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## LESSON D

### Resources and Food and Nutrition

**FOCUS:** The nutritional adequacy of an individual's diet is influenced by his or her allocation of resources, including time, skills and money.

#### ACTIVITIES:

1. Have students compare different meals of food items according to **TIME, SKILLS AND MONEY**. Discuss information from Teacher Information, "Time, Skill, Money and **FOOD**." . [Use Student Handout, "Awareness of Resources, Time, Skill and Money."]
2. Role play some situations when shopping or planning strategies aren't used. Pretend you are someone who is rich and famous who usually has someone else do the grocery shopping, but today you have to do it yourself.
3. Compare a variety of foods that illustrate forms, brands, different amounts of preparation. See Student Handout "Comparing Food"
4. Using "Food Models" (0012N, \$18.00) available through the Dairy Council, 1213 East 2100 South, Salt Lake City, UT 84106 (801)487-9976, have students plan a meal and present it to the class. Include nutrition, calories, 10% fat, 10% carbohydrate, 10% protein, cost, approximate time and specific skills needed to prepare. (Models can be put through cuts through styrofoam plates for effective displaying). Have members of the class evaluate each meal. Select a "Best of Class" meal.
5. Based on the job and living situation students received while studying careers in Unit 3 "Roles" have students plan menus for one week.
6. Divide students into teams of approximately 4-6 members. Assign them to prepare a meal for the class to sample. A menu, recipes, itemize costs and a time schedule must be submitted to the teacher for approval one week in advance. Allow \$10.00-\$12.00 for the total cost of the meal. (This should come from class fees.) Generally 2-3 teams can prepare their meal for sampling and evaluation on the same day. All members of the class evaluate each meal including their own. Points are given for self and class evaluations. See Student Handout "Team Meal Meal Presentations" and Teacher Information, "Teacher Evaluation for Team Meal Presentations" and "Student Evaluations for Team Meal Presentations."

## "Time, Skill, Money & Food"

### TIME...

It takes time for food planning, preparing, serving and cleaning up.

- Use planning aids—a place, recipes, records.
- Use meal patterns.
- Use timesaving equipment such as microwave, blender, freezer, crockpot.
- Plan wise use of convenience foods.
- Plan for advance preparation.

Look at different aids for planning menus, recipes.

Review meal patterns: Main dish, vegetable, salad, bread, beverage, dessert  
Discuss ways to save time by using a microwave, freezer, crockpot.

How can convenience foods save time? What is the disadvantage of using convenience foods?

Brainstorm several ways to save time by preparing foods in advance.  
Devise your own system for *planning* weekly food consumption.

### SKILL

Shopping skills influence how much money is spent on food.

- use a well-prepared list,
- select a time of day that is less busy in the store,
- know layout of foods in store.
- know how to make choices about forms of food, brands, amounts of preparation.

Forms: fresh, frozen, canned, dehydrated, concentrated, whole, pieces

Brands: National, store, generic

Amounts of preparation: raw, mix, partial, total

The decision about where and when to shop are influenced by one's values and lifestyle.

Skill in food preparation can result in a nutritionally sound diet and a savings in the food budget. Food preparation skills include knowledge of:

- food safety, sanitation
- measuring techniques
- understanding recipe terms and procedures
- time management

## Journal Entry #9



*How will I balance selection and preparation of food with other responsibilities I will assume when I'm on my own?*

## "Awareness of Resources"

### Time, Skill, & Money

It is important for meal managers to become aware of how they use time, skills, and money. Compare the following two items in relation to time and skill.

- #1 Fast food hamburger  
Hamburger prepared at home
- #2 Birthday cake from the bakery  
Birthday cake made at home

| Time | Skill | \$ |
|------|-------|----|
|      |       |    |
|      |       |    |
|      |       |    |
|      |       |    |

It takes time for food planning, preparing, serving, and cleaning up. Consider the following questions:

1. What planning aids are available to you?
2. What are some possible ways to save time in meal preparation?
3. How can convenience foods save time?
4. What is the disadvantage of using convenience foods?
5. Brainstorm several ways to save time by preparing foods in advance.

