

## **Learning Module Two: Trying New Foods**

### **Objectives of Module Two Lessons:**

#### **Children will:**

1. Name the five senses.
2. Describe the importance of eating a variety of foods.
3. Taste new foods.

#### **Lesson 1: Exploring the Five Senses**

##### **Children will:**

1. Explore the five senses related to foods.
2. Become familiar with the different shapes of fruits and vegetables.
3. Expand their descriptive vocabulary related to foods.

#### **Lesson 2: Eating a Variety of Foods**

##### **Children will:**

1. Describe the importance of trying different foods.
2. Identify new fruits and vegetables.
3. Taste new fruits and vegetables.

#### **Lesson 3: Trying New Foods**

##### **Children will:**

1. Children will hear a story about trying new foods
2. Children will recall and describe a time when they have tried a new vegetable.
3. Children will identify new fruits and vegetables that they want to try.

#### **Lesson 4: Food Tasting Party**

##### **Children will:**

1. Review MyPlate groups
2. Experience a food tasting
3. Try at least one new food

## **Module Two Resources:**

1. Aliko. *My Five Senses*. Harper Trophy, 1990. ISBN: 006445083X.
2. Child, Lauren. *I Will Never Not Ever Eat a Tomato*. Candlewick Press. Massachusetts. 2000. ISBN 9780763621803.
3. Learning Zone Express. Turn These Shapes Into Healthy Foods coloring sheet.
4. Nemours Health Prevention Services. "Healthy Story Time Guide." Delaware. Access: [http://web.wnlsd.ca/student\\_health/Five%20Two%20One%20Campaign/storyhrguide.pdf](http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf)
5. Public Broadcasting Service. PBS Learning Media, Daniel Tiger's Neighborhood. "Trying Tomatoes," <http://www.pbslearningmedia.org/resource/30c0868b-10fb-4f10-bfd5-31052d594d07/trying-tomatoes/>.
6. Public Broadcasting Service. PBS Learning Media, Daniel Tiger's Neighborhood. "Katerina Finally Tries a New Food." <http://www.pbslearningmedia.org/resource/4f0c441c-2af8-437d-a102-b9b2c356fcce/katerina-finally-tries-a-new-food/>.
7. Snow, Pegeen. Eat Your Peas, Louise! Childrens Press. Chicago. 1985. ISBN: 978-0531267097.
8. University of Maryland Extension Food Supplement Nutrition Education (UME-FSNE). Rules for Taste Testing, page 9. [https://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh\\_Combined\\_Curricula.pdf](https://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh_Combined_Curricula.pdf)
9. University of Maryland Extension Food Supplement Nutrition Education (UME-FSNE). *Read for Health* curriculum. Lesson 3: Picky Eaters, pages 31-33. <https://eatsmart.umd.edu/resources/curricula/read-for-health>
10. University of Maryland Extension Food Supplement Nutrition Education (UME-FSNE). *Feeding for Healthy Eating* curriculum. <https://eatsmart.umd.edu/resources/curricula/feeding-healthy-eating>
11. U.S. Department of Agriculture. Choosemyplate.gov. Website: [www.choosemyplate.gov](http://www.choosemyplate.gov)
12. U.S. Department of Agriculture- Food and Nutrition Service. The Two Bite Club. Website: [www.fns.usda.gov/tn/Resources/2biteclub.html](http://www.fns.usda.gov/tn/Resources/2biteclub.html)
13. U.S. Department of Agriculture- Food and Nutrition Service's Core Nutrition Messages. Website: [www.fns.usda.gov/fns/corenutritionmessages/default.htm](http://www.fns.usda.gov/fns/corenutritionmessages/default.htm)
14. U.S. Department of Agriculture- Team Nutrition. Meal Appeal. Let's Get Descriptive. [http://www.fns.usda.gov/sites/default/files/meal\\_appeal.pdf](http://www.fns.usda.gov/sites/default/files/meal_appeal.pdf)

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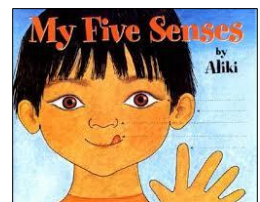
### Lesson 1: Exploring the Five Senses

#### Children will:

1. Explore the five senses related to foods.
2. Become familiar with the different shapes of fruits and vegetables.
3. Expand their descriptive vocabulary related to foods.

