



“NUTRITION TALK”

Spring 2000

University of Rhode Island
Department of Food Science and Nutrition

Lesson Plan #4

Target Audience: Participants in Providence Public Library Literacy Class

Objectives:

- To read *Change is Good* brochure, parts 5, 6 and 7: “Low-Cost Meats,” “Low-Cost Dairy Foods,” and “Two Simple Ways to Save on Food”
- To learn how many servings of protein foods should be eaten daily
- To identify food sources of calcium in the diet
- To learn how to handle food safely
- To read “Bacteria Are Like People” and “Safe Food...It’s Up to You!”

Time Allotted: 90 minutes

Preassessment: Ask students to list foods high in protein, classify on board according to dairy products and meat, fish, poultry, eggs and beans. Review the variety of foods on the third level of the pyramid and ask how many servings of protein foods you need everyday to be healthy. Ask participants how many servings they eat from the dairy and meat group. Review serving sizes. Introduce vocabulary words.

Content and Sequence:

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1. Introduction and Background Information: Present the food guide pyramid and discuss the third level of the pyramid—dairy products on one side and meat, fish, poultry, eggs and beans on the other. Point out that the leading nutrients supplied by these two groups are calcium and protein. Refer to back side of Food Guide Pyramid: A Guide to Daily Food Choices and determine the daily number of servings the participants (depending on sex and age) need from the milk and meat groups. As a group, read “Low-Cost Meats” and “Low-Cost Dairy Foods” in *Change is Good* brochure.

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2. Referring to background information, introduce the average amount of calcium a person should consume each day — about 1000mg or about 3 glasses of milk or an equivalent amount of other dairy sources. For those people who cannot or choose not to drink milk, discuss the fact that there are other non-dairy food sources of calcium. Introduce food models of calcium foods from dairy and non-dairy sources and ask students to individually read the % Daily Value of calcium (on the food label on the back of their food) and line up accordingly from high to low calcium content (see Directions for Calcium Line-up). If you can eat or drink dairy products, it is much easier to get enough calcium from these sources than from non-dairy calcium sources.

WORDS TO KNOW

protein
dairy
bacteria
temperature
thermo-
meter
danger zone
moisture
food safety
food-
handling
food storage
leftovers
containers
lentils

L = Listening
S = Speaking
W = Writing
R = Reading

**L
R**

3. As a group, read the handout “Bacteria Are Like People...” Discuss the fact that bacteria present in food can cause illness if the food is not stored at proper temperatures. Bacteria grow fastest between the temperatures of 40°F (4.4°C) and 140°F (60°C) and it is important to keep cold foods cold and hot foods hot. Hand out food thermometers; allow students to become familiar with the thermometers and the temperature settings.

As a group, read “Safe Food...It’s Up to You” (on reverse side). Discuss shopping practices and food handling and storage practices at home.

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W**

4. Hand out “Cook It Safely.” Read tips and complete crossword puzzle either individually or as a group.

R

5. Read section 7 of *Change is Good* brochure, “Two Simple Ways to Save on Food.” Distribute ingredients for Easy Lentil Vegetable Soup. Students can prepare recipe at home and enjoy with family.

Learning Activities: Group discussion of the third level of the pyramid

Calcium Line-Up

Reading Section 7 of *Change is Good* brochure

Reading handouts “Bacteria Are Like People” and “Safe Food...It’s Up to You!”

Reading and completing Crossword Puzzle – “Cook It Safely”



Materials: Poster of Food Guide Pyramid

Food Guide Pyramid: A Guide to Daily Food Choices handout

Food Model Pictures

Change is Good brochure

Directions for Calcium Line-Up

“Cook It Safely” Crossword Puzzle

“Bacteria Are Like People” and “Safe Food...It’s Up to You!” handouts

Food Thermometers

Ingredients for Easy Lentil Vegetable Soup

Evaluation: Discussions with individuals

“Cook It Safely” Crossword Puzzle

of students reporting preparation of recipe

