Purpose

The purpose of this lesson is to introduce a new food to the children in your classroom. The more times children are exposed to new foods, the more likely they are to eat and enjoy these foods in the future.

Overview

In this lesson, children will describe what broccoli looks like under a magnifying glass. Children will also share if they like how broccoli feels, smells, and tastes.

Words to Use

- smell
- floret
- taste
- stem
- magnifying glass
- broccoli
- feel
- stalk

Introduction

This activity will work well as a circle time activity and at tables, in small groups, for tasting.

Today we are going to be detectives. Does anybody know what a detective does? A detective gathers clues by using his or her eyes, hands, nose, and mouth. We are all going to be food detectives today. We are going to use a magnifying glass, something all good detectives carry, to look closely at a food that many of us have not tried before. After we all take a turn looking at the new food, we get to smell and taste the new food.

An easy way to steam broccoli florets:

1. Wash broccoli and break off individual florets if needed.
2. Place florets in a colander over a pot of boiling water and steam.
3. Steam until broccoli turns a vibrant green and all stems are soft.
Activity Description

1. Gather the children in a circle and explain that everybody is going to be a food detective.
2. Remind children that a good food detective uses his or her eyes, ears, hands, and mouth to collect clues.
3. Pass the head of broccoli around the circle and encourage each child to touch the broccoli and look at the broccoli with their own magnifying glass.
4. Ask the children what broccoli looks like and if they like the way broccoli feels on their hands.
5. Ask the children to wash their hands and go to their tables.
6. At the tables, provide each child with a sample of broccoli. Encourage children to smell the broccoli before tasting it.

Summary

“Today you were a food detective and used your eyes, hands, nose, and mouth to describe a new food. Who liked the way broccoli felt on your hands? What did broccoli look like with a magnifying glass? Who liked the way broccoli smelled? Who liked the way that broccoli tasted?”

Enrichment

Sing “Head, Shoulders, Knees, and Toes” and substitute the first sounds of words with b: “Bed, Boulders, Bees, and Boes.”

Learning Objectives

1. CHILDREN WILL complete the first of four broccoli tasting experiences.
2. CHILDREN WILL describe what broccoli looks like under a magnifying glass.

Teaching Objectives

1. TEACHERS WILL model healthy eating behavior for children.

Teaching Tips

- Young children are more likely to try a new food if the behavior is modeled by an adult.
- Children may not want to try a new food. Encourage each child to take one bite.
Please indicate if the following learning and teaching objectives were met:

**A** Children completed the first of four broccoli tasting experiences.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** How many…

- children in your classroom tasted broccoli?  
- total children in your classroom?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C** Children examined broccoli under a magnifying glass.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D** Teacher modeled healthy eating behavior (tasting broccoli) for children.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E** Did your classroom complete the enrichment activity?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Take a few moments to complete this feedback form. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time and response. We value your input.

1. What comments or reactions did the children in your classroom have about their tasting experience?

   |   |
   |   |
   |   |

2. Did you make any changes to the lesson in order to meet the objectives? If yes, please describe.

   |   |
   |   |
   |   |

3. Did you experience any difficulties in completing this lesson?

   |   |
   |   |
   |   |

4. Do you have any additional comments?

   |   |
   |   |
   |   |

---

**PLEASE TELL US ABOUT YOU!**

List names of Head Start teachers, teacher aides, and other Head Start staff members who led this lesson:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How many other adults (volunteers) helped lead this lesson?  

---

Related files:

- Curr_Nutr_Mod_2_FD_Eval_Veg_2010
Purpose

The purpose of this lesson is to introduce a new food to the children in your classroom. The more times children are exposed to new foods, the more likely they are to eat and enjoy these foods in the future.

Overview

In this lesson, children will taste test broccoli and cauliflower.

Words to Use

- broccoli
- green
- cauliflower
- white
- stem
- floret

Introduction

This activity will work well at tables in small groups. Each table should have two plates: one plate with samples of broccoli and one plate with samples of cauliflower.

"Today we are going to be taste testers. What does a taste tester do? Taste testers try new foods and describe how they look, smell and taste."

An easy way to steam broccoli and cauliflower:

1. Wash broccoli and cauliflower and break off individual florets.
2. Place florets in a colander over a pot of boiling water.
3. Steam until florets and stems are very soft.
Activity Description

1. Gather the children in small groups at their tables after they have washed their hands.

2. Ask the children what food is in the middle of the table. Remind the children of when they were food detectives. Ask the children to describe how the two foods look alike and how the two foods look different. Explain to the children that the other food on the table is cauliflower.

