



# Connects

## Grades 3-5 *Using Food Sense*

### 1. Ask students:

- What are the five senses? (*sight, hearing, smell, taste, touch*)
- What parts of our body do we use for each of our five senses? (*sight: eyes, hearing: ears, smell: nose, taste: mouth, touch: skin*)
- How do we use our senses? (*Our senses help us identify things that we like and are good for us. Our senses help protect us from danger.*)

### 2. Explain to students:

- Our senses help protect us from many dangers. For example, if we see lightning, hear thunder, smell rain and feel raindrops we know that we should go inside to avoid getting wet and being struck by lightning.
- Our senses also help us to find things that we like. For example, the smells of some foods cooking like bread or cookies can cause us to want to eat them.
- But sometimes our senses can trick us. For example, in food advertisements the pictures of the foods look delicious and may make us want to eat them. But the foods in the pictures are not always edible or tasty. Ice cream in advertisements is usually fake because real ice cream melts under the photographer's hot lights.

### 3. Give each student a copy of the Food Sense handout.

### 4. Explain to students:

#### Purpose

Students will identify the five sense organs and use them to make food selection decisions.

#### Supplies needed

- Food Sense handout
- Station instructions
- 12 small paper bags
- Food for each station (see attachment)
- 3 eye droppers

#### Advance preparation

- Make a copy of the handout for each student
- Prepare each station (see attachment)
- Set up stations around the room

#### Class time

30 to 40 minutes

## Grade Level Expectations

Health/PE

F11A3

Science

IN7B3a

IN7B4a

IN7B5a

## Food Power Connection

Mouth station

- They will be using their senses to identify different items and to decide if they would like to eat them.
- Four different stations will be set up around the room for smell, touch, hearing and taste. Each station will have the following instructions:
  - **Smell:** Do not touch the bag. Bend down and smell each item through the holes in the bag. Complete the worksheet questions.
  - **Touch:** Feel the items through the bag. Do not open or smell the bags. Complete the worksheet questions.
  - **Hearing:** Pick up the bags at the top only. Gently shake the bags. Complete the worksheet questions.
  - **Taste:** Close your eyes. Tip your head back and open your mouth. The teacher will place the item in your mouth. Complete the worksheet questions.

### 5. Divide the class into four different groups.

Assign each group to a station. Allow each group about five minutes to complete each station and then have the groups rotate to the next station.

### 6. Have the students return to their seats after each group has visited all of the stations.

### 7. Review the questions on the worksheet with the students. For each station and each item ask students:

- Raise your hand if you would eat this item.
- Would some of you share what you think this item is?

### 8. Have students use their sense of sight to identify each item as you reveal their identities.

### 9. Ask students:

- What senses did we use to identify the items? (*smell, touch, hearing, taste and sight*)
- Were you surprised by the identify of any of the items? (*Let students answer.*)
- Did you change your mind about whether or not you would eat the items once you saw what they were? (*Let students answer.*)

For more information, call MU Extension's Show-Me Nutrition Line at 1-888-515-0016.

Funded in part by USDA's SNAP. Running out of money for food? Contact your local food stamp office or go online to [dss.mo.gov/fsd/fstamp](http://dss.mo.gov/fsd/fstamp).

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# Station preparation instructions

## Station

1. Write A, B and C on three separate small paper bags.
2. Place a strong smelling food item like cinnamon, garlic, cilantro, popcorn, onion, orange peel or ground coffee in each of the bags.
3. Fold over the top of the bag so the contents cannot be seen.
4. Poke small holes in the side of the bag near the top so the contents can be smelled but not seen.
5. Cut out the instructions below and place them with the bags in the smell station.

## SMELL STATION

1. Do NOT touch the bags.
2. Bend down and smell each item through the holes in the bag.
3. Complete the worksheet questions.

## Feel Station

1. Write A, B and C on three separate small paper bags.
2. Place a firm but different shaped food item like banana, apple, dry beans, sweet potato or pasta in each of the bags.
3. Fold over the top of the bag so the contents cannot be seen.
4. Cut out the instructions below and place them with the bags in the feel station.

## FEEL STATION

1. Gently feel the items through the bags.
2. Do NOT squeeze, smell or shake the items in the bags.
3. Complete the worksheet questions.



## **Hearing Station**

1. Write A, B and C on three separate small paper bags.
2. Place a firm food items like rice, dry cereal, popcorn kernels, crackers or noodles in each of the bags.
3. Fold over the top of the bag so the contents cannot be seen.
4. Cut out the instructions below and place them with the bags in the hearing station.

# **HEARING STATION**

1. Pick up the bags at the top only.
2. Gently shake the bags.
3. Complete the worksheet questions.

## **Tasting Station**

1. Write A, B and C on three separate small paper bags.
2. Place a beverage like water, decaffeinated tea or fruit juice in each of the bags.
3. Place an eye dropper in each beverage.
4. When students arrive at the station have them sit down, close their eyes and tilt their head back slightly.
5. Using the eye dropper, place a few drops of a beverage on each student's tongue.
6. Allow students to complete the worksheet questions. Repeat for each beverage.



# Food Sense handout

**Directions:** Follow the instructions at each station to smell, feel, hear or taste each item. Record if you would eat the item in the second column. Write what you think the item is in the third column.

Station: SMELL		
Item	Would you eat this item?	What is this item?
A		
B		
C		

Station: FEEL		
Item	Would you eat this item?	What is this item?
A		
B		
C		

Station: HEARING		
Item	Would you eat this item?	What is this item?
A		
B		
C		

Station: TASTE		
Item	Would you eat this item?	What is this item?
A		
B		
C		

