

Grains, Fats, and Sugars in Healthy Proportions - Skills Supplement

Summary

Food preparation practices that support the concept of judicious consumption of the energy nutrients.

Main Core Tie

Food And Nutrition

Strand 6

Background for Teachers

A healthy mind and body require food that has been well prepared. Proper food preparation skills need to be learned.

This supplement is included to provide the teacher with additional options and lab activities that will support the concepts taught in this section. The teacher may choose those that provide the students with needed skills in food preparation. It will be necessary for the teacher to prepare demonstrations and activities that will reinforce the concepts of the nutrition units.

Instructional Procedures

LEARNING ACTIVITIES AND TEACHING STRATEGIES

GRAINS:

OPTION #1

Although it originated in Italy and China pasta is a major source of carbohydrates in the United States' diet.

Have the students participate in a pasta lab using commercially prepared pastas. Each unit could make a different recipe and share product with the rest of the class.

OPTION #2

Have the students make pasta from scratch (see [HOMEMADE EGG NOODLES recipe](#)) using instructions in the resource materials. If available a pasta maker can be used. If not available thinly roll dough and use a knife to cut pasta strips. Have students prepare a pasta recipe (PASTA SUPREME!) to use this pasta.

VARIATION: Have the students prepare recipes using pasta, and/or grains such as rice and oats. Analyze the product for its simple and/or complex carbohydrates and fiber content.

NOTE TO TEACHER: This option gives a good opportunity to incorporate reading, writing and spelling skills. As a follow-up to the pasta lab have students complete the worksheet [MAKING PASTA](#) using the handout MAKING YOUR OWN PASTA on the process of making pasta.

OPTION #3

Demonstrate the use of grains in the diet by grinding various grains - wheat, oats, rice, etc. Review the importance of whole grains and fiber in the diet and that a quality fiber comes from grains.

Remember that MyPyramid recommends that one half of your grain choices be whole grains.

Have the students feel and see the texture differences of the various grains in the course and fine stages. Discuss their uses in these forms:

course___cereals, both hot and cold

fine___breads, quick breads, etc.

Have the students use whole wheat flour as all or part of the flour needed in their quick bread recipes.

OPTION #4

The students will research questions found on [QUICK BREADS WORKSHEET](#) using textbooks available. Discuss Quick Breads.

The teacher will demonstrate and students will participate in a quick bread and/or muffin lab. Each

unit might prepare a different recipe and share product with rest of class. Lab choices might be: muffins, biscuits, waffles, pancakes, etc. made from scratch and/or from mix. (see [QUICK BREAD RECIPES](#))

Discuss differences and nutritional value.

OPTION #5

To give students an unusual experience have them pop wheat and corn and make a comparison on taste, texture and nutrient value. (see [POPPED WHEAT recipe](#))

FATS:

OPTION #6

Using the resource [CREATE A HEALTHY HEART](#) as a guide, have the students revise a recipe to make it heart healthy. Remind the students to consider ingredients as well as preparation techniques. Have the students prepare their revised recipe and report on texture and flavor changes if any.

OPTION #7

After the students study [CHANGING FROM OLD TO NEW!](#) have them change the recipes [CHANGING FROM OLD TO NEW! - RECIPES](#) by reducing the fat and salt content of the recipes. Assign two groups the same recipe but have one group prepare the regular recipe and the other group prepare the adjusted low fat recipe. Make a comparison of taste, calories, fat and cholesterol content. (See answer key for comparison chart.) Have a student aide measure the fat into a dish for the regular and the low fat variations so that the students can see the difference.

NOTE TO TEACHER: This option could be used as a home project or homework assignment.

Recipes could also be used as part of a final test on fats.

OPTION #8

Demonstrate the removing of skin and fat as well as the process of deboning from chicken parts to be used for [CHICKEN FINGERS](#). As a lab have the students prepare the recipe. Complement the chicken fingers with other low fat foods to make a menu which meets MyPyramid recommendations. An additional option: make a low cal dip from yogurt.

OPTION #9

Have the students participate in a [PIE AND PASTRY EXPERIENCE](#). To prepare for it allow the students to read and research the information found on worksheet [PIES WORKSHEET](#).

Demonstrate the making of pastry crust. Have the students complete [PASTRY WORKSHEET](#) while the demonstration is in progress.

Have the students do [PASTRY EXPERIMENT](#).

Have the students participate in one or more FAT lab experiences. Each unit could make a different recipe and share taste experiences with the rest of the class. Possible [recipes](#) other than traditional pies include:

Scotch Shortbread - try something different.

Cream Puffs - a 2-day lab: make filling the same day as puffs and fill the next day.

SUGARS:

OPTION #10

Have the students participate in a [CANDY MAKING EXPERIENCE](#). Demonstrate candy making which should include the use of a candy thermometer and/or the water testing method.

Have students make a variety of candies in the lab and taste share their products. See [HIGH ENERGY RECIPES FOR SPECIAL OCCASIONS](#) for recipes containing cream, butter or other fats.

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