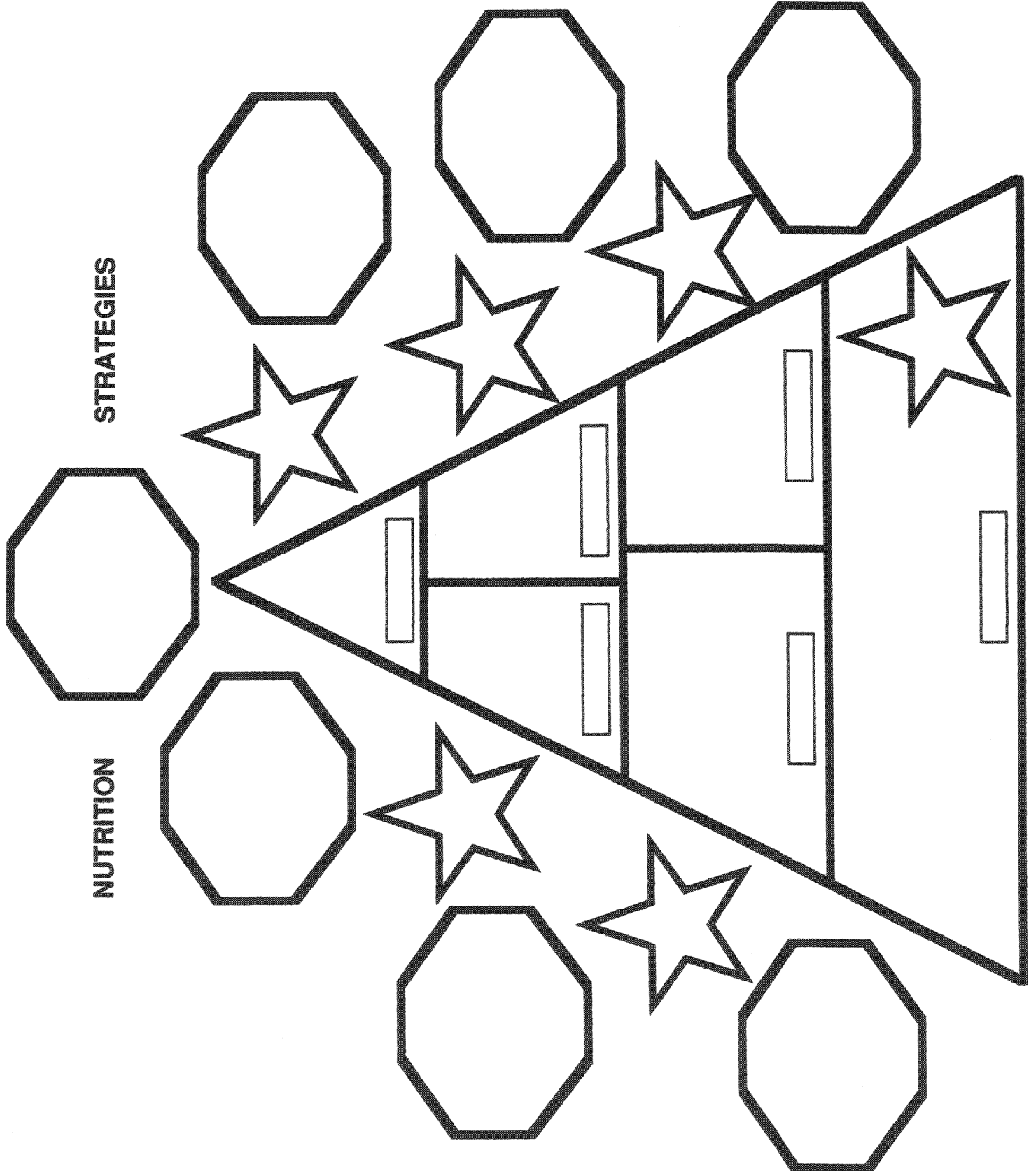


TOPIC #17: Nutrition Strategies

Student Activity Guide



Name _____ Date _____ Period _____ Score _____





NAMES: _____

**NUTRITIOUS MEAL LAB EXPERIENCE
 RAMEN NOODLE STIR FRY**

- INGREDIENTS:**
- 1 C. Chopped broccoli
 - 1 C. Chopped cauliflower
 - 1 Carrot sliced thin
 - 2 Pkg. Chicken flavored ramen noodles (with seasoning packets)
 - Nonstick vegetable spray
 - 2-3 T. Soy sauce (optional)
 - 1 2/3 C. Water

