



Slow Food[®] Hong Kong

A Multisensory Curriculum

“In What Sense?”



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In the following pages you will find *easy-to-roll, fun, and educational activities* for children to discover the world of food through their senses.

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Slow Food®

**GOOD
CLEAN
FAIR**
FOR ALL



All the Senses (Multisensory)





Multisensory

Activity 1: Analysis of a snack

1. [Materials](#)
2. [Preparation](#)
3. [Worksheet](#)
4. [Example](#)

This exercise aims to help children discover the links between the senses and pleasure. The idea is to arouse curiosity, to teach the basic rules of tasting and to make apparent the need for the development of a common vocabulary to enable communication and exchange of the sensations experienced.

Age group(s): 4-7 (+options for older children)

Group(s) Size: Any size

Expected Duration: 30 minutes

Preparation time: day before / same day



Materials

Activity 1: Analysis of a snack

Have a selection of local or locally grown snacks on hand (for classroom-based setting in Covid era, packaged snacks with long shelf life would be preferred). Below are some suggestions:

- Eggrolls
- White Rabbit-brand candies
- Yan Yan-brand chocolate-coated biscuit sticks
- Dried sour plums/prunes
- Dried sour tangerine peels
- Egg tarts
- Dried fish / cuttlefish pieces
- Haw flakes
- Locally grown strawberries; cherry tomatoes; celery sticks; carrot sticks

Note: it would be ideal to choose different snacks with different flavor profiles of: sweet, savory, sour, bitter (spicy, umami optional)



Preparation

Activity 1: Analysis of a snack



Step by Step

1. Have the participants pick up each snack and experience it with all their senses (touch, smell, taste, see, hear).
2. Have them describe their multisensory experiences with each snack item using an evaluation form (see next slide).



Worksheet

Activity 1: Analysis of a snack



Use the below evaluation form to analyze, break down and experience each snack:

 Slow Food Hong Kong	Description of snack
With the eyes	
With the nose	
With the mouth	
With the fingers	
With the ears	
What does this food remind me of?	
What do I like/dislike this food?	

Activity 1: Analysis of a snack

Eggrolls	Description of snack
With the eyes	<i>Long slender cylinders, looks delicate, golden yellow</i>
With the nose	<i>Buttery, creamy</i>
With the mouth	<i>Sweet, creamy, eggy</i>
With the fingers	<i>Crumbly, fluffy, crispy</i>
With the ears	<i>Powdery</i>
What does this food remind me of?	<i>Cookies, biscuits, crepes</i>
What do I like/dislike this food?	<i>Like: so yummy, and I love the flaky texture!</i>





Multisensory

Activity 2: Sing about a snack

1. [Preparation](#)
2. [Example](#)

This exercise aims to help children put their creative juices to use, and to reinforce what they experience with their five senses in a fun and interactive way.

Age group(s): 4-7+

Group(s) Size: Any size

Expected Duration: 15 minutes

Preparation time: same day



Preparation

Activity 2: Sing about the snack

Tune: Frere Jacques

Do 1
[Snack name/type]

Re 2 Mi 3 Do 1
are [color/texture]

Do 1
[Snack name/type]

Re 2 Mi 3 Do 1
are [aroma/flavor]

Mi 3 Fa 4
We [love/hate]

So 5
[snack name/type]

Mi 3 Fa 4
They're so

So 5
[sense-based adjective]!

So 5 La 6
They [taste/smell]

So 5 Fa 4 Mi 3 Do 1
like a [non-food item]

So 5 La 6
They feel

So 5 Fa 4 Mi 3 Do 1
like a [non-food item]

Do 1 So 5 Do1
Don't you think

Do 1 So 5 Do1
Don't you think

Step by Step

1. Have everyone agree on a chosen snack item.
2. Make up a song based on the Frere Jacques tune (or any other tune) to sing about the snack, using descriptors for all 5 senses as lyrics.
3. See next slide for a sample Apple song!

