Which fruits would be good in your salad?

five and a half hours work
Most children will have eaten fruit as an individual item like an apple or an orange but they may not have experienced a mixture of fruit as in a fruit salad. So they will be enthusiastic about the possibility of lots of different tastes “all at once” when they decide on their own special mixture in a fruit salad. This unit introduces the sensory evaluation of food and how to use everyday cutting tools in the production of a simple food product. The children will design and make a fruit salad to a specification they have researched and developed themselves.

In this unit children will learn:

♦ that a wide variety of healthy fruits can be eaten, some fresh and some dried or processed in other ways; (Session 1)

♦ about the sensory properties of fruit through their own exploration of colour, texture and taste; (Session 2)

♦ about health and safety issues when handling and tasting food; (Session 2)

♦ how to use everyday cutlery as effective and versatile tools; (Session 3)

♦ how to improve the taste, texture and appearance of fruit through different methods of preparation and using additional ingredients; (Session 4)

♦ to write a specification working in a team. (Session 5)
the small tasks
the focused practical tasks

1. Introducing fruit  
   30 minutes
2. Tasting and smelling fruit  
   60 minutes
3. Learning to use tools  
   30 minutes
4. Making fruit taste and look better  
   60 minutes
5. Writing a specification  
   30 minutes

the big task
the design and make task

The big task is for each group to design and make a bowl of fruit salad to share with the other children in the class. The look, feel and taste of the fruit salad should match the requirements of the group as revealed by their own research and recorded in their specification.  
   60 minutes

The evaluation  
   30 minutes

Unit review  
   30 minutes

careful cutting and precise positioning were needed to achieve this attractive, neatly arranged fruit salad
The children can decide on the following:

- their three favourite fruits
  required learning in Sessions 1 and 2,
  design decision made in Session 5;

- additional fruit or fruit juice to improve the flavour
  required learning in Sessions 2 and 4,
  design decision made in Session 5;

- additional fruit to improve the colour
  required learning in Session 4,
  design decision made in Session 5;

- additional fruit to improve the texture
  required learning in Session 4,
  design decision made in Session 5;
design decisions (continued)

- preparation of the fruit to improve the appearance
  required learning in Sessions 3 and 4,
  design decision made in Session 5;

- the arrangement of the fruit in the bowl
  required learning in Sessions 2 and 4,
  design decision made in Session 6.
**Session one**  
**Introducing fruit**

**Teacher input**

Introduce a variety of fruits to the class by asking questions about fruit that they cannot see because the fruit is in a bag. Here are some examples.

- Which fruit is yellow and must be peeled before you can eat it? (banana)
- Which fruit has a hairy green skin? (kiwi)
- Which fruit is too sour to eat on its own? (lemon)
- Which fruit can be red or green or yellow when it is ripe? (apple)

Discuss the idea of a fruit salad and mention these important elements:

- Taste, texture, colour and the seasonal availability of fruits that cannot be stored;
- Including frozen fruit, dried fruit and canned fruit.

Explain that they will be making a fruit salad – one bowl from each group. Tell them that they will find out what they like and dislike about different fruits so that they can choose which fruits and fruit juices to use. Show how a little lemon juice prevents some fruits from going black.

One way of introducing more exotic fruits would be to read ‘Handa’s Surprise’ by Eileen Brown, available as a big book, which includes mangoes, guava and passion fruit as well as tangerines.

**Pupil activity**

Each child should use the ‘Introducing fruits’, available as a ready-to-copy sheet, to identify fruits likely to be used in a fruit salad.

Each child in turn should tell the rest of the class their favourite fruit and if there is time, give one reason why they like it.

