

Blind taste testing - Trust

EXPLANATION:

Blind taste testing activities are a fun sensory guessing game that explore smell, taste and feel. But they also require students to trust what someone else is asking them to taste – will it be sweet, sour, bitter or salty – will it be disgusting? Will you wear the blindfold and trust the game?



YEAR LEVELS: Years 11–12

STUDENT GROUPING: Small group activity

ACTIVITY LENGTH: 40 mins approx.

LINK TO CURRICULUM:

Link to General Capabilities in the English curriculum

Personal and social capability

Students develop personal and social capability in English by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. English actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also, independently as part of their learning and research endeavours.

SCOPE OF TASK:

Blind taste testing is a fun game, but it is also a trust exercise as one sits blindfolded waiting for some random flavour and texture to be presented for tasting. This activity contributes to building a safe learning space:

- Trusting others to care and consider other perspectives, needs and interests
- Creating collaborative community
- Safe place to take risks
- Boosts self-confidence and vulnerability

Trust needs to be mutual and will contribute to the development of respectful and healthy relationships.

1. Begin this activity by informing students that this activity will require them to trust other in the class? Ask students what trust might involve:
 - What is trust?
 - What do you do when you trust someone or something?
 - Why is it hard to trust someone or something?
 - Are relationships important to feeling trust? Why?
 - What do you need to know about someone to trust them?
2. Inform students about the Blind taste testing game:
 - This will be a small group activity (4 to 5 people in each group so that everyone gets a turn). Whilst the tasting of food is a part of the activity the focal point is the feeling associated with trusting others)
 - Share with the group how the activity will be conducted:
 - A range of food for taste testing will be available. Some examples of tastes could include: spices (curry powder, salt, pepper, mustard seeds, chilli etc); sugar, chocolate (different types – milk, dark), fruits (compare types of apples, grapes etc), lemon juice, milk, sauces (tomato, soy, BBQ, sweet chilli), vinegar etc
 - One student at a time covers their eyes with a blindfold (Optional as some students may not be comfortable with a blindfold)
 - The other students in the group choose something for them to taste – places it in a paper cup with a spoon or on a napkin
 - Before they taste the food, questions can be asked:
 - Are you nervous to taste the food?
 - Do you trust the group – why/why not?
 - What were you thinking before you taste the food?
 - How do you feel after the taste test?
 - The student tasting shares how the food tastes (sweet, salty, sour) and if they can label the food
 - The group questions the student about how they felt about tasting the food blindfolded:
 - Nervous?
 - Risky?
 - Safe?
 - Anxious?
 - Repeat the steps allowing everyone to have a turn
3. Bring the students back together to reflect on the activity and how trust was a critical aspect of the taste testing. Some questions that might support this conversation include:
 - How important was it to trust your group members? Why?
 - Was the activity fun?
 - Why didn't you trust them?

- Can you think of some reasons why trust is important in your classroom?
- What are other ways that you can build trust?
- What other game or activities could you engage in to build trust?

Notes:

- Considerations need to be given to allergies and information must be gathered about allergies prior to conducting the activity and these items removed from the activity
- There maybe some anxiety about tasting food or not liking flavours. Reassure students that it's OK not to like something and provide napkins in case they want to spit out something or they can decline tasting or smelling food
- Comparisons can be made between tasting items that might be the same – for example different varieties of apples, grapes and cheeses

RESOURCES:

- Containers for food
- Paper cups, napkins, and spoons for tasting
- Water (for after taste testing)
- Blindfolds
- Range of foods for taste testing. Some examples include: apples, grapes, instant coffee, cheese, milk, sugar, salt, garlic powder, lemons, olive oil, vinegar, raisins, bread crumbs, butter, curry powder, fennel, corn starch etc