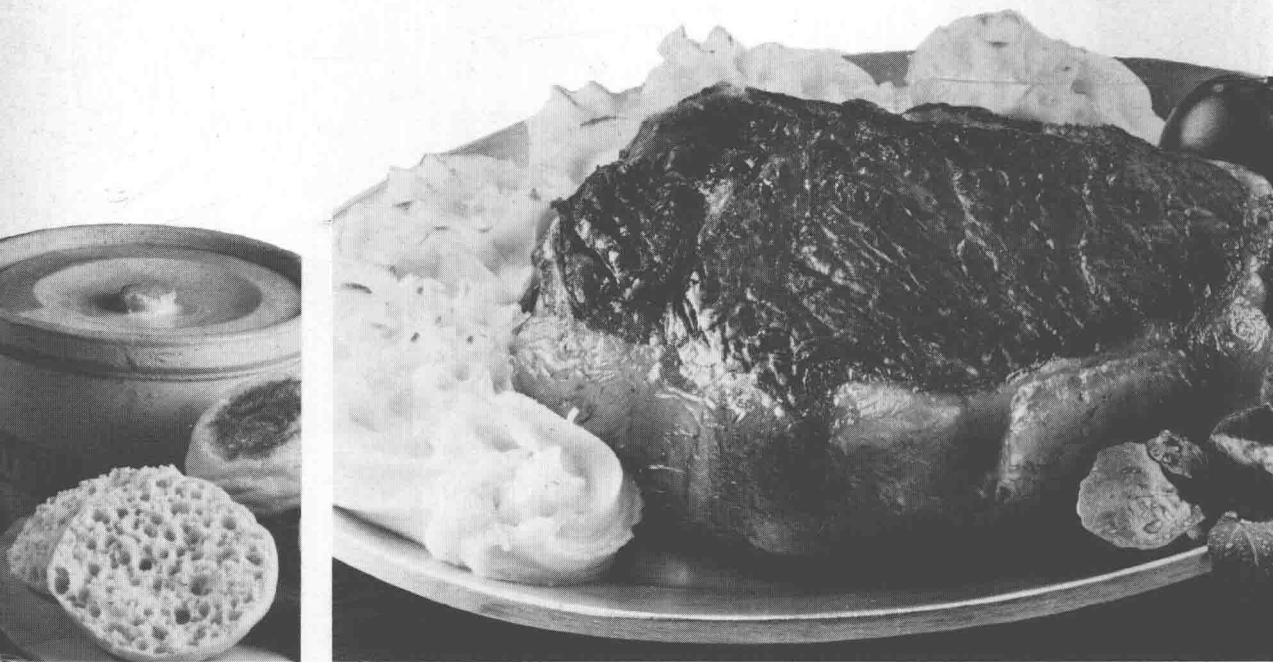


Instructor's Guide for
The Food Book



**Instructor's
Guide and Answer Key**

for use with

The Food Book

South Holland, Illinois

THE GOODHEART-WILLCOX COMPANY, INC.

Publishers

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International Standard Book Number 0-87006-567-X

12345-86-98765

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PLANNING YOUR PROGRAM

The Food Book is a comprehensive food and nutrition textbook. The book explores many aspects of food, ranging from personal food choices to a worldwide look at the future of food. Nutritional information is stressed, along with basic meal planning and food preparation skills. The knowledge students acquire will help them gain confidence as they work in the kitchen.

To gain the most from their reading, students will need to understand the terms listed under the heading "to Define" at the end of each chapter. An understanding of these terms will aid in better comprehension of material presented in the chapter. Students should be encouraged to use the glossary each time they come across an unfamiliar word.

The questions found at the end of each chapter under the heading "to Discuss" are self-evaluation questions based on the information presented in the chapter. These questions can provide a basis for clarifying the concepts covered in the chapter. Answers to these questions are given in the *Instructor's Guide*.

The activities presented at the end of each chapter under the heading "to Do" are designed to help students increase their knowledge through firsthand experiences. These activities can be used as they are presented or adapted for use at various

grade, ability or maturity levels. Additional activities are given in the *Instructor's Guide*.

Several methods of student evaluation are suggested in the *Instructor's Guide*. A variety of test questions, including true and false, multiple choice, matching, and short essay, are provided. Answers are given for all questions. Many of the student learning experiences also can be used by the teacher for student evaluation. It is up to the individual teacher to modify the activities and evaluation exercises to fit his or her specific classroom situation.

Instructional concepts and student learning experiences in the *Instructor's Guide* correspond to each chapter in the book. The teacher may want to include additional learning experiences.

Guest speakers, field trips and the use of various media such as films and bulletin boards can motivate students. These activities can be used to introduce, highlight or review material presented in *The Food Book*. When planning activities, factors such as student ability, class time schedules and available equipment should be given consideration.

The *Instructor's Guide* is correlated with the *Activity Guide for The Food Book*. Answers to the activities in the *Activity Guide* are given in the *Instructor's Guide*.

ADDITIONAL RESOURCES

A Guide to Portable Electric Appliances. Sunbeam Corp., Home Economics Dept., 2001 S. York Rd., Oakbrook, IL 60521. Booklet.

Food for Building and Repair, Food Becomes You. Tupperware® Educational Services, Orlando, FL 32802. Filmstrip.

Food for Cells, Food Becomes You. Tupperware® Educational Services, Orlando, FL 32802. Filmstrip.

Food for Energy, Food Becomes You. Tupperware® Educational Services, Orlando, FL 32802. Filmstrip.

Fresh Facts. Produce Marketing Association, 700 Barksdale Rd., Newark, DE 19711. Pamphlets.

