

Nutrition 2102

Unit 3

Menu and Meal Planning
15 hours

Key-Stage Curriculum Outcomes: Menu and Meal Planning

Knowledge and Understanding

Students will be able to

KSCO 10: demonstrate an awareness of career choices and opportunities in the food industry.

Skills and Abilities

Students will be able to

KSCO 3: make proficient use of a range of techniques to prepare and serve nutritious and aesthetically appealing food

KSCO 6: manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to foods and nutrition.

Attitudes and Behaviours

Students will be able to

KSCO 1: evaluate their knowledge, attitudes and capabilities related to foods and nutrition and the effect these have on individual and family development.

KSCO 2: evaluate their skill development related to food production, resource management, and the ability to work cooperatively.

KSCO 3: identify and assess goals related to foods and nutrition.

Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to

1. identify career opportunities in the area of foods and nutrition (KSCO 10)

Skills and Abilities

Students will be able to

1. use a range of food preparation techniques to prepare foods/ recipes for each of the food groups. (KSCO 3 and 6)
2. effectively use the resources available at home, in the school and in the community to prepare and serve food. (KSCO 6)

Attitudes and Behaviours

Students will be able to

1. set healthy eating goals and develop plans to achieve these. (KSCO 1, 2 and 3)

Note 1: The above outcomes should be clearly communicated to students, noting that the outcomes under Attitudes and Behaviours are not intended for evaluation by the teacher.

Note 2: The suggested teaching and learning activities on the following two-page spread are presented as a range from which to choose. It is not intended that all the activities be implemented. Activities can be selected, modified or added so that all outcomes are addressed in the time frame specified on pp. 4-5 and 21 of this curriculum guide.

Note 3: In many cases, the activities under **Suggestions for Learning and Teaching** can be used as is or modified for student assessment. The reverse is also true: The suggested assessment activities can be used as learning and teaching activities.

Knowledge and Understandings

GCO 1: Students will acquire an understanding of issues and challenges which impact the family.

Specific Outcomes	Suggestions for Learning and Teaching
<p><i>It is expected that students will be able to</i></p> <p>1.1 identify career opportunities in the area of foods and nutrition (KSCO 10)</p>	<p>Students could:</p> <ul style="list-style-type: none"> • Identify people in the community working in a food related field, interview and present the findings to the class. • Research a food and nutrition related career. Research findings should reflect: <ul style="list-style-type: none"> a) job duty description b) educational requirement c) work environment d) remuneration e) demand for employment f) opportunity for advancement • Plan a field trip to a food-related establishment, e.g., hotel, hospital, catering company, etc.) • Use a local cook or someone in the food service industry to demonstrate food preparation techniques. • Respond to the following question: What can employees involved in menu planning in the food service industry do to help consumers eat according to Canada’s Food Guide? • As a nutritionist, you are asked to make the menu of a food service establishment appeal to all ages, the health conscious and food sensitive consumers. Suggest what you would do to accommodate these consumer types. Find an example of an existing food service establishment that is attempting to do this.

KSCO 10: Demonstrate an understanding of career choices and opportunities in the food industry.

Notes/Resources/Background Information

NOTE: This unit could be addressed on its own or incorporated into the other outcomes of the course. Careers should be taught in Nutrition 2102 and 3102.

Career opportunities in the food and nutrition industry may include catering, hospitality, restaurants, entrepreneurship, residential food services, health care, and education.

Food for Today, Chapter 5 and “Career Profiles” throughout text.

The Canadian Restaurant and Foodservices Association website is a resource for information on careers and nutrition issues
www.crfa.ca.new-jobs.com

www.crfa.ca Click on “Food and Fitness Facts”.

www.kellogs.ca

Careers Menu Pamphlet (Canadian Restaurant Association)

Guest Speaker Report Form, found in Appendix

www.conferenceboard.ca/education/learning-tools/employability-skills.htm (Employability Skills 2000+)

Choices (Career Computer Program available from your Guidance Counselor)

Suggestions for Assessment

- Present the findings of interviews with food service workers. Students should outline entry level requirements, wages, job duty description, job satisfaction etc.
- Research food and nutrition careers. Students will be assessed on the inclusion of the factors in activity 2, column 2.
- Complete the Guest Speaker Report Form and submit for evaluation.
- Profile the food service industry job market in Newfoundland and Labrador. (www.crfa.ca/issues/byprovince/newfoundlandlabrador/asp)
- Restaurant Simulation: Ask students to plan and prepare a meal for a group. Divide the students into teams
 - sales and service team
 - food preparation team
 - sanitation team

Clearly define the role of each based on skill level, size of the group, etc. Students will need the guidance of the teacher but it will give them some insight into the variety of careers in the food service industry.

Skills and Abilities

GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and families.

