



MAKING THE MOST OF FOOD

Lesson 5: Menu Planning and Recipe Modification

Date: ___/___/___ Borough: MN BX BK QN SI

Educator(s) Name(s): _____

Host Site: _____

Objectives:

By participating in today's lesson, participants will:

1. **List** 2 ways of including the amount of low-fat dairy needed to meet their MyPlate requirements.
2. **List** the seven elements involved in planning menus.
3. **Modify** recipes to reduce fat, sugar, and sodium.
4. **Identify** the eight most common food allergens.
5. **Select** a recipe from home that they would bring to a celebration.
6. **Prepare** a meal from foods on-hand incorporating strategies from this lesson.

Every Session Kit:

- | | |
|-----------------------|----------------------|
| - MyPlate poster | - Markers |
| - Food Safety poster | - Name Tags |
| - Post-it® Notes | - Cornell sign |
| - Measuring Spoons | - CE's Name sign |
| - Dry measuring cups | - Tape |
| - Liq. measuring cups | - Golf Pencils |
| - ESNY! Tablecloth | - Post-it® Flipchart |
| - Plastic Tablecloth | - Lively Music |
| - Flowers/Decoration | - Food Models |
| - Parking Lot Sign | - Apron |

Suggested Nutrition Education Lesson Reinforcement: Measuring Cup

INTRODUCTION & REVIEW (5 minutes)

Welcome the participants.

Ask the following open-ended question and record any responses below:

- Think back on an important fact you recall from the previous unit on Making Healthy Choices. On Post-it® notes, write down **why** this fact was important to you. Place these on the flipchart in the front of the room. Attach their responses in the space below.

Answer any questions in the Parking Lot from the previous session.

ANCHOR (5 minutes)

Turn to a partner and discuss how you make decisions about what you are going to cook for your family or food assistance program.

Who would like to share their ideas?

ADD (55 minutes)

Meeting Dairy Needs (10 minutes)

Distribute a copy of the 10 Tips titled *Got Your Dairy Today?* from www.choosemyplate.com to each participant and display a sheet of flipchart paper which has various food models from the Dairy group attached.

SAY: So far, we have discussed four of the groups shown in MyPlate. In planning our meals we need to make sure all 5 groups are included. Today, we will take a look at the Dairy Group. These foods help provide our bodies with calcium and vitamin D as well as other nutrients we need for healthy bones and teeth among other things. However, the choices we make from this group should be low-fat or fat-free to reduce our intake of calories and saturated fats.

The 10 Tips sheet I gave you has information that will help make sure we are consuming the foods we need from this group. Foods in this group come from both animals and plants. So, for those people who cannot use dairy foods from animal sources, you may choose foods from plant sources that are high in or have been fortified with calcium. To determine the best calcium-fortified foods from plant sources, look at the “Calcium” section of the Nutrition Facts label. You want to choose foods that have a DV of 30% or more. **Note to Educator:** Show participants where the “Calcium” section is on the Read It poster,

The number servings from the Dairy group may range from 2 to 3 cups a day. The information you entered into your SuperTracker profile in the MyPlate website will give the number of daily servings you need from the Dairy group.

Now that we have discussed all of the MyPlate food groups, let’s look at how we put them together to create meals.

Menu Planning (15 minutes)

Distribute the 10 Tips titled *Build a Healthy Meal* to each participant.

Post signs describing the various elements involved in planning menus (Texture, Taste, Color, Aroma, Arrangement/Presentation, Variety and Temperature). As these elements are being discussed, the educator should have pictures of sample meals (correct & incorrect) for the participants to compare. **Ask** participants for their comments on the meals they are seeing. Using the information from the notes pages, supply any

missing information. **Note to Educator:** You do not need to use all the pictures during this lesson. These pictures are provided so you will have enough of a selection to choose from according to your participants' needs. The recommendation would be for 2 incorrect and 2 correct. This will assist them with visualizing the elements to be considered in planning meals.

Using the *Sense-ational Foods* poster and the words posted on the flipcharts, the educator should also discuss the importance of having a variety of texture, taste, color, and aroma when planning menus.

Divide participants into 4 groups. Distribute the laminated list of Recommended Staple Foods to each participant group. Invite participants to look at the list and determine which can be provided by foods pantries and soup kitchens and which need to be purchased from a store.

Each group will receive an envelope with either "Breakfast," "Lunch," "Dinner," or "Snack" written on it. On a separate table place several Dairy Council food models not found on the Staple Foods list (e.g. fresh fruits and vegetables). Ask participants to use both the list of Staple Foods and the food models to plan one of the day's meals (i.e. Breakfast, Lunch, Dinner or Snack) as well as *MyPlate* for a guide.

Invite groups to report on the meal they planned. Once each group has reported back, the facilitator should make any necessary adjustments to the information provided. **Note:** 3–5 Food Groups should be represented for Breakfast, Lunch, and Dinner; 2–3 Food Groups should be represented for the Snack).

Invite groups to revisit the three meals they planned previously. Do the meals have a variety of texture, taste, color, and aroma? What, if anything, would they change about the meals to make them more appealing to the senses?

