

## FOODS AND NUTRITION II – SOUPS, SALADS, CASSEROLES AND MEATS

### LECTURE

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| <p><b>OBJECTIVES:</b></p> <p><u>Standard 2; Objectives 1,2,4,5:</u> Identify and perform salad preparation skills. Identify structure and arrangement and service of salad. Identify the nutrients found in salads and incorporate guidelines from MyPlate. Identify classification of salads.</p> <p><u>Standard 3; Objectives 1, 4-7:</u> Identify and prepare the two basic types of soup. Identify how soups may be served as different parts of a meal incorporating guidelines from MyPlate. Identify and apply proper storage of soups. Demonstrate knife skills and cutting techniques in soup making techniques. Identify the five Mother sauces used in standard home and restaurant cooking.</p> <p><u>Standard 4; Objectives 2-7:</u> Define casseroles and the qualities/nutrients of casseroles. Identify protein and its function. Identify carbohydrate/starch and its function. Identify vegetables and their functions. Identify the binder and its function. Identify casserole toppings and their functions.</p> <p><u>Standard 8; Objectives 2-7:</u> Identify lean vs. fatty cuts of meats and poultry. Discuss inspection and grading of meat and poultry. Discuss how bone affects serving size. Identify and apply proper cooking temperatures to meats. Match appropriate cooking methods dry vs. moist. Review the nutrients found in meats and incorporate guidelines from MyPlate.</p> | <p><b>STANDARDS:</b></p> <p><u>Standard 2:</u> Students will demonstrate food preparation techniques and nutrition of salads.</p> <p><u>Standard 3:</u> Students will demonstrate food preparation and nutrition of soups and sauces.</p> <p><u>Standard 4:</u> Students will demonstrate food preparation and nutrition of casseroles.</p> <p><u>Standard 8:</u> Demonstrate food preparation techniques and nutrition of meats and poultry.</p> |
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| <b>MOTIVATOR</b>  | <b>DESCRIPTION:</b><br>Bell Ringer Question | <b>MATERIALS:</b><br>Bell Ringer Cards |
| <b>TIME: 5 min.</b>   |   |  |
| <b>CONTENT:</b>   |   |  |
| <ol style="list-style-type: none"> <li>1. Have the students answer the following question on their bell ringer cards, “Name one advantage to making a casserole.”</li> <li>2. When done, have the students return their cards to the class basket.</li> </ol> |   |  |

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| <b>ACTIVITY 1<br/>(Individualistic)</b>  | <b>DESCRIPTION:</b><br>Discussion about | <b>MATERIALS:</b><br><i>SOUPS, SALADS, CASSEROLES AND MEAT STUDY GUIDE</i> |
| <b>TIME: 10 min.</b>   | Soups                                   | Soups, Salads, Casseroles and Meats PowerPoint Presentation (slides 2-8)   |
| <b>CONTENT:</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Hand out to each student the “Soups, Salads, Casseroles and Meats” study guide. Instruct the students that we will be discussing various concepts today, and then will be incorporating what has been learn in the kitchen with various recipes.</li> <li>2. Describe to the students the two different types of soups.</li> <li>3. Discuss the base for a stock soup and cream soup.</li> <li>4. Introduce the five mother sauces and what they look like.</li> <li>5. Discuss the different parts of a meal that soup can be used.</li> <li>6. Discuss the guidelines for serving soups.</li> <li>7. Instruct the students that they will be making both a stock based soup (Chicken Noodle Soup) and a cream based soup (Ham and Potato Soup).</li> </ol> |   |  |
| <b>PROCESS QUESTIONS:</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Name the two different types of stock soups and cream soups.</li> <li>2. What is the base used in a stock soup? What ingredients does it contain?</li> <li>3. What is the base used in a cream soup? What ingredients does it contain?</li> <li>4. Name the five mother sauces. Describe characteristics of each sauce.</li> <li>5. What different parts of a meal can soup be served? Give examples of each.</li> <li>6. Name some guidelines to serving soups.</li> </ol>  |   |  |
| <b>REFERENCES:</b>   |   |  |
| Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education  |   |  |

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| <b>ACTIVITY 2<br/>(Individualistic)</b>  | <b>DESCRIPTION:</b><br>Discussion about | <b>MATERIALS:</b><br><i>SOUPS, SALADS, CASSEROLES AND MEAT STUDY GUIDE</i> |
| <b>TIME: 10 min.</b>   | Salads                                  | Soups, Salads, Casseroles and Meats PowerPoint Presentation (slides 9-16)  |
| <b>CONTENT:</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Discuss the types of salads.</li> <li>2. Discuss where various types of salads would be used in a meal.</li> <li>3. Discuss the nutrients found in salads.</li> <li>4. Discuss various principles in salad making.</li> <li>5. Discuss salad dressings, both mayonnaise-based and vinaigrette.</li> <li>6. Instruct the students that they will be making a mayonnaise-based salad (Sarah’s Salad) and a vinaigrette-based salad (Spinach Salad).</li> </ol> |   |  |
| <b>PROCESS QUESTIONS:</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Name the different types of salads that can be served and an example of each.</li> <li>2. Where would you use the following salads in a meal: pasta, gelatin, protein, vegetable, and fruit?</li> </ol>  |   |  |

3. Name the different nutrients in a salad and in what ingredients those are found.
4. Name some of the principles of salad making.
5. Name the two types of salad dressings.
6. What is the ratio used of oils to vinegar in a vinaigrette salad dressing?