3. Instruct each child to take a sample of broccoli.

4. After every child has a sample, ask the children to smell the broccoli. Ask the children how the broccoli smells.

5. Encourage each child to take at least one bite of broccoli.

6. After everyone has smelled and tasted the sample, ask the children if they liked it.

7. Repeat this process for the cauliflower.

8. Ask the children if the broccoli and cauliflower looked the same or looked different, smelled the same or smelled different, tasted the same or tasted different.

Summary

“Today we were taste testers. What did we taste today? Which vegetable tasted the best to you?”

Enrichment

Cut and paste pictures of items that begin with the letter b on a piece of paper with the letter b.

Learning Objectives

1. CHILDREN WILL complete the second of four broccoli tasting experiences.

2. CHILDREN WILL describe if broccoli and another vegetable are similar or different with regard to appearance, smell and taste.

Teaching Objectives

1. TEACHERS WILL model healthy eating behavior for children.

Teaching Tips

- Encourage each child, in your classroom to try one bite of both vegetables.
- The more times children are exposed to new foods the more likely they are to like the new food.
- Children are more likely to try a new food if you model the behavior!
**Take a few moments to complete this feedback form. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time and response. We value your input.**

**PLEASE TELL US ABOUT YOU!**

List names of Head Start teachers, teacher aides, and other Head Start staff members who led this lesson:

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
</table>

How many other adults (volunteers) helped lead this lesson? □

---

**Please indicate if the following learning and teaching objectives were met:**

**A.** Children completed the second of four broccoli tasting experiences.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments: ______________________

______________________________

______________________________

**B.** How many... children in your classroom tasted broccoli? □

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Total children in your classroom? □

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments: ______________________

______________________________

______________________________

**C.** Children described if broccoli and another vegetable are similar or different in appearance, smell and taste.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments: ______________________

______________________________

______________________________

**D.** Teacher modeled healthy eating behavior (tasting broccoli) for children.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments: ______________________

______________________________

______________________________

**E.** Did your classroom complete the enrichment activity?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comments: ______________________

______________________________

______________________________

<table>
<thead>
<tr>
<th>Date lesson completed:</th>
<th></th>
</tr>
</thead>
</table>

---

**1.** What comments or reactions did the children in your classroom have about their tasting experience?

<table>
<thead>
<tr>
<th>Comments</th>
<th>Comments</th>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Comments</th>
<th>Comments</th>
</tr>
</thead>
</table>

**2.** Did you make any changes to the lesson in order to meet the objectives? If yes, please describe.

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>

**3.** Did you experience any difficulties in completing this lesson?

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>

**4.** Do you have any additional comments?

<table>
<thead>
<tr>
<th>Comments</th>
<th>Comments</th>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Comments</th>
<th>Comments</th>
</tr>
</thead>
</table>

---

*Curr_Nutr_Mod_2_TT_Eval_Veg_2010*
Purpose

The purpose of this lesson is to introduce a new food to the children in your classroom. The more times children are exposed to new foods, the more likely they are to eat and enjoy these foods in the future.

Overview

In this lesson, children will help prepare a healthy snack.

Words to Use

- broccoli
- green
- steamed
- chef

Introduction

Making the steamed broccoli will work well in one large group.

**Today we are going to be chefs. What does a chef do? A chef makes food that tastes really good. What did we already do that a great chef always does? What do great chefs do after they are done cooking?**

Remind children that anytime chefs make food, they wash their hands; and, great chefs always taste the food that they make.
Activity Description

1. Prepare steamed broccoli with the children in your classroom. Ask the children to assist when possible.

2. Wash the head(s) of broccoli well.

3. Break off the individual florets.

4. At a later time and without the assistance of your class, place florets in a colander over a pot of boiling water and let steam.

5. Broccoli is ready to eat when the florets turn a vibrant green color.

6. (optional) “Shock” the broccoli by placing steamed florets in a bowl of ice water. This will prevent the florets from continuing to cook and children may enjoy “shocking” their vegetables.

7. Encourage each child to take at least one bite of steamed broccoli.

Summary

“Today we were chefs. What did we make today? Who liked making the steamed broccoli?”

Enrichment

Ask the children to estimate how many broccoli florets can fit in a cup. Before tasting, count how many florets fit into the cup.
Take a few moments to complete this feedback form. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time and response. We value your input.

