



I Try New Foods... Oh, Yes I Do!!

Purpose

Children learn that trying new foods is a fun adventure experienced through all of our senses.

Key Concepts

- Foods are different in many ways.
- We experience foods using all of our senses.
- Trying new foods is fun and important for eating a variety of foods.

Supplies:

- Create a “Wonder Box” by covering a shoe box with bright paper and stickers. Place several less familiar fruits or vegetables inside the box and close the lid.
- Select a story to read about “picky eaters” (reluctance to try new foods):
 - Bread and Jam for Frances*** by Russell Hoban
Frances is a young badger who wants bread and jam for every meal until that’s all her mother serves her. Frances decides she enjoys eating a wider variety of foods. (A longer book suitable for older preschoolers. Also, available in Spanish.)
 - Green Eggs and Ham*** by Dr. Seuss
A classic tale of not wanting to try a new food and then discovering we like it when we do. (available in Spanish)
 - Oliver’s Milkshake*** by Vivian French (*Oliver’s Vegetables, Oliver’s Fruit Salad*)
Oliver is a picky eater. He knows what he likes and what he doesn’t, but his Aunt Jen is determined to change his ways. “What you need,” she says, “is one of my yummy milkshakes.” And amazingly, Oliver doesn’t even put up a fight.
 - Picky Nicky*** by Cathy East Dubowski
Picky Nicky learns to try different foods.
 - I will Never NOT Ever Eat a Tomato*** by Lauren Child
Charlie convinces his sister Lola to eat foods she doesn’t like by giving them new, silly names.

The Seven Silly Eaters by Mary Ann Hoberman

A mother raises seven fussy eaters by fixing them each exactly what they want. They in turn fix her a birthday surprise.

Mommy Ant, Eat Your Vegetables! by Sigmund Brouwer

Mommy Ant tries unsuccessfully to get her children to eat their vegetables when they point out that she doesn't eat her vegetables and they want to be just like her.

D.W. the Picky Eater by Marc Brown

Arthur the aardvark's younger sister, D.W., finds all sorts of ways to avoid foods she doesn't like, so she has to stay home when her family eats out. Feeling left out, she decides she will try a new food in a restaurant and discovers she likes something she thought she hated.

- Select a variety of food models or pictures of foods (such as the ones available from Dairy Council) with different colors, sizes, and shapes.
- Place several foods with distinctive smells (onion, lemon, cinnamon, etc.) into small opaque containers (such as margarine tubs), with holes poked in the lid (a nail works well to make holes in plastic).
- Create one or more "feely boxes" with coffee cans or oatmeal containers covered with large, brightly colored socks. In each box place one of each of the unusual foods that are also in the Wonder Box.
- Make "tasting plates" by drawing a large X with black marker on paper plates, one for each child. In each quadrant place one of the following four items: a sugar cube, a small lemon wedge, a small salted pretzel, a small amount of instant coffee granules.
- Prepare to examine and taste unusual foods with a cutting board and knife, samples cut ready to taste, and plates and utensils for each child.
- 3 puppets, Puppets 1 and 2 will be "kids" and Puppet 3 will be an "adult," or can be an actual teacher rather than a puppet. See puppet show at the end of the lesson.

Introduction: Assessment and Anticipation

DO: *Hold up a food from Wonder Box.*

SAY: **Do you know what this food is?**
Has anyone ever eaten this before?
Would you like to try it?
(Repeat for all foods in the Wonder box.)

We'll all get to try these foods later.

Today we're going to learn why it's important to learn about new foods and how foods look, smell, feel, sound, and taste different.

Let's begin with a story about someone who did not want to try something new . . .

Story

Read the story you selected and discuss what the main character learned about trying something new.

Discovery Activity

DO: *Using food models or pictures, select a variety of foods with different colors, sizes, and shapes and place in the center of circle or table.*

SAY: **We learn about food using our eyes, our nose, our mouth, our hands, and even our ears.** *Have them point to those parts of their bodies.*

Let's begin by looking with our eyes.

Look at all of these foods, are they all the same color?

Can you find two foods that are the same color? etc. . .

Are they all the same shape? Are they all the same size?

Isn't it nice that all foods don't look the same?

Have you ever thought about the sounds that different foods make?

Some foods are noisy to eat and some foods are quiet. Can you pick out a food that makes noise when you eat it?

What does it sound like?

Which of these foods can be eaten without making a sound?

That's right. It's a soft quiet food.

DO: *Prepare to pass around the "smelly boxes."*

SAY: **What's this?** *Point to your nose.* **Where's yours? What does your nose do?**

Do all foods smell the same?

Let's see if you can guess what some foods are that I have in these containers.

