



# 懷恩浸信會幼稚園

Grace Baptist Kindergarten

Food, how are you?

Project Approach Report

《Flour》

11<sup>th</sup> Nov, 2024 to 13<sup>th</sup> Dec, 2024



Class:K3 Faith (PM)



# Introduction

Learning about food has become increasingly important for young children. With the growing awareness of healthy eating, it is essential for children to understand the sources, types, and health impacts of food from an early age. This not only helps cultivate good eating habits but also enhances their knowledge and interest in food. Through games, hands-on experiments, and interactive learning, children can engage with various ingredients, sparking their curiosity and spirit of exploration. Additionally, learning about food-related knowledge promotes children's social skills and teamwork. In the process of preparing and sharing food together, children learn the values of cooperation, respect, and sharing. Such learning experiences extend beyond the classroom, enriching their understanding of dietary culture within their families and communities. Therefore, designing a project focused on food education for young children will help foster their healthy eating attitudes and lifelong learning mindset.

## Part 1: Initiation of project activities

### 1. Motivating



Through the picture book "Food, how are you?", children have learned about food provides most of the nutrients we need daily, and its sources are typically plants and animals. By consuming a variety of beneficial foods, we can sustain life and promote growth. Children previously visited the "kNOw Carbon House" and gained insights into the production methods of food through their experience of "dim sum" in a Chinese restaurant, understanding the effort that goes into food preparation. They are eager to accept challenges alongside their peers, overcoming difficulties together as they learn to become "nutritional detectives." In this process, they share their daily experiences, explore the origins of food, and discover what beneficial dishes we can create with it. The teacher encourages the children to share their knowledge and experiences related to food, leading to design activities focused on food. The teacher records their questions and discoveries, further developing their research project.

Let's do the oil test together.



We go to the Chinese restaurant.

This is the food pyramid we created.



## Part 2: Construct thematic network

Teacher and the children explored various questions about food together. They began to ask more questions, such as, "Why some foods are healthy while others are not?" and "What are the different nutritional values of different foods?" These questions sparked everyone's interest, prompting them to research together, learn about the composition of food, and understand the importance of nutrients like proteins, carbohydrates, and vitamins. In the end, they collected different foods and collaboratively designed a noodle shop, voting to name it "Panda Noodle Shop." This process gradually helped them build their conceptual knowledge of "food." They made new discoveries every day, and the teacher summarized their understanding of the concept of food. This initiated a project focused on exploring food, allowing them to experience the differences in food firsthand and encouraging them to record their observations and feelings.



K3 Faith (PM) children are most interested in foods made from grains.



After discussing the theme of "food", children began to search for relevant information and engage in related activities. The materials they brought back were mainly about grain-based foods, and ultimately they chose "grain-based foods" as the focus of their project study.



We voted to choose our favorite type of food to explore.

Everyone shared the information they collected.



The back of the packaging paper has a food nutrient label.





## 2. An interesting "fermentation" experiment



The "fermented" dough becomes "puffed up."



Everyone discussed and observed the taste and color of the yeast.



"Fermentation" means the dough has risen.



## 3. A fun "color-changing noodles" experiment

In this experiment, the teacher guided the children to observe the color of the raw noodles and posed the question, "Why are noodles white?" After some thought, the children began to guess. Then, the teacher allowed each child to use a juicer to extract colors from fruits and vegetables, and then placed the raw noodles into different colored waters. Over time, the children were excited to see the noodles gradually absorbing the colors and transforming into a rainbow of shades.



Our noodles have changed color!



## 4. Our "Rabbit Noodle Shop."



After learning about flour, the children experimented with different techniques and materials to create dough.

At the start of the activity, the teacher introduced various shapes and colors of noodles and encouraged the children to think about how they could use these materials to create unique dishes. The children worked in groups, using colorful noodles, vegetables, tofu, and other ingredients to design a variety of delicious noodle dishes. They expressed their creativity by arranging the noodles into cute animal shapes or imaginative food combinations.

Throughout this process, the children learned teamwork and communication, sharing their ideas with one another.



# Part 3: Learning outcomes



## 1. The "Rabbit Noodle Shop" is now open!

The "Rabbit Noodle Shop" is now open! Let's enjoy the delicious noodles that the children have created!



Please enjoy our work!



