

**Grade Levels:** Intermediate School

**National FCS Standards:**

- Operate tools and equipment following safety procedures.
- Critique the selection of foods to promote a healthy lifestyle.
- Practice good personal hygiene / health procedures.

**Objectives:** Students will

- identify protein-rich foods.
- organize steps of recipe in meaningful sequence.
- use teamwork to plan a healthy lunch.
- demonstrate safe food prep skills.

**21<sup>st</sup> Century Skills:** Make judgments and decisions

**Resources:**

- *Proper Meat Quality—Selecting Pork* online video: <http://bcove.me/c2uos1pp>
- Pork Basics Handout (for full-color handouts, contact Wisconsin Pork Association to order at 608-723-7551 or [wppa@wppa.org](mailto:wppa@wppa.org))
- *Sorting through Protein-Rich Foods* **ANSWER KEY**
- *Ham Pizza Snacks* online video: <http://www.pork4kids.com/Video/618/VideoHamPizzaSnacks.aspx>
- *Unscramble Ham Pizza Snacks* **ANSWER KEY**
- *Food-O-Meter* online: <http://www.webmd.com/diet/healthtool-food-calorie-counter>
- [www.MyPlate.gov](http://www.MyPlate.gov)
- Scissors, glue, magazines for cutting, food models, paper plates, etc.
- *Make Your Plate Great – Part 1* **ANSWER KEY**
- Activities for Enhanced Learning
  - *Grocery Store Savvy* activity (separate document)
  - *Importance of Protein* web
  - Pick the Pork game for 12-15 year olds:  
<http://www.pork4kids.com/GamesAndActivities/625/GamesAndActivitiesAges12To15.aspx>
  - Pick the Pork game for 9-11 year olds:  
<http://www.pork4kids.com/GamesAndActivities/624/GamesAndActivitiesAges9To11.aspx>
  - Take Your Recipe Home
  - *Make Your Plate Great – Part 2* with **ANSWER KEY**

**Day 1** Previous lessons regarding kitchen safety, sanitation, utensils, accurate measurement techniques and/or cooking terms will be helpful for students.

**Introduction** (10 minutes) Introduce how to select fresh pork in the marketplace by showing online video *Proper Meat Quality—Selecting Pork* (length 2:10) at <http://bcove.me/c2uos1pp>. Discuss the questions.

- a. What helpful information is included on a meat label?
- b. What does excess fluid in a package of meat indicate?
- c. What color should fresh pork be?
- d. What is marbling? Is this desirable in cuts of pork?
- e. What does a pork tenderloin look like?

**Sorting through Protein-Rich Foods** (20 minutes) Discuss - What kinds / cuts of pork do you eat at home? When do they serve pork as part of our school lunch program? When eating out what types of pork have you seen or ordered?

How do we know when a food is pork or some other type of protein-rich food? Distribute *Pork Basics* fact sheet to each student. Around the room have posters, texts, Internet, and other resources about protein-rich foods (meat cut charts most helpful).

Students form triads and receive copy of *Sorting through Protein-Rich Foods*. Provide timeline for this activity – 10-15 minutes. Reconvene as large group to discuss. ANSWER KEY provided.

**Ham Pizza Snacks** (15 minutes)

Watch online video of preparing *Ham Pizza Snacks* (length 2:04) at <http://www.pork4kids.com/Video/618/VideoHamPizzaSnacks.aspx>. Recipe provided in the student document. Each kitchen group gets *Unscramble Ham Pizza Snacks* activity and scissors. First, students number steps in meaningful sequence and complete matching ingredients with accurate amounts. They check accuracy of work by referring to recipe. Once sequence is confirmed they cut steps apart and use glue sticks to attach steps to *Time Matters plan*. Each step is labeled with student's name that is responsible for that task. Students review utensil list provided and add any other needed equipment. Teacher determines if students will cube ham and shred their own cheese.

**Day 2 – Snack Preparation** Each kitchen group reviews their *Time Matters plan*. Teacher announces location of ingredients in room, etc. Snacks are prepared and baked. During baking time kitchens are cleaned and cooling racks placed on counter.

