

# EARLY CHILDHOOD – EDUCATORS

Use this resource at meal times or as a taste-testing activity. There is no wrong way to use it, however some children may be more receptive to the food if you work through it in the following order:

## Some ideas on how to use this placemat



1

Sit with children/child at table. Encourage them to put the food or meal in the middle of the placemat or draw a picture of it.

2

Start by looking at the food. Work through the different options with them. Ask questions about how it looks, and ask them to fill out the 'look' section or talk about the food.

3

Next, work through the 'smell' or 'touch' section (it doesn't matter which one). Some children may prefer to smell the food before they touch it. Some children may prefer cold or hot foods.

4

Finish with the 'taste' section. Some children may not want to put the food in their mouth and that's okay. They may still be willing to touch/pick up the food. You can encourage them to 'kiss' the food by placing it to their lips.



Role model where possible. Children are more likely to explore or taste a food if someone they trust is trying it too.



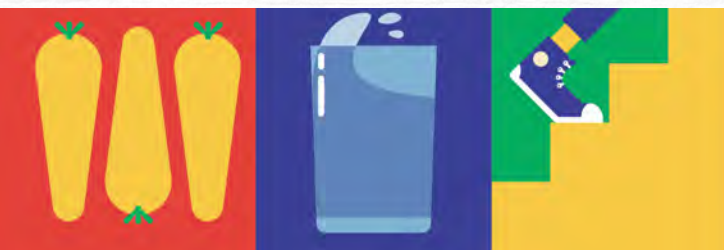
Never force a child to taste or try a food. This can create strong negative feelings towards a particular food which can last a lifetime.

### National Quality Framework:

- Quality Area 1: Program learning opportunities, Element 1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
- Quality Area 2: Healthy Lifestyle, Element 2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.

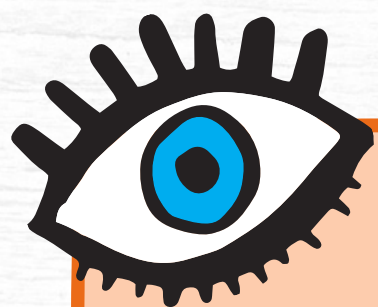
### Early Years Learning Framework:

- Practice: Recognises the importance of intentional teaching, where educators are deliberate, purposeful and thoughtful in their decisions and actions to scaffold the children's existing knowledge and skills.
- EYLF – LO 3 Children have a strong sense of wellbeing: Children take increasing responsibility for their own health and physical wellbeing.
- EYLF – LO 4: Children are confident and involved learners: Children develop confidence in a variety of skills by being involved in a range of experiences at the service, which can also be encouraged and further developed in the home environment.
- EYLF – LO 5: Children are effective communicators: Children interact verbally and non-verbally with others for a range of purposes.















**HEALTHYEATING**  
**ACTIVE LIVING**





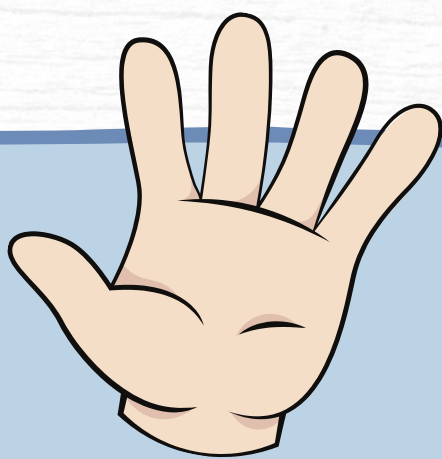
## LOOK

size **BIG** MEDIUM small  
shape      ?  
colour       

What do you think?



## TOUCH



☐ Soft  ☐ Cold   
☐ Hard  ☐ Smooth   
☐ Warm  ☐ Dry   
☐ Bumpy  ☐ Wet 

What do you think?



# TASTE TIME

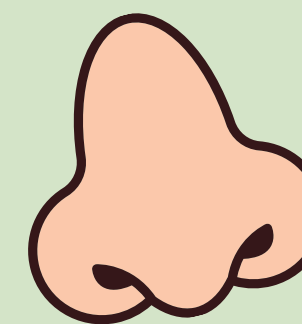
Today \_\_\_\_\_

is trying \_\_\_\_\_

Draw  
or put  
food  
here

## SMELL

☐ **BIG** SMELL  
☐ **Little** SMELL  
☐ **no** SMELL







What do you think?






## TASTE



Is it?

☐ Sweet  ☐ Salty   
☐ Sour  ☐ Spicy 

When I eat it, it is?

☐ Soft  ☐ Lumpy   
☐ Crunchy 

What do you think?



I thought this food was:



Yum! I want to eat this again.



Hmm? I think I need to try this again another day.



I am not sure. Maybe I could try this cooked/prepared in a different way.