What comments or reactions did the children in your classroom have about their tasting experience?

Did you make any changes to the lesson in order to meet the objectives? If yes, please describe.

Did you experience any difficulties in completing this lesson?

Do you have any additional comments?

PLEASE TELL US ABOUT YOU!

List names of Head Start teachers, teacher aides, and other Head Start staff members who led this lesson:

How many other adults (volunteers) helped lead this lesson?

Children completed the third of four broccoli tasting experiences.

How many... children in your classroom tasted broccoli?

Children helped prepare a healthy snack.

Teacher modeled healthy eating behavior (tasting broccoli) for children.

Did your classroom complete the enrichment activity?

Please indicate if the following learning and teaching objectives were met:

Children completed the third of four broccoli tasting experiences.

How many... children in your classroom tasted broccoli?

Children helped prepare a healthy snack.

Teacher modeled healthy eating behavior (tasting broccoli) for children.

Did your classroom complete the enrichment activity?

Date lesson completed: 
Purpose
The purpose of this lesson is to introduce a new food to the children in your classroom. The more times children are exposed to new foods, the more likely they are to eat and enjoy these foods in the future.

Overview
In this lesson, children will help prepare a healthy snack.

Words to Use
- mini vegetable pizzas
- tomatoes
- English muffins
- cheese
- broccoli
- chef

Introduction
Making the mini pizzas will work well if prepared in an assembly line.

```
Today we are going to be chefs. What does a chef do? A chef makes food that tastes really good. What did we already do that a great chef always does? What do great chefs do after they are done cooking?
```

Remind children that anytime chefs make food, they wash their hands; and, great chefs always taste the food that they make.

An easy way to steam broccoli florets:
1. Wash broccoli and place florets in a colander over a pot of boiling water.
2. Steam until broccoli turns vibrant green and is soft.
Activity Description
Prepare the following recipe with the children in your classroom.

1. Demonstrate how to assemble a mini broccoli pizza.
   - Take one-half of an English muffin and add tomato/pizza sauce. Spread sauce with a spoon.
   - Lightly sprinkle with cheese.
   - Add several steamed broccoli floret pieces.

2. Ask each child to assemble his/her own mini pizza.

3. After each child has made his/her mini pizza, ask them to place his/her own pizza on a baking sheet.

4. At a later time and without the assistance of your class, bake the pizzas at a low temperature until the cheese is melted and the English muffin is crispy.

5. Encourage each child to try his/her own mini pizza.

Summary
"Today we were chefs. What did we make today? Who liked making the mini broccoli pizzas?"

Enrichment
Ask the children to count aloud the number of broccoli florets on their mini pizzas.

Learning Objectives
1. CHILDREN WILL complete the fourth of four broccoli tasting experiences.

2. CHILDREN WILL prepare a healthy snack.

Teaching Objectives
1. TEACHERS WILL model healthy eating behavior for children.

Teaching Tips
- Encourage each child to take one bite of broccoli.
- Remember that the more times children are exposed to a new food the more likely they are to develop a taste preference for that food.
- Children are more likely to try a new food if an adult models the behavior!
Take a few moments to complete this feedback form. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time and response. We value your input.

What comments or reactions did the children in your classroom have about their tasting experience?

Did you make any changes to the lesson in order to meet the objectives? If yes, please describe.

Did you experience any difficulties in completing this lesson?

Do you have any additional comments?

Please indicate if the following learning and teaching objectives were met:

A. Children completed the fourth of four broccoli tasting experiences.
   - [ ] yes   [ ] no
   - Comments: ______________________________________
   - ______________________________________
   - ______________________________________

B. How many...
   - children in your classroom tasted broccoli? [ ]
   - total children in your classroom? [ ]

C. Children helped prepare a healthy snack.
   - [ ] yes   [ ] no
   - Comments: ______________________________________
   - ______________________________________
   - ______________________________________

D. Teacher modeled healthy eating behavior (tasting broccoli) for children.
   - [ ] yes   [ ] no
   - Comments: ______________________________________
   - ______________________________________
   - ______________________________________

E. Did your classroom complete the enrichment activity?
   - [ ] yes   [ ] no
   - Comments: ______________________________________
   - ______________________________________
   - ______________________________________

PLEASE TELL US ABOUT YOU!

List names of Head Start teachers, teacher aides, and other Head Start staff members who led this lesson:

How many other adults (volunteers) helped lead this lesson? [ ]

Curr_Nutr_Mod_2_LGC2_Eval_Veg_2010