**Day 3 - Debriefing Pizza Lab** (10 – 15 minutes) Each kitchen group responds to these questions / directions:

- Sketch what diced ham looks like.
- How is pizza sauce different than tomato sauce?
- Sketch what shredded cheese looks like.
- Explain how to use grater and clean it.
- How do you know refrigerated biscuit dough is fresh?
- Describe your pizza snacks.
- What did we do very well? Be specific.
- What could have been improved if we made this recipe again in class?

**Make Your Plate Great – Part 1** (20 minutes)

The USDA introduced MyPlate the spring of 2011. This new eating guide illustrates the formula for creating a “great plate” which is  $\frac{1}{2}$  fruits and vegetables,  $\frac{1}{4}$  whole grains, and  $\frac{1}{4}$  lean protein, plus 1 serving of dairy. By following this model at each meal it is hoped that obesity in the U.S. will be reduced. Using [www.MyPlate.gov](http://www.MyPlate.gov) share with students the MyPlate model.

The student’s challenge will be twofold: calculate calories of Ham Pizza Snack recipe and turn a pizza snack into a healthy lunch following the MyPlate model.

First, students calculate calories in pizza snacks recipe by using [www.webMD.com](http://www.webMD.com) *Food-O-Meter*. Distribute copies of *Make Your Plate Great-Part 1* to students. They complete three-column table, calculate total calories in recipe, and total calories per serving.

Second, students plan a healthy lunch using 1 or 2 Ham Pizza Snacks. Currently school lunch requirements allow up to 700 calories for students in grades 6 – 8. Working with a partner, they will use resources available in the classroom to:

- illustrate their lunch on a paper plate by sketching foods, cutting out pictures and gluing on plate, using food models and taking picture of “great plate”, etc.
- keep the lunch calories between 500-700.
- consider additional toppings for Ham Pizza Snacks to increase nutritional value.
- use the online Food-O-Meter to find calorie contents and record these numbers on plate or card attached to plate.
- remember the MyPlate model includes 1 serving of dairy at each meal.
- display their “great plates” in class and share their work.
- include total number of calories for planned lunch.

## OPTIONAL ACTIVITIES TO ENHANCE LEARNING

**Grocery Store Savvy (activity provided as a separate supplemental document)** Activity may be used with class field trip or as part of an out-of-class option. To prepare students for this experience you may want to use examples/information regarding meat labels and cuts. Show students cuts of pork using *Pork Basics* fact sheet at <http://www.porkbeinspired.com/resources/images/2045.pdf> and/or online video *Proper Meat Quality—Selecting Pork* at <http://bcove.me/c2uos1pp>. \*\*Wisconsin Pork Association can provide hard copies of the Pork Basics fact sheet for your students; call 608-723-7551 or e-mail [tvasssen@wppa.org](mailto:tvasssen@wppa.org) to order.

Terminology to cover with students includes pre-packaged, fresh, meat case, marinated, unit price, total price, and net weight.

**Pick the Pork game** Utilize online *Pick the Pork* game at:

- for 12 - 15 year olds, go to  
<http://www.pork4kids.com/GamesAndActivities/625/GamesAndActivitiesAges12To15.aspx>
- for 9 – 11 year olds, go to  
<http://www.pork4kids.com/GamesAndActivities/624/GamesAndActivitiesAges9To11.aspx>

The object of the game is to only pick items made from pork. Rules of the game include:

1. Different items will pass along the check-out lane.
2. Click on the items that are made from pork and drag and drop them in to the grocery bag.
3. The more pork you put in the grocery bag the higher your score will be!
4. You will have 1 minute.

By clicking the game under Ages 9–11 and Ages 12–15 students will get two different versions to master. Pork products include bacon, BBQ ribs, ham sandwich, hot dog, ham, and pork chop. Game tabulates each student's score at the end of one minute.

**Importance of Protein** Have students use available resources to create a web on an easel or whiteboard focused on importance of protein to our health and wellness. Display web in classroom. Functions of protein include: body growth, cell repair, fight disease, and provide energy.

**Take Your Recipe Home** Encouraging students to take responsibility for food prep at home is a great way to extend their learning beyond the classroom. Teacher may explain this option and distribute the half-page handout where students record their experiences.