DIRECTIONS:

1. Wash broccoli and cauliflower. Cut into small bite-size pieces.
2. Peel and slice carrot real thin.
3. Before opening the ramen packets, crush packet and break up the noodles. Pour noodles into a bowl and set aside.
4. Spray frying pan with nonstick vegetable spray.
5. Place frying pan on burner with medium heat for 30 seconds. Add vegetables to pan.
6. Stir fry the vegetables (with a wooden spoon) for about one (1) minute.
7. Stir in the broken noodles, contents of the seasoning packets, and the water.
8. Bring mixture to a boil. Lower heat to medium low and simmer with the lid on for 3-5 minutes or until most of the liquid has been absorbed. Stir twice during cooking.
9. Serve. Add soy sauce if desired. Makes 4-6 servings

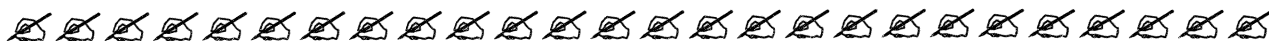
Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

| GRADING: (10=Excellent, 1=Needs Improvement) | Student Rating | Teacher Rating |
|--|----------------|----------------|
| Lab area is clean | _____ | _____ |
| Directions were followed | _____ | _____ |
| Lab was completed on time | _____ | _____ |
| Overall rating of product | _____ | _____ |
| Group members worked well together | _____ | _____ |
| TOTAL | _____ | _____ |


LAB PLANNING SHEET: "RAMEN NOODLE STIR FRY" - PAGE 2

- | | | |
|------------|-----|--|
| _____ | 1. | Get the supplies from the supply table. |
| _____ | 2. | Wash broccoli and cauliflower. Cut into small bite-size pieces. Measure 1 cup of broccoli and 1 cup of cauliflower. |
| _____ | 3. | Peel carrot and slice real thin. |
| _____ | 4. | Before opening the ramen packet, crush packet and break up the noodles. Pour noodles into a bowl and set aside. |
| _____ | 5. | Spray frying pan with nonstick vegetable spray. |
| _____ | 6. | Place frying pan on burner with medium heat for 30 seconds. Pour vegetables into frying pan. |
| _____ | 7. | Stir fry the vegetables (with wooden spoon) for about one (1) minute. |
| _____ | 8. | Add the broken noodles, contents of the seasoning packet, and water. Stir until mixed. |
| _____ | 9. | Bring mixture to a boil. Lower heat to medium-low; simmer with the lid on for 3-5 minutes or until noodles are soft and most of the liquid has been absorbed. Stir twice during cooking. |
| _____ | 10. | Fill one sink with hot, soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink. |
| EVERYBODY! | 11. | Serve your stir fry to everyone in your unit. Sit together at your table and enjoy the food! Let the teacher see your finished food product. |
| _____ | 12. | Wash the dishes in hot, soapy water. Rinse them in the hot water and place in the dish drainer. |
| _____ | 13. | Dry the dishes and put away in their correct places. |
| _____ | 14. | Wash and dry the frying pan. Dry dish drainer and put away. |
| _____ | 15. | Empty your dishwater and rinsewater. |
| _____ | 16. | Wipe the range, table, and counter tops. Dry the sinks and polish the faucets with the dish towel. |
| _____ | 17. | Put the dirty linens in the laundry area. |
| _____ | 18. | Sweep the floor or vacuum the carpet. |
| EVERYBODY! | 19. | Put your aprons away! |



Name _____ Date _____ Period _____ Score _____

NUTRITIVE EVALUATION OF STIR FRY

1. Which food groups on the pyramid are included in this recipe?
 1. Fats, oils, sweets
 2. Dairy products
 3. Meat
 4. Green and leafy vegetables
 5. Fruit
 6. Bread, pasta, and cereal

2. Which dietary guidelines are followed in this recipe?
 1. Eat a variety of foods.
 2. Maintain a healthy weight.
 3. Choose a diet low in fat, saturated fat, and cholesterol.
 4. Choose a diet with plenty of vegetables, fruits, and grain products.
 5. Use sugars only in moderation.
 6. Use salt and sodium only in moderation.
 7. Teenagers should avoid using alcoholic beverages.