#### Teacher:

1. Read Aloud: My Five Senses by Aliko. Ask children to list the five senses after hearing the story.
2. Explore the five senses related to foods.
  - a. Use the “Let’s Get Descriptive” sheet to go over at least 5 examples of descriptive terms for foods. Focus on healthy foods, especially fruits, vegetables and whole grains that are examples of those five terms (see examples below):



- Chewy- bagels
- Creamy- Mashed Potatoes
- Crunchy- Carrots
- Fuzzy- Peach
- Green- Spinach
- Rough- Pineapple
- Shiny- Peppers
- Wrinkled- Raisins

Let's Get Descriptive			
Alluring	Eye-catching	Mild	Sparkling
Aromatic	Fancy	Milky	Savory
Attractive	Firm	Moist	Syrupy
Bitter	Fresh	Mouth-watering	Tart
Blackened	Fruitful	Mushy	Sticky
Bland	Fluffy	Nutty	Strong
Bright	Flavorful	Pink	Succulent
Brilliant	Fragrant	Pungent	Sweet
Brittle	Fresh	Pump	Sweet smelling
Bumpy	Fruity	Popping	Tangy
Chilly	Fruity	Puffy	Tantalizing
Chunky	Fruity	Pungent	Tasty
Clean	Fruity	Raw	Tender
Cool	Green	Refreshing	Thick
Colorful	Hearty	Blue	Toasted

- b. Use a white board or flip chart paper labeled at the top with “I can describe \_\_\_\_\_,” and list each of the senses below. You will use this list to describe a head of cauliflower, see the sample on the right below as an example:

“I can describe \_\_\_\_\_”

- Looks/Eye
- Sounds/Ear
- Feels/Hand
- Smells/Nose
- Tastes/Mouth or Tongue

“I can describe cauliflower”

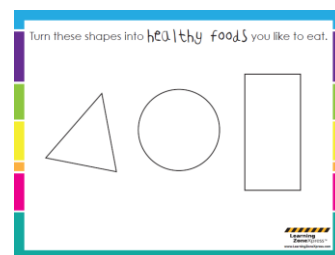
- Looks/Eye: white, curvy, green leaves
- Sounds/Ear: (Most foods only have a sound when they are cooked, or as they are chewed)
- Feels/Hand: bumpy, hard, rough, lumpy, crumbly
- Smells/Nose: mild, strong, verdant, pungent
- Tastes/Mouth or Tongue: bland, chewy, crisp, sweet

- Explain that you will pass the cauliflower around the room, and that each child should use their senses to tell the teacher about it.
  - Encourage children to touch, smell, and look at the cauliflower.
  - Teacher should write down the words students use on flip chart or white board.
  - Have all students practice saying the descriptive words.
  - Redirect any negative comments to descriptive terms
  - Teacher can expand their vocabulary with descriptive words for taste and texture (ex. bitter, salty, sour, bland, crunchy)
  - If time allows, repeat activity with a fruit.

### 3. Drawing Activity:

#### - Turn These Shapes into Foods:

- Give each child a print-out of the handout: “Turn these shapes into healthy foods”
- Ask students to identify each of the 3 shapes
- Tell children that food comes in many different shapes.
- Give children access to multiple colors of crayons.
- Using food models, pictures or flash cards a visual aid:



