



# Lesson 2: Food Combinations

## SCARLET CAMPERS

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### Lesson Overview:

In this lesson, campers will learn about how different flavors and textures of food can be combined. First, students will learn about the definitions of flavor and texture. Next, each student will try several flavors (sweet, sour, salty, oily), with several textures (carrots, grapes, crackers). Finally, students will describe the food combinations in their own words, and verbalize their preferences.

### Behavior Change Objective:

As a result of this lesson, campers will grow more comfortable with trying new foods and will approach food with a sense of curiosity and exploration.

### Learning Objectives:

After participating in this lesson, campers will be able to:

- Identify different flavors and textures of food
- State at least one food preference
- Predict how flavors and textures might combine in recipes

### Key Words:

flavor, texture, taste, food combinations, exploring food, sweet, salty, sour, oily

### Before you Begin:

- Gather the supplies, listed below
- Place flavor dips in cups, ready to hand out to students
- Set out plates and napkins
- Set out texture foods so that students can serve themselves
- Set aside handouts for older students





# Lesson 2: Food Combinations (continued)

## Ingredients:

- 3 Textures (foods to dip)
  - baby carrots
  - grapes
  - crackers
- 4 Flavors
  - Sweet dip- honey
  - Sour dip- lemon juice
  - Salty dip- salt
  - Oily dip- olive oil

## Materials:

- Small souffle cups (paper preferred) for flavor dips
- 1 flavor dip pack per student - sweet/sour/salty/oily
- 1 texture plate per student group – allow for handful of baby carrots, grapes, crackers per student
- 1 Food Combination Chart & 1 list of descriptive words per student (5th and 6th grade only)
- Pens/pencils (5th and 6th grade only)
- 1 small plate per student
- Napkins

## Lesson Procedure and Script:

These are the talking points but make it your own! Most of all, have fun!

**Instructions/materials for the 5th and 6th graders are in purple.**

### **1. Introduce yourself and the lesson topic of food combinations:**

“Today we are going to explore our personal tastes by learning about and examining the flavors and textures of foods.”

### **2. Review class attention grabber:**

“Before we start, I know that some of your teachers clap like this when they need your attention”- Demonstrate 2 slow claps, then 3 fast claps “then you guys clap back the same way. So, from now on when we need to get your attention, we’ll clap like this”

*clap, clap, clapclapclap*

“then you go...”

*students clap, clap, clapclapclap*





# Lesson 2: Food Combinations (continued)

## Lesson Procedure and Script (continued):

### **3. Review last week's lesson – Plant a Seed:**

“Excellent! Before we start today’s lesson, I’m curious, has anyone’s seeds from last week sprouted yet?”

Where did you put your planters? Inside or outside?

Did anyone have a favorite melon that they tried?

Was it easy or hard to remember to water your plants every day?

What was your favorite part of the lesson- coloring the planters, planting the seeds, or eating the melon?

It takes a lot of work to grow food from seed, doesn’t it?”

### **4. Define Food Combinations:**

“Today we’re going to experiment with different food flavors and textures! First, we are going to ask you some questions to get you thinking about how we use our senses to evaluate different foods. Keep in mind, both flavor AND texture play a part in how a food or recipe tastes to us and how much we like it.”

## Food combinations - Q&A:

**Q: Can anybody tell me what the word flavor means?**

**A:** Flavor is the sum of all the different things that add up to how a food tastes. Your taste buds aren’t the only things that can detect flavor- things like how a food smells, its temperature, and its texture all add to how we experience flavor.





# Lesson 2: Food Combinations (continued)

## Food combinations - Q&A (continued):

**Q: *What are some of your favorite flavors? What foods have you had with these flavors?*** For example, I really love Spicy flavors so when I go out to eat, I often choose to get spicy buffalo wings or ask for a side of hot sauce with my meal. I also like to buy spicy salsas to have at home when I make tacos or have salsa with chips.

**A:** Bitter, cheesy, creamy, hot, milky, rich, salty, smoky, spicy, sweet, tangy, tart, sour

*Note: If students give answers that are too specific, like "strawberry" or "chocolate," you can respond with "Those foods are both on Team Sweet, what are some other foods on Team Sweet? What are some other flavors?"*

**Q: *What is a texture of a food?***

**A:** Texture is how something feels when it is touched or how it feels in our mouth. Texture has a huge impact on how we experience flavors. Most people don't like mushy bananas or flat soda- even though the flavor is the same since there is something different about the texture. One of my favorite textures is the gooey, chewy texture of melted cheese. I like it on a pizza or a grilled cheese sandwich or melted over broccoli and cauliflower.

**Q: *What are some textures you can think of?***

**A:** Bubbly, crackly, crispy, crunchy, chewy, soft, effervescent, fizzy, gummy, light, dense, silky, smooth, sticky, thick, velvety, oily

**Q: *What are some of your favorite textures of foods?***

**A:** Answers will vary





# Lesson 2: Food Combinations (continued)

## Lesson Procedure and Script (continued):

### **5. Begin Food Combination Experiment:**

*Note: 1st & 2nd graders will do the experiment, but not fill out the chart. 5th and 6th graders will fill out the chart. Instructions for the 5th and 6th graders are in purple.*

“For our experiment, we are going to be scientists, recording data to see what flavor/texture profiles we like best. We are going to dip different textured foods (baby carrots, grapes, and crackers) into different flavors-like sweet, salty, oily, and sour. Then will examine how much we liked each flavor and texture combination. Then we will use some of the descriptive words we talked about to describe the flavor and texture.”

