

Yogurt Sundaes

A Kindergarten to Grade 3 Lesson Plan

Overview:

Kindergarten to grade 3 students will learn about yogurt and how it's made. Students will also prepare a delicious yogurt sundae. This activity fosters sensory exploration, social interaction, supports comfort with food, and helps students develop a positive relationship with eating.

Estimated time: 1 hour

Food Cost: \$20-30

Learning Outcomes:

By the end of the lesson, students will:

- Understand how yogurt is made from milk.
- Engage in hands-on food preparation with adult support, as needed.
- Explore different textures, colours, and flavours in food.
- Experience a relaxed, pressure-free food exposure activity.

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. [Find out how this lesson can support your curriculum goals. here.](#)



Materials:

1. Ingredients

- 1 large tub of plain or vanilla yogurt
- 2-4 assorted simple toppings, such as:
 - Fruit: Fresh or frozen berries, chopped apples, sliced banana, canned peaches, dried fruit (raisins or cranberries).
 - Grains: Granola, cereal or oats.
 - Other: Shredded coconut, hemp hearts, sunflower seeds, chia seeds, cinnamon.

Tips for choosing foods for this lesson

When selecting foods for this activity, consider the following:

- **Allergy and safety checks:** Review student allergy and dietary information ahead of time.
- **Age-appropriate preparation:** Cut foods into small pieces, as needed, to reduce choking risk.
- **Simple and familiar:** Select foods that most students recognize.
- **Cultural and dietary inclusivity:** Be mindful of cultural food practices and dietary restrictions.

Selecting safe and inclusive foods promotes a positive experience for all students.

2. Equipment

- Small cups or bowls (one per student)
- Small spoons (one per student)
- Serving spoons (for yogurt and toppings)
- Bowls for toppings

Procedure:

1. Preparation

- Read through the complete lesson plan.
- Gather all ingredients and supplies.
- Prepare food as required and set aside.
- Arrange toppings in small bowls for easy access.
- Set up a clean and accessible serving area.

Refer to [Kitchen Equipment for your Classroom](#) for more preparation and food safety tips. For additional food safety information, visit [HealthLink BC](#).

2. Setting the stage

- Reduce distractions in the room (e.g clean desktops, turn down loud music, turn off and/or put away computers).
- Have students wash their hands.
- Have students sit comfortably at a table or their desks.



3. Introduction to Yogurt

- Explain to students that today they will be preparing their own yogurt sundaes.
- Facilitate a short class discussion. Prompt questions can include:
 - *Have you ever tried yogurt before?*
 - *What kind did you have?*
 - *What does yogurt taste like to you? (sweet, creamy, tangy)*
 - *How does your family like to eat yogurt?*
 - *Where do you think yogurt comes from?*
 - *Do you know how yogurt is made?*
- Briefly explain how yogurt is made:

Did you know yogurt starts out as milk? Yogurt is made by adding friendly bacteria to warm milk. Over time, these friendly helpers help turn the milk into yogurt. They make the milk thicker and give yogurt its tangy taste. This process is called **fermentation**. So, yogurt is milk + friendly bacteria + time!

4. Making Yogurt Sundaes

- Place yogurt and topping containers in a line on a low table with the yogurt first. Arrange them so students can easily see and choose their yogurt and toppings.
- Add a serving spoon to the yogurt and each topping and set out the small bowls or cups and the small spoons.
- Encourage students to take turns scooping yogurt and adding the toppings of their choice. Assist as needed.

5. Opportunity to Taste

- Have students sit comfortably at a table, or their desk.
- When everyone has their yogurt sundae prepared, support self-directed tasting.

Positive food experiences

Children learn about food through repeated exposure. Encouraging exploration without pressure helps build positive associations with healthy eating.

Any level of interaction with the food is optional and guided by each student's comfort and choice. Even if a student is not yet ready to touch, smell, or taste a food, they can still learn and build positive food experiences by simply watching others explore. Support each student as needed.

Letting children decide if and how much they want to eat fosters self-regulation and food confidence.



- Encourage students to observe the different colours, textures, and smells of the ingredients.
- Guide a discussion. Encourage students to share. Prompt questions can include:
 - *What colours do you see in your yogurt sundae?*
 - *How does your yogurt taste? (sweet, tangy)*
 - *What toppings did you choose?*
 - *If you could make your own yogurt flavour, what would it be?*
 - *Do you think you might like to make yogurt sundaes at home?*
 - *Would you choose the same toppings next time?*
 - *What was something you learned about yogurt today?*

Being mindful of food talk

Avoid terms that classify foods (such as “good” or “bad”). Instead, use simple, factual non-evaluative language that focuses on sorting and categorizing (for example, colour or shape), food ecology (where food comes from), or how food is prepared.

Language used when talking about food and when food is consumed should be respectful and non-judgmental. Avoid commenting on the amount of food eaten. Part of healthy eating is developing positive feelings about food.

If you want more topic options, check out the [Mealtime Conversation Cards](#) from Island Health to get the conversation started!

6. Clean-Up

- Invite students to help clean their space and wipe tables.
- Compost food scraps.
- Bring bowls and spoons to the sink or collection bin.
- Put away clean supplies.
- Store any leftovers.
- Wash hands.

More information for Teachers

Want to do more nutrition education? [Explore our other lesson plans](#) or check out our [Food Explorers](#) and [Food for Us](#) programs.