**Resources**

**Stimulus:**  
a selection of fruits available locally, including some of the fruit that the children eat at home, and several unfamiliar fruits, pictures of fruit in supermarket leaflets, pictures of fruit salads, recipes, ‘Handa’s Surprise’ by Eileen Brown;

**Consumables:**  
‘Introducing fruits’ sheet.

**Health and safety check**

Discuss the hazards and risks involved in eating fruit and how the risks can be controlled by observing basic food safety rules.
tasting and smelling fruit

Teacher input

Explain to the class that they will need to taste a wide range of fruit and fruit juice if they are to decide what to put in their fruit salad. Put a selection of fruit pieces onto paper plates for each group to taste, smell and feel. Use a spoon and a small cup for tasting fruit juice. The spoon should be rinsed between tasting. Suggest that they try adding small amounts of sugar to lemon juice and note the taste difference.

Pupil activity

Members of each group should taste the fruits and juices available.

Encourage the use of appropriate adjectives to describe the fruits. For taste use the words sweet, sour, bitter, tangy, sharp. For texture use the words soft, smooth, chewy, crunchy, crisp, hard. Write good examples on the board and use them to produce a word bank on the wall. Each child can record their responses to the different fruits and juices on the ‘Fruit salad tasting – my choices’, available as a ready-to-copy sheet. The children will use these sheets again in Session 4.

At the end of the lesson each child should identify three favourite fruits.

Resources

Consumables: ‘Fruit salad tasting – my choices’, a selection of fruits, a small selection of fruit juices, sugar;

Tools: cutting board, knife, fork, spoon, paper plates, paper or plastic cups, paper towels to wipe hands, water for rinsing, cleaning materials for hands and equipment.

Health and safety check

It is important to find out if there are children in the class who are sensitive to certain foods. Send home a list of all the ingredients to be used so that parents have an opportunity to warn of any potential problems. Discuss with the children the hazards and risks involved in tasting and smelling fruit and how the risks can be controlled by observing basic food safety rules. Discuss the additional hazards and risks caused by sharing this activity and how these risks can be controlled by observing basic food safety rules.
learning to use tools

**Teacher input**

Tell the class that now they will each learn how to use everyday tools well and safely. Explain that each child in the group will have a knife, a fork and a teaspoon (these can be plastic and disposable) and use playdough as a practice material. There is a recipe for playdough on page 14.

Demonstrate the different grips that can be used with all three tools – using the knife you can spread, cut, slice, flatten; using the fork you can mash, hold material steady for cutting with the knife, or cut using the edge; using the spoon you can mash and scoop. Name the parts of each tool (handle, blade, prongs, bowl) and the processes used.

**Pupil activity**

Tell the class they should shape the playdough to look like fruits. Ask them what fruit they might be cutting (hard or soft) so they think about the different grips and angles of holding for the different tools. They should also try to achieve different textures (lumpy, smooth, chunks). Each child should experience using all three tools, using different grips.

![Demonstrating different grips with tools]

- spreading
- cutting
- flattening
- mashing
- holding steady
- cutting

**Resources**

**Consumables:** paper plates, playdough;

**Tools:** plastic knives, forks, and spoons.

**Health and safety check**

Discuss the hazards and risks involved in using knives, forks and spoons for cutting and peeling and how these risks may be controlled by using the correct procedures. Ensure that the children understand that playdough should not be eaten.
Teacher input
Introduce the idea of food preparation with the story ‘The Very Hungry Caterpillar’. Explain that the caterpillar wastefully eats just one hole all the way through each fruit – but they are going to learn the best way to get the most fruit possible from each piece by peeling and cutting carefully.

Show the class each fruit, and demonstrate how to prepare them for a fruit salad – cutting, peeling, coring, de-pipping. Use the tools that the children will use and describe exactly what you are doing with the fruit and with the tools as you cut or peel them. This will introduce the idea of using tools in particular ways. Talk about peel, pips, stones, juice and skin that can be eaten.

Pupil activity
Tell the class that they are going to use metal tools to prepare tasting samples of their three favourite fruits from Session 2.

