Mini Mushroom Growers

A fungi program for schools

Teacher Guide

Foundation - Year 2

Use this Foundation - Year 2 teacher guide in conjunction with the supporting resource pack to seamlessly explore and access all lesson materials.

Proudly brought to you by:

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Australian Mushroom Growers' Assoc.

Hort Innovation MUSHROOM FUND

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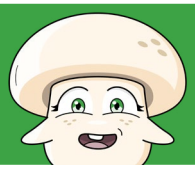


Overview

Welcome to the Mini Mushroom Growers program, brought to you by the Australian Mushroom Growers' Association. This Australian Curriculum Version 9.0 aligned resource has been designed for students from Foundation to Year 6 to explore the biological nature of fungi, understand the nutritional value of mushrooms, and gain hands-on experience in growing and cooking healthy food. The program centres on *Agaricus bisporus* mushrooms, being the primary mushrooms consumed by Australians: white button, swiss brown, portobello, flat and cup mushrooms.

Program resources for each stage, Foundation - Year 2, Year 3 -4, Year 5 -6 include: a teacher guide and corresponding student-facing slide deck of supporting resources. All lesson materials and links will be contained in the easy to navigate, sequential powerpoint which can seamlessly be used on interactive whiteboards or class devices. A student digital interactive has been designed to supplement the program and reinforce student's learning.

Lesson Structure

Each teacher guide consists of five comprehensive lessons to cater to varying student abilities, offering hands-on activities and engaging interactive resources. Lesson content can be tailored to meet the specific needs of students. Each of the lessons within the Mini Mushroom Growers program has been designed around the areas of - mushroom: *classification, nutrition, and consumption*. Whilst it is recommended to complete all five lessons in sequence, each can be taught in isolation.

The student-facing resource packs include lesson slides to assist with lesson preparation, and content is provided in a sequential, easy-to-follow format. Instructions on how to use the supporting powerpoint as a whole class, in small groups or with individual devices are included in each teacher guide. **Please download and view in powerpoint**.

The student digital interactive, based around the Mini Mushroom Growers program key messages will supplement the program's content and resources allowing students to learn, check their understanding and apply their learning. It is recommended that students complete the game after the lesson.

Summary of key messages

The content of the Mini Mushroom Growers program has been based on current research and Australian mushroom industry-recommended findings:

Mushroom classification

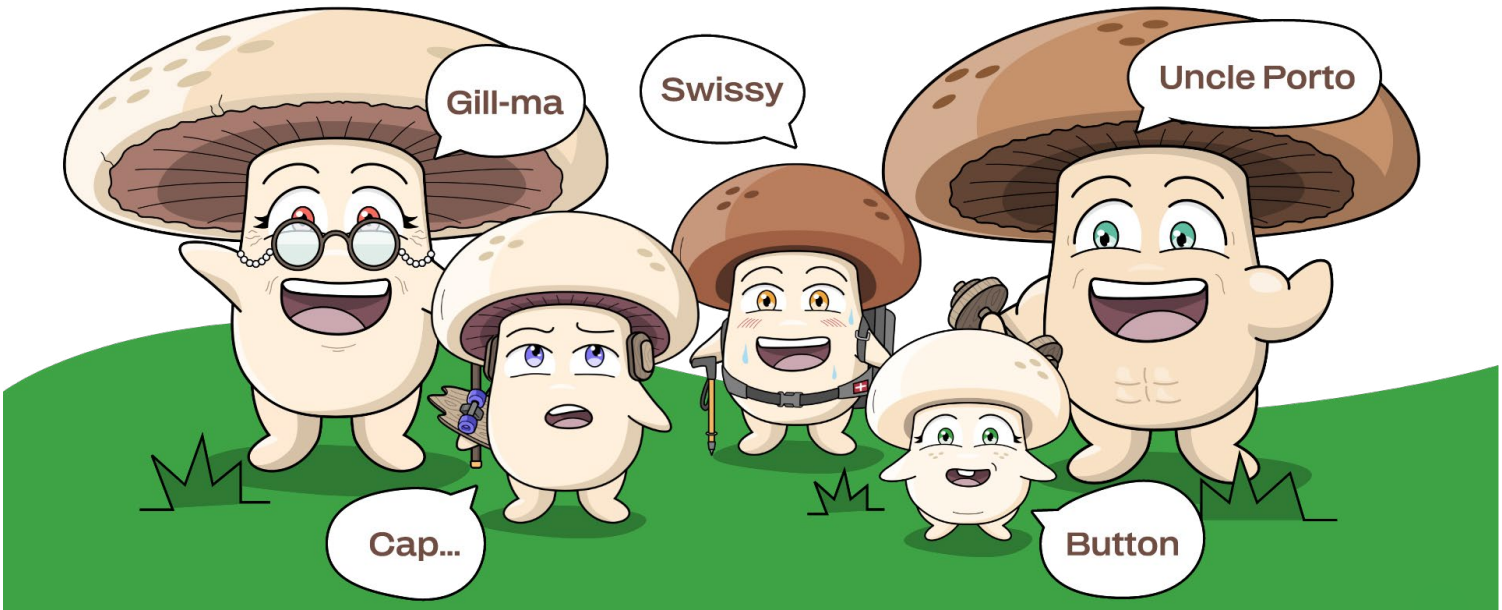
Mushrooms are fungi and not a vegetable, and grow in a unique way.