FRÈRE JACQUES
CARTOON-FREE MUSIC



Activity 2: Sing about the snack

Example: "Apple" Song

Do 1		Re 2	Mi 3	Do 1	
Apples		are	bright	red	
Do 1		Re 2	Mi 3	Do 1	
Apples		are	crun-	-chy	
Mi 3	Fa 4	So 5			
We	love	apples			
Mi 3	Fa 4	So 5			
They're	so	yummy!			
So 5	La 6	So 5	Fa 4	Mi 3	Do 1
They	taste	like	a	spring	day
So 5	La 6	So 5	Fa 4	Mi 3	Do 1
They	feel	like	a	magic	marble
Do 1	<u>So 5</u>	Do1			
Don't	you	think			
Do 1	<u>So 5</u>	Do1			
Don't	you	think			



FRÈRE JACQUES
CARTOON-FREE MUSIC



Bonus Materials



More Challenging Activity

For extra-keen children / older age groups (7+):

Compare similar-tasting snacks side by side (for instance, fuji apple vs. Granny Smith apple)

Resources

External links for more multisensory learning (SFHK does not endorse and has no affiliation with below resources):

<https://www.understood.org/articles/en/8-multisensory-techniques-for-teaching-reading>

<https://www.thelearninglab.com.sg/blog/2019/10/multisensory-activities-for-young-children/>

CUESA/Foodwise Kids What senses do we use to eat?

<https://youtu.be/bkTXsjwwJD4>

Applying multisensory perception to everyday life

Encourage your child to use multiple senses when they eat their meals (“What do you see? What do you smell? What do you taste? What do you hear? What do you feel?”)



Visual Perception (The Sense of Sight)

In an increasingly computerized and media-dominated society, sight is the dominant sensory system. It has been estimated that as much as 80% of the information which reaches our brain comes from visual stimuli. The organ of sight is the eye. The eye transforms the energy of electromagnetic light rays into electrical impulses, which are transmitted to the brain by the optic nerve and then decoded. Shape, color and appearance can provide us with useful indications for choosing food.



For example, they allow freshness and desirability to be evaluated. Color, in particular, inspires expectations about taste. So we expect a green tomato to be acidic and a brown dessert to taste of chocolate.





Sight

Activity 1: Look but... don't touch!

1. [Materials](#)
2. [Preparation](#)
3. [Worksheets](#)
4. [Example](#)

In these activities students will explore the sense of sight to stimulate observational ability and visual memory.

Age group(s): 4-7 (options for older students)

Group(s) Size: from one to four per group

Expected Duration: 30 minutes

Preparation time: day before / same day



Materials

Activity 1: Look but... don't touch!



Materials

- Three foods in the same category. These should be local products (if possible) of plant origin like fruit, vegetables, cereals, or legumes
- Writing, drawing and coloring materials for each participant/group
- A surface to display the foods to all participants
- A poster hung on the wall or an easel to display the results

Examples of foods in same category:

Food category: Rice

- Thai Jasmine (long-grain)
- Japanese pearl rice (short-grain)
- Red rice
- Brown rice
- Purple rice
- Rice noodles

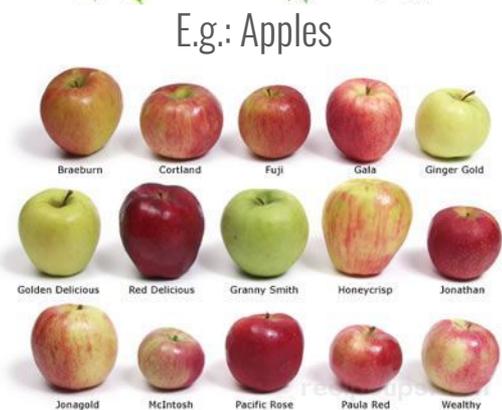
Food category: Pumpkins

- Squash
- Japanese pumpkin
- Butternut squash

Food category: Citrus Fruits

- Tangerine
- Mandarins
- Kumquat

Other suggestions: gourds, teas, dragon fruits, pears, apples, herbs





Preparation

Activity 1: Look but... don't touch!

Setting Up

- For groups, decide how you are going to group the participants (individual participants, or in groups of up to four?)
- Place the products to be described in clear view on a table
- Provide participants with materials for writing and drawing

Step by Step

Participants' assignments

- Draw all three foods you see on the table
- (Children over 7yo) Create the foods' identity card by adding to the drawing a description of the differences and the similarities between the three

Instructor / parent follow up

- Collect the drawings and/or the identity cards
- Display them by hanging them on the wall/easel
- Discuss the most common and the most unusual observations

Additional Activity

If possible, let participants experience the foods with their other senses, such as touch, smell, and taste.

You can further fill out the identity cards to include observations from the other senses too!



Activity 1: Look but... don't touch!



Use these boxes to draw each one of the foods you are observing



Description



Description



Description

Similarities

Differences



Activity 1: Look but... don't touch!



