

# Fueling Georgia's Future

## Integrating Taste-Testing Activities Into the Curriculum

Meeting the Standards Never Tasted So Good!



The classroom offers an opportunity to integrate taste tests into the curriculum. The cafeteria manager and teacher should begin by talking to find out the best way to make the taste test an educational opportunity.

The possibilities are endless!

The following are suggestions for how to incorporate a taste test into the classroom learning experience and meet Georgia standards.

### 'Appetite' for Agriculture Education

Invite a farmer to bring his or her local food and discuss how it is grown, including basic principles of plant science.

Georgia Standard AG-BAS-7

Explain how items being taste tested are grown. Discuss the importance of environmental and natural resources.

Georgia Standard AG-BAS-3

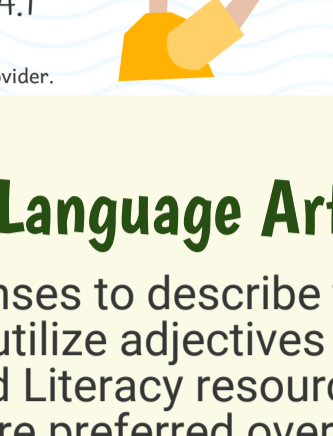


### 'Hungry' for Health Education

Discuss components of MyPlate.

Taste foods from each food group found on MyPlate.

Georgia Standards HEK.1; HE1.7; HE4.1



Read food labels and evaluate different breakfast cereals or bars by comparing:

- \* tast
- \* sugar
- \* calories
- \* fat
- \* fiber

Georgia Standards HE1.1; HE2.3, HE3.7; HE4.3; HE5.1

### 'Lettuce' Talk about Language Arts

Keep a journal using all senses to describe the foods tasted. Identify and utilize adjectives for describing foods (see Food Literacy resource). Document which foods were preferred over others and how likely is it they would be eaten again. Make notes on how the items could be improved.

Georgia Standards ELAGSE1W1; ELAGSE2W1; ELAGSE3W1; ELAGSE4W1; ELAGSE5W1



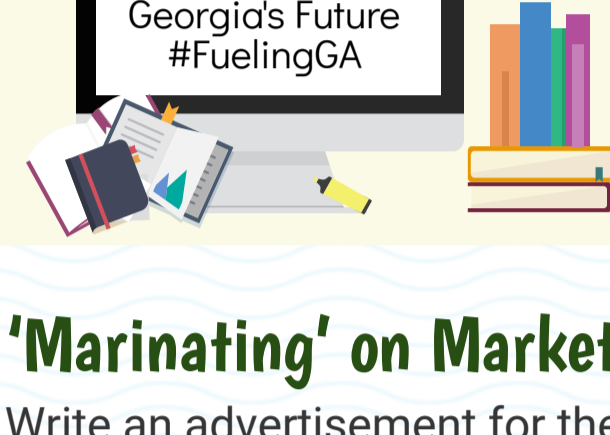
Compare and contrast different varieties of apples, tomatoes, beans, etc. Write about observations.

Georgia Standards ELAGSE1W1; ELAGSE2W1; ELAGSE3W1; ELAGSE4W1; ELAGSE5W1

Read a book, such as *Stone Soup* by Marcia Brown\*.

Identify characters, settings and main events. Then, make and taste a vegetable soup.

Georgia Standards ELAGSEKRL3; ELAGSE1RL3



Conduct a taste test or 'market test'. Write an article including artwork for a consumer report that explains the results.

Georgia Standards ELAGSE6W2; ELAGSE7W2; ELAGSE8W2

### 'Marinating' on Marketing

Write an advertisement for the food item tested.

Create advertising layouts, develop advertising headlines, select illustrations and typestyle for advertisements, and write promotional messages that appeal to targeted market.