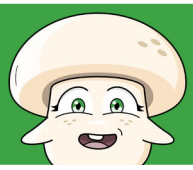
Mushrooms are a superfood

Fungi have a unique combination of nutrients and are vital to our diets.

Mushroom consumption

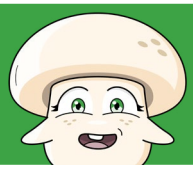
Students grow, harvest and cook their own mushrooms.





Level	Foundation
Learning Area	**Science**
Strand	**Content Descriptors**
Science understanding: Biological sciences	AC9SFU01 observe external features of plants and animals and describe ways they can be grouped based on these features
Learning Area	**Health and Physical Education**
Personal, social and community health: Making healthy and safe choices	AC9HPFP06 identify health symbols, messages and strategies in their community that support their health and safety
Learning Area	**Design and technologies**
Processes and production skills: Designing and making	AC9TDEFP01 generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose

Level	Year 1
Learning Area	**Science**
Strand	**Content Descriptors**
Science understanding: Biological sciences	AC9S1U01 identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs



Level	Year 1 & 2
Learning Area	**Health and Physical Education**
Personal, social and community health: Making healthy and safe choices	AC9HP2P06 investigate a range of health messages and practices in their community and discuss their purposes
Learning Area	**Design and technologies**
Knowledge and understanding: Technologies and society	AC9TDE2K01 identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability
Knowledge and understanding: Technologies context: Food and fibre production; Food specialisations	AC9TDE2K03 Explore how plants and animals are grown for food, clothing and shelter.
	AC9TDE2K04 Explore how food can be selected and prepared for healthy eating.

Cross-Curriculum Links

Sustainability

Systems SS1:

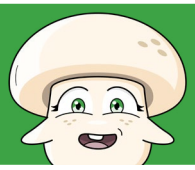
All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Systems SS2:

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

General capabilities

- Critical and Creative Thinking
- Personal and Social Capability



Lesson information

Assessment options

Choose from the following options: as needed.

Assessment for learning

- Monitor understanding in class discussions and questioning.

Assessment as learning

- Teacher observations and teacher feedback through tracking sheets.

Assessment of learning

- Collect work samples, assessment tasks, self and peer assessment
- Use the student digital interactive to assess students' learning.

Differentiation

Differentiation will be embedded in each lesson to ensure:

- Support for students
- Structural changes such as scaffolding to assist students
- Extension to encourage students to build upon their learning.