Assess your knowledge of basic food preparation techniques:

1. Can you store and handle food safely and properly?
2. Can you measure wet and dry ingredients accurately?
3. Do you understand recipe terms and procedures?
4. Can you prepare a meal so that everything is ready at once?
5. If you lack skill in some of these areas, where can you find information to help you?
6. What do you need to do to improve your skills?

## "Comparing Food"

Let's assume, though, that it's your responsibility to be the food manager. Many choices are available; it will be up to you to make the best choice. The following activity will help you evaluate a variety of foods.

| Food/Brand   | Preparation<br>Time | Nutrition<br>Score 1-5 (1=Low) | Cost | Taste | Time<br>Involved |
|--|---------------------|--------------------------------|------|-------|------------------|
| <b>Different Forms</b><br>1. Vegetables<br>a. fresh _____<br>b. frozen _____<br>c. canned _____<br>2. Soup<br>a. canned _____<br>b. dehydrated _____   |                     |                                |      |       |                  |
| <b>Different Brands</b><br>1. Peanut Butter<br>a. national _____<br>b. store _____<br>c. generic _____<br>2. Tomato Sauce<br>a. national _____<br>b. store _____<br>c. generic _____   |                     |                                |      |       |                  |
| <b>Convenience</b><br>1. Spaghetti<br>a. raw ingred _____<br>b. canned sauce _____<br>c. restaurant _____<br>2. Mac&cheese<br>a. raw ingred _____<br>b. prepared mix _____<br>c. frozen dinner _____<br>3. Potatoes<br>a. raw _____<br>b. canned _____<br>c. frozen _____<br>d. dry mix _____<br>e. restaurant _____<br>4. Pudding<br>a. ingredients _____<br>b. pkg. dry ingred. _____<br>c. in carton _____<br>d. restaurant _____ |                     |                                |      |       |                  |

### Evaluation Questions

- Does convenience always add cost? Explain.
- When is convenience worth the extra cost?
- How does the cost of eating out compare to eating at home?

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## **"Team Meal Presentations"**

One week prior to the date your team is scheduled to prepare your meal for the class hand into your teacher the following items:

- A Menu
- Recipes you will be using
- Itemized costs
- Time schedule and responsibilities of each team member.

You should be able to prepare your menu in 30 minutes, therefore it must be simple. Besides preparing, serving and clean-up you must present to the class an analysis of the foods you prepared. This should take 5 minutes or less.

(For evaluation, see "Student Evaluations for Team Meal Presentations.")

**"STUDENT EVALUATIONS FOR  
TEAM MEAL PRESENTATIONS"**

Period \_\_\_\_\_

Name \_\_\_\_\_

Presentation of the menu and food analysis \_\_\_\_\_ 10pts

Does the menu include:

Basic Four Food Groups \_\_\_\_\_ 5pts

A good variety of foods \_\_\_\_\_ 5pts

Low fat, low sugar, low sodium \_\_\_\_\_ 5pts

High fiber (fruit, vegetables, and whole grains) \_\_\_\_\_ 5pts

How well did the group work together? \_\_\_\_\_ 5pts

Service of the meal

Were the host/hostess' friendly and cordial? \_\_\_\_\_ 5pts

Was the food appropriately hot or cold? \_\_\_\_\_ 5pts

How was the flavor? \_\_\_\_\_ 5pts

Total \_\_\_\_\_ 50pts

Names of team members:

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Menu Served:

## "TEACHER EVALUATION FOR TEAM MEAL PRESENTATIONS"

CLASS PERIOD: \_\_\_\_\_

SCORE \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

TOTAL POINTS POSSIBLE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### VALUES AND GOALS

Menu

Food Analysis

Calories

Fat

Protein

Carbohydrates

Calcium

Iron

Vitamins

Does the meal include the basic four?

Are there a variety of foods?

Is it low in fat?

Low in sugar?

Low in sodium?

High in fiber? (Plenty of fruits, vegetables and grains)

### ROLES AND RELATIONSHIPS

Does each member have a responsibility? Did everyone do what they were assigned to do?

How was the food served to the members of the class?

Clean-up

Combined scores of class members

### RESOURCES

Cost analysis