

# Apple Tasting Lesson Plan

## (Grades 2-12)

### Overview

In this lesson, students will explore ways to include vegetables and fruit at lunch. They will also have the opportunity to taste apples and eat together.

Estimated time: 40 minutes

Food Costs: ~ \$5



### Learning Outcomes

Students will

- Identify foods that fit into the Vegetables and Fruit food group
- Discuss barriers to eating vegetables and fruit at lunch
- Develop solutions to include vegetables and fruit at lunch.

### Materials

#### Equipment

- Paper and pens/pencil crayons for all students
- 6 cutting boards
- 6 paring knives or apple slicers to slice the apples
- 6 kitchen knives to cut apple slices into bite-size pieces
- 6 plates (one for each apple)
- Whiteboard and pens
- Labels for each plate (e.g. masking tape or post-it notes) and pens
- [Four Food Group Poster](#)

#### Ingredients

- 6 apples (e.g. 2 gala apples, 2 golden delicious apples, and 2 honeycrisp apples) for the class plus one apple for the cutting demonstration
- Optional spice: cinnamon (ideally in two shakers)

#### Preparation tips

- If there is no sink near the classroom, wash fruit ahead of time or have students wash the fruit at school prior to the lesson.
- Check for apple allergies in advance. If there's an allergy, try a pear tasting instead.

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### Procedure

#### 1. Introductory discussion/activity

- Today we are going to explore vegetables and fruit and ways to include them in our lunches.
- What did you have for lunch yesterday (or today if the session is being held after lunch)? Did you have any vegetables or fruit in your lunch?
- Do you remember the four food groups in Canada's Food Guide? (Vegetables & Fruit; Grain Products; Milk & Alternatives; Meat & Alternatives). Foods from the four food groups provide us with the nutrients we need to grow and be active.
- Hang up the [Four Food Group Poster](#) at the front of the class and point out the names of the groups. Explain that we will be focusing on the foods in the Vegetables and Fruit group today.
- Point out that this group includes vegetables and fruit that are fresh, frozen, cooked, canned, dried or made into juice.
- Discuss foods made from vegetables and fruit that do not fit in this group or need to be limited because they provide too much sugar, salt or fat.
  - Brainstorm examples of foods to limit that are associated with vegetables and fruit (e.g. olive oil, fruit roll-ups, fruit drink, jam, potato chips, fries, veggie straws)
  - Ensure students understand that **foods to limit are not bad or unhealthy foods**. These foods often add flavour and enjoyment to our meals and snacks. They just need to be used less frequently or in small amounts. In this way, they can be part of an overall healthy pattern of eating.
- Let's practice identifying foods that fit into the Vegetables & Fruit food group:
  - Have students write or draw a favourite vegetable or fruit on a piece of paper.
  - Then have them go to the back of the classroom and pick a mode of movement to make their way to the front of the class (hopping on one leg, walking backwards, two-legged jump etc.) with their drawing. Have one person from each group go at the same time.
  - Collect all the food pictures and list each food on the board. Ask the class if all of the foods in the list fit into the Vegetables & Fruit food group. Would any of the items be considered foods to limit?
  - Ask the students to generate more examples of other vegetables and fruit that could be eaten at lunch. Add to the list on the board.

For more ideas about foods that are included in this food group, refer to Health Canada's [What is a Food Guide Serving of Vegetables and Fruit?](#)

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### 2. Opportunity to taste apples

- Today we are going to prepare apple slices with three varieties of apples.
- Show the three kinds of apples to facilitate discussion. Has anyone tried these varieties of apples before? Did you eat them raw or were they cooked (e.g. applesauce, apple crisp, apple pie, etc.)? You will each have the opportunity to slice and taste apples and rate your favourite.
- Write the names of the three apples on the whiteboard.

#### Prepare ingredients:

- Wash hands
- Divide class into 6 groups (4-5 students/group)
- Have volunteers
  - label each of the six plates
  - give out an apple, cutting board, paring knife or apple slicer, kitchen knife, and labelled plate to each group
- Demonstrate [safe knife skills](#) for cutting an apple in front of the class.
- Have students take turns cutting the apple into six slices (or use the apple slicer), then cut each slice into two or three bite-size pieces and put them on the labelled plate.
- There should be enough pieces for each student to have a small taste of each apple variety if they wish. Students can practice their math skills to determine how to cut enough pieces for the class.
- When finished, bring the plate of apple pieces up to the front of the room.

#### Assemble and taste:

Note: Assembly and tasting are optional! Even if some students don't taste any of the apple pieces, being a part of the process is just as important as tasting.

- Explain that each student will have the opportunity to taste each apple and put a checkmark (on the whiteboard) under the name of the apple they like the best on the whiteboard. Participation is optional!
- Each group takes a turn at the front of the room, with the opportunity to take one apple piece from each of the varieties. (There should be two plates of each so you can have two tables to increase efficiency.) Have the spice container on the table so students can add a dash of cinnamon if they'd like.
- Don't forget to take your turn. Teachers are important role models.
- Have students sit down in their groups and eat together.
- Allow students the chance to add a checkmark (on the whiteboard) under their favourite apple (optional).

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### Discuss and reflect in groups:

- Have you heard that it's important to include foods from the food groups at our meals and snacks? Do you know why? (Explain that no two foods contain the same nutrients in the same amounts. To eat well, it is important to include a variety of foods from each food group.)
- Let's focus on lunch and foods from the Vegetables & Fruit food group. If we know it's important to eat vegetables and fruit at meals, why doesn't everyone eat them at lunch every day? Identify 3 barriers that can prevent people from eating vegetables and fruit at lunch and brainstorm solutions with your group.

### Example problems and solutions:

- Too tired to prepare in the morning before school? Make lunch the night before or try to get to bed earlier.
- Don't like the vegetables and fruit in the house? Ask your family if you can get involved with the family grocery shopping.
- Don't like the way vegetables and fruit are made at home? Ask your family if you can get involved in finding/preparing recipes.
- Don't like many kinds of fruit? Explore different varieties of the same fruit like we did today. Try fruit prepared in different ways or add some flavouring like we did today (e.g. cinnamon).

### 3. Wrap-up discussion

- How did you like the apples?
- Would you include apples in your lunch or snack at school?
- How would you prepare the apple? (e.g. whole, sliced and cooked in the microwave, in a crisp or crumble, in a salad, sliced on its own, sliced and sprinkled with cinnamon.)
- What are some other vegetables and fruit you'd like to include?
- What were the barriers and solutions to eating vegetables and fruit at lunch discussed with your groups?

Have each group report back to the entire class with one barrier and solution.

### 4. Link to family and home

- Write down one vegetable or fruit that you would like to pack in your lunch. Discuss with your family tonight.

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### **More information for Teachers**

To offset food costs, find out about [mini food grants](#).

Refer to [Kitchen Equipment for your Classroom](#) for more preparation and food safety tips.

### **Curriculum Links**

This lesson supports Big Ideas and Learning Standards in the Physical and Health Education [BC curriculum](#) and can also link to other subject areas.

### **Want to do more nutrition education with your class?**

Explore our other [lesson plans](#) or book a [free 1-hour workshop](#).