3. Which of the six basic nutrients can be found in this recipe?
 1. Fats
 2. Proteins
 3. Minerals
 4. Vitamins
 5. Carbohydrates
 6. Water

4. On a scale of 1 to 10 (ten being the healthiest), how healthy would you rate this meal to be? _____

A QUICK PLAN FOR EVALUATING YOUR DIET

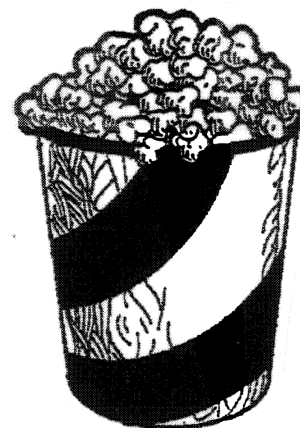
1. Write down everything you eat.
2. Determine the fat grams in the foods you are eating and compare the number with what you need.
3. Determine how many servings from each of the food groups you ate.
4. Decide what changes can be made to improve your diet.



RECIPE #1: BUTTERED-SALTED POPCORN

EQUIPMENT NEEDED: Large mixing bowl
 Small pan for melting margarine
 Large spoon
 Measuring cup

SUPPLIES NEEDED: 5-6 cups popped popcorn (36 grams)
 1/4 cup margarine (56 grams)
 1/2 to 1 tsp. salt (1 gram)
 (according to taste)



INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Melt 1/4 cup margarine.
3. Pour melted margarine over popcorn.
4. Toss to coat.
5. Sprinkle with 1/2 to 1 tsp. salt, according to taste.

| NUTRITIONAL INFORMATION: | PLAIN POPCORN | THIS RECIPE |
|--------------------------|---------------|-------------|
| Amount | 1 cup | 1 cup |
| Calories | 25 | 95 |
| Protein | 1 gram | 1 gram |
| Fats | Trace | 8 grams |
| Carbohydrates | 5 grams | 5 grams |
| Sodium | Trace | 153 mg |

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

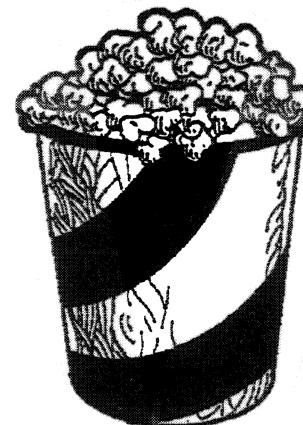
| GRADING: (10=Excellent, 1=Needs Improvement) | Student Rating | Teacher Rating |
|--|----------------|----------------|
| Lab area is clean | _____ | _____ |
| Directions were followed | _____ | _____ |
| Lab was completed on time | _____ | _____ |
| Overall rating of product | _____ | _____ |
| Group members worked well together | _____ | _____ |
| TOTAL | _____ | _____ |



RECIPE #2: SALT-FREE BUTTERED POPCORN

EQUIPMENT NEEDED: Large mixing bowl
 Small pan for melting margarine
 Large spoon
 Measuring cup

SUPPLIES NEEDED: 5-6 cups popped popcorn (36 grams)
 3 Tbsp. margarine (42 grams)
 1/2-1 tsp. salt substitute (1 gram)
 (according to your taste)



INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Melt 3 Tbsp. margarine.
3. Pour the melted margarine over the popcorn.
4. Toss to coat.
5. Sprinkle with 1/2-1 tsp. salt substitute.

| NUTRITIONAL INFORMATION: | PLAIN POPCORN | THIS RECIPE |
|--------------------------|---------------|-------------|
| Amount | 1 cup | 1 cup |
| Calories | 25 | 75 |
| Protein | 1 gram | 1 gram |
| Fats | Trace | 6 grams |
| Carbohydrates | 5 grams | 5 grams |
| Sodium | Trace | 68 mg |

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)

- Lab area is clean
- Directions were followed
- Lab was completed on time
- Overall rating of product
- Group members worked well together

| Student Rating | Teacher Rating |
|-------------------|-------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

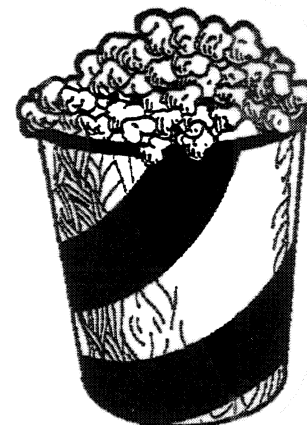
TOTAL



RECIPE #3: CARAMEL CORN

EQUIPMENT NEEDED: Large mixing bowl Wooden spoon
 Heavy saucepan Measuring cups
 Rubber spatula Cookie sheet