Georgia Standard MKT-PPS-7

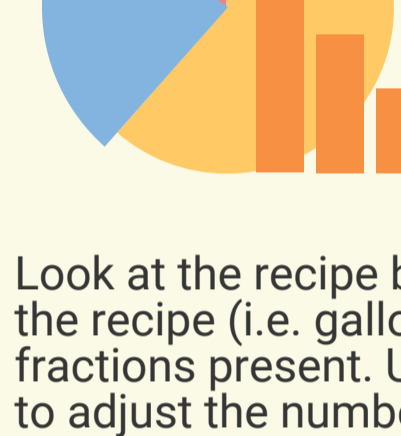
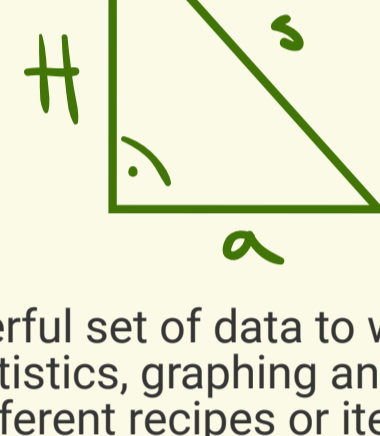


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### Mathematics on the 'Menu'

Describe and estimate measurable attributes of the items being tested (i.e. length, weight, etc.). Then, measure the items and compare the results.

Georgia Standard MGSEK.MD.1



Taste test votes provide a wonderful set of data to work with in math lessons about statistics, graphing and/or percentages. Compare two different recipes or items.

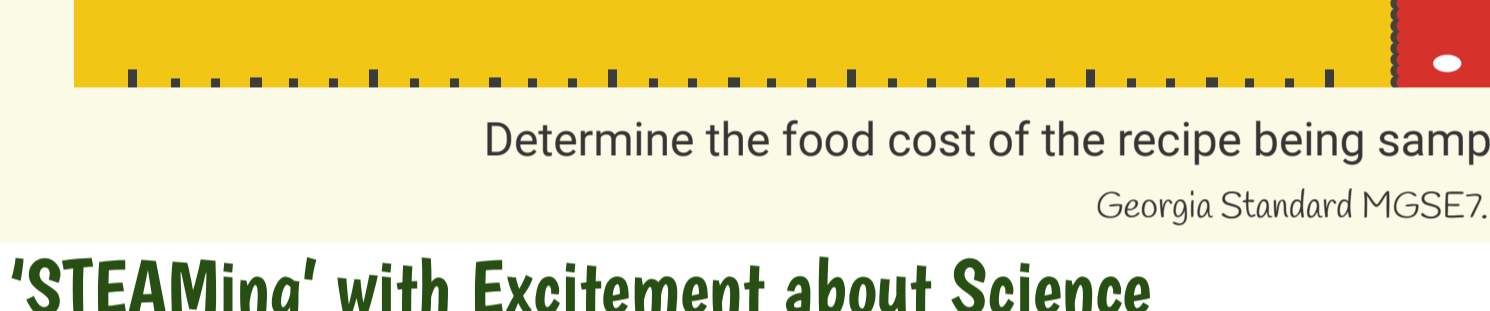
Have the students vote on the one they like best and would like to see served in the cafeteria.

Graph the results.

Georgia Standards MGSEK.MD.3; MGSE1.MD.4; MGSE2.MD.10

Look at the recipe being taste tested. Note and discuss measurements in the recipe (i.e. gallons, cups, quarts, pints, etc.). Identify and understand any fractions present. Using computation skills expand or reduce ingredients to adjust the number of servings.

Georgia Standards MGSE3.NF.1; MGSE4.MD.1; MGSE4.MD.2; MGSE4.NF.3; MGSE5.NF.1



Determine the food cost of the recipe being sampled.