Give each group samples of their three favourite fruits (whole fruit or partly cut up) and tell them that they should use the knife, fork and spoon to prepare tasting samples of the fruit they will put into their fruit salad. Members of each group should take turns preparing bite-size pieces of the fruit and putting these on a small paper plate ready for tasting. Once the samples are prepared the children should try the following activity.

- Cut a small piece from each sample and taste all three at the same time. Decide what changes are needed to make it taste better. They should ask the following:
  - Should it be more or less sweet?
  - Should it be changed to make it softer or harder?
- Look carefully at the fruit and decide what changes are needed to make it look better.
  - Should the size and shape be changed?
  - Should extra colours be added?

They should record the answers to these questions on ‘Making fruit taste and look better’ (available as a ready-to-copy sheet).

Resources
Stimulus: ‘The Very Hungry Caterpillar’ by Eric Carle, ‘Fruit salad tasting – my choices’ from Session 2;
Consumables: a selection of fruits, ‘Making fruit taste and look better’;
Tools: cutting board, metal knives, forks and spoons, paper plates, paper towels to wipe hands, water for rinsing, cleaning materials for hands and equipment.

Health and safety check
Revisit the discussion about controlling risks when handling and tasting food. Revisit the discussion about controlling risks when using tools for cutting and peeling. Ensure that there is adult supervision for children using peeling and cutting tools.
writing a specification

Teacher input

Explain to the class that each group now has to use what they have learned so far (recorded on their ‘Making fruit taste and look better’ sheets) to decide on the ingredients for their fruit salad. Tell them that this list of ingredients is called a specification and will need to describe the following:

- the three main fruits to be used;
- the size of the pieces;
- the shape of the pieces;
- whether they are skinned or peeled;
- whether the pips or stones are removed;
- whether the pieces are prepared to change their texture;
- whether any juices are added;
- whether other fruit is added;
- whether other ingredients are added.

Tell the class that they can record the specification agreed on by their group using the ‘Fruit salad specification’ (available as a ready-to-copy sheet). They can use ticks to record their design decisions and the tools they will use.

Pupil activity

Help the children in each group to work as a team to make the necessary decisions. If the members of a group cannot reach agreement they can vote for each design decision they need to make using a tally chart or similar method. By the end of the lesson each member of a group should have a similar specification on their ‘Fruit salad specification’ (available as a ready-to-copy sheet). Remind them that they will be making only one bowl of fruit salad to share with the group, not one each.

Resources

Stimulus: ‘Making fruit taste and look better’ from Session 4;
Consumables: ‘Fruit salad specification’;
Tools: pencils, crayons or coloured pencils.

Health and safety check

Tell the groups to remind themselves about controlling risks when handling and tasting food by asking each other questions such as “What would you do if you dropped your knife on the floor?” or “Why shouldn’t we all use the same spoon when we eat our fruit salad?”
the big task: making the fruit salad

Teacher input
Tell the class that it is now time for each group to make a bowl of fruit salad according to their specification. Remind them to use the ‘Fruit salad specification’ sheets they filled in last session. Tell the class that they will need to use the knives, forks and spoons carefully and estimate the amounts needed to fill the bowl with as little wastage as possible. They can avoid waste if they use a cup to measure out the ingredients and understand how many cups will fill the bowl. Use plastic bowls that allow the colour combinations to be seen easily – either transparent or shallow.

Pupil activity
Each group should work as a team and share out the tasks fairly. If they change their plans as they make their fruit salad, they should all know why and should all agree to the change. Each group should take responsibility for clearing away after themselves.

When each group has made their fruit salad they should evaluate it by looking carefully and tasting. Each member of the group should use ‘Evaluating our fruit salad’ (available as a ready-to-copy sheet) to record their findings. There is room on the sheet for a drawing or a digital photograph.

If all the groups make their fruit salads on the same day, the tasting can be done all together.

Extension work
Children who finish early or who need an extra challenge could be asked to do the following.

♦ Write a plan for a different type of fruit salad at a different time of the year (this will require some research into availability of fruits at different seasons).
♦ Record which fruits were used by each group and find out which are the most popular.