Use these boxes to draw each one of the foods you are observing



Description

*Long, white, transparent,
pointy,...*



Description

Opaque, rough, red, ...



Description

Elongated shape,

Similarities

Colors, transparency, surface, ...

Differences



Sight

Activity 2: The colors of the seasons

1. [Materials](#)
2. [Preparation](#)
3. [Worksheets](#)
4. [Example](#)

In this activity, students will connect food, colors, and seasonality in a fun exercise that helps them understand more about locally grown foods.

Age group(s): 4-7

Group(s) Size: from one to four per group

Expected Duration: 30 minutes

Preparation time: day before / same day





Activity 2: The colors of the seasons

Materials

Materials

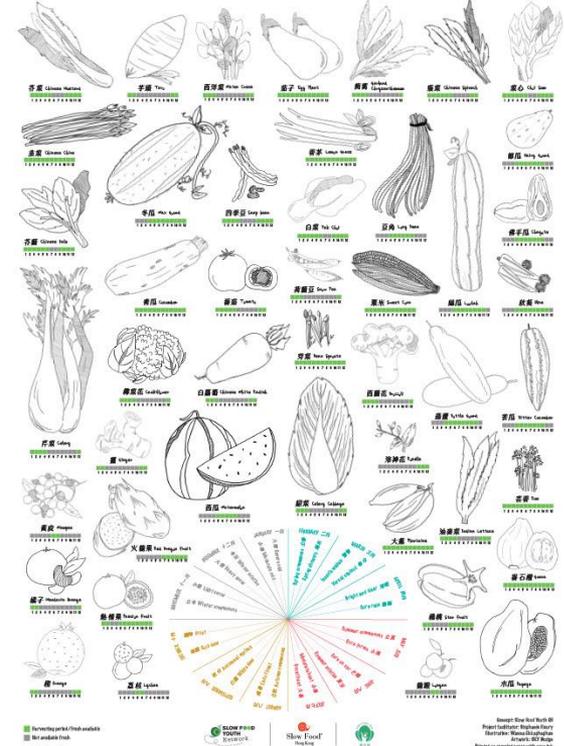
- Select about 20 local fruits and vegetables and note down the months in which they are naturally available ([You can use the Slow Food Hong Kong calendar](#))
- Physical samples of these foods/pictures of these foods
- Coloring materials for students

Examples of foods grown in Hong Kong:

- Chinese mustard
- Watercress
- Taro
- Eggplant
- Chinese spinach
- Choi sum
- Chinese Chive
- Cauliflower
- Red dragon fruit
- Guava
- Starfruit
- Papaya
- Orange
- Longan
- Ginger

香港時令農作物收成表

Seasonal calendar of vegetables and fruits from Hong Kong





Setting Up

- Showcase the foods on a table / hang pictures of the foods on a wall
- Showcase a calendar of the year subdivided by months

Step by Step

Participants' assignments

- Assign a color to each food
- Discuss in which months of the year these foods are available

Instructor / parent follow-up

- Help students find out about a food's seasonality
- Help students to color the calendar in the next page

Outcome

Students will create a colorful calendar where the color of a food will cover the period of the year it is available in!

Save a space on the wall where the resulting colorful calendar can be hung!



Activity 2: The colors of the seasons



Food	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Activity 2: The colors of the seasons



Food	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Chinese Mustard	Green								Green			
Watercress	Green										Green	
Taro	Purple										Purple	
Eggplant	Purple											
Papaya	Orange											
Star fruit	Yellow						Yellow					
...												





Bonus Materials

More Challenging Activity

For extra-keen children / older age groups (7+):

Provide a large number of magazines and ask the participants to cut out advertisements for food products and arrange them based on their colors.

Make a poster with the collected material.

The same exercise can be done with food packaging.

Bonus Activity: the food's landscape

When eating an ingredient or a meal that children like, encourage them to research with you how they are cultivated.

With the help of your phone/tablet/laptop search for the foods farming in the search engine's "images". For example, if you are eating gourd, search for "gourds farming".

Encourage your child to draw the farming landscape. If you are feeling more creative, you can encourage them to draw the journey from farm to table too!

Applying sight perception to everyday life

When eating a meal or a snack, have children find the closest color to the food item in something non-edible in their environment.