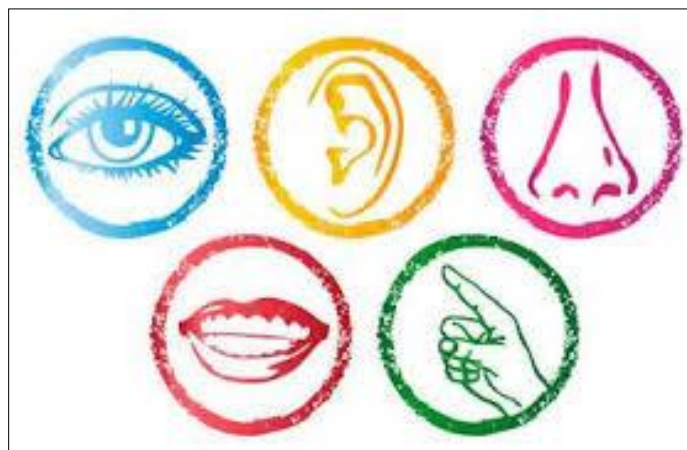
- Ask children to think of a fruit or vegetable that that is shaped like a **triangle** (you may need to prompt answers including strawberries, carrots, head of cauliflower or broccoli, etc.).
  - For older children (4-5 years old), instruct students to make the triangle on their page look like a triangle shaped fruit or vegetable.
- Ask children to think of a fruit or vegetable that is shaped like a **circle** (you may need to prompt answers such as blueberry, peach, orange, tomato, potato, etc.)
  - For older children (4-5 years old), instruct students to make the circle on their page look like a circle shaped fruit or vegetable.
- Ask children to think of a fruit or vegetable that is that is shaped like a **rectangle** (you may need to prompt answers including zucchini, carrot sticks, cucumber, celery, etc.)
  - For older children (4-5 years old), instruct students to make the rectangle on their page look like a rectangle shaped fruit or vegetable.

**Supplies Needed:**

1. Book: *My Five Senses*
2. Flip chart or white board.
3. Teacher should bring in:
  - a whole, fresh fruit (suggestion: orange, pineapple)
  - a whole, fresh vegetable (suggestion: head of cauliflower or broccoli)
4. Copies of coloring page: “Turn these shapes into healthy foods you like to eat”
5. Blank pages for students to draw during “Draw Describing Foods” activity.
6. Crayons

**Resources:**

1. Book: Aliko. *My Five Senses*. Harper Trophy, 1990. ISBN: 006445083X.
2. Learning Zone Express. Turn These Shapes Into Healthy Foods coloring sheet (copy provided).
3. USDA Team Nutrition. Meal Appeal. Let’s Get Descriptive.  
[http://www.fns.usda.gov/sites/default/files/meal\\_appeal.pdf](http://www.fns.usda.gov/sites/default/files/meal_appeal.pdf)