Resources
Stimulus: ‘Fruit salad specification’ sheets from Session 5;
Consumables: a selection of fruits, a small selection of fruit juices, sugar for sweetening, ‘Evaluating our fruit salad’ sheets, paper towels to wipe hands, water for rinsing, cleaning materials for hands and equipment; cutting board, metal knives, forks and spoons, bowls.
Tools:
Health and safety check
Remind the class about controlling risks when handling and tasting food.
Teacher input
The aim of this session is for each group to share their evaluations with the whole class and contribute to a discussion of the whole activity.

Here are some good questions to ask.

- Did your fruit salad have the same fruits as on your specification?
- Were they the size and shape described in the specification?
- Were they prepared as described in your specification?
- Did your fruit salad have the same additions as on your specification?
- Did the taste of your fruit salad match the taste on your specification?
- Did your fruit salad feel like the textures on your specification?
- Did your fruit salad look like the drawing on your specification?

Pupil activity
Ask each group to stand in front of the rest of the class who can then ask them some of the questions above. Every child should have the chance to say something, or to show their recording sheets or drawings.

Resources
Stimulus: ‘Fruit salad specification’ sheets from Session 5 and ‘Evaluating our fruit salad’ sheets from Session 6.

Health and safety check
Discuss the hazards and risks involved in eating the fruit salad and how the risks can be controlled.
Teacher input

Explain to the class that it is important to think about how to get better at design & technology and that they can do this by discussing the following questions.

- What did you learn about fruit?
- Was it difficult to use knives, forks and spoons in different ways?
- What are the parts of those tools called?
- Is it useful to know what the parts are called?
- Did you have lots of prepared fruit left over after you filled your bowl?
- How could you make sure that next time you had just the right amount?
- What did you find difficult?
- What did you get better at?
- What could your group have done better?
- How could you make sure it was done better?

Pupil activity

The children should sit in their groups so they can discuss the questions above and when they have finished you should ask one child from each group to answer the questions for the group. The class could agree a simple target for improvement based on these answers for their next design & technology unit.

Resources

**Stimulus:** cutlery, pictures of fruit.

**Health and safety check**

Discuss whether the class used hazard recognition, risk identification and risk control to design and make safely.
### Session 1
- fruit, fruit juice, fruit salad, frozen, dried, canned, taste, texture, colour, apple, banana, cherry, grape, grapefruit, kiwi, lemon, pineapple, mango, melon, orange, pear, lime, plum, raspberry, strawberry

### Session 2
- words to describe taste: sweet, sour, bitter, tangy, sharp; words to describe texture: soft, smooth, firm, chewy, crunchy, crisp, hard

### Sessions 3
- playdough, flatten, mash, spread, scoop, slice, handle, blade, edge, bowl (of spoon) prongs (of fork), smoothly, lumpy

### Sessions 4-7
- skin, peel, pips, stones, core, estimate, specification, ingredients, measure, compare, evaluate, improve

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### Schema

#### Stimulus materials
- a bag of fruits available locally including some of the fruit that the children eat at home, and several unfamiliar fruits, pictures of fruit in supermarket leaflets, recipes, pictures of fruit salads, ‘Handa’s Surprise’ by Eileen Brown

#### Consumable materials
- ‘Introducing fruits’ sheet

#### Tools
- cutting board, knife, fork, spoon

#### Session 2
- a selection of fruits, a small selection of fruit juices, sugar, paper plates, paper or plastic cups, paper towels to wipe hands, water for rinsing, cleaning materials for hands and equipment, ‘Fruit salad tasting – my choices’