Resources

External links to learn more:

Slow Food Gardens

https://youtu.be/acVJp9_vODo



Olfaction (The Sense of Smell)



Smell is the oldest sense in the development of living organisms. There are over 400,000 substances which, combined amongst themselves, create the numerous smells which we can perceive. Smell can provide us with information on food from a distance. Olfactory stimuli reach the cerebral cortex directly without first being filtered by the thalamus which is responsible for rationalizing information received from all the other sense. Thus more than any other sense, smell can affect our moods and emotions and it can trigger specific reactions. This effect on unconscious and emotional memories can play an important role in food choices from our earliest days.





Smell

Activity 1: Evaluate and Learn Local Herbs and Spices

1. Materials
2. Preparation
3. Example

In this activity, participants are invited to better understand their sense of smell through aromatic herbs and spices commonly used in regional Chinese cuisines.

Age group(s): 4-7 (options for older students)

Group(s) Size: from one to four per group

Expected Duration: 30 minutes

Preparation time: day before / same day





Materials **Activity 1: Evaluate and Learn Local Herbs and Spices**

- 5-6 aromatic herbs or spices commonly used in Chinese cuisine and easily found at local shops (for the youngest kids, consider limiting to 3-4 max)
- 10-12 empty opaque containers, such as small paper cups or recycled plastic yogurt tubs (note that flavored yogurt could leave a residual scent on the plastic tub)
- Fabric or tissue paper, use scissors to cut into squares large enough to cover the container
- Elastics or string to secure the fabric or tissue
- Permanent marker for labelling
- Worksheet (form for activity 2) and writing utensil





Preparation **Activity 1: Evaluate and Learn Local Herbs and Spices**

Divide herb or spice across two containers. Recommend putting more into the container that will be covered.



Leave one uncovered. Cover other with the square of fabric or tissue and secure with elastic or string.



Label uncovered container with name of the herb or spice; label covered container with a simple letter or code.

*For larger groups, creating multiple samples of each would help make the exercise move faster.





Preparation Activity 1: Evaluate and Learn Local Herbs and Spices



Present the herb or spice in uncovered containers one by one.

Invite the children to observe and smell each one.

- Do they like the smell?
- How would they describe the smell?
- Which has the strongest smell?
- Or the most delicate smell?

With older participants, establish together a classification of “pleasantness” (i.e. bad vs nice smell) and discuss any differences. Prepare some general facts about each and explain what dish or regional cuisine the herb or spice is often used in.

The discussion can be further expanded to whether certain smells evoke any memories. Underline that smell is a complex operation so it may not be easy to find the adjectives to describe something.





Activity 1: Evaluate and Learn Local Herbs and Spices

Cumin 孜然

- Do the participants like the smell?
Yes, it smells aromatic.
- How would they describe the smell?
Spicy, woody
- Does it have a strong / the strongest smell compared to other ingredients?
Yes it is a strong smell
- Or the most delicate smell?
No, the smell is not that soft





Smell

Activity 2: Smelly Pairs, A Matching Game with Local Herbs and Spices

1. Same Materials as Activity 1
2. Same Preparation as Activity 1
3. Worksheet
4. Example

In this activity, participants will test their sense of smell with a blind smelling game.

Age group(s): 4-7 (options for older students)

Group(s) Size: from one to four per group

Expected Duration: 30 minutes

Preparation time: day before / same day





Activity 2: Smelly Pairs, A Matching Game with Local Herbs and Spices

Now it's time to move onto the blind smell test.

Place the covered and uncovered containers together on a surface.

Invite the children to smell the covered containers and ask them to try and guess just from the smell which is a matching pair to the uncovered containers they learned about in activity 1.

With younger participants, have everyone guess together and an adult can fill out the form.

With older participants, have them work individually and each fill out a form with their guesses.





Activity 2: Smelly Pairs, A Matching Game with Local Herbs and Spices

Can you match the correct pairs of herbs or spices:

Name of Herb/Spice	Code





Activity 2: Smelly Pairs, A Matching Game with Local Herbs and Spices

Can you match the correct pairs of herbs or spices:

Name of Herb/Spice	Code
<i>Cinnamon</i>	A





Additional Activities

A Fragrant Walk (all ages)

Send the children on an “olfactory mission,” ask them to visit a location where food is prepared with their parent or caregiver- e.g. a local bakery or a noodle shop. The adult should encourage the child to describe the smells in the location as well as compare the smell to what food is made there (taste a freshly baked bread roll or a bowl of soup noodle).

Remembering with the nose (10 years+)

Ask the children to prepare and speak about a memory or occasion (an “olfactory experience”) that is connected to a specific smelling food. The experience can then become a pretext for collecting personal and family experiences of certain foods, and for reflecting on the link between food, emotions, memories, as well as customs and cultures.