# Let's Get Descriptive

Alluring

## Aromatic

Attractive

Bitter

Blackened

Bland

Bright

Brilliant

Brittle

Bumpy

Chewy

Chilly

Chunky

Clean

Coarse

Cold

## Colorful

Cool

Creamy

Crimson

Crisp

Crumbly

Crunchy

Curly

Delectable

Delicate

Delicious

Distinctive

Dry

Earthy

Enticing

Exciting

Exquisite

Eye-catching

Fiery

Firm

Flaky

Flavorful

Fleshy

Florid

Fluffy

Fragrant

Freezing

Fresh

## Frosty

Fruity

Fuzzy

Gooey

Gorgeous

Green

Hard

Hearty

Heavy

Hot

Icy

Inviting

Irresistible

Juicy

Knotty

Leafy

Lean

Lumpy

## Luscious

Lustrous

Mashed

Mellow

Mild

Milky

Moist

Mouth-watering

Mushy

## Nutty

Peppery

Pink

Piquant

Plump

Popping

Prickly

Pulpy

Pungent

Raw

Red

Refreshing

Rich

Ripe

Robust

Rough

Round

Salty

Savory

## Scrumptious

Sharp

Shiny

Showy

Slick

Slurpy

Smooth

Soft

Sour

Sparkling

Spicy

## Springy

Steaming

Sticky

Strong

Subtle

Succulent

Sugary

Sweet

Sweet-smelling

Tangy

Tantalizing

Tart

Tasty

Tempting

Tender

Thick

Toasted

Understated

## Velvety

Verdant

Vibrant

Vivid

Warm

Wet

Wrinkled

Yellow

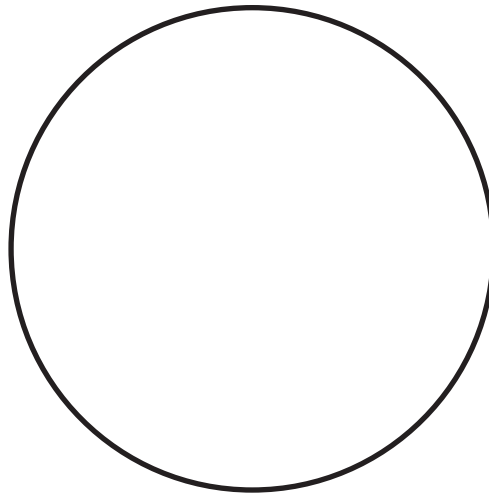
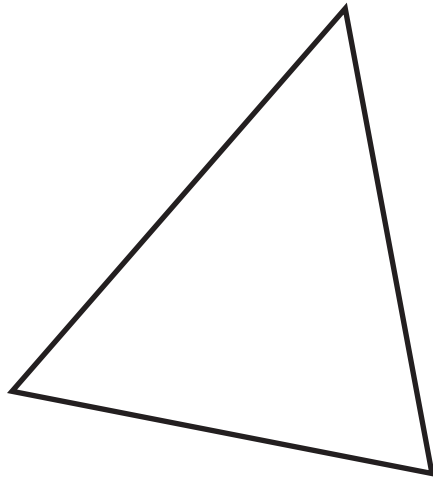
Yummy

Zesty





Turn these shapes into *healthy foods* you like to eat.





## Learning Module Two: Trying New Foods

### Objectives of Module Two Lessons:

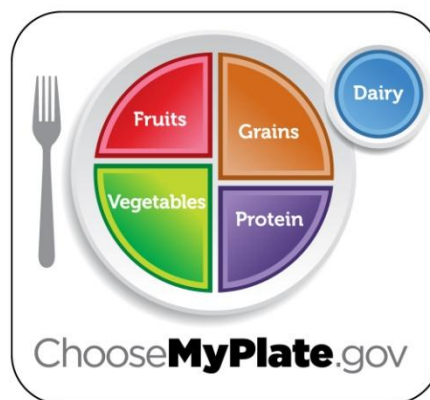
#### Children will:

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3. Taste new foods.

### Lesson 2: Eating a Variety of Foods

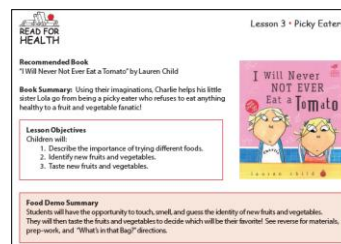
#### Children will:

1. Describe the importance of trying different foods.
2. Identify new fruits and vegetables.
3. Taste new fruits and vegetables.



#### Teacher:

1. Display MyPlate Poster at start of lesson.
2. Teacher will prompt children to identify all of the groups on MyPlate, and ask for 1-2 examples from each group.
3. Follow Lesson 3: Picky Eaters from the University of MD Extension *Read for Health* Curriculum (pg 31-33).



- Read aloud the book: I Will Never Not Ever Eat a Tomato by Lauren Child.
- Use discussion questions on page 31, especially the two questions highlighted in yellow. Provide personal examples as willing/able.
- Send home parent sheet for this *Read for Health* lesson, pg 33.

### **Supplies Needed:**

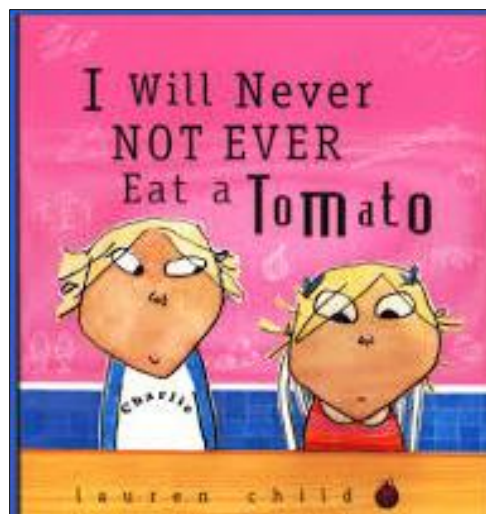
1. Several small paper bags for “What’s in that Bag” activity
2. Whole **fruits and vegetables** for “What’s in that Bag” activity
  - a. suggested vegetables: potato, carrot, bell pepper, broccoli,
  - b. suggested fruits: apple, pear, orange, banana, kiwi



3. Pre-washed and pre-cut, bite-sized pieces of at least one type of fruit **and** one type of vegetable used in the “What’s in that Bag” activity (you may want to use baby carrots for sampling, but full carrots in the bag)
4. Book: I Will Never Not Ever Eat a Tomato by Lauren Child.
5. Copies of the parent letter for each student to take home. Read for Health labeled pg 33.

