Lesson Title: <u>Nutrient Dense Mixed Foods & Quesadillas</u>

   I.   **Objectives:**
- Review placement of foods by food groups.
- Identify mixed foods or combination foods based on their ingredients and food groups.
- Explore the differences between nutrient dense and empty calorie foods.
- Prepare and serve a nutrient dense mixed food.

   II.   **PA Standards:** 11.3.6 D

   III.   **Materials Needed:** food models, magazines, laptops

   IV.   **Assessment Activity/Tasks:**

Day 1

1. <u>Intro</u>: Review the food groups from MyPlate and practice identifying foods into correct food groups.
2. <u>Discuss</u>: What are mixed or combination foods? Foods that fall into 2 or more foods groups. For example: Lasagna, Quiche, Hot Pockets, etc.
3. <u>Practice</u> identifying mixed foods by foods groups by participating in a movement activity. Partner students up and set up 10 stations with a mixed food model example at each one. Students must label the food and identify all of the food groups that apply as they move through the stations.
   <u>Food Models Include:</u> Tacos, Pizza, Chef's Salad, Stir-Fry, Chicken Pot Pie, Enchilada, Hoagie, Chicken Noodle Soup, Cheeseburger, Spaghetti & Meatballs
4. As a group go over their responses to see if they identified all of the food groups.

Day 2

1. <u>Discuss</u>: Does anyone know what nutrient dense foods are? How about empty calorie foods? Examples?
   (It's been my experience that most jr. high students do not know what these terms mean, nor can they give characteristics of them.)

2. <u>Activity</u>: Read the article "Empty-Calorie Foods Vs. Nutrient-Dense Foods" together and then complete the visual representation to reinforce the information as well as show understanding of concept.
   http://healthyeating.sfgate.com/emptycalorie-foods-vs-nutrientdense-foods-1350.html

   Visual Representations can be generated by hand (drawings or magazine pictures) or by computer using clip art, images and WORD.

Day 3

1. <u>Review Activity</u>: Pass out examples of empty calorie and nutrient dense foods and have students sort into correct category. Hang labels and pictures on the board and have students correct the placements as a group. **Note: This could be made into a SMARTBOARD activity/game as well.

2. Discuss the nutrient dense, mixed food lab for Chicken Quesadillas. Demo how to cook a quesadilla on the stove top so burning does not occur.

3. Fill out lab sheets by kitchen groups for mixed food lab: Chicken Quesadillas

**Teacher needs to boil chicken so it is cooked and cooled for shredding the next day.

Kim Graybill/2013

Day 4
- Wash & cut veggies (knife skills), grate cheese and shred chicken for Quesadillas.

Day 5

Choose the following ingredients for your Nutrient Dense Mixed Food Quesadilla:
- Grain: Whole Wheat Tortilla (9 inch)
- Vegetable(s): Choose at least one: Onions, Peppers or Spinach
- Fruit: Guacamole Dipping Sauce
- Protein: Shredded Chicken
- Dairy: At least one cheese: Mozzarella, Monterey Jack or Cheddar

Begin with a 12" skillet and melt ½ tsp. coconut oil in it over medium to medium high heat. Place one tortilla in the pan and begin with a sprinkling of cheese over the whole thing. Then add meat and veggies to one half of the tortilla only (don't over fill as it will fall out when eating). When cheese starts to melt, fold tortilla in half. Watch cheese melt and occasionally lift the tortilla to check the browning of the tortilla. When tortilla is golden brown, turn it over with a spatula and brown the other side. Remove from pan and cut into wedges with a pizza cutter. Dip into guacamole and enjoy! Repeat with remaining tortillas.

V.   **Evaluation Criteria**: Students will be assessed on the visual representation, and hands-on lab. Students will also be tested on MyPlate, mixed food and nutrient dense/empty calorie information on a unit test.