**Title:** Trying new foods

**Grade:** K-5

**Time:** 20-30 minutes during a mealtime

**Objective:**

Student will participate with trying new foods

Student will expand the variety of food they eat.

**State Standard:**

SL.3.4 -Component 2.4 Acquires skills to live safely and reduce health risks.

**Materials:**

3 different foods that the student has an aversion to (can be the same 3 foods or different), visual to show steps of bravery ladder, whiteboard, dry erase marker, reward, first/then visual, visuals for “touch,smell, lick, take a bite,” time if needed.

**Environment:** Seated with the student, preferably with a table where food can easily be displayed.

**Procedure:**

(can be done with one or more students)

1.Determine Fear of the student-my student was afraid of trying new foods and eating a variety of foods. Do some “detective work” to determine why the student has aversions to certain foods, what does it make them feel when they see, touch, taste or try?

2.Make a bravery ladder for trying new foods; use visuals to further show steps of the ladder(touching,smelling,licking, biting)

Steps on the bravery ladder for eating new foods: (ranging from most difficult at the top of the ladder, to most accomplishable at the bottom) This is only an example and should be adapted to meet the needs of your student(s).

1. (Hardest) I ate more than two pieces of this food
2. I ate the whole piece of the food
3. I took a bite of a piece of food I don’t like
4. I licked a piece of food I don’t like
5. I smelled a piece of food I don’t like
6. (Easiest)I picked up a piece of food that I don’t like

3. Determine a reward or activity the child will want to work towards earning. Rewards or activities could include time with a small fidget, time with a favorite sensory object, or a few minutes on the ipad.

4. Expose the student to 3 different foods during one meal time; make the exposure fun, use colorful visuals (books, pictures of other people eating the food), model the behaviors (touching,smelling, licking, biting) and encourage the student that their uncomfortable feelings will not last long!

5. Mark a star or sticker on the bravery ladder visual next to each step of the ladder the student accomplishes (informally assess, you can write the names of the different foods under the sticker to track more than one trial), then student earns reward or activity (student could eventually work up to needing to complete more step to earn reward).

**Formative Assessment:** By tracking the steps the student makes, determine which foods have made more progress than not, what accommodations could be made? Additionally celebrate the foods that make the most progress, and continue to practice eating them.

This lesson is uses ideas from:

Pincus, Donna. (2012). Growing up brave: expert strategies for helping your child overcome fear, stress, and anxiety. New York: Little, Brown and Company.