#### Session 3
- playdough, paper plates

#### Session 4
- ‘The Very Hungry Caterpillar’ by Eric Carle, ‘Fruit salad tasting – my choices’ from Session 2

#### Session 5
- ‘Making fruit taste and look better’ from Session 4

#### Session 6
- ‘Fruit salad specification’ sheets from Session 5

#### Session 7
- ‘Fruit salad specification’ sheets from Session 5 and ‘Evaluating our fruit salad’ from Session 6

#### Session 8
- cutlery, pictures of fruit

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### Resources and links

#### Vocabulary
- fruit, fruit juice, fruit salad, frozen, dried, canned, taste, texture, colour, apple, banana, cherry, grape, grapefruit, kiwi, lemon, pineapple, mango, melon, orange, pear, lime, plum, raspberry, strawberry
- words to describe taste: sweet, sour, bitter, tangy, sharp; words to describe texture: soft, smooth, firm, chewy, crunchy, crisp, hard
- playdough, flatten, mash, spread, scoop, slice, handle, blade, edge, bowl (of spoon) prongs (of fork), smoothly, lumpy
- skin, peel, pips, stones, core, estimate, specification, ingredients, measure, compare, evaluate, improve
recipe for playdough

3 cups flour
1 1/2 cups salt
2 teaspoons cream of tartar
1 tablespoon cooking oil
2 cups water
colouring if wanted

Mix thoroughly then stir over heat until a fairly thick consistency is achieved.

Allow to cool before use.
links to other subjects

**Literacy**

The children should produce captions to explain and describe fruit and display them next to the pictures of fruits that would link with writing objectives in terms 1 and 2.

Make a class book of favourite fruits using the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures. This would fit in well with the writing objectives in term 3.

**Science**

This work fits in well with the QCA module ‘Ourselves’. There are good links to exploring the senses of touch, feel, taste and smell with the fruit.

Discussion with the class why we need to eat to stay alive and the different types of foods that we all like.

Simple charts and drawings could record favourite fruits of the class.

**Art**

Looking at different fruits lends itself well to experimenting with observational drawing and mark making. The children should investigate a range of drawing media and marks they could make, e.g. try out techniques for the different textures of skin on fruits.

Children should do observational drawings of fruits and their insides after discussions about the shapes, lines and patterns that can be seen on them.
Introducing fruits

Name ________________________  Class ________________________

Link the name to the fruit

apple  banana  cherry  grapes  grapefruit  kiwi  lemon  lime  mango  melon  orange  pear  pineapple  plum  raspberry  strawberry
# Fruit salad tasting – my choices

Name ___________________________  Class ___________________________

<table>
<thead>
<tr>
<th>Fruit</th>
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<td>cherry</td>
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<td>grapefruit</td>
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<td>kiwi</td>
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<td>lemon</td>
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<td>plum</td>
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<td>raspberry</td>
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<tr>
<td>strawberry</td>
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</tr>
</tbody>
</table>

My favourite fruits are:

1  ___________________________  2  ___________________________  3  ___________________________
Making fruit taste and look better

Our three favourite fruits are …

- apple
- banana
- cherry
- grape
- grapefruit
- kiwi
- lemon
- lime
- mango
- melon
- orange
- pear
- pineapple
- raspberry
- plum
- strawberry

To make it taste better it needs to be □ more/less □ sweet.

To make it feel better in my mouth it needs to be □ softer/harder.

To make it look better the fruit pieces need to be □ smaller/larger.

To make it look better these colours should be added.
**Fruit salad specification**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
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</table>

We will use these fruits

1

2

3

4

in these shapes, sizes and colours

We will

- [ ] skin fruit
- [ ] peel fruit
- [ ] remove pips
- [ ] remove the stone

It should taste like this

It should feel like this

It should look like this
Evaluating our fruit salad

We used these fruits
1
2
3
4
in these shapes, sizes and colours

We
☐ skinned fruit  ☐ peeled fruit  ☐ removed pips  ☐ removed the stone

Did it taste like I wanted it to?  ☐ Yes / No  ☐

Did it feel like I wanted it to?  ☐ Yes / No  ☐

Did it look like my drawing?  ☐ Yes / No  ☐
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