SUPPLIES NEEDED: 5-6 cups popped popcorn (36 grams)
 1/4 cup margarine (56 grams)
 1 cup brown sugar (220 grams)
 1/4 cup dark corn syrup (84 grams)
 1/2 t. baking soda



INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. In a large heavy saucepan combine brown sugar, dark corn syrup, and margarine.
3. Cook until margarine is melted and mixture is boiling.
4. Boil for one minute.
5. Add soda and stir quickly.
6. Pour the hot syrup over the popped corn.
7. Toss lightly to cover the popcorn with the syrup.
8. Pour the caramel popcorn onto a greased cookie sheet.
9. When cool, separate into chunks.

| NUTRITIONAL INFORMATION: | PLAIN POPCORN | THIS RECIPE |
|--------------------------|---------------|-------------|
| Amount | 1 cup | 1 cup |
| Calories | 25 | 270 |
| Protein | 1 gram | 1 gram |
| Fats | Trace | 8 grams |
| Carbohydrates | 5 grams | 51 grams |
| Sodium | Trace | 112 mg |

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)

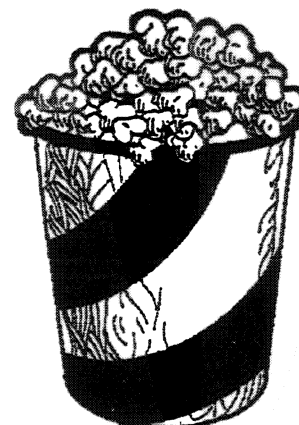
| | Student Rating | Teacher Rating |
|------------------------------------|----------------|----------------|
| Lab area is clean | _____ | _____ |
| Directions were followed | _____ | _____ |
| Lab was completed on time | _____ | _____ |
| Overall rating of product | _____ | _____ |
| Group members worked well together | _____ | _____ |
| TOTAL | _____ | _____ |



RECIPE #4: CHEDDAR CHEESE POPCORN

EQUIPMENT NEEDED: Large mixing bowl Measuring spoons
 Wooden spoon Cheese grater
 Measuring cups 9" x 13" cake pan

SUPPLIES NEEDED: 5-6 cups popped popcorn (36 grams)
 2 Tbsp. margarine (28 grams)
 2/3 cup cheddar cheese (84 grams)
 1/4 tsp. salt (.5 gram)



INSTRUCTIONS:

1. Take the large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Preheat oven to 425 degrees F.
3. Lightly grease a 9" x 13" pan.
4. Shred cheese to make 2/3 cup of finely shredded cheese.
5. Melt 2 Tbsp. margarine.
6. Place popped corn in greased pan.
7. Pour melted margarine over popcorn and toss to coat evenly.
8. Sprinkle 1/4 tsp. salt and 2/3 cup shredded cheese over popcorn.
9. Bake 3-5 minutes, stirring twice, to melt cheese.
10. Remove from oven and stir to break apart.

| NUTRITIONAL INFORMATION: | PLAIN POPCORN | THIS RECIPE |
|--------------------------|---------------|-------------|
| Amount | 1 cup | 1 cup |
| Calories | 25 | 115 |
| Protein | 1 gram | 4 grams |
| Fats | Trace | 8.5 grams |
| Carbohydrates | 5 grams | 5.5 grams |
| Sodium | Trace | 180 mg |

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)

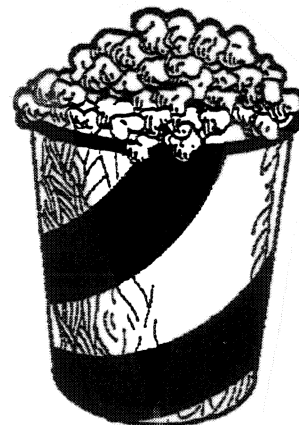
| | Student Rating | Teacher Rating |
|------------------------------------|-------------------|-------------------|
| Lab area is clean | _____ | _____ |
| Directions were followed | _____ | _____ |
| Lab was completed on time | _____ | _____ |
| Overall rating of product | _____ | _____ |
| Group members worked well together | _____ | _____ |
| TOTAL | _____ | _____ |