**Resources:**

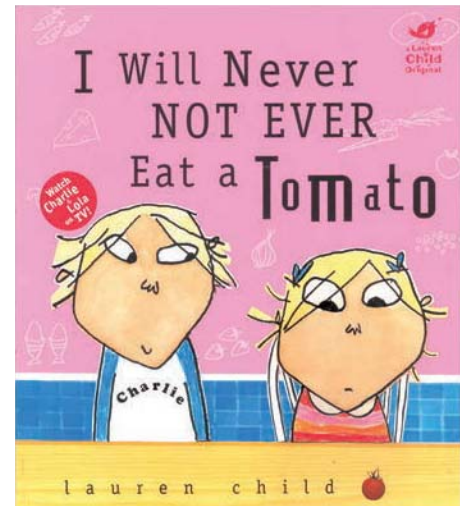
1. Child, Lauren. I Will Never Not Ever Eat a Tomato. Candlewick Press. Massachusetts. 2000. ISBN 9780763621803.
2. *Read for Health* curriculum, University of Maryland Extension. Lesson 3: Picky Eaters, pages 31-33. <https://eatsmart.umd.edu/resources/curricula/read-for-health>



### Recommended Book

"I Will Never Not Ever Eat a Tomato" by Lauren Child

**Book Summary:** Using their imaginations, Charlie helps his little sister Lola go from being a picky eater who refuses to eat anything healthy to a fruit and vegetable fanatic!



### Lesson Objectives

Children will:

1. Describe the importance of trying different foods.
2. Identify new fruits and vegetables.
3. Taste new fruits and vegetables.

### Food Demo Summary

Students will have the opportunity to touch, smell, and guess the identity of new fruits and vegetables. They will then taste the fruits and vegetables to decide which will be their favorite! See reverse for materials, prep-work, and "What's in that Bag?" directions.

### Lesson Format

1. Read book aloud to children.
2. Use the following questions to guide a discussion:
  - a. What did Lola have to do before she could decide if she liked or disliked a food?
  - b. What types of foods did Lola find out she liked once she tried them?
  - c. When was a time when you thought you wouldn't like a food, but when you tried it then you loved it?
  - d. What are some of your favorite fruits and vegetables?
  - e. In which food groups do these foods belong? (optional, if age-appropriate)
3. Let's play "What's in that Bag?" following the directions on the back of this page. Allow students to guess each fruit or vegetable based on its smell and texture.
4. When appropriate, ask them to record their guesses.
5. Reveal the contents of each bag.
6. Have children taste a bite-sized piece of each fruit or vegetable.

### Materials

- Recommended book
- “What’s in that Bag” supplies:
  - Fruits and vegetables
  - Several brown paper bags
  - Small plates
- Supplies for an optional reinforcement activity selected from the Activities Appendix

### Prep-Work

- Place one whole fruit or vegetable into each brown bag.
- Prepare bite-sized pieces of the same fruits and vegetables for tasting. This may also be done in the classroom with children.

### Ingredients

1 or more different kinds of fruits or vegetables  
Brown paper bags (1 for each different type of fruit or vegetable)  
Marker

### Directions

1. Label each bag with a number.
2. Place one whole piece of each fruit or vegetable into its own bag.
3. Working one by one, have children place their hands into the bag(s) to touch the fruit or vegetable.
4. Keeping the bag opening small, have each child smell the contents of the bag(s).
5. Ask them to guess which fruit or vegetable is in the bag.
6. Taste these fruits and vegetables!

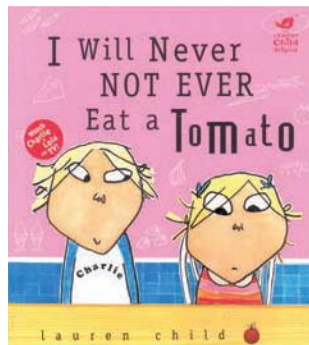
Note: Have older children practice writing a hypothesis with this activity.

### Estimated Time:

- \* Completing pre-work: 45 minutes
- \* Completing lesson: 45 minutes
- \* Completing reinforcement activity: 30 minutes



# READ FOR HEALTH



## I Will Never Not Ever Eat a Tomato...

Your child learned how important it is to try new foods when we read the story of Lola, the picky eater, who became a fruit and vegetable fanatic. We then tried lots of fruits and vegetables!