Connecting home and school

- Communicate with families that their child is participating in the Mini Mushroom Growers program.
- If applicable, add Mini Mushroom Grower themed tasks to class homework activities.
- Classroom lessons will be connected to real life experiences through key messages, vocabulary, conversation starters and fun activities.
- Share Recipes - Australian Mushroom Growers. Encourage families to visit the website for more recipes that you can cook with the family at home.

Lesson overview

Lesson 1: Mushrooms are fun-guys

Lesson Overview

In this lesson, students will learn that mushrooms (fungi) are different to plants and vegetables and belong to a separate biological kingdom.

Learning Intention

In this lesson, we will learn what mushrooms and fungi are, and the dangers of foraging.

Success Criteria (suggested)

I will know I am successful when I can:

- Identify a mushroom as a type of fungi, not a plant or vegetable.
- Name *Agaricus bisporus* mushrooms.
- Label parts of a mushroom.
- Explain why it is important to only eat mushrooms from the shop.
- Explain why it is important to never touch or pick wild mushrooms.

Guiding Questions

- What do you know about mushrooms?
- How do you think you can tell the difference between a mushroom you can eat, and one you can't?

Vocabulary

- Cap
- Forage
- Foraying
- Fungi
- Gills
- Mushroom
- Mycellium
- Plant
- Spores
- Stem
- Vegetable
- Veil
- Wild

Differentiation

Support:

- Students sort magazine images into 'Plant' and 'Mushroom (Fungi)' categories.
- Students use samples or images of *Agaricus bisporus* mushrooms as models to make one from play dough. Include the key features–cap, gills, stem, veil.

Challenge:

- Spore prints: Sit the cap of a cup or flat mushroom onto paper or aluminium foil overnight. Use a magnifying glass or microscope if available to view the dropped spores.
- Students create posters to educate peers on the dangers of foraging.

Resources

To complete all activities in this lesson, you will need:

- Foundation - Year 2 -Supporting Resource Pack
- Student pre survey
- Videos:
  - Plant Structures | Science | 1st Grade | Kids Academy
  - Fungi: Why Mushrooms Are Awesome | Biology for Kids

Lesson 1: Content

Introduction

Student pre survey:

As a class, complete the AMGA student pre survey.

What am I?

- Ask the guiding question: What do you know about mushrooms? Record their responses.
- View the images of the *Agaricus bisporus* mushrooms - button, cup, flat, swiss, portobello and create a chart to record what students know about each of the mushrooms.

Body

How do plants grow?

- Ask: How do plants grow? Encourage students to share their prior knowledge about the stages of a plant's growth and what it needs. Record student responses.
- Students watch the video Plant Structures | Science | 1st Grade | Kids Academy.
- Following the video, have students share any new information they have learnt about how plants grow.
- Ask the guiding question: What are mushrooms?
- Think-pair-share: Are mushrooms plants?
- As a class watch the video Fungi: Why Mushrooms Are Awesome | Biology for Kids and discuss the key facts covered including the parts of the mushroom.
- Create a class comparison chart to record how mushrooms are different to plants e.g. plants need sun, fungi don't; plants have roots, fungi have mycelium/spores.

Worksheet: What is a mushroom?

Students complete the worksheet focussing on key learnings from the lesson.

Conclusion

Don't touch! Don't eat!

- Present 'what if' scenarios related to the dangers of foraging. For example: 'What if your little brother picked up a bright red mushroom in the park? What would you do?' or 'What if you saw a mushroom growing on a tree? Is it safe to eat?'
- Ask the guiding question: How do you think you can tell the difference between a mushroom you can eat, and one you can't?
- Students brainstorm why it is important to be aware of the dangers of foraging for mushrooms in the wild.
- Review the key messages around the dangers of foraging for mushrooms.
  - Not all mushrooms are safe to eat: Explain that some mushrooms found in the wild can make you very, very sick, and some can even be deadly.
  - Only eat mushrooms from the shop: Emphasise that the only mushrooms that are safe to eat are the ones bought from a shop.
  - Never touch or pick wild mushrooms: Teach them to never touch or pick any mushrooms they see growing outside, even in their own garden. Explain that some dangerous mushrooms can cause problems just by being touched.
  - If you see a wild mushroom, tell a grown-up: Encourage them to tell an adult if they see any mushrooms growing in the wild, so the adult can make sure everyone stays safe.
  - Mushrooms are special living things: You can also briefly mention that while some wild mushrooms are dangerous for humans to eat, they are still important parts of nature for other animals and plants. Mushrooms that ARE safe to eat, are very healthy and delicious.

