

Unit 1C Eat more fruit and vegetables

Focus – food

ABOUT THE UNIT

This unit develops children's understanding of designing and making with food and the importance of healthy eating. They make choices based on the properties of different fruit and vegetables in order to design and make a product for a particular occasion or target group to encourage them to eat more fruit and vegetables.

Children investigate and taste different foods and develop vocabulary to describe the appearance, taste, smell and texture. This activity provides opportunities for children to apply hygienic practices and to use basic tools and equipment effectively and safely.

This unit can be adapted by changing the types of fruit or vegetables, or changing the target group, or focusing on a particular product *eg salads, soups, fruit jelly, fruit yoghurt, fruit drinks, fruit or vegetable kebabs*.

PRIOR LEARNING

It is helpful if the children have:

- listened to stories/poems about fruit and vegetables
- seen and handled common fruit and vegetables
- developed ideas through discussion
- cut soft fruit and vegetables

This unit builds on home and early school experiences with food.

VOCABULARY

In this unit, children have to use words and phrases relating to:

- designing *eg choosing, investigating, tasting, arranging, experimenting, popular, sort, blockgraph, pictogram*
- making *eg washing, cleaning, peeling, cutting, slicing, grating*
- knowledge and understanding *eg salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch*
– sensory *eg crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy*

RESOURCES

- range of fruit and vegetables (including some unusual fruit/vegetables)
- plates, dishes, bowls, peeler, grater, chopping board, plastic mixing bowls, vegetable knives, forks, spoons
- plastic table covers, antibacterial cleaner, access to hand-washing and washing-up facilities, aprons

EXPECTATIONS

at the end of this unit

most children will:

have gained an understanding of the properties, including taste, texture and appearance, of a range of fruit and vegetables and then prepared and combined ingredients into a specific product; have used basic tools safely; have recognised that it is important to eat more fruit and vegetables

some children will not have made so much progress and will:

with support, have gained some understanding in order to make a product; have described tastes and textures of some fruit and vegetables; have used some tools appropriately

some children will have progressed further and will:

have considered alternative appropriate ideas and justified their choices as they designed and made their product

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAs)

- that there is a wide variety of fruit and vegetables available which can be grouped and individually named
 - that fruit and vegetables may require treatment before being eaten and know what the treatment is eg *washing, peeling*
 - to develop a sensory vocabulary
 - that fruit and vegetables can be classified according to their sensory and other properties
- Provide opportunities for children to examine a range of fruit/vegetables. *Do you know what this is called? Where is it grown?*
 - Provide opportunities for children to handle and smell fruit/vegetables and to describe them through talking, drawing and labelling.
 - Choose two contrasting fruit/vegetables eg *apple and banana or carrot and tomato* and investigate the inside by cutting them in half. Explain terms eg *peel, skin, flesh*.
 - Evaluate existing products to determine what the children like best (preference tests) eg *fresh potato salad, canned potato salad, home-made potato salad*.
 - Create a picture and word database by drawing/photographing foods and scanning them into a computer.
 - Brainstorm all the different things that can be made with fruit and vegetables.

- recognise and name a number of different fruit and vegetables
- can say which may be peeled before being eaten
- use sensory vocabulary to describe texture, taste and appearance
- classify some fruit/vegetables according to colour, texture and taste, how and where they are grown, what they are used for, how they are eaten.

Links to this unit
Design and technology: Unit 3B 'Sandwich snacks'
Science: Units 1A 'Ourselves', 1B 'Growing plants', 2A 'Health and growth', 3B 'Helping plants grow well'
Information technology: Units 1B 'Using a word bank', 1E 'Representing information graphically: pictograms'
Mathematics: Number (to 20 at least, share, groups of, pattern, fraction), measurement (cost, coin, how much)
Literacy: Vocabulary extension is an integral part of this activity. Children should be taught to classify the words they collect eg *nouns, verbs* and distinguish between them. Results recorded in charts or tables should use examples from non-fiction texts as models.

FOCUSED PRACTICAL TASKS (FPTs)

- basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions
 - to use a variety of simple tools and equipment
 - that fruit and vegetables have nutritional value and are an important part of our diet
 - that food processing can affect appearance, texture, odour and taste
 - to record the results of their experiments
- Discuss basic food hygiene practices with the children.
 - Ask the children to practise using hand tools and simple food-processing skills eg *washing, grating, peeling, slicing, squeezing*. Discuss the different effects achieved by different processes.
 - Discuss healthy eating advice eg *eating more fruit and vegetables*. Survey the quantities of fruit/vegetables that are eaten in the class. Display as a pictogram.
 - Demonstrate how fruit and vegetables change when they are cooked eg *baked apple and a raw apple, boiled potato and a raw potato*.
 - Set up a salad bar and ask the children to select and combine their own mixtures.
 - Make a simple salad and ask the children to experiment with different dressings/liquids eg *lemon juice, water*. *What is the impact on the end product of each?*