## Did You Know...

- Children are more likely to eat a new food if they see their parent or other family members enjoying that food. Avoid using the word "yuck". Be a good role model!
- Children know how much their body needs. Give your children several healthy options. Allow them to choose what and how much to eat.
- The more often children are exposed to new foods, the more likely they are to try them. It may take up to 12 times for a child to try a food and start to like it.
- Children are more willing to try new foods if they are involved in its preparation.
- Having family meals together will encourage your child to eat a variety of foods.



## Tips on Helping Your Child Try New Foods!

- Be patient and offer the same food many times.
- Provide small "tasting" portions.
- Offer only one new food at a time.
- Offer new foods at the start of the meal, when your child is most hungry.
- Add new fruits and vegetables into a food your child already likes.
- Stay positive. Reward your child with hugs and kisses rather than sweets.
- Eat with your child, and enjoy new foods together.

## Take Action!

You can try new foods with your child anywhere. How many of the following suggestions can you check off this week?

- ☐ Allow your child to pick one new fruit or vegetable from a local farmers' market or grocery store. Visit the following website to find the closest market near you:  
<http://apps.ams.usda.gov/FarmersMarkets/Default.aspx>
- ☐ When eating at a restaurant select the fruit or vegetable side option.
- ☐ Have your children help in the kitchen. Let them wash the fruits and vegetables!
- ☐ Set the rules! Ask your child to try at least one bite of every food served at mealtime.





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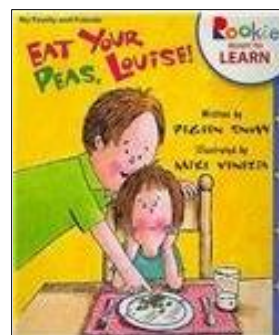
### **Lesson 3: Trying new foods**

#### **Children will:**

1. Children will hear a story about trying vegetables.
2. Children will recall and describe a time when they have tried a new vegetable.
3. Children will identify new fruits and vegetables that they want to try.

#### **Teacher:**

1. Ask the class, “Raise your hand if you like eating vegetables.”
2. Explain: “Today we will read a story about Louise, a young girl who doesn’t want to eat her peas.”
3. Ask the class: “What foods do parents want you to eat?”
4. Read aloud the book: Eat Your Peas, Louise! by Pegeen Snow.
5. After reading, ask class the following questions (continued in step #6):
  - Has anyone ever tried peas before?
  - Did you like the peas the last time you tried them?



6. Follow steps 3-8 from Nemours “Healthy Story Time Guide, Session 3: Trying New Foods,” provided in the toolkit.
  - You will see some sections blocked out. These relate to a book called The Trouble with Cauliflower, now out of print. Eat Your Peas, Louise is a replacement book. The visible discussion questions and action story are all appropriate to use with this lesson and book.

**Supplies Needed:**

1. Book: Eat Your Peas, Louise! by Pegeen Snow.

**Resources:**

1. Nemours Health Prevention Services. “Healthy Story Time Guide.” Delaware. Access: [http://web.wnlsd.ca/student\\_health/Five%20Two%20One%20Campaign/storyhrguide.pdf](http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf)
2. Snow, Pegeen. Eat Your Peas, Louise! Childrens Press. Chicago. 1985. ISBN: 978-0531267097.

## Session Three: Trying New Foods

### Book(s)

*The Trouble with Cauliflower* by Jane Sutton *This may be hard to find- out of print*

### Action Story

New Fruits and Veggies at the Market

## Instructions

### 1. Introduce today's topic:

*Trying New Foods*, and the importance of trying a food a few times before deciding if you like it.

2

### 3. Ask the children the following questions to generate discussion:

- Has anyone ever tried cauliflower before?
- Did you like it?
- Have you ever tried a new fruit or

- vegetable that you didn't know about?
- What did it taste like?
- What color is it?
- What were they?
- Has anyone ever eaten it?
- If you didn't like the fruit or vegetable the first time, do you think you would try it again to see if you might like it the next time?
- Did you know that it can take more than 10 tries for you to like a new food? If you don't like it the first time, try it again!
- Let's all try to think about a vegetable that we have refused to try either at home or at school.
- What do you think would help you feel willing to try that vegetable?