Home Cook (all ages)

Give the children recipes that use the specific herb or spice they learned about during the exercise. Encourage them to reproduce the dish with the help of a parent or caregiver.

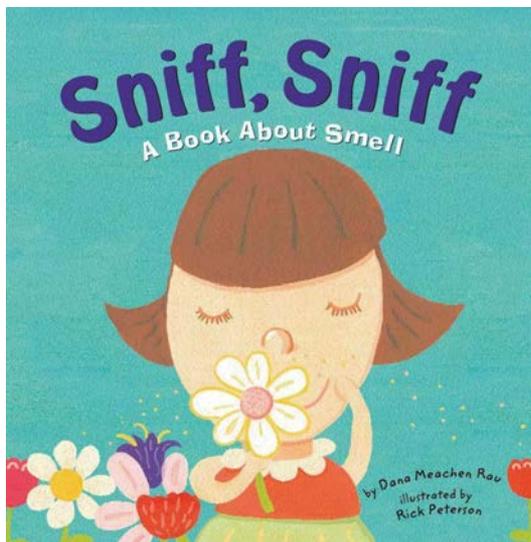


Bonus Materials

Some additional resources to further explore the sense of smell:

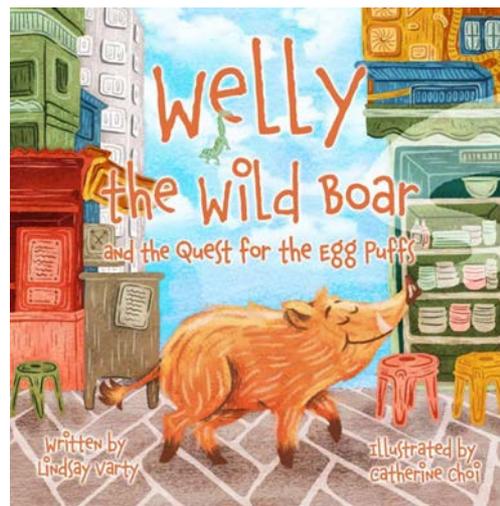
Sniff, Sniff, A Book About Smell

<https://youtu.be/ZUo7rz05HaU>



Welly the Wild Boar and the Quest for the Egg Puff

Led by his keen sense of smell, Welly the wild boar goes on a snack tour around Hong Kong.





Common Chinese herbs & spices list

We have included on the SFHK website [one page summaries](#) of some of the most commonly used fresh herbs and spices in Chinese cuisine that should be widely available at local supermarkets. This is just a starting point, so feel free to incorporate your own ideas into this experiment. Consider other aromatic items that might be in your home pantry.

Other suggestions include:

Chinese vinegar

Soy sauce

Fermented tofu

Fermented black bean

Shrimp paste

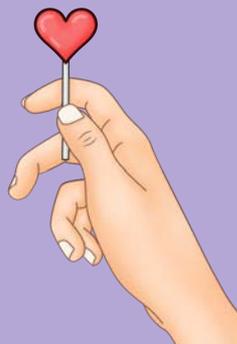
Lap Cheong

Sour Plums



Somatosensory System (The Sense of Touch)

Like smell, touch is another ancient, primordial sensory system, present even in the membranes of single-celled organisms. It has reached a particularly evolved form in our species. Tactile sensations play a fundamental role in our perception of food.



Today, touch tends to be undervalued in the name of respecting hygienic rules, which forbid touching food at the moment of purchase and during consumption.





Touch

Activity “Tasting with the Hands: Food Textures”

1. [Materials](#)
2. [Preparation](#)
3. [Worksheet](#)
4. [Example](#)

This experience helps the participant value touch as a cognitive sense. Participants are asked to use tactile sensations from their fingertips to identify certain mysterious objects hidden inside closed boxes.