Georgia Standard MGSE7.EE.3

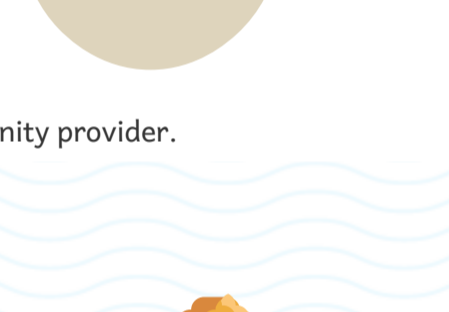
### 'STEAMing' with Excitement about Science

Discuss the changes of matter that occurred when the item to be tasted was prepared. Changes in matter could include baking a cake, boiling an egg, etc.

Georgia Standard S2P1

Taste different plant parts such as roots (carrots), stems (celery), leaves (spinach), flowers (broccoli florets), fruit (tomatoes), and seeds (corn kernels).

Georgia Standard SL1



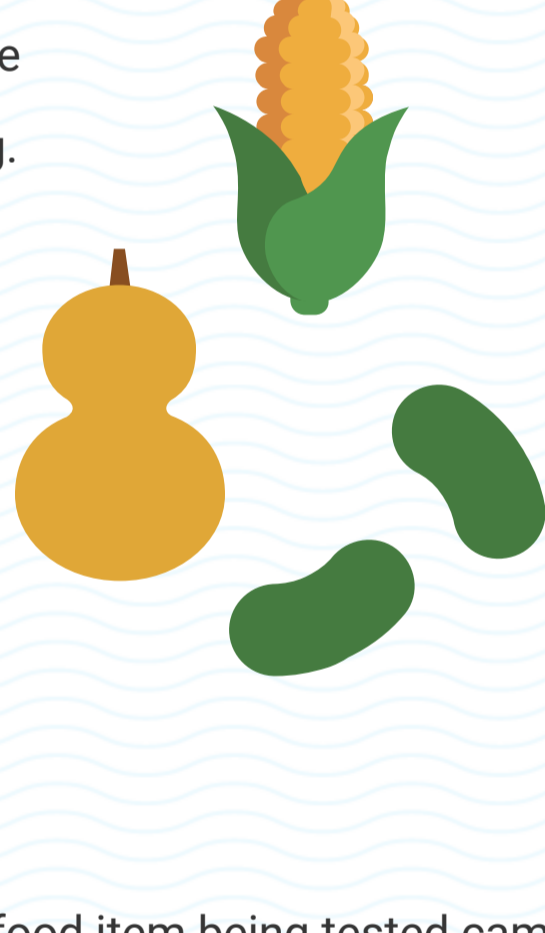
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### 'Stirring' Up Ideas with Social Studies

When studying Native American culture, sample produce such as squash, corn, and beans.

Research the "three sisters" method of growing.

Georgia Standard SS3H1



Taste produce grown in the school garden or foods that are Georgia/locally grown or produced.

Discuss the economic and ecological benefits of eating locally. Map where produce is grown in your county or the State of Georgia.

Georgia Standard SSKG2



Describe how the food item being tested came from a farm.

Discuss the roles of the people who helped get the food from the farm to the student (farmer, truck driver, chef, etc.). Describe how people are both producers and consumers.

Georgia Standards SSKE1; SS1E3

Compare different regions within the state or country and discuss how geography, climate, and natural resources influence agriculture. Sample foods from each region.

Georgia Standards SS3G3; SS5G2; SS8G1

\*The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Teachers and school leaders should check with their local district policy when selecting books to support instruction in determining age and content appropriateness for their students.

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## Modeling Manners During Taste Testings

Taste provides students with an opportunity to practice social graces. Practicing these skills provides students with an understanding of social graces to utilize in both personal and professional settings (i.e. a business meeting).

### Ground Rules for Tasting Food Politely

If taste testing in the classroom, consider writing the rules on a large paper and taping it to the floor (ground). If taste testing outside or in a garden area, consider using chalk to write rules on the ground.