Lesson 2: Let's visit a mushroom farm

Lesson Overview

In this lesson, students will learn how mushrooms grow in the wild versus how mushrooms grow on a farm.

Learning Intention

In this lesson, we will visit a mushroom farm virtually or in person to learn how mushrooms grow.

Success Criteria (suggested)

I will know I am successful when I can:

- Describe how mushrooms grow on a farm.
- Identify some of the steps involved in growing mushrooms on a farm.
- Explain the difference between how mushrooms grow in the wild and on a farm.

Guiding Questions

- How do mushrooms get from the farm to our plate?
- How is growing mushrooms on a farm different from mushrooms growing in the wild?

Vocabulary

- Harvest
- Mycelium
- Nutrients
- Packaged
- Pinning
- Spawn
- Spore
- Substrate
- Transported

Differentiation

Visit a mushroom farm. Contact the AMGA to discover if a local mushroom farm will host a farm tour.

Support:

- Pre-teach key vocabulary using visuals and simple definitions.
- Create a class display to showcase students' work from the unit. This can be used as a reference point for students to reinforce key learnings.

Challenge:

- The Mushroom Master students investigate different places mushrooms grow.

Resources

To complete all activities in this lesson, you will need:

- Foundation - Year 2 -Supporting Resource Pack
- Mushroom craft - paper plates cut in half and
- Videos:
  - Time Lapse: Mushrooms Growing
  - Farm to Plate: Educating Food Industry Professionals about Australian Mushrooms
  - SA Mushrooms
  - The Mushroom master

Lesson 2: Content

Introduction

The life cycle of the mushroom

- Watch the video Time Lapse: Mushrooms Growing.
- Ask: What have we learned so far about how mushrooms grow?
- Discuss the stages in the life cycle of the mushroom.

Body

Farm to plate

- Show the students the images on the Farm to plate slide.
- Think-pair-share: Ask the guiding question - How do mushrooms get from the farm to our plate?
- Show the students each of the terms related to the farm to plate process one at a time. Using the key term students try to work out what the step involves, before revealing the information.

Time to visit a mushroom farm

- Students watch the video or visit a mushroom farm virtually or in person. Farm to Plate: Educating Food Industry Professionals about Australian Mushrooms
- Recap the visit or video by asking students to recall what they saw at the mushroom farm and unpack any new vocabulary.
- Ask the guiding question: How is growing mushrooms on a farm different from mushrooms growing in the wild?

Worksheet: Mushrooms to market

- As students watch the video clip SA Mushrooms have them number the steps in the mushroom growing process on their worksheet.
- Recap the video and link to what they have learnt during this lesson and on their virtual or real farm visit.
- Students will cut out, label and draw each of the steps in the mushroom growing process.

Conclusion

Mushroom craft

Students create a mushroom using paper plates and paper. Cut the paper plate in half to be the cap and make the stem out of paper. On the mushroom cap and stem, students write and draw what they saw and learnt from their mushroom farm visit. Create a class display.

Lesson 3: There's mush-room for sustainability

Lesson Overview

In this lesson, students will learn about sustainability in mushroom production, and why 'Fungi are a Future Food'.

Learning Intention

In this lesson, we will review the farm to plate journey and learn about sustainable food production.