**REFERENCES:**

Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education

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| <b>ACTIVITY 3</b><br><b>(Individualistic)</b> | <b>DESCRIPTION:</b><br>Discussion about Casseroles | <b>MATERIALS:</b><br><i>SOUPS, SALADS, CASSEROLES AND MEAT STUDY GUIDE</i><br>Soups, Salads, Casseroles and Meats PowerPoint Presentation (slides 17-26) |
| <b>TIME: 15 min.</b>                          |  |  |

**CONTENT:**

1. Define what a casserole is.
2. Define the parts of a casserole, their functions and examples of each.
3. Discuss the advantages of making casseroles.
4. Discuss the various foods and functions found in casseroles.
5. Discuss the toppings that can be used when making casseroles.
6. Instruct the students that they will be making a casserole (Hamburger-Corn Casserole).

**PROCESS QUESTIONS:**

1. What is a casserole?
2. What is the function of the base in a casserole? Name an example of a base that could be used in a casserole.
3. What is the function of the extender in a casserole? Name an example of an extender that could be used in a casserole.
4. What is the function of the binder in a casserole? Name an example of a binder that could be used in a casserole.
5. What are some advantages to making casseroles?
6. Name the function and an example of protein used in a casserole.
7. Name the function and an example of carbohydrates/starch used in a casserole.
8. Name the function and an example of vegetables used in a casserole.
9. Name the function and some examples of toppings used in a casserole.

**REFERENCES:**

Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education

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| <b>ACTIVITY 4</b><br><b>(Individualistic)</b> | <b>DESCRIPTION:</b><br>Discussion about Meats | <b>MATERIALS:</b><br><i>SOUPS, SALADS, CASSEROLES AND MEAT STUDY GUIDE</i><br>Soups, Salads, Casseroles and Meats PowerPoint Presentation (slides 27-39) |
| <b>TIME: 25 min.</b>                          |   |  |

**CONTENT:**

1. Discuss the nutrients found in meats.
2. Discuss lean vs. fatty cuts of meat.

3. Discuss the inspection and grading of meats.
4. Explain how the bone found in meats affects the serving size.
5. Discuss the cooking temperatures needed for meats.
6. Discuss the various cooking methods that can be used when preparing meats.
7. Instruct the students that they will be making poultry recipes (Chicken Crescent Rolls and Skillet Chicken Parmesan) and beef recipes (Cheesy Meatball and Salisbury Steak).

**PROCESS QUESTIONS:**

1. What is the main nutrient found in meats? Name seven other nutrients that are found in meats.
2. How can you reduce the amount of fat when eating meats?
3. Which is meat is leaner – white or dark meat?
4. Name three lean cooking methods for meats.
5. Grading is done according to what characteristics of the meat?
6. What are the three grades of beef? Which is the highest grade, middle grade and lowest grade?
7. How many pounds of boneless meat do you need for one serving size?
8. How many pounds of moderate bone meat do you need for one serving size?
9. How many pounds of large bone meat do you need for one serving size?
10. What is the cooking temperature for ground meats? For seafood? For all poultry?
11. What is braising? Is it a moist or dry heat method for cooking meats?
12. What is slow cooking? Is it a moist or dry heat method for cooking meats?
13. What is broiling? Is it a moist or dry heat method for cooking meats?
14. What is grilling? Is it a moist or dry heat method for cooking meats?
15. What is roasting? Is it a moist or dry heat method for cooking meats?
16. What is sautéing? Is it a moist or dry heat method for cooking meats?

**REFERENCES:**

Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education

**SUMMARY:**

There is much to know about soups, salads, casseroles and meats. By applying the principles taught today, you can have a better cooking experience as you begin to make these various foods for your family and friends.

**STUDENT EVALUATION:**

Have the students actively take notes on their study guides throughout the lecture. The students will keep their completed study guides to review and prepare for the unit test. Answer any questions they may have to help them better understand the information presented. There will be no homework for this lesson.

**TEACHER EVALUATION:****OPTIONAL ACTIVITY:**

To review the information discussed today, have the students participate in a Mother Goose Activity. Follow the instructions below:

1. Review with the students some lyrics of common Mother Goose rhymes, i.e. Hickory Dickory Dock, Mary Had a Little Lamb, Little Jack Corner, London Bridges Fall Down, etc.
2. Split the class into their kitchen units and have them choose one rhyme they would like to use.
3. Allow the students 5-10 minutes to now create a Mother Goose rhyme using their own words. Insert vocabulary words, concepts, anything learned from the lecture today.
4. Invite all the groups to present their new rhymes to the class.

This activity originated from "Strategies for Great Teaching" by Mark Reardon and Seth Derner.