



## Food Education Standard #: 1 - Food connects us to each other

# SnackTime Explorers #1

### Grade Levels & Subjects:

K-1;

FFVP Integrated Tasting Experience

### Learning + Food Objectives:

Food Education Standard 1: Food connects us to each other

### SEL Alignment:

CASEL Skills: Social Awareness,  
Self-Awareness, Relationship Skills

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

# FRESHEALTH



### MATERIALS NEEDED

- USDA FFVP fresh fruit or vegetable snack
- [FRESHEALTH Produce Poster](#) (sample: FRESHEALTH Carrots - page 1)
- Exit Ticket: [Student SnackTime Explorer Passport](#)
- [Explorer Notes Anchor Chart](#) (edit for digital or print for paper/pencil)
- [Food Education Standard 1 Overview](#)

## CLASSROOM PROCEDURE

### 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 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 a 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 3 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 anchor chart.
  - a. English learners can share the name of the fruit/vegetable in their native language to include on the chart.

### INSTRUCTION/Tasting (10 minutes)

1. The tasting. 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. Any time 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.*
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 anchor chart.
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 they hear students saying about the fruit or vegetable.
8. Guide students towards descriptive language.
  - a. Example: This carrot is *crunchy*.

### CLOSING/Post-Tasting (3 minutes)

1. Restate what he/she heard students talking about while they were tasting. Explain:

- a. 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.
  - d. You each have your own SnackTime Explorer Passport.
2. Model filling out the reflection in the Passport.
  3. Students fill out their reflection documents in a developmentally appropriate way (pictures, pictures with labels, words, etc).
    - a. Possible reflection stem: **Today, I tried \_\_\_\_\_ and it was \_\_\_\_\_.**

#### ADDITIONAL RESOURCES

- 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
- Make mealtime an adventure with **FRESHEALTH!** Enchant your learners with the endless textures, tastes, and colors found in the world of fruits and veggies, With a focus on making healthy options easy and accessible for kids, FRESHEALTH provides fresh produce in a kid-friendly format. More than baby carrots and apples, we are proud to offer items like crinkle-cut cucumbers, starfruit slices, and jicama sticks. Check out our curated FFVP Calendar, Produce Posters and other classroom and cafeteria [resources here](#)

SEE 'MATERIALS NEEDED' ON PG 1 FOR PRINTABLE RESOURCES