- Start off the experience on a positive note and have students cheer "Hip hip hooray we get to try \_\_\_\_ today!"
- When offered items to try, students should say "Yes, thank you" or "No, thank you."
- Don't Yuck My Yum! Remember that food preferences are personal. Encourage students to use respectful language such as "I don't care for it." Remind student tasters that it's important to be kind to other people when tasting food. Avoid making faces and saying unpleasant things about the food; doing such can hurt the feelings of the person who prepared the food or of someone who likes the food. Remind students that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new. Allow other students to have an opportunity to taste it and form their own opinions.
- If a student tries something that she or he does not like, request that they politely remove food from their mouth with a napkin. Show students how to discard the napkin discreetly.
- Remind students that sometimes it takes trying new things 10 times before you begin to like them. Be willing to try it again in the future. Sometimes a food that does not taste good today will taste good another day or in another way.

### Homework

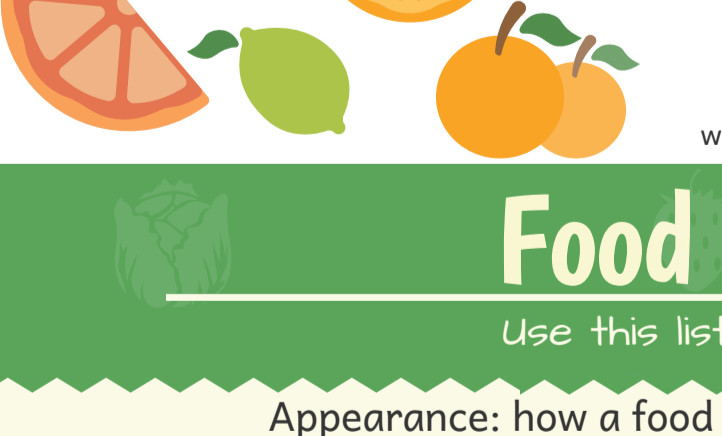
Send home copies of the recipe. Students love to share what they have done and learned at school with their families.

If their parents try the recipe at home, students may be more likely to try it at school or in the future.

### Procedures

There are various ways to conduct a taste test including:

- **Anonymous Ballot Boxes:** For ballot boxes, consider using existing kitchen containers such as bowls or repurpose cans, spice containers, etc. Use words such as "ok", "good" and "no thank you" on each container. Have students cast their vote anonymously using paper, dried beans, etc.
- **Visual Count, Tally:** Use paper and have students cast their vote with tally marks or use stickers.
- **Paper/Electronic Survey:** Create a survey to meet your needs or utilize an existing survey.



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## Food Literacy

Use this list to describe foods.

Appearance: how a food looks including color, shape, etc.

Aroma: the smell or odor of a food

Texture: the texture of food describes how it feels in the mouth or to the touch

Taste: how a food is when you eat it

Acidic	Fluffy	Mild	Rotten	Spicy	Tough
Bitter	Fresh	Minty	Rubbery	Spongy	Vanilla-y
Browned	Fruity	Moist	Runny	Stale	Velvety
Burned	Garlicky	Mushy	Salty	Sticky	Vinegary
Buttery	Grainy	Nutty	Satiny	Stringy	Warm
Cheesy	Greasy	Oily	Satisfying	Strong	Watery
Chewy	Golden	Oniony	Saucy	Succulent	Waxy
Chocolaty	Goopy	Peppery	Savory	Sugary	Wilted
Colorful	Hearty	Plain	Seasoned	Sweet	Whipped
Creamy	Heavy	Pleasant	Sharp	Syrupy	Wholesome
Crispy	Hot	Powdery	Silky	Tangy	Woody
Crunchy	Juicy	Pulpy	Slimy	Tart	Yeasty
Delicious	Light	Rancid	Smelly	Tasteless	Yummy
Doughy	Leathery	Raw	Smoky	Tasty	Zesty
Dry	Lukewarm	Refreshing	Smooth	Tender	Zing
Flaky	Lumpy	Rich	Soggy	Tepid	
Flat	Meaty	Ripe	Sour	Toasted	