- know and practise the hygiene rules for fruit and vegetable preparation
- name and demonstrate appropriate use of simple tools in preparing fruit and vegetables
- carry out simple tasting of fruit and vegetables eg *preference tests* and record results
- know that fruit and vegetables are an important part of a healthy diet

Content

- Fruit and vegetables are an important part of a healthy diet. The 'balanced plate' (HEA) model is currently widely adopted to teach healthy eating messages. 'The Balance of Good Health' is a tilted plate with a knife and fork. It is split into the following five segments to represent five food groups:

– bread, other cereals and potatoes	(33%)
– fruit and vegetables	(33%)
– milk and dairy foods	(15%)
– meat, fish and alternatives	(12%)
– foods containing fat	(8%)
– foods containing sugar	
- The key message of this model is the balance of foods which should be consumed to achieve a healthy diet. It is not necessary to achieve the balance shown at every meal, or even every day. The balance could be achieved perhaps over a week or two. A positive approach should be used.
- Encourage a wide variety of foods. No food is 'bad' unless it is contaminated. The fruit and vegetable message is EAT LOTS (fresh, frozen, canned, dried fruit and fruit juices) BUT try to avoid adding fat or rich sauces, sugar or syrupy dressings.
- Either fruit or vegetables will meet the requirements of the unit and will probably be determined by the season, price of foods and availability. The range can be quite small as long as it demonstrates different properties and colour eg *apples, bananas, oranges*. However, it is useful to introduce some new and unusual items.
- Another important message for children is that all fruit and vegetables should be washed if they are to be eaten raw.

DESIGN AND MAKE ASSIGNMENT (DMA)

Design and make a product for a particular occasion or group to encourage them to eat more fruit or vegetables

- to identify a target group for what they intend to design and make
 - to communicate what they intend to make
 - to develop their design ideas applying findings from their earlier research
 - to select and use appropriate fruit and vegetables, processes and tools
 - to evaluate their product by asking questions about what they have made and how they have gone about it
- ★ Discuss with children the possible products they might design and make eg *fruit salads, vegetable salads, fruit drinks*. *How can you make fruit and vegetables interesting to eat? What could you use? What will it look/taste like?*
 - ★ Allow the children to decide, in pairs or small groups, what type of product they want to make eg *juicy fruit salad, colourful vegetable salad* and why it is appropriate for their target group.
 - ★ Discuss how much of each fruit and vegetable might be needed.
 - ★ Discuss how to plan the work. *What will you need? Where will you work? Who will do what? How much time do you have? What will you need to do first?*
 - ★ Encourage the children to select appropriate fruit/vegetables and to prepare the foods appropriately.
 - ★ Encourage them to present their food attractively.
 - ★ Encourage them to record what they have done through drawing and writing and to comment on their finished product.

- apply what they have learnt through IDEAs/FPTs in their design and make assignment
- suggest appropriate fruit and vegetables for a product based on their tasting experiences
- select and use appropriate equipment and ingredients to achieve the shapes and sensory properties required for their product
- talk about their finished product, and record through pictures and words how it looks and tastes and how well it matches their original ideas and chosen target group

Class management
 Other related group activities could include:

- interpreting data collected about the class' fruit preferences and recording this in an appropriate way eg *charts, tables and graphs*
- writing instructions on how to use one of the tools eg *grater, peeler*
- writing about favourite fruit and vegetables
- writing up own plan for making
- drawing fruit and vegetables

Health and safety
 When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used. In addition, the following points should be noted:

- serrated knives with rounded ends are best. Foods for chopping/slicing eg *carrots* should be cut in half lengthways to provide a flat base and held still with a fork so that children can cut safely
- parental permission should be sought before tasting sessions in order to identify any dietary or cultural requirements for consideration eg *nut allergy*
- hygiene practices should be observed eg *surfaces cleaned down and wiped with antibacterial cleaner; a plastic table cover kept for food activities and used to cover wooden/old tables; aprons provided for food preparation; access to hand-washing and washing-up facilities and appropriate storage facilities for food*
- children should learn safe practices in relation to equipment eg *the oven, knives*

Out-of-school activities and homework
 There are opportunities to investigate and practise some of these activities at home. Encourage children to collect pictures or lists of different fruit and vegetables and find where they come from. Writing and reading about or drawing fruit and vegetables will extend children's knowledge and understanding, particularly their ability to describe the taste, texture and colour of fruit and vegetables. Visit a fruit or vegetable market.

- essential activities
- ★ assignment stages (all are essential)
- optional activities