'Just Add One' Meal Preparation Strategy (5 minutes)

SAY: At times, our guests/clients experience challenges in making meals from the foods they receive at food pantries. These challenges include using unfamiliar foods to stretching the foods they receive to help them feed their families well. A one-page resource was developed by the Canned Food Alliance to assist consumers with meal preparation. It is called *Just Add One*. This resource will assist your guest with using the canned foods received at the pantry so they may learn how to stretch a meal, boost flavor, cut prep time or increase nutrition by adding just one canned ingredient.

ASK: What questions do you have about anything we have discussed so far?

5-Minute Break

Modifying Recipes (10 minutes):

Have participants remain in the same groups and distribute one recipe to each group. Also, distribute the handouts *Modifying Recipes* and *Healthy Cooking with Less Fat*. Each group should use these handouts, *MyPlate*, and the information they have learned from the previous sessions to modify their recipes

Planning For Food Allergies (5 minutes)

Provide each participant group with a Food Allergy handout. Have them identify the ingredients in their assigned recipe that may be allergenic. Please note that a person can be allergic to any food, but there some foods to which many people tend to be allergic (Wheat, Soy, Dairy, Shellfish, Tree Nuts, Peanut, Seafood, and Egg). **Clients of food pantries and soup kitchens should be made aware of any popular allergens that are within the packaged or prepared foods.**

Have each group report their findings. What, if anything, surprised them? Record some responses below.

Celebrating Nutritiously: Preparing for Your Graduation (~ 3 minutes)

Foods served at celebrations can be both delicious and nutritious. Ask participants to bring recipes they use for special occasions to the next session. We will help them modify these recipes (if needed) in a later lesson. Participants will prepare these modified recipes for the Graduation Celebration.

Lesson Reinforcement (~2 minutes)

SAY: Our lesson today was about meal planning. When planning our meals, we need to remember that a part of that is balancing out our portion sizes. The measuring cup you are receiving today is to remind you to measure out your portions according to the MyPlate recommendations.

PHYSICAL ACTIVITY (5 minutes)

Choices (Please indicate the one done with participants)

- Pass It!
- Wall Push-ups
- Stand Up and Sit Down
- Other: _____

APPLY (45 minutes)

FOOD ACTIVITY

'Iron Chef' (30 minutes)

Divide participants into small groups. Provide each group with a few staple items usually available at a food pantries and soup kitchens (provided by the participants or bought by the educator). These foods can be complemented with fresh fruits and vegetables and other foods not regularly available at emergency food programs (from the facilitator). **Please be sure to include foods from each of the MyPlate food groups.** Challenge each group to prepare a dish from these foods, keeping in mind incorporating a variety of textures, colors, tastes, and aromas.

Presentation of 'Iron Chef' Recipes (10 minutes)

Have each group give their dish a name and describe its contents to the other groups. Each group should also prepare a demo of the actual serving size for the dish they have created.

Following the food preparation, ask some of the following questions:

- Describe the color, texture, aroma, and taste of your recipe.
- For what meal/snack might you enjoy this recipe?
- Which food groups do you see in the recipes you prepared?
- What would you add to this recipe? What would you change?

Food Tasting (~5 minutes)

Have participants taste the recipes and give their comments.

How to reinforce Lessons 1 - 5 during the food preparation activity:

- Lesson 1:
 - Display a demonstration plate with food in the recommended serving sizes according to MyPlate.
- Lesson 2:
 - Wash hands and surfaces thoroughly before and after any food preparation.
 - Wear gloves (and change them often) during food preparation.
 - Wear hairnets and aprons during food preparation.
 - Clean vegetables under cold running water with a vegetable brush.
 - Use different plates/utensils for raw and cooked foods.
 - If food prep involves meat:
 - Use of separate cutting boards
 - Use of a food thermometer to ensure meat is thoroughly cooked
 - Do not talk over the food while it is being prepared or served.
- Lesson 3:
 - Keep Sodium, Sugar, and Fat low in food preparation.
- Lesson 4:
 - Use foods high in fiber like fruits, vegetables, whole grains, beans, and nuts.
 - Review *MyPlate* messages: Go lean with protein, make half your grains whole, vary your veggies and focus on fruit.
- Lesson 5:
 - Make sure the meal planning guidelines are being followed
 - Get your calcium-rich foods
 - Were any recipe modifications followed?
 - Make any modifications needed for those with allergies

AWAY (5 minutes)

Write the following questions on a flipchart. Have participants write their responses on Post-it® notes and place them below each question on the flipchart (one Post-it® per question). Group the Post-it® notes by question and place in an envelope. Attach the envelope to the lesson plan.

- Which element(s) involved in menu planning will you apply with your family and/or food assistance program?
- Which part of modifying recipes will you use in helping your family and/or food assistance program?





Explain that any questions posted in the Parking Lot will be answered at the beginning of the next session.

Please remind participants to bring one item each from their emergency food assistance program for next week's food preparation. Also remind them to bring in a recipe for the Graduation Celebration. **Note to Educator:** If participants are unable to provide the foods, you should purchase foods representative of what is used by the feeding programs and have participants use them to create meals.