Age group(s): 4-7 (+options for older children)

Group(s) Size: Individual activity

Expected Duration: 30 minutes

Preparation time: day before / same day





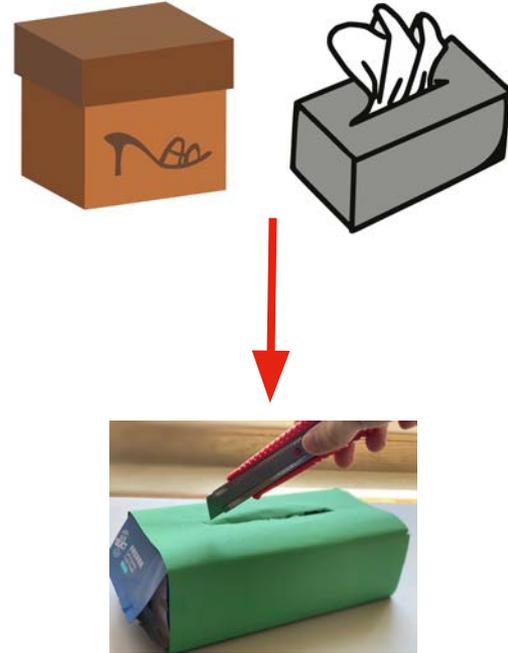
Materials

Activity: Tasting with the Hands: Food Textures

- Empty tissue box or shoe box as a “mystery box”
- A variety of fruit and vegetable food items (suggestions on next slide)

How to make the mystery box:

1. Cut a hole on one side of the box so that it's big enough for a hand to enter.
2. Cut a piece of dark fabric/paper to cover the hole, and attach it tightly to the boxes with tape.
3. Cut a 10cm slit in the cover.
4. Number each box.





Materials

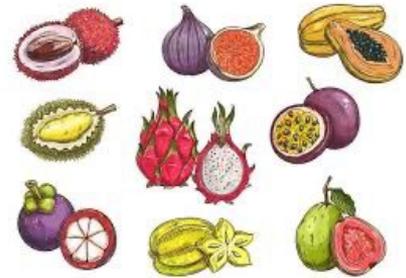
Activity: Tasting with the Hands: Food Textures

Suggested food items to experience:

Theme 1: Don't judge a fruit by its surface

Dragon fruits, lychee, pineapple, star fruit, kiwi

Time permitting, can also experiment with comparing the texture of the same fruit twice, peeled and unpeeled.



Theme 2: Same same but different

Round or oval-shaped items: orange, lemon, apple, potato, tomato, peach, mango

These items are similarly shaped but have very distinct surfaces.



Theme 3: Take with a pinch of...

Flour: white flour, rice flour, corn meal, coarse flour, fine-grain flour

Beans: mung beans, broad beans, red beans, lentils, chickpeas, peas, soy beans, lima beans

Grain: rice, quinoa, barley, oats, couscous, corn kernels



Chickpeas

Mung beans

Kidney beans

Different Types of Beans



Fava beans



Lima beans



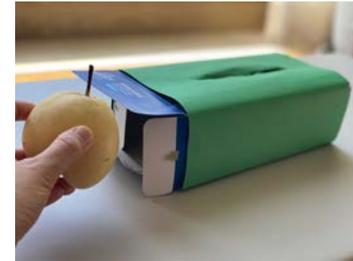
Pinto beans



Preparation

Activity: Tasting with the Hands: Food Textures

1. Prepare the fruits and vegetables. The number of items to explore and the number of boxes should match.
2. Show the participants the different objects, pointing out the tactile differences between each of them, looking at the shape, consistency, size, temperature, surface, etc. Invite the participants to touch the objects in turn.
3. Place each object in a box, without revealing to the participants the order.
4. Pass the boxes around, letting everyone reach inside and guess what each of the boxes contains. They should use the form provided to note the characteristics of each object. For younger children, one can also encourage them to say out loud the impressions.
5. Collectively review the data collected and have a discussion about experiencing the food with hands. The winner is whoever has correctly guessed the most objects, or come up with the highest number of terms to describe their tactile characteristics.





Activity: Tasting with the Hands: Food Textures

Sample video of activity in action with mommy Lorie and her child, Henry





Activity: Tasting with the Hands: Food Textures

Use the below evaluation form to analyze, break down and experience each object in the box:

BOX NUMBER:	
Tactile characteristic	Description of snack
Shape	
Consistency	
Size	
Surface	
Temperature	
The mystery object is:	



Activity: Tasting with the Hands: Food Textures

BOX NUMBER:	1
Tactile characteristic	Description of snack
Shape	Round
Consistency	Hard
Size	Like a tennis ball
Surface	Smooth, a bit lumpy
Temperature	Cold
The mystery object is:	Apple? Pear!





Activity: Tasting with the Hands: Food Textures

List of Adjectives to Describe the “Touch”

Consistency can be...

sticky like honey, gluey like over-cooked pasta, creamy like a fresh cheese, watery, crystalline, crunchy, hard, elastic, floury, mealy, stringy, crumbly, gassy, gummy, grainy, soft, fatty, flabby, sandy, silky, smooth, foamy, spongy, juicy, tender, unctuous, viscous...