RECIPE #6: YUMMY POPCORN

EQUIPMENT NEEDED: Large mixing bowl Measuring cup
 Small mixing bowl Measuring spoons
 Rubber spatula Large cookie sheet

SUPPLIES NEEDED: 5-6 cups popped popcorn (36 grams)
 1 cup butterscotch bits (148 grams)
 3 Tbsp. peanut butter (48 grams)
 1/2 cup white corn syrup (268 grams)



INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Spray a large cookie sheet with nonstick vegetable spray.
3. Place the following ingredients in a glass mixing bowl:
 1 cup butterscotch bits
 1/2 cup white corn syrup
 3 Tbsp. peanut butter
4. Microwave for 3 minutes on full power.
5. Pour the mixture over 5-6 cups popped corn.
6. Mix until well covered.
7. Spread onto a greased cookie sheet.

| NUTRITIONAL INFORMATION: | PLAIN POPCORN | THIS RECIPE |
|--------------------------|---------------|-------------|
| Amount | 1 cup | 1 cup |
| Calories | 25 | 324 |
| Protein | 1 gram | 4 grams |
| Fats | Trace | 9.5 grams |
| Carbohydrates | 5 grams | 58 grams |
| Sodium | Trace | 73 mg |

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)

| | Student Rating | Teacher Rating |
|------------------------------------|----------------|----------------|
| Lab area is clean | _____ | _____ |
| Directions were followed | _____ | _____ |
| Lab was completed on time | _____ | _____ |
| Overall rating of product | _____ | _____ |
| Group members worked well together | _____ | _____ |
| TOTAL | _____ | _____ |

TOPIC #17: Nutrition Strategies

Student Activity Guide



NAMES: _____

1. Get the supplies from the supply table.
2. Do step #2 of your recipe instructions.
3. Do step #3 of your recipe instructions.
4. Do step #4 of your recipe instructions.
5. Do step #5 of your recipe instructions.
6. Do step #6 of your recipe instructions, if applicable.
7. Do step #7 of your recipe instructions, if applicable.
8. Do step #8 of your recipe instructions, if applicable.
9. Do step #9 of your recipe instructions, if applicable.
10. Do step #10 of your recipe instructions, if applicable.
11. Fill one sink with hot, soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink.



EVERYBODY!

12. Serve your popcorn to everyone in your unit. Sit together at your table and enjoy the food! Let the teacher see your finished food product.
13. Wash the dishes in hot, soapy water. Rinse them in the hot water and place in the dish drainer.
14. Dry the dishes and put away in their correct places.
15. Dry dish drainer and put away.
16. Empty your dishwater and rinsewater.
17. Wipe the range, table, and counter tops. Dry the sinks and polish the faucets with the dish towel.
18. Put the dirty linens in the laundry area.
19. Sweep the floor or vacuum the carpet.

EVERYBODY!

20. Put your aprons away!



Name _____ Period _____ Date _____

HAVE IT YOUR WAY

Directions: Decide whether the methods of preparing popcorn are helpful (+) or not so helpful (-) in meeting the dietary guidelines we have studied. Place a plus or minus in each of the boxes below.

| VARIETY | MAINTAIN HEALTHY WEIGHT | AVOID FATS | STARCH AND FIBER | AVOID SUGAR | AVOID SALT |
|--------------------------|----------------------------|---------------|---------------------|----------------|---------------|
| PLAIN | | | | | |
| SALTED AND BUTTERED | | | | | |
| UNSALTED AND BUTTERED | | | | | |
| CARAMEL | | | | | |
| CHEESY | | | | | |
| BARBECUE | | | | | |
| YUMMY | | | | | |

1. How would you fix popcorn if you were concerned about your weight?

2. If someone in your family needs to eat less sugar, how might they like a popcorn snack prepared?

3. What does popcorn add to the diet? _____



CAREER INFORMATION

FAMILY AND CONSUMER SCIENCES PROFESSIONAL:

A family and consumer sciences professional is a person who applies economic principles to the home and the family. The purpose of their work is to improve the quality of life for individuals and families. They focus on good consumer practices and often teach others how to gain consumer skills. Family and consumer sciences professionals work in businesses to aid and assist consumers, work in extension offices to assist the general public, and/or work as teachers. Many different types of family and consumer science professionals serve as nutritional consultants for various types of consumers since a large part of the work they do is public education and assistance.

