

FOODS AND NUTRITION II – MEAL PLANNING LECTURE

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| OBJECTIVES: <ol style="list-style-type: none"> 1. Identify quality meal planning elements. 2. Incorporate the current Dietary Guidelines and MyPlate when planning nutritionally balanced meals. 3. Plan, prepare and evaluate aesthetically pleasing meals by incorporating the aesthetic guidelines. 4. Incorporate food costs as part of meal planning element. | STANDARD: Students will apply skills for consumerism and budgeting as it applies to meal planning, meal management, and meal service. |
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| BELL RINGER | DESCRIPTION: Bell Ringer Question | MATERIALS: Bell Ringer Cards |
| TIME: 5 min. | | |
| CONTENT: <ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “What are some things to consider when planning a meal?” (answers will vary) 2. When done, have the students return their cards to the class basket. | | |

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| MOTIVATOR | DESCRIPTION: Introduction to Meal Planning | MATERIALS: Meal Planning for the Family PowerPoint |
| TIME: 5 min. | | |
| CONTENT: <ol style="list-style-type: none"> 1. Display slide 2 to the class. Ask the students what is wrong with that meal. (Answer: All the same color. Barely meets the requirements of MyPlate) 2. Display slide 3 to the class. Ask the students what is wrong with that meal. (Answer: Lacks the dairy group) 3. Display slide 4 to the class. Ask the students what is wrong with that meal. (Answer: Very high in fat and there are no fruits) | | |

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| ACTIVITY 1 (Individualistic) | DESCRIPTION: Discussion of the Meal Planning Elements | MATERIALS: <i>MEAL PLANNING FOR THE FAMILY STUDY GUIDE</i> Meal Planning for the Family PowerPoint |
| TIME: 30 min. | | |
| CONTENT: <ol style="list-style-type: none"> 1. Hand out the “Meal Planning for the Family” study guide to the students and have them take notes throughout the discussion today. 2. Review with the students the dietary guidelines. They were taught in length during | | |

Foods I. Help them fill in the blanks. (slide 6-7)

3. Review with the students the MyPlate food groups and recommendations. (slide 8-12)
4. Discuss with the students about nutritional balance. (slide 13)
5. Show slide 14 and ask the students if that meal would be appealing to eat. (Probably not because it is all one color)
6. Discuss the importance of color in a meal. (slide 15)
7. Discuss the importance of texture in a meal. (slide 16)
8. Discuss the importance of size and shape in a meal. (slide 17)
9. Discuss the various flavors that can be found in a meal. (slide 18)
10. Discuss the different temperatures meals can be presented in. (slide 19)
11. Discuss the various heavy and light foods found within a meal. (slide 20)
12. Introduce the different parts of a meal and food examples of each. (slide 21)
13. Discuss the differences families have when it comes to meal planning. Ask the students to share their own family experiences concerning preparation and planning. (slide 22)

PROCESS QUESTIONS:

1. What are the current dietary guidelines for Americans?
2. What are the MyPlate food groups and recommendations for each group?
3. Why is nutritional balance important when planning for a meal?
4. What does color do for a meal?
5. Why is it important to use different textures throughout a meal?
6. What is the importance to implementing different sizes and shapes of food during a meal?
7. What different types of flavors are there? Why would you want to consider flavor when planning a meal?
8. What is the benefit to using cold and hot foods throughout a meal?
9. How can you properly balance a meal when using heavy and light foods?
10. Name the different parts of a meal and a food example of each.
11. What are the differences between families that may arise in regards to meal planning?

REFERENCES:

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

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| ACTIVITY 2 (Individualistic) | DESCRIPTION: Discussion of Meal Management Resource | MATERIALS: <i>MEAL PLANNING FOR THE FAMILY STUDY GUIDE</i> Meal Planning for the Family PowerPoint |
| TIME: 25 min. | Skills | |

CONTENT:

1. Discuss with the students the different time management skills that should be implemented when planning and preparing a meal. (slide 24)
2. Discuss the cost of convenient foods with the students. (slide 25)
3. Discuss the various shopping tips that are helpful when planning a meal. (slide 26)

PROCESS QUESTIONS:

1. Name the three meal management resource skills important to implement when planning a meal.

REFERENCES:

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

SUMMARY:

When planning a meal for your family, don't forget these main points:

1. Include the meal planning elements.
2. Understand the different parts of a meal.
3. Be aware of various needs among the family.
4. Use your meal management resources.

STUDENT EVALUATION:

Instruct the students to fill out the study guide throughout the lecture today. Encourage discussion and answer any questions the students may have throughout the lesson. At the end of class, have the students keep their study guides to prepare for the upcoming test.

There will be two homework assignments given today.

1. Hand out the **FAMILY FOOD PROFILE** packet to the students. Read through and explain how to complete the assignment. Stress to the students that they are not to cook for this assignment. They just need to complete the packet and turn it in for a grade.
2. Hand out the **HOME COOKING ASSIGNMENT #2** worksheet to the students. They are to plan, prepare, evaluate and serve an aesthetically pleasing meal for their family. Remind them to take a picture of their completed meal and turn that in with their worksheet.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

If time allows, instruct the students to choose a magazine from the back. Have them search for pictures of food and create a collage of a meal that would meet the criterion discussed in class today. Have the students present their collages to the class.