**4. Introduce the action story:**

*New Fruits and Veggies at the Market.* Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**6. Remind the children to stay in their own space.**

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. [REDACTED]

10. [REDACTED]

11. [REDACTED]



### Session Three Action Story: New Fruits and Veggies at the Market

Keri and Anne were **TAKING A WALK** one day after school, when they decided they wanted to have a snack. They **RAN** all the way back to Keri's house to ask her mother what they could eat. Her mother did **FIVE SHOULDER SHRUGS** and said they would have to go to the market.

They **HOPPED** down the street to the market. When Keri and Anne **WALKED** into the store, there were so many bright and colorful fruits and vegetables to choose from. They all looked so good! Keri **MARCHED** over to the apples and **PICKED UP** two of the juiciest looking red apples. Anne saw a new fruit she had never seen before and wanted to try it. Anne **STOOD ON HER TOES**, holding the tropical mango she **PICKED UP** in the air. Keri **WALKED** over to see what the new fruit was. They were both so excited to try a new fruit, they **JUMPED UP AND DOWN** and **CLAPPED THEIR HANDS!**

Keri and Anne **RAN** over to find Keri's mom in the vegetable section of the market. She was **CARRYING A BAG** with broccoli in it to cook for dinner. Keri **SHOOK HER HEAD** and told her mom that she didn't like broccoli. Anne **SQUATTED** down to tie her shoe, and told Keri how good broccoli was and she should try it again. Keri did **FIVE SHOULDER SHRUGS** and said she would try it again at dinner.

Later that night at dinner, Keri **SCOOPED** some of the broccoli her mom had cooked onto her plate. She **PICKED UP** a piece of broccoli with her fork and tried it again. Keri thought it was so delicious! Keri's mom was so proud of her for trying the broccoli again, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS!**





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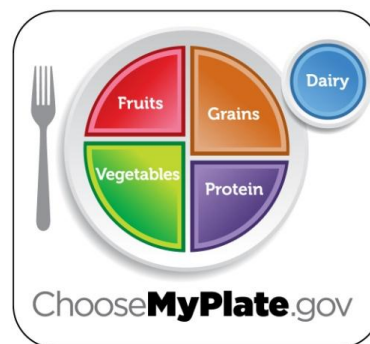
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### Lesson 4: Food Tasting Party

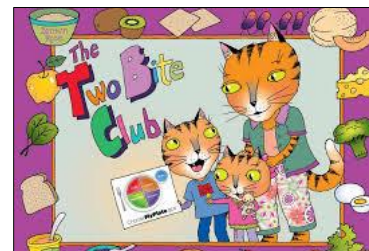
#### Children will:

1. Review MyPlate groups
2. Experience a food tasting
3. Try at least one new food



#### Teacher:

1. Display MyPlate Poster at start of lesson.
2. Teacher will prompt children to identify all of the groups on MyPlate, and ask for 1-2 examples from each group. Teacher should use posters, flash cards and/or food models to prompt or correct answers.
3. Teacher will go over "Tasting Rules" (from REFresh Project)
4. Read The Two Bite Club by FNS, USDA
  - This book could be split into 2-3 sections if needed, especially for the 3-4 year old classes who may find it difficult to sit for such a long story.



5. **Multimedia Resource (video):** Use if you have internet access through a computer, tablet, etc. Playing the audio only will work well, too. Unfortunately it is not available for download. If there is no internet access in the classroom, proceed to #7. Play the following 2 clips from Episode 116 of Daniel Tiger (PBS)- Be a Vegetable Taster “You’ve got to try a new food ‘cause it might taste good.”



- 1<sup>st</sup> clip Shows Daniel and friends trying cherry tomatoes, but Katerina is unsure. Play clip (<http://www.pbslearningmedia.org/resource/30c0868b-10fb-4f10-bfd5-31052d594d07/trying-tomatoes/>), then discuss that it is ok to be unsure about trying new foods. Then ask why they think Katerina should try new foods.
- Sing the line “You’ve got to try a new food, because it might taste good!”
- 2<sup>nd</sup> clip shows Katerina trying bell peppers and carrots. Show clip (<http://www.pbslearningmedia.org/resource/4f0c441c-2af8-437d-a102-b9b2c356fcce/katerina-finally-tries-a-new-food/>), then ask students what happened when Katerina tried the peppers.