Temperature can be...

icy like a popsicle, cold like a sorbet, warm, hot, boiling...

Surface can be...

rough, smooth, hairy, bubbly, pebbly, corrugated...



Encourage children to come up with new adjectives and similes (i.e. crunchy like a cracker), be creative!





Bonus Materials

More Challenging Activity For extra-keen children / older age groups (7+):

- **What's in the pillow?**

A slightly more complex variation of Experience 6.1 comes from partially emptying a pillow and filling it with five or six mystery objects. Reclose the pillow and let the participants feel it, to see if they can guess the objects hidden inside.

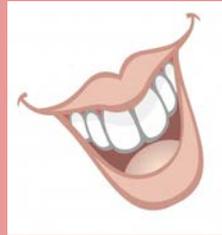
- **Hands in the dough**

Touch sensations can be stimulated through the preparation of different doughs, which allows observation of how the consistency of the dough changes through the phases of mixing and kneading. Doughs can be prepared for bread, egg pasta, tortillas, shortcrust pastry, etc. If butter or oil is added, try and verify what happens before and after the addition of fat. Does it change something?



Gustatory System (The Sense of Taste)

Taste, like smell, also provides information on the chemical composition of the food. The taste receptors, located on the tongue and throughout the oral cavity, are sensitive to certain substances like sugars, proteins and sodium chloride. Compared to smell, which can detect hundreds of thousands of different odors, taste is a relatively poorer sense:



Its receptors are able to give information regarding a limited number of qualities, commonly known as basic tastes. So far distinct sensory receptors have been identified for sweet, salty, umami (or savoriness), bitter, acid and finally fat, a recent discovery. Not all the tastes are appreciated in the same way.





Taste

Activity: Recognizing Four Basic Tastes

1. [Materials](#)
2. [Preparation](#)
3. [Worksheet](#)
4. [Example](#)

This exercise aims to help children distinguish the four basic tastes (sweet, salty, bitter and acid) and isolate and localize the sense of taste, differentiating it from other senses, particularly smell.

Age group(s): 4-7 (+options for older children)

Group(s) Size: Individual activity

Expected Duration: 30 minutes

Preparation time: day before / same day



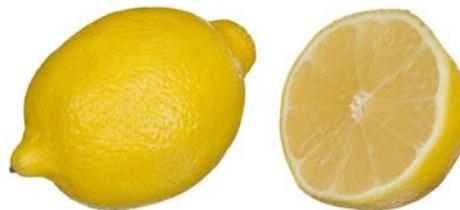
Activity: Recognizing Four Basic Tastes



Materials

Have on hand these ingredients and materials:

- Strained juice of 1 lemon (sour)
- 1 teaspoon salt (salty)
- 4 teaspoons sugar (sweet)
- 1 teaspoon instant coffee (bitter)
- 5 large bowls / pitchers / bottles
- 5 cups of drinking water
- 4 large spoons for stirring
- 5 cups for each child
- Labels
- Pen and paper



Activity: Recognizing Four Basic Tastes



Preparation

- Label 4 of the large bowls (A,B,C,D) and place 1 of each of the 4 test ingredients (lemon, salt, sugar, coffee) in each one.
- Add 1 bottle of water to the bowls, stirring constantly. Fill the remaining large bowl with plain water.
- Distribute 4 cups to each participant and label them A,B,C, D. Add a cup without a letter, and fill it with plain water. Pour a bit of each labeled solution into the correctly marked cup.
- Let each participant taste each solution, noting the taste perceived on their individual forms and indicating the intensity of the sensation felt. Mouths should be rinsed with plain water between each taste.
- At the end of the test, compare the results together, emphasizing individual differences. Is anyone hypersensitive to bitterness? Did anyone find it hard to distinguish between salty and sweet? What are their eating habits?