To be a family and consumer sciences professional, a person must have a bachelor's degree in the family and consumer sciences. Many different types of jobs are available to family and consumer sciences professionals.

DIET COUNSELOR:

A diet counselor is a person who counsels people who are on some type of weight-loss program. They give advice, plan foods to be included in the diet, provide direction for weight loss, and identify eating patterns and/or other causes for concern. They are trained to identify natural body reactions to various circumstances in life and how these circumstances affect what is happening in the body.

There are two basic types of diet counselors. The first one is a person who is employed by a particular diet center or program and who works with the clients who are on their weight-loss program. They do not need to have a college degree but do need to have had some nutrition training, and they are often provided on-the-job training on a regular basis. Both full- and/or part-time jobs are regularly available in this industry.

The second type of diet counselor is a person who has a nutrition degree and works for a hospital or other health care agency. They do similar kinds of work but on a more in-depth nature. Their salary ranges are significantly higher than for the diet counselors who may not have a degree. Also, they usually have benefits in addition to the salary.



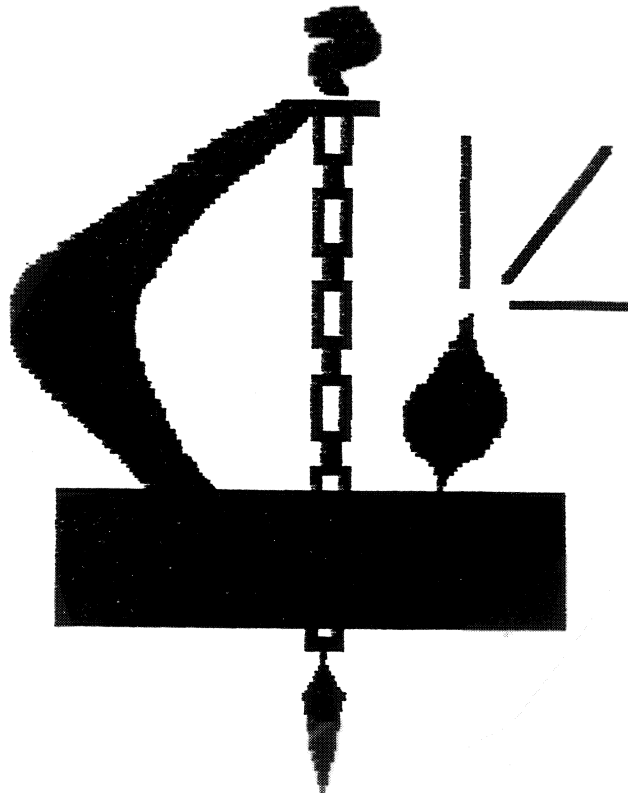
CAREER INFORMATION

EXTENSION AGENT:

Extension agents work for the U. S. Department of Agriculture and are generally assigned to work in a specific county in a state. They work with the public, teaching and advising on agricultural and/or family and consumer sciences matters. They also focus on good consumer practices and spend a great deal of time teaching others how to gain those skills. They work in many types of programs within the community, including schools, adult education, county fairs, etc. They give lots of presentations of many different topics.

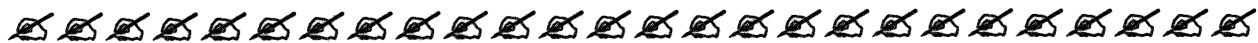
Extension agents must be good presenters and willing to learn new techniques constantly. They must be up to date and accurate in the information they dispense. Their offices are usually provided by the county government in which they work. Their work is diverse and therefore seldom boring.

Extension agents must have a bachelor's degree in either family and consumer sciences or agricultural sciences. Many positions require a master's degree in a related field.