Success Criteria (suggested)

I will know I am successful when I can:

- Explain why mushrooms are grown indoors on a farm.
- Describe how growing mushrooms indoors can help the planet.
- Identify what 'food miles' means.
- Suggest one way to make a sustainable food choice.
- Explain why fungi (mushrooms) could be important 'future food.'

Guiding Questions

- Why do farmers grow mushrooms indoors?
- How can growing mushrooms indoors help the planet?
- How can we make sustainable food choices?
- Why do you think mushrooms (fungi) are special and could be a 'future food' – meaning they will be even more important for us to eat in the future?

Vocabulary

- Food miles
- Sustainability

Differentiation

Support:

- Provide picture prompts (e.g., a garden, a compost bin, a food waste bin, a local market stall) to help groups with the sustainable choices activity.
- Provide sentence starters to help students write their 'Our future food choices' poster sentences: 'I will try to eat...', 'I will ask my family to...', 'I know mushrooms grow...'
- Use prompts for the 'Why are fungi a future food?' task: 'they can be grown anywhere', 'don't need huge farms', 'use less water', and 'are healthy'.

Challenge:

- Travel miles: Show empty food packaging. Ask students to find where the food came from. Discuss if it traveled far or not.

- Design a Sustainable Mushroom Farm
- Students use drawing materials or simple building blocks to design and create their own sustainable mushroom farm.
- Encourage them to think about what they learned in the lesson:
- Where would they put their farm (indoors or outdoors, and why)?
- What materials would they use to grow the mushrooms (substrate)?
- How would they make sure their farm is good for the planet (using less water, less land)?
- How would the mushrooms get from their farm to people's plates with fewer 'food miles'?

Resources

To complete all activities in this lesson, you will need:

- Foundation - Year 2 -Supporting Resource Pack
- Paper for 'Our future food choices' posters
- Post it notes

Lesson 3: Content

Introduction

Review and discuss the farm to plate journey food takes from being grown to arriving on our plates.

- Ask: What were some of the steps we learned about mushrooms growing on a farm and how they then got to the shop?
- Refer to Lesson 2 - Farm to plate images on the slide deck. Have students recall and explain the key stages: growing (spawn, substrate, mycelium, pinning), harvesting, packaging, and transporting.

Body

Outdoor versus indoor mushroom farms

- Compare images of outdoor farms versus indoor mushroom farms.
- Ask: What do you notice about the different ways the mushrooms are growing? How are they similar? How are they different?
- Use a venn diagram to record the students' responses.

Sustainable farming

- Ask the guiding question: Why do farmers grow mushrooms indoors? Record student responses.
- Discuss the reasons farmers grow mushrooms indoors from the slide deck.
- Refer to the vocabulary list to explain the meaning of the word 'sustainability'.
- Pose the guiding question: How can growing mushrooms indoors help the planet?

Food miles

- Explain to the students that when we buy food, sometimes it has travelled a very long way to get to our shop. We call how far food travels 'food miles'. When food travels a long way, it uses up more fuel in trucks or planes.
- Ask: How is buying food like mushrooms that have been produced in Australia sustainable?

Sustainable choices

- Divide the class into small groups. Give each group a piece of paper with the following key questions written on the top: What other ways can we help the planet when we think about our food? How can we grow food sustainably? How can we make sustainable food choices?
- After the small group brainstorms, bring the class together and create a whole-class chart of their sustainable choices ideas.

Conclusion

Our future food choices posters

- Provide students with a blank paper. They can draw a picture and write a simple sentence about a sustainable food choice they will make, specifically linking back to mushrooms or the concepts discussed in the lesson. E.g., I will try to eat mushrooms, I will ask my family to buy mushrooms grown close to home, I will remember that mushrooms are grown indoors.

Why are fungi a future food?

- Ask the guiding question: Why do you think mushrooms (fungi) are special and could be a 'future food' – meaning they will be even more important for us to eat in the future?
- Students are each given a coloured post it note to record their response.
- Create a class mind map with the question in the centre. As the students share and discuss their thoughts add their post in note to the mind map.