FCS Lesson Plans: TEACHER GUIDE  
*Ham Pizza Snacks*

**Make Your Plate Great-Part 2** For students that finish early they may use [www.webMD.com](http://www.webMD.com) to determine what a portion size looks like for foods listed. ANSWER KEY provided.

Food	What does amount look like? (tennis ball, pinky finger, etc.)
3 ounces of lean meat	
2 tablespoons of peanut butter	
1 ounce lunch meat	
3 ounces chicken	
3 ounces fish	
¼ cup almonds	



### ANSWER KEYS

**Sorting through Protein-Rich Foods** Circle which items listed in the table are examples of pork.

T-bone steak	Rack of lamb	Butterfly chop
Loin chop	Cornish hen	Turkey pepperoni
Venison	Veal cutlet	Bacon
Chicken breast	Ham steak	Stew meat
Spare ribs	Cordon Bleu	Goose
Tripe	Sausage	Pepperoni pizza
Duckling	Stuffed tenderloin	Crown roast

**New Terms** – Define new terms, answers will vary. Some examples provided.

New Term	Definition
Venison	Venison commonly refers to deer, moose, elk and reindeer.
Tripe	The edible stomach lining of a cow.
Veal	Veal is the flesh of a young calf, usually four to five months old.
Cordon Bleu	Chicken breast stuffed with ham and cheese.

How many different sources of protein-rich foods does this activity include? List.

Pork/pig  
Beef/steers  
Veal/young calf  
Lamb/sheep  
Poultry/chicken, turkey, duck, geese, Cornish Hens

What do all these animals have in common? Provide consumers with protein-rich foods.

**Unscramble Ham Pizza Snacks** - Numbering in a meaningful sequence.

- 11 Bake in preheated oven for 8 - 10 minutes or until biscuits are light brown and cheese is melted.
- 7 Leave space between so edges do not touch.
- 9 Top each biscuit with one tablespoon of diced ham.
- 3 Gather needed utensils/equipment.
- 5 Spray cookie sheet with nonstick spray.
- 4 Measure/prep all ingredients.
- 1 Preheat oven to 400° F
- 6 Separate biscuits and flatten on cookie sheet.
- 2 Wash hands, secure hair out of face
- 10 Top each biscuit with one tablespoon of shredded cheese.
- 8 Spread one teaspoon pizza sauce on each biscuit.

Instructions: Match the ingredient with correct amount to make Ham Pizza Snacks.

- |               |                               |                   |
|---------------|-------------------------------|-------------------|
| <u>B or C</u> | 1. Shredded Mozzarella cheese | A. ¼ cup          |
| <u>D</u>      | 2. Refrigerated biscuit dough | B. 2/3 cup        |
| <u>A</u>      | 3. Pizza sauce                | C. 2/3 cup        |
| <u>B or C</u> | 4. Diced ham                  | D. (1) 17½ ounces |

When finished check accuracy of sequence and matching by referring to recipe.

**Make Your Plate Great-Part 1** Calculate calories in pizza snacks recipe and calories per serving.

Ingredient	Amount of Ingredient	Number of Calories
Refrigerated biscuit dough	One 1 ½ ounce package	100 or 110 calories per biscuit 10 biscuits per package
Nonstick spray coating	To lightly cover cookie sheet	0 calories
Pizza sauce	¼ cup	34 calories
Diced ham	2/3 cup	185 calories
Shredded mozzarella cheese	2/3 cup	90 calories

TOTAL CALORIES IN RECIPE = 1309

TOTAL CALORIES PER SERVING = 130.9



FCS Lesson Plans: TEACHER GUIDE  
Ham Pizza Snacks

Make Your Plate Great-Part 2

Food	What does amount look like? (tennis ball, pinky finger, etc.)
3 ounces of lean meat	deck of cards
2 tablespoons of peanut butter	golf ball
1 ounce lunch meat	1 compact disc
3 ounces chicken	deck of cards
3 ounces fish	checkbook
¼ cup almonds	golf ball (about 23 nuts)

Lesson plans provided by Wisconsin Pork Association, in conjunction with Cathy Lader, Education Consultant.  
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