- Sing the line “You’ve got to try a new food, because it might taste good!”
6. Have kids stand up and march in place while singing the line from Daniel Tiger. While this is happening, have one child volunteer to place one plastic knife at each seat at the table. Ask another student to place one small plate at each place.
7. Gather kids at the table where they eat lunch. Ask students to keep their hands in their lap (or other similar technique) so that they do not play with the plate or knife.



8. Tell students to listen to your instructions. They should sing a song (from Daniel Tiger, or other popular song). While they are singing, teacher should place one bell pepper strip on each child's plate (except in the case of an allergy to peppers).
9. Teacher should demonstrate how to use the plastic knife to cut the pepper strip into a small, bite-sized piece. Instruct children to do the same to their pepper strip. Assist as needed.
10. Have all students sing the Daniel Tiger song one more time, and then at the teacher's signal (ex. "go!" or "ready, set, try!"), children will take a bite of the pepper strip.
11. Ask children to describe the bite they took. Teacher may want to write the words used on a flip chart or white board.
12. Teacher invites children to take the remaining bites of their pepper, understanding that not all will want to eat more.
13. Teacher should congratulate students on trying a new food. Include the Tasting Party on the daily report that provider sends home with parents.

### Supplies Needed:

1. MyPlate poster
2. Tasting Rules poster
3. Book: The Two Bite Club
4. Washed bell peppers cut into long slices.
5. Plastic knives (at least 1 for every 2-3 children)
6. Paper plates
7. Flip chart or white board
8. Video or Audio set-up for Daniel Tiger videos

### Parent Connection Opportunity During or After Module 2:

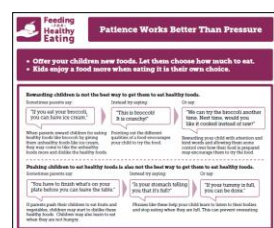
If possible, hold an event with parents to discuss health and/or nutrition.

Teachers/staff could use one or both of the following sessions from

"Feeding for Healthy Eating:"

- "Session 5: Liking New Foods Takes Time," which has both an educator and parent companion handout
- "Session 6: Patience Works Better Than Pressure," which has both an educator and parent companion handout
- Copies of both the teacher's guides and parents handouts for these sessions are provided in the tab labeled "Additional Resources." Reproducible copies are also provided in the pocket folder. To access the PDF version of the full curriculum, visit:

<https://eatsmart.umd.edu/resources/curricula/feeding-healthy-eating>



#### Resources for Module 2, Lesson 4:

1. Public Broadcasting Service. PBS Learning Media, Daniel Tiger's Neighborhood. "Trying Tomatoes," <http://www.pbslearningmedia.org/resource/30c0868b-10fb-4f10-bfd5-31052d594d07/trying-tomatoes/>.
2. Public Broadcasting Service. PBS Learning Media, Daniel Tiger's Neighborhood. "Katerina Finally Tries a New Food." <http://www.pbslearningmedia.org/resource/4f0c441c-2af8-437d-a102-b9b2c356fcce/katerina-finally-tries-a-new-food/>.
3. University of Maryland Extension Food Supplement Nutrition Education (UME-FSNE). *Feeding for Healthy Eating* curriculum. <https://eatsmart.umd.edu/resources/curricula/feeding-healthy-eating>
4. University of Maryland Extension Food Supplement Nutrition Education (UME-FSNE). Rules for Taste Testing. Page 9. [https://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh\\_Combined\\_Curricula.pdf](https://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh_Combined_Curricula.pdf)
5. U.S. Department of Agriculture- Food and Nutrition Service. The Two Bite Club. Website: [www.fns.usda.gov/tn/Resources/2biteclub.html](http://www.fns.usda.gov/tn/Resources/2biteclub.html)



# TASTING RULES!



RE Fresh

- ★ EVERYONE tastes the food (allergy exempt).
- ★ Words such as "yuck" and "ugh" are NOT allowed, especially before tasting.
- ★ Use your VOCABULARY - use adjectives to describe what you like and don't care for about food tastes and textures.
- ★ TASTE FIRST and then decide if you like it or not.
- ★ After tasting, YOU CHOOSE if you want to finish eating the remainder on your plate.
- ★ TASTES CHANGE so you need to try the food even if you have tried it at some other place and time.