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Materials List

- Every Session Kit
- Questions from previous session (with answers ready for participants)
- Additional Poster: *Sense-ational Foods*
- Sheet of flipchart paper with various food models from the Dairy group attached.
- For *Pass It!* Physical Activity you need a balloon or a roll of paper towels for each pair.
- 10 Tips handouts from www.choosemyplate.gov (one set for each participant):
 - *Got Your Dairy Today?*
 - *Build a Healthy Meal*
- Recommended Staple Foods list (**REVISED**) (4 laminated copies)
- Dairy Council food models
- Plates with “Breakfast,” “Lunch,” “Dinner or “Snack” written on them.
- Pictures of Various Meals & the Notes Pages for them **Separate Attachments**
- Signs with Menu Planning Guidelines **Separate Attachment**
 - Color
 - Texture
 - Variety
 - Taste
 - Aroma
 - Temperature
 - Arrangement/Presentation
- *Just Add One* handout 
http://www.mealtime.org/media/1525383/05_just_add_one_cfa.pdf **NEW ITEM!!**
(one for **each** participant)
- Various recipes (to be modified) 
- Recipe Modification handout 
https://www.aacvpr.org/Portals/0/events_edu/annualmeeting08/syllabus/gw07_recipemodifications_handout.pdf **NEW ITEM!!**
(one for **each** participant, as they will also need it to modify their graduation recipes)
- *Healthy Cooking with Less Fat* handout  **NEW ITEM!! Separate attachment**
(one in b&w for the agency contact)



- Food Allergy handout
English: <http://www.extension.iastate.edu/Publications/PM2059E.pdf>
Spanish: <https://store.extension.iastate.edu/ItemDetail.aspx?ProductID=12869>
(4 laminated, double-sided b&w copies in English and Spanish for the 4 participant groups **plus**, one non-laminated double-sided copy for the agency contact)
- Kitchen equipment needed for recipes (use your own materials and consult with your site contact about borrowing equipment from the host facility)
- Plates
- Eating Utensils
- Cups
- Napkins
- Post-It® notes
- Pencils
- Gloves & hairnets
- White envelopes that each have one AWAY question written on the front

BACKGROUND INFORMATION YOU MAY NEED FOR THE LESSON

Nondairy (Plant) Sources of Calcium

Dark Leafy Greens: Kale, Collard Greens, Romaine Lettuce, Spinach, Broccoli, Turnip Greens, Swiss Chard & Cabbage, Bok Choy, Watercress, etc. One cup of kale contains 101 mg and one cup of broccoli contains 43 mg.

Nuts and Seeds: Almonds, Brazil Nuts, Walnuts, Pecans, Sesame Seeds, Sunflower Seeds, Flax Seeds, Chia Seeds, etc. One half-cup of almonds contains 189 mg and one teaspoon of flax seed contains 26 mg.

Legumes and Beans: Lentils, Black Beans, White Beans, Black Turtle Beans, Garbanzo Beans (chickpeas), Soybeans, Tofu, etc. Lentils contain 54 mg per one half cup serving and one cup of garbanzo beans contains 80 mg.

Grains: Quinoa, Millet, Oats, Wheat Berries, etc. There are 80 mg of calcium in one cup of quinoa.

Non-Dairy Milk and Cheese Products: Soy Milk, Almond Milk, Coconut Milk, Hemp and other dairy alternatives are fortified with Calcium, often containing more calcium than dairy milks.

EASY Ways to Incorporate Non-Dairy Calcium Sources Into Meals

- Add nuts, seeds or beans to a vegetable or grain salad
- Whole grain breakfast made with dairy alternatives can be further fortified with nuts and seeds
- Add nuts or seeds to whole grain pilafs
- Add nuts to vegetable like green beans with walnuts and walnut oils
- Spread nut butters on fresh fruit like apples and bananas
- Incorporate dark leafy greens into your salad mix
- Add a handful of dark leafy greens to a smoothie
- Add beans and lentils to soups and stews

--Information taken from the *GO VEGGIE* website

Meal Planning Elements That Make Food Appealing:

COLOR:

- Many, many colors of food are available.

- Color combinations can be appealing or make you lose your appetite.
- Colors that are nearly the same are dull and boring.
- When planning meals, we need to be like artists painting a picture and use the elements and principles of line and design.

TEXTURE:

- A variety of textures adds interest; i.e., smooth, rough, lumpy, soft, crisp.

VARIETY:

- Use various types, sizes and shapes of food. Meatballs, peas and olives are different colors and types of food but not different shapes.

TASTE:

- Each person has 9,000 taste buds that can taste sweet, bitter, sour, and salt.

AROMA:

- Smell is also important to tell small differences as well as having the person enjoy and be excited about the food being served.

TEMPERATURE:

- Meals are more interesting if some hot and some cold foods are used. The temperature outside is also a consideration in choosing what foods you will serve.

PRESENTATION/ ARRANGEMENT:

- How a meal looks is just as important as what is served. The presentation/arrangement will often affect whether a meal is eaten or thrown into the garbage.

--Some information taken from *Planning Meals with Appeal* on the Utah Education Network