Lesson 4: Mushrooms are a superfood

Lesson Overview

In this lesson, students will learn that fungi have a unique combination of nutrients that are different to fruits and vegetables.

Learning Intention

In this lesson, we will learn the importance of eating a rainbow of fruits and vegetables (Don't forget the white!) and about the nutritional properties and health benefits of mushrooms.

Success Criteria (suggested)

I will know I am successful when I can:

- Explain why eating a variety of colourful fruits and vegetables is important for our bodies.
- Describe the nutritional benefits of mushrooms and explain why they are considered a 'superfood'.
- Identify at least two key nutrients found in mushrooms and their role in keeping us healthy.

Guiding Questions

- Why do you think it's important to eat different coloured foods?
- Is eating different coloured fruits and vegetables good for our bodies?
- What does it mean when we say food is nutritious?
- Based on what you've learned about the health benefits of different coloured fruits and vegetables, how can you apply this knowledge to mushrooms?

Vocabulary

- Antioxidants
- Digestion
- Exposure
- Fibre
- Gut health
- Immune system
- Immunity
- Minerals
- Nutrients
- Nutritious
- Unique
- Vitamins

Differentiation

Support:

- Focus on 1-2 key health benefits of mushrooms with simplified explanations.
- Provide pre-written sentences or sentence starters for activities where students need to explain their learning (e.g., 'Mushrooms are a superfood because they have ___ that helps my body ___.').
- 'Don't forget the white!' activity - Provide pre-cut pictures of fruits/vegetables.

Challenge:

- Students draw a simple rainbow with all the colour categories, and draw three fruits or vegetables to match each colour. Identify the fruits and veggie colours that you have eaten this week. Name your favourite foods in each colour and which ones you are 'learning to like'.
- Create a class collage using magazine pictures to show fruits and vegetables for each colour. Include key nutritional facts for each colour.
- Students conduct a mini-survey among family or friends about their favourite colourful fruits and vegetables and then present their findings.

Resources

To complete all activities in this lesson, you will need:

- Foundation - Year 2 -Supporting Resource Pack
- Videos:
  - 'I can eat a rainbow' by Olena Rose - book , or video.
  - Eating Colorful Fruits & Vegetables
  - The Vitamin Song | Kids Song About Vitamins | Fun & Educational | Sing and Dance and Learn
- Craft materials for the worksheet: 'Don't forget the white!'
  - Scissors
  - Glue
  - Coloured strips of paper - 1 per child (red, purple or blue, green, orange or yellow, green, white)

Lesson 4: Content

Introduction

I can eat a rainbow

- Read the book 'I can eat a rainbow' by Olena Rose, or watch the video.
- Ask: Why do you think it's important to eat different coloured foods?

Body

Fruit and veg superheroes

- Ask the guiding question: Is eating different coloured fruits and vegetables good for our bodies?
- Introduce students to the five different colour categories for fruits and vegetables (red, purple/blue, orange/yellow, green and brown/white) and their benefits. Briefly explain that different colours in fruits and vegetables mean they have different good things inside for our bodies. When you eat a colourful rainbow of fruits and vegetables,

you are giving your body all the different kinds of superhero helpers it needs to be healthy and strong!

- Watch the video Eating Colorful Fruits & Vegetables to reinforce the importance of eating a variety of coloured foods for overall health.

What does it mean when we say food is nutritious?

- Refer to the vocabulary slide to introduce the terms: nutrients, nutritious, vitamins, and minerals.
- Students are given a post it note. As they watch the video The Vitamin Song |Kids Song About Vitamins| Fun & Educational |Sing and Dance and Learn they record a key message they learnt. Encourage them to also look for messages hidden in visual clues.
- Discuss the key messages from the supporting slide. Allow students to share any additional findings including other examples of foods. Create a class chart to record their responses and show the health benefits of foods.
- Move: Replay the video, encouraging students to dance along and sing to the Vitamin song.
- Ask the guiding question: What does it mean when we say food is nutritious?