Allow all children a chance to smell the food(s) and then guess what they are.

Did you know that we can't taste a food if we can't smell it? That's why when you're sick, food doesn't taste the same.

DO: *Prepare to pass around “feely boxes.”*

SAY: **Let’s see if we can guess what a food is by feeling it with our hands but not looking at it with our eyes. I have one of the foods that is in my Wonder Box in here and you can each take a turn reaching inside and touching it. If you think you know what it is, keep it a secret until everyone has a chance to touch it. Please be gentle when you reach inside so you don’t squish it.**

*While children are feeling, ask: Is it smooth, or bumpy, or fuzzy, or spiky?
Is it big or little? Light or heavy? etc.*

*After everyone has had a turn:
What do you think it was?
Pull it out and show it after they guess.*

Taste Bud Detectives

DO: *Prepare to use tasting plates.*

SAY: **We can taste the different flavors in foods using our tongues. Stick out your tongues. Our tongues have tiny bumps on them called taste buds. Feel your tongue with your finger -- feel the little tiny taste buds? With your taste buds you can tell whether a food is salty, or sweet, or sour, or bitter. We’re going to taste four different foods -- one of each taste -- let’s see if you can decide which food is sweet, which one is sour, which one is salty, and which one is bitter.**

Try New Foods Cheer and Songs

Chant and sing one or more of the following cheers and songs.

Try New Foods Cheer

(Chant to the beat of "I scream, you scream, we all scream for ice cream." Vary speed and volume.)

I TRY,

(point to self)

YOU TRY,

(point to others)

WE ALL TRY

(point to all, making a “sweeping” motion with both hands)

NEW FOODS!!

I Try New Foods. . . Oh, Yes I Do!!

(tune: "When the Saints Go Marching In")

**Oh, I will try, oh yes I will,
Oh, I will try a food that's new.
Oh how I like to try new food.
Try new food, oh, yes I do!!!**

The More We Taste

(tune: "The More We Get Together")

**The more we taste a new food,
A new food, a new food,
The more we taste a new food,
The more food we like.
Because we will like it,
When we learn to taste it.
So always taste a new food
To find food to like.**

Song lyrics: B.J. Mayfield, M.S., R.D., © 1996, Noteworthy Creations, Inc.

A Tasting Adventure

DO: *Prepare to taste the unusual foods by having the Wonder Box, a cutting board and knife, samples cut ready to taste, and plates and utensils for each child.*

SAY: **When we try a new food, we might be a little afraid to put it in our mouths right away. That's okay, it's scary to try new things sometimes. Before we taste it, it's good to "taste" it first with our eyes and nose. Let's look inside each of these new foods. Let's start by guessing what each one will look like inside.**
Have them guess the color and appearance (will it have a pit? seeds? etc.) before cutting each one open and exploring what is inside.

Match the samples to taste with the whole food.

Allow children to select which ones they would like on their plates.

Look at the plate of new foods you'll be trying.
What is this food's color? shape? size?
How does it feel? Is it hard? soft? smooth? crunchy?
How do you think it will feel in your mouth? Is it hot? warm? cold?
How does it smell? Do you think it will make a sound when we eat it?
When we taste a new food we may decide we really like it and want to gobble it all up.
If we taste a new food and don't like it yet, it's okay if you don't want to swallow it.
If you want to spit it out, take your napkin and put it inside very carefully.
Never, ever, say "YUCK!" No saying "Yuck" allowed.

Now, who would like to take the first taste?

Ask for a volunteer to put it in their mouth first and describe taste and texture.

Just put a tiny bite on your tongue. How does it feel? Does it make a sound when you eat it? What does it taste like? Anyone else want to try a food?

Puppet Show: "The New Foods Tasting Party"

You will need 3 puppets, Puppets 1 and 2 will be "kids" and Puppet 3 will be an "adult" or can be an actual teacher rather than puppet. Insert your puppets' names as appropriate.

NARRATOR: "Puppet 1 _____ and Puppet 2 _____ had been playing all Saturday afternoon. They played ball and played on the swings. They were pretty worn out. Puppet 1 _____ looked especially tired."

Puppet 2 _____ : "What's the matter?"

Puppet 1 _____ : "I'm starving and I don't have any money to buy candy."

Puppet 2 _____ : "You're in luck," (Puppet 3) " _____ is having a new foods party today!"

Puppet 1 _____ : "New foods? I'm not sure I like new foods."

Puppet 2 _____ : "I thought you were starving."

Puppet 1 _____ : "I am really, really hungry. I guess it wouldn't hurt to take a look."