Activity: Recognizing Four Basic Tastes



Use the below evaluation form to analyze each labeled solution:



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Solution	Taste	Intensity
A		
B		
C		
D		



Activity: Recognizing Four Basic Tastes



Slow Food Hong Kong

Solution	Taste	Intensity
A Lemon	Sour, citrusy, fruity, icky	So sour! 4/5
B Salt	Salty, savoury, yummy	I like it! 3/5
C Sugar	Sweet, lovely, achy in the throat	It's just sweet enough. 3/5
D Coffee	Bitter, yucky, chocolatey	I can handle it. 2/5





Bonus Materials

More Challenging Activity

For extra-keen children / older age groups (7+):

Introduce the “glutamate taste”, known as umami. Taste the following foods, in the indicated order, together with small pieces of bread: The same cheese (i.e. Parmesan) at three different ages, starting with the least aged; Organic soy sauce without glutamate and soy sauce with added glutamate.

Through tasting the samples in the suggested order, the participants will learn to recognize the umami taste and identify the varying intensity of the taste, linked to the differences between the products.

Resources

External links to learn more about taste for reference only and not endorsed by Slow Food Hong Kong):

<https://www.tes.com/teaching-resource/expl-ore-taste-6054081>

<https://www.bbc.co.uk/teach/terrific-scientific/KS2-science-taste/zjf6vk7>

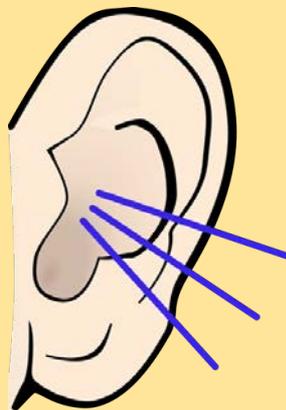
Applying taste to everyday life

- When sitting down for a meal, ask your child: which of the four basic tastes can they experience from each dish?



Auditory Perception (The Sense of Hearing)

While we eat, audible stimuli help enrich the sensory information which the brain receives about food. The stimuli can be internal and external. The former (which are produced inside the mouth while we chew) contribute, together with tactile stimuli, to the brain's evaluation of a food's consistency. During chewing, for example, a fresh, soft piece of bread makes less noise than a breadstick or a potato chip, while raw fruits and vegetables produce more noise than cooked ones.





Hearing

Activity: Recognizing a Food by its Sound

1. [Materials](#)
2. [Preparation](#)

Different foods can produce different sounds depending on their consistency. Do we know the sounds of foods? This experience tests our awareness.

Age group(s): 4-7 (+options for older children)

Group(s) Size: 2-4+

Expected Duration: 30 minutes

Preparation time: day before / same day





Materials

Activity: Recognizing a Food by its Sound

Have on hand these ingredients and materials:

- Materials: Some foods with different consistencies (raw and cooked fruits and vegetables, breadsticks, potato chips, crackers, cookies, etc.)
- Blindfolds or strips of fabric to blindfold the participants
- A recorder (optional)
- Paper and pencils





Preparation

Activity: Recognizing a Food by its Sound

- Taste small portions of all the foods being tested. Invite the participants to pay attention to the different sounds made.
- Blindfold the participants. In turn, have one participant remove his or her blindfold, then give them one of the foods and have them bite and chew it (and record the sound if needed).
- Meanwhile the others (still blindfolded) must try to guess the mystery food.
- Finally reveal the identity of the foods and collectively examine the results. Who guessed the most? What sound characteristics could indicate whether it was a particular food or another?





Bonus Materials

More Challenging Activity

For extra-keen children / older age groups (7+):

Go to a place where food is produced or consumed (kitchen, cafeteria, restaurant, fast-food restaurant, supermarket, bakery, factory, etc.) and record, using a digital recorder, a series of noises such as the bubbling of a coffee-maker, the whoosh of a gas burner being lit, the noise of a blender, etc. Play these noises back to the participants and see if they can identify their origin. Can they come up with words to describe the sounds?

Resources

External links to learn more about hearing (for reference only and not endorsed by Slow Food Hong Kong):

<https://www.education.com/science-fair/article/hide-go-listen-sense-hearing/>

<https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills>



Applying hearing to everyday life

Play some background music while your children are eating their meal. Does it make the experience more enjoyable? Distracting? Why or why not?

References

- [Slow Food Hong Kong Seasonal Vegetables Calendar](#)
- [List of common Chinese spices & herbs](#)
- [Where to shop for locally grown produce](#)



Slow Food®

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CLEAN
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What is Slow Food?

Slow Food is:

-  an international eco-gastronomic, member-supported, non-profit organization
-  founded in 1989 to counteract fast food and fast life and promote local sustainable food
-  a grassroots network whose supporters are linking the pleasure of good food with a commitment to their community and the environment

At the center of our philosophy is

GOOD, CLEAN AND FAIR FOOD FOR ALL



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