Mushrooms are a superfood.

- Think-pair-share: Ask the guiding question - Based on what you've learned about the health benefits of different coloured fruits and vegetables, how can you apply this knowledge to mushrooms?
- Explore the ABCD health benefits and key nutrients mushrooms supply. Discuss how they help our immune system, provide energy, and contribute to strong bones. (Possible video from Katrina)

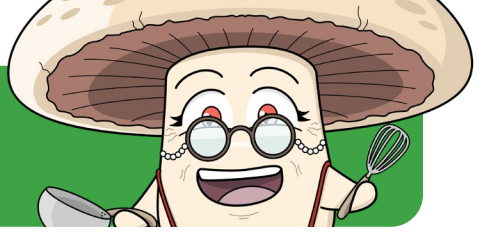
Conclusion

Worksheet: Don't forget the white!

Students complete the 'Don't forget the white!' worksheet. They will draw pictures of various coloured fruits and vegetables onto their mushroom, and complete the sentence: Mushrooms are a superfood because_____.

True or false mushroom quiz.

As a class, complete the true or false mushroom quiz to reinforce key learnings about mushroom nutrition and health benefits. Discuss the answers and clarify any misconceptions.



Lesson 5: Mini Mushroom Chefs

Lesson Overview

In this lesson, students will explore the taste and texture of mushrooms and learn how they can be enjoyed across breakfast, lunch, and dinner. This lesson will spark curiosity, highlight the flavour of mushrooms, and help students connect with mushrooms in a hands-on and yummy way.

Learning Intention

In this lesson, we will learn what umami is, and explore the taste and texture of mushrooms and learn how they can be enjoyed.

Success Criteria (suggested)

I will know I am successful when I can:

- Use my senses to explore and describe how mushrooms smell, feel, and taste.
- Identify the five different tastes our mouths can recognise, including umami.
- Identify different times of the day when mushrooms can be included in a meal.
- Share and draw my favourite mushroom meal.

Guiding Questions

- What are the different ways we can use our senses to explore mushrooms?
- What are the five different tastes our mouths can recognise?
- What does 'Umami' taste like?
- How can we include mushrooms in our breakfast, lunch, and dinner?
- What is your favourite way to eat mushrooms?

Vocabulary

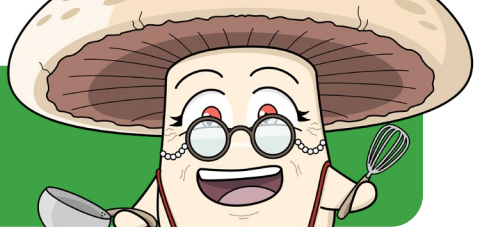
- Chef
- Cooked
- Raw
- Recipe
- Senses
- Taste
- Texture
- Umami

Differentiation

- Host a mushroom breakfast for the school to celebrate 'Mini Mushroom Growers.'
- Host a 'Mushroom Festival' – inviting parents and other year levels to visit the classroom to see the mushrooms growing, view the mushroom learnings and enjoy a mushroom dish prepared by the students.

Support:

- For the Mini Mushroom Cooking Fun activity, provide pre-measured ingredients and step-by- step visual instructions to make it easier for students to participate safely and successfully.
- Pair students who may need extra support with peers who can offer assistance and encouragement during activities.



Challenge:

- Design a mushroom dish for the school tuckshop: Visit the school tuckshop to learn about healthy eating rules, and design a dish to sell. Make posters to promote the dish.
- Students design a healthy meal or snack that prominently features mushrooms and includes a variety of colourful fruits and vegetables, explaining the nutritional benefits of their choices.

