materials |
| Assessments | Considerations (What adaptations are needed for diverse learners and/or varying dietary needs?) |
| <ul style="list-style-type: none">● Ask students to walk around and ask classmates how they liked the food. Students can write down the name of one classmate who liked the food and one classmate who did not.● At the next large group time, students can go around the circle and share how they liked the food and/or one observation they had about the food. | <ul style="list-style-type: none">● Consider making an anchor chart of the sample questions with visual cues.● Students may need help with drawing or writing their observations in the Passport. Encourage students to use phonetic spelling or have a color chart available to support their writing. |

VOCABULARY

- Explorer [ik-**splawr**-er] (noun) - a person who goes different places and tries different things in order to learn
- Observation [ob-zur-**vey**-shuhn] (noun) - an act of recognizing or noticing something
- Describe [dih-**skrah**yb] (verb) - to use words to tell about what something is like



LESSON ACTIVITIES

INTRODUCTION/Pre-tasting (7 minutes)

- 1) Put fruit or vegetable, ready to eat on a plate or tray, under a box or cover. Explain to students:
 - a) Our class gets to be a part of a program called the Fresh Fruit and Vegetable program. This means that every week we get to be **SnackTime Explorers** and learn about a different fruit or vegetable. Some of them you might know, some of them you might not know. Through food, we will learn more about ourselves and our world.
 - b) The way we will get started is exactly how SnackTime Explorers get started, by asking questions. There is something under this box and today you will ask me questions to try and guess what it is.
- 2) Explain: Together, as SnackTime Explorers, you get to ask three questions!
 - a) You should ask me questions about size, color, what is on the outside, what is on the inside, where it grows or how it smells. You shouldn't ask me - is it an apple?
 - b) Sample questions:
 - i) Is it yellow?
 - ii) Can you eat the outside? Or do you have to take the outside off?
 - iii) Does it have a smell?
 - iv) Is it bigger than a baseball?
 - v) Does it grow on a tree?
 - vi) Is it soft or hard?
- 3) As students ask questions, help guide the questioning and give clues so that students are able to make a guess (**build excitement!**)
- 4) Summarize the answers to the three questions (keep questioning quick to maintain student interest).
 - a) Example: Explorers, we know that It is not blue, it is smaller than a basketball, and it grows in the ground.
- 5) Get ready for a big reveal.
 - a) Introducing....*carrots!*
- 6) Model adding *carrots* to class tasting Explorer Notes.
 - a) *Teacher note: Multilingual learners can share the name of the fruit/vegetable in the languages they know to include on the chart.*

INSTRUCTION/Tasting (10 minutes)

- 1) Explain:
 - a) The BEST part about this program is that we get to actually be SnackTime Explorers that get to taste different foods! We are all going to taste this



TOGETHER and we will be explorers connected by this adventure. **Today, SnackTime Explorers, we are going to learn that food connects us.** We all eat. Some of the things we eat are the same and some of the things we eat are different. Food is one thing we all have in common and one way that we can get to know each other and understand each other!

- 2) Introducing language about food. Explain:
 - a) Anytime that we taste our foods, we want to make sure that we are using words that Explorers use. Some people may love the food we try and some people might not. Explorers don't use words like, YUCK or GROSS or EW. Instead, they might say: **"Not for me, thanks."**
 - b) As we take our first bite, I am going to tell you some great things about *carrots*. Each time I read a food fact, you have another chance to take a bite.
 - i) *Teacher note: Provide students a predictable structure - they will have multiple opportunities to try the food if they don't feel ready right away. Model the language of "I'm not ready yet" and how that gets to be OK!*
- 3) Students take their first bite while the teacher shares a fun fact from the FRESHEALTH Produce Poster.
 - a) Example: Carrots were commonly eaten over 1,000 years ago!
- 4) After reading the fact, give wait time and listen as students may be talking about what they taste.
- 5) Write any observations on the fruit/vegetable's Explorer Notes chart. Observations don't have to be by taste alone, so students who do not opt to taste can still contribute their noticings.
- 6) Read 2-3 fun facts from the FRESHEALTH Produce Poster allowing students multiple opportunities to taste.
 - a) Ready for a bite? Here is another fact!
- 7) Listen and record/narrate what students are saying about the fruit or vegetable on the Explorer Notes chart.
- 8) Guide students towards descriptive language.
 - a) Example: This carrot is crunchy.

CLOSING/Post-tasting (3 minutes)

- 1) Restate what students talked about while they were tasting.
 - a) Example: I heard you say "This is juicy" or "This is crunchy" and you sounded just like SnackTime Explorers!
 - b) Every week, we get to be SnackTime Explorers together. Some of the foods are new to us and some are foods we have had before. We will love some foods and maybe not others. No matter what, we are **connected** when we try these foods together and talk about them, **food connects us to each other.**



- c) Just like explorers, we need to keep track of what we are tasting and learning.
You each have your own SnackTime Explorer Passport.
- 2) Model filling out the reflection in the Passport.
- 3) Students fill out their reflection in a developmentally appropriate way (pictures, pictures with labels, words, etc.)
- a) Possible reflection stem: **Today I tried _____ and it was _____.**

EXTENSION IDEAS

- Check out Pilot Light's [Food Education Center](#) for free food education lessons and resources for home and school.
- Watch [Food Thoughts](#), an animated exploration of the Food Education Standards for young learners.
- **Content Integration:**
 - Literacy: Talk about the beginning sound, clap out the number of syllables, and sound out the name of the food.
 - Math: Create a bar graph or tally chart of how many students liked the food and how many students did not.
 - Science: Teach about the five senses and how we can use them to describe the foods we try.
 - Social Studies: Talk about a food that is important to their family and/or culture of origin.
 - SEL: Ask students to name a feeling that describes how they felt before, during, and after the tasting.
- **Related Texts:**
 - *My Food, Your Food* by Lisa Bullard
 - *My Food, Your Food, Our Food* by Emma Carlson Berne
 - *Bilal Cooks Daal* by Aisha Saeed
 - *The Foodie Flamingo* by Pablo Pino
 - *No Ordinary Apple* by Sara Marlowe
 - *Something Special: All Kinds of Foods* by Lisa Bullard
 - *Every Night is Pizza Night* by J. Kenji López-Alt
- Make mealtime an adventure with **FRESHEALTH!** FRESHEALTH makes healthy easy for kids with a variety of fresh-cut produce perfectly pre-portioned in a kid-friendly format. Explore our curated FFVP Calendar, Produce Posters, and more classroom and cafeteria resources [here](#).



REFLECTION AND NEXT STEPS

| Activities that worked | Topics to revisit | Community extension opportunities |
|------------------------|-------------------|-----------------------------------|
| | | |

SAMPLE