NARRATOR: "Puppet 1 _____ and Puppet 2 _____ walked to (location of class) _____ where Puppet 3 _____ greeted them at the door."

Puppet 3 _____ : "Hi, kids. Welcome to the tasting party! The new foods are over there. Wash your hands first, and then help yourself."

NARRATOR: "Puppet 1 _____ and Puppet 2 _____ washed their hands and then wandered over to the table with all the new foods. "

Puppet 1 _____ : "Wow! "Look at all these different foods! But, I don't know what anything is. I can't eat something if I don't know what it is."

Puppet 3 _____ : "The kids at (name your program) _____ know what all of these foods are; they've just tasted them. I'll bet they'd be happy to tell you what they are. Kids, let's help (Puppet 1) _____ learn about these foods. Can you tell him/her what each one is and something about it?"

Puppet 1 _____ : (picked up one of the new foods, and asked), "What's this food? Is it crunchy? smooth? sweet?"

NARRATOR: "What do you think kids? *(have children describe foods)*

Puppet 1 _____ : *(Examines each of the foods on the table and says)*, "I feel like eating something (sweet, sour, crunchy, etc.). What food should I try?"

NARRATOR: "What do you think kids?" *(allow for responses)*

"Puppet 1 _____ ate the _____ and loved it."

Puppet 1 _____ : *(asked Puppet 2 _____)* "What food was your favorite?"

Puppet 2 _____ : "They were all so good. But, I think my favorite was the _____. Did you find a new food you liked, (Puppet 1) _____?"

Puppet 1 _____ : "I did! I really did. I didn't think I would like new foods, but I do! I like trying new foods, and hope other kids like me will try new foods, too!"

Closing and Commitment

SAY: What did (Puppet 1) _____ learn about trying new foods?

What did we learn about trying new foods?

When we try new foods, does that mean we have to put the foods in our mouths?

We can, but we can also try them with our eyes, and ears, and noses...

Next time we have a new food how can we try it?

It's okay not to eat it. It's okay to not even taste it. It's okay to not put it on your plate and just say, "No, thank you" when it comes by. You can put it on your plate or leave it off, that's up to you. But, it's not okay not to *learn* about it.

Who is going to be a new food explorer? *(Prompt to raise hands.)*

The more we learn about new foods, the more new foods we'll like!

The following pages have a newsletter for parents and a coloring page for children.

I TRY NEW FOODS . . . OH, YES I DO!!

Is your child enthusiastic when it comes to trying new foods? Most children are not, and prefer to eat only familiar favorites. In spite of this, you can encourage your child to be a more adventurous food taster. Young children are naturally curious and inquisitive. Apply this natural curiosity to learning about and tasting new foods. Help your child explore new foods using all of their senses: seeing, hearing, smelling, feeling, and tasting. This will help them experience the variety of different textures, colors, shapes, sounds, and smells of foods. Encourage your child to take tiny tastes and savor each bite to appreciate a food's flavor and mouthfeel. A good book about tasting new foods, available at your public library, is ***Green Eggs and Ham*** by Dr. Seuss. Read it at home with your child.

Sing this song with your child before trying new foods:

“I Try New Foods. . . Oh, Yes I Do!!”

(tune: "When the Saints Go Marching In")

**Oh, I will try, oh yes I will,
Oh, I will try a food that's new.
Oh how I like to try new food.
Try new food, oh, yes I do!!!**

Song lyrics: B.J. Mayfield, MS, RDN
© 1996, Noteworthy Creations, Inc.

Have your child rub their tongue and feel the tiny taste buds. Talk with them about these four different tastes: sweet, salty, sour, and bitter. Focus on describing the flavors of new foods instead of whether they like it or not. Your child's sense of taste will be different from yours. Young children prefer foods that are neither too hot nor too cold, and prefer moist foods because they have less saliva than older eaters. Children are more likely to eat foods that look appealing (shape, color, texture) and have familiar flavors. Appeal to your child's desire to be "grown up" and let them know that as they grow and mature their taste buds will change too, and they will begin to like foods they didn't before.

Encourage your child to try new foods but *don't* force them to taste something new. Introduce small portions of new foods one at a time and encourage "just a taste." (*No bribing or forcing to eat.*) If offered in a positive way, most children will eventually try new foods, at least a small taste. Remind your child that if we never taste something we'll never know whether we like it or not. The more often a child is exposed to a food in a positive setting, the more readily they will eat it and like it.

The best way to encourage your child to try new foods is for YOU to try new foods!!



©2017 Barbara J. Mayfield, MS, RDN
Nutrition Communicator, LLC

Permission granted to photocopy for non-commercial, educational purposes only.



I TRY NEW FOODS... OH, YES I DO !!