Resources

To complete all activities in this lesson, you will need:

- Foundation - Year 2 -Supporting Resource Pack
- Approximately 6 'mystery bags' containing an *Agaricus bisporus* mushroom in each.
- Videos:
  - Sesame Street: Cookie Monster's Foodie Truck- Mushrooms
  - How to Sauté Mushrooms
- Websites:
  - How to Prepare Mushrooms | Mushroom 101 Videos
  - Cooking at school
  - Cooking at home
  - Participation certificates

Lesson 5: Content

Introduction

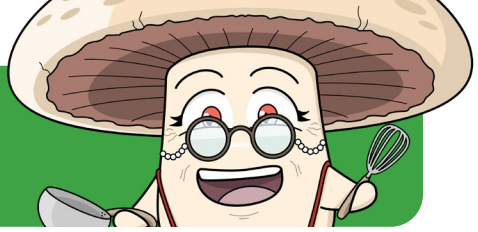
Mystery bag

- In small groups, students are given a 'mystery bag' containing an *Agaricus bisporus* mushroom. With their eyes closed, students use their sense of touch and smell to guess what might be inside. Encourage them to describe the texture and scent.
- After revealing the mushroom, ask students: 'Have you ever eaten a mushroom before?', 'What do you imagine it tastes like?', 'Do you think all mushrooms taste the same?'. Record their responses.

Body

Mushroom tasting station

Set up a tasting station with both raw and cooked *Agaricus bisporus* mushrooms (white button, swiss brown, or portobello, depending on availability and suitability for raw consumption – ensure adult supervision and check for any allergies). Provide small, safe portions for students to try. Present simply cooked mushrooms (e.g., sautéed with a little olive oil or butter, no added salt or strong flavours. Adding a small pinch of herbs like thyme also adds lots of flavour. as it makes it SO tasty! ... and teaches the benefits of adding herbs to flavour).



Worksheet - Mushroom tasting station

Students record their mushroom tasting experiences.

Compare the taste of mushrooms to other foods.

- After the mushroom tasting experience, have examples of foods that represent different tastes (e.g. sweet: strawberries, grapes; savoury: cheese, a small piece of plain cracker; bitter: a tiny piece of lemon peel - be cautious with bitter tastes for young children).
- Ask students to compare the taste of the raw and cooked mushrooms to these other familiar tastes. Is a mushroom sweet, savoury, or something else?

What is Umami?

- Ask: Can you name the five different tastes our mouths can recognise?
- Explain that there are five different tastes our tongues can recognise: sweet, sour, umami, bitter and salty. Display the names of the five different tastes and have students identify foods that belong to each of the taste groups.
- Ask students which group they think mushrooms belong to. Discuss the information on the slide deck about umami.

Conclusion

Mushroom cooking

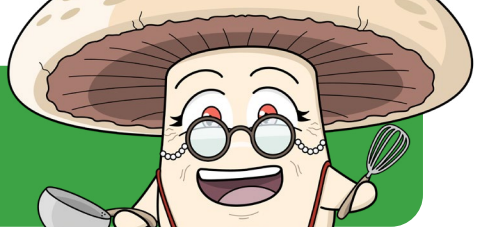
- Pose the question and show images of different meal times: When can we eat mushrooms – breakfast, lunch, or dinner?
- Have students brainstorm how mushrooms could be incorporated into each meal.
- Show examples of how mushrooms could be incorporated into each meal.
- Encourage students to share how and when they eat mushrooms.
- Watch: Sesame Street: Cookie Monster's Foodie Truck- Mushrooms Sesame Street visits a mushroom farm and makes mushroom quiche or How to Sauté Mushrooms .

Class cook up

- With adult supervision students cook simple mushroom recipes from the AMGA website. Cooking at school
- Encourage families to cook and try mushrooms at home. Create a simple family mushroom recipe from Cooking at home - draw or write about it.

Our Favourite Mushroom Meal

Students share and draw their favourite mushroom meal and write why it's their favourite. Create a class 'Mini Mushroom Cookbook' to showcase their work.



Participation certificates

- Congratulations! You are now a Mini Mushroom Grower.
- Print off certificates for the students.