**Pass out Food Combination Charts, pens/pencils (5th and 6th graders only).**

“**Everyone put your name at the top of your chart**, and I’ll explain our experiment. Everybody is going to get dipping cups, each with a different flavor- honey will be our sweet, lemon juice will be sour, salt will be salty, and olive oil will be oily.

Next, we will choose some foods to dip with different textures- we have carrots, grapes, and crackers. Once we have our materials, we’ll start to experiment with different flavor and texture combinations! Make sure to pay attention to your favorite combinations, because at the end of the lesson we're going to come up with team names based on our favorite combinations!”

### **6. Hand out supplies to students and wash hands:**

*One adult will get trays of dipping foods from the fridge (textures – baby carrots, grapes, crackers), and place one on each of the four tables along with ~5 paper plates. The second adult will pass out the dipping cups, one of each flavor for each student. While this is happening, camp counselors can help students wash their hands. Students can choose their own foods to dip from the tray on their own and place them on their plates.*





# Lesson 2: Food Combinations (continued)

## Lesson Procedure and Script (continued):

### **7. Instruct students to explore a combination of one texture with each flavor:**

“For the first round, I would like you to only dip your food into one flavor. Dip whatever food you want, but at first just dip in the honey, lemon juice, salt, or oil. Salt might not stick to your crackers, so if you choose that combo you might have to sprinkle it on. You will only need a small amount of the dip to change the flavor. After you dip the food, give it a taste! Think about what words would best describe the flavor and texture and record them on your chart (attached). The flavors have been filled in for you. But you need to write in your texture foods. Then you can use the descriptive food words chart to help you. (attached). After you have written your descriptive words for how the flavors/texture taste to you, note whether you liked it or not.”

*(Note: for younger students have them share how they felt about some of the texture/flavor combinations they tried. Read off descriptive words (attached) to help them describe their experience.)*

### **8. Instruct students to explore their own flavor & texture combinations:**

“After you’ve tried all three flavor/texture profiles by themselves, get creative and try making your own combinations of multiple flavors and textures! Maybe you’ll really like salty and sweet, or sour and oily. Record what your multiple combinations are on your chart, remember to use descriptive words and note whether you liked them or not. I can’t wait to see what interesting combinations you discover! We’re going to pass out our experimental foods and dips while you wash your hands—then you can go ahead and get started.”

*(Note: Have younger students share their multiple combinations out loud and help them with descriptive words.)*

*Answer any questions, check progress, and have fun!*





# Lesson 2: Food Combinations (continued)

## Lesson Procedure and Script (continued):

### **9. Prepare for the lesson transition to the discussion:**

*12 minutes before the end of the lesson give students a 2-minute warning-*

"We have two more minutes to experiment, then it will be time to clean up and talk about our findings."

*10 minutes before the end of the lesson*

"Great, I hope everyone had a good time experimenting with flavor combinations! You can toss your paper plate and bring your bowls to the front of the room."

*Students may wish to wash their hands while talking about the experiment.*

### **10. Discuss student findings:**

"What was everybody's team name? Did anyone find a good flavor combo? How about a surprising one? Was there something that you thought you would like but didn't? How about something you thought you wouldn't like but it was pretty good? Can you think of any recipes that might use the flavor combinations you discovered?"

"Thank you for coming and for experimenting with flavor and texture today. Good job!"





# Lesson 2: Food Combinations (continued)

## Food Combinations: Hands-On Activity

1. **Kids:** Print name on Food Combination Chart.
2. **Adult:** Pass out 1 tray of dipping foods per table, 1 of each flavor dip per student.
3. **Kids:** Choose a couple of different dipping foods (different textures)- about 4-8 pieces per student.
4. **Kids:** Choose food to dip, record it under “Dipping Food” on the chart.
5. **Kids:** Choose a flavor to dip in, record under “Flavor” on the chart.
6. **Kids:** Record if you liked it under “Like it?” on the chart.
7. **Kids:** Describe flavor under “Flavor” on the chart.
8. **Kids:** Describe texture under “Texture” on the chart.
9. **Kids:** After trying all 4 flavors by themselves, feel free to combine multiple flavors and textures! Record combinations under “Flavor” on the chart.
10. **Kids:** On the bottom of the chart write your favorite flavor & texture combo.
11. **Kids:** After the experiment, share favorites.
12. **Adult:** Ask how you might put favorite combos into recipes.







Name: \_\_\_\_\_

# Flavor/Texture Combination

Flavors	Texture 1	Texture 2	Texture 3	Texture 4	Mulple Combo 1	Mulple Combo 2	Mulple Combo 3
Salt							
Honey							
Lemon Juice							
Oil							





# Lesson 2: Food Combinations (Handouts)

## Descriptive Food Words

FLAVOR	TEXTURE
Bitter	Bubbly
Cheesy	Crackly
Creamy	Crispy > Crunchy > Chewy > Soft
Hot	Effervescent
Milky	Fizzy
Rich	Gummy
Salty	Light → Dense
Smoky	Silky
Sour	Smooth
Sweet	Soft
Spicy	Sticky
Tangy	Thick
Tart	Velvety
Other? _____	Other? _____



Name: \_\_\_\_\_

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