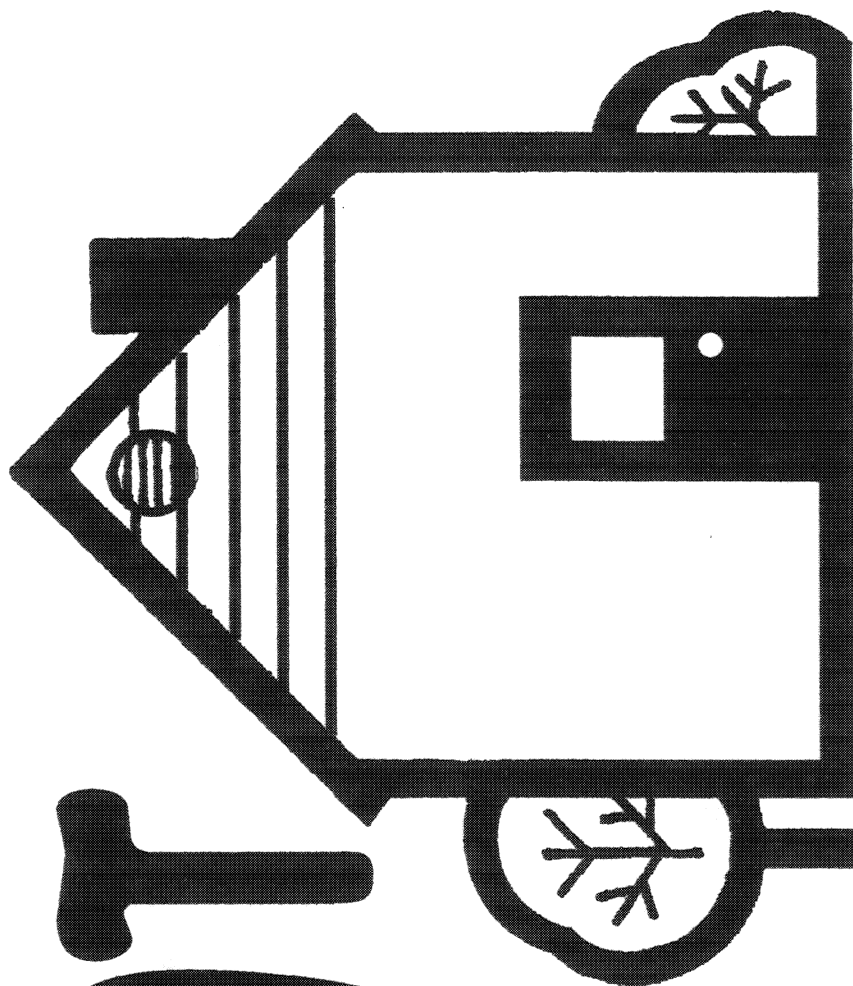


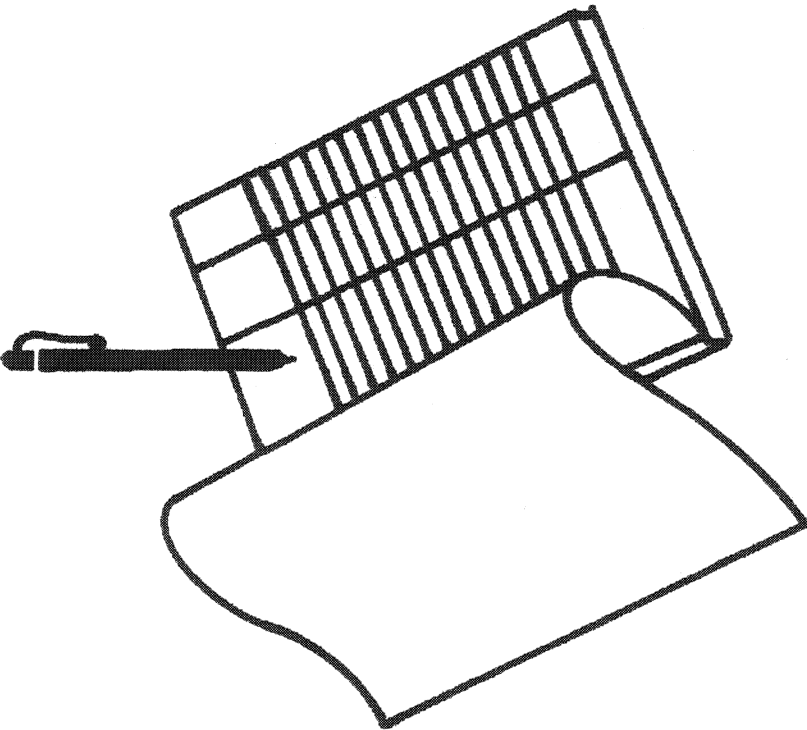
FAMILY AND CONSUMER SCIENCES PROFESSIONAL



EXTENSION

AGENT





DIET COUNSELOR NOTES