Specific Outcomes

It is expected that students will be able to

- 2.1 use a range of food preparation techniques to prepare foods/recipes for each of the food groups (KSCO 3 and 6)

Suggestions for Learning and Teaching

This outcome deals primarily with the practical component of Nutrition 2102. It may be done in isolation or woven throughout. Lab suggestions include:

- **Food Preparation Techniques:**
muffin method, cake method, pastry method, cookie method, stir fry, roux in white sauce, etc.
- **Food Groups:**
Grain products: muffins, biscuits, pancakes, carrot cake (cup cake), oatmeal raisin cookies, yeast dough, pasta dishes, rice dishes, loaf (quick breads such as banana bread)
Fruits and Vegetables: fruit salad, stir-fry, fruit crisp, soup, salads, vegetable platter, fruit fondue
Meat and alternates: tacos, fajitas, burritos (meat or bean), omelette, scrambled eggs, French toast, quiche, goulash, etc.
Milk Products: milkshake (low fat), cheese sauce for broccoli, or other vegetables, yogurt or sour cream dips, etc.
- **Combination Food Suggestions:**
Pizza or pizza pockets, stew, macaroni and cheese, spaghetti

KSCO 3: Make proficient use of a range of techniques to prepare and serve nutritious and aesthetically appealing food.

KSCO 6: Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to food and nutrition.

Notes/Resources/Background Information

Note to teacher: Because lab facilities will vary from school to school, teachers will have to use discretion in lab activity selection. Safety and sanitation are a priority.

Teacher Tips: (see Appendix G)

1. Recipe suggestions
2. Lab equipment
3. Lab evaluation sheet
4. Cost-saving ideas

Strategies for including the practical component of food preparation:

- Use of fully equipped Home Economics labs.
- Demonstrations by teachers with a range of small appliances with follow-up by students at home
- Work with or prepare meals for challenging needs students with use of their facilities
- Students could work in small groups to assist in the preparation and/or serving of food in the school cafeteria.
- Become involved in gaining skills preparing and serving for school functions

Resources include time, money, skill, equipment, recipe books, raw materials, people, community food providers.

www.foodroutes.org/harvest-eating.jsp (Video clips of food preparation)

Suggestions for Assessment

Lab Analysis: Given a recipe, identify skills, terms or procedures and equipment/utensils necessary to make the food product. Explain the organization needed for completion, including cleanup, in one lab period with a four-person group.

Food Laboratory Evaluations

Students will complete eight labs in Nutrition 2102. For each lab experience, the teacher should evaluate the student on

- recipe selection if applicable
- familiarity with the recipe on lab day
- knowledge of terminology
- successful completion of the food product
- clean-up of the lab facility
- application of a learned knowledge and skills to the lab experience

Skills and Abilities

GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and families.

Specific Outcomes

It is expected that students will be able to

2.2 effectively use the resources available at home, in the school and in the community to prepare and serve food (KSCO 6)

Suggestions for Learning and Teaching

- Using one of the recipes chosen for a lab, complete a cost analysis of the recipe. Students should factor into the total cost of the recipe, their time, equipment needed and skill level required. What is the yield of this recipe and the cost per serving? Would a comparable store bought item be a more effective use of your resources?
- Case Study: Your class has been asked to cater to the graduation. The number you are expected to serve is —. The items to be served are sandwiches, vegetable platters, tea/coffee and juice. Determine the cost of providing this service including food and other materials, your time, skill level, etc. Compare the cost of doing this to hiring an outside agency to provide the same service.
- If a catering opportunity arises in the school, encourage the class to take it on as a project.
- Microwave versus conventional oven: Students could compare a recipe made using the microwave and the same recipe made using a conventional oven. (e.g., macaroni and cheese, banana loaf). Compare baking time and the end result (appearance and taste).
- Family Meal Cost Comparison: Calculate the cost of a home-prepared meal for a family of four. Compare this cost with the same meal served at a restaurant.

KSCO 6: Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to food and nutrition.

Notes/Resources/Background Information

www.teachnutrition.org (meal planning)

Where opportunities permit, showcase tools and equipment used in the preparation and serving of food. For example, blender, food processor, electric knife.

Suggestions for Assessment

Case Study: Graduation catering. Submit a written analysis or do an oral presentation on the knowledge, preparation and planning required to complete the task. Calculations for unit pricing to determine the cost of each platter, etc. is needed to compare these costs to cost of using an outside service. All calculations used to arrive at the decision should be included for evaluation.

Family Meal Cost Comparison: Submit a written analysis of findings from this activity. See criteria for the case study assessment.

Write an essay on the effective use of a family's resources in meal preparation.

Attitudes and Behaviours

GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.

Specific Outcomes

It is expected that students will be able to

3.1 set healthy goals and develop plans to achieve these (KSCO 1, 2 and 3)

Suggestions for Learning and Teaching

Personal reflection

- Students should reflect on experiences they have had in the course and how they can apply these learnings to their own personal goals for healthy eating and active living. (What have you learned that is helpful? Useful?)
- Lifestyle is a factor that affects personal eating patterns. Consider the lifestyle of a
 - a) secondary student
 - b) post secondary student
 What strategies can be used to ensure nutritional balance for each situation? Keep in mind that a post secondary student may or may not be living at home.
- A parent or caregiver has an influence on the formation of eating habits of children in their care. Devise a set of parent friendly guidelines for new parents to use in raising their child(ren).

- KSCO 1:** Evaluate their knowledge, attitudes and capabilities related to foods and nutrition and the effect these have on individual and family development.
- KSCO 2:** Evaluate their skill development related to food production, resource management, and the ability to work cooperatively.
- KSCO 3:** Identify and assess goals related to foods and nutrition.

Notes/Resources/Background Information	Suggestions for Assessment
<p>Refer to the Five Day Food Diary to assess progress on healthy eating goals.</p>	<p>Respond to the statement “It’s a valuable exercise to record and assess personal eating habits.”</p>