How to Select Major Home Appliances, Hidden

Values Series. Sears, Roebuck and Co., Sears Tower, Chicago, IL 60684. Pamphlet.

Handbook of Food Preparation. American Home Economics Assoc., 2010 Massachusetts Ave., N.W., Washington, DC 20036. Booklet.

How to Buy Consumer Series, USDA, Consumer and Marketing Service, Government Printing Office, Washington, DC 20402. Series of pamphlets which give consumers tips on how to purchase a variety of fresh, frozen, canned and dried food products.

Planning to Eat? Tupperware® Educational Services, Orlando, FL 32802. Filmstrip.

Your Food Dollar, Household Finance Corp., Prudential Plaza, Chicago, IL 60601. Booklet.

PART ONE FOOD AND PEOPLE

CHAPTER 1 EXPLORING YOUR FOOD CHOICES

■ **OVERALL OBJECTIVE:** Students will be able to explain how eating habits develop. They will also be able to identify some of the factors that affect food choices and customs.

■ **INSTRUCTIONAL CONCEPT**

- 1.1 Cultural influences upon food choices.
- 1.2 Religious influences upon food choices.
- 1.3 Social influences upon food choices.
- 1.4 Psychological influences upon food choices.
- 1.5 Personal values that influence food choices.

STUDENT LEARNING EXPERIENCE

- 1.11 Research the food customs of a culture different from your own. Describe how climate and geography might influence these food customs.
- 1.12 Prepare foods common to specific regions of the United States.
- 1.13 Name various special occasions and foods associated with these occasions.
- 1.21 Invite a priest, rabbi and minister to class to discuss religious influences upon food customs. (Prepare a list of questions in advance.)
- 1.22 Research the food customs of the Hindu faith.
- 1.31 Discuss why dinner has traditionally been a family social experience. Why is this tradition changing among some families?
- 1.32 Describe how food-related companies are helping families to meet the demands of busy schedules.
- 1.41 Explain the "clean plate syndrome." What is the best approach to use to avoid this syndrome?
- 1.42 Collect advertisements for food. Explain how these advertisements could appeal to a person's desire for status.
- 1.51 Keep a list of the foods you eat for three days. Review the seven factors that affect your food choices given in 1-13 of the text. Next to each food on your list, indicate the factor that influenced each food choice. Which factor or factors determined your food choices most often?

■ **TEST QUESTIONS**

Answers to all test questions are written in italics.

□ True/False: If a statement is true, write *true* in the blank. If a statement is false, change the underlined word or words to make the statement true. Write the correct answer in the blank.

- true* 1. Research shows that most of us could use some improvements in our food choices in terms of our health and well-being.
- true* 2. Foods that can be obtained in the largest amounts with the least effort usually become a culture's staple foods.
- true* 3. Stir-frying is a popular cooking method in China and Japan.
- meat* 4. Vegetarians are persons who do not eat fruit.

<u>Climate</u>	5. <u>Religion</u> made a major difference in the cooking styles that developed in northern and southern Europe.
<u>Italian-Americans</u>	6. Pasta dishes, antipasto and cannoli are an important part of the cultural heritage of <u>Mexican-Americans</u> .
<u>American Blacks</u>	7. Soul food is part of the cultural heritage of <u>Jews</u> .
<u>true</u>	8. Traditionally, <u>Moslems</u> and <u>Jews</u> have been forbidden to eat pork.
<u>should not</u>	9. Parents <u>should</u> use food to reward children for good behavior.
<u>true</u>	10. When you are faced with food decisions, your <u>values</u> help you to make choices.

☐ Multiple Choice: Select the best answer and write the letter in the blank.

- d 1. Which of the following influences food choices?
 - a. Religious beliefs.
 - b. Social factors.
 - c. Psychological factors.
 - d. All of the above.
- c 2. The term used to describe the knowledge, beliefs, customs and traditions shared by a group of people is:
 - a. Habit.
 - b. Nutrition.
 - c. Culture.
 - d. None of the above.
- d 3. Which statement is NOT true about stir-frying?
 - a. Stir-frying is done in a wok.
 - b. Stir-frying is a popular cooking method in China and Japan.
 - c. Foods to be stir-fried are cut into small pieces.
 - d. Stir-frying takes a long time, and it requires a great deal of cooking fuel.
- b 4. An example of soul food is:
 - a. Pasta.
 - b. Chitterlings.
 - c. Jambalaya.
 - d. Cannoli.
- a 5. Which foods are NOT pareve foods?
 - a. Meats.
 - b. Eggs.
 - c. Fruits.
 - d. Vegetables.
- b 6. Which of the following is NOT a psychological influence that affects food choices?
 - a. Happiness and unhappiness.
 - b. Ethnic background.
 - c. Guilt.
 - d. Status.

- a 7. Special health concerns may affect your food choices if you choose foods because:
- You have a condition that limits your food choices such as allergies, diabetes or hypertension.
 - Your friends eat them.
 - You like the way they taste.
 - You think that by choosing these foods your self-image will be improved.
- d 8. Nutrition may be a factor that affects your food choices if:
- You choose foods because of your ethnic background.
 - You choose foods according to religious influences.
 - You are concerned about getting your money's worth.
 - You choose foods because you need them for growth, energy and good health.

□ **MATCHING:** Match the following terms and identifying phrases.

- | | | |
|------------------|-----------------|---|
| <u> d </u> | 1. Creole. | a. To treat food so that it will not spoil. |
| <u> e </u> | 2. Kosher. | b. Foods that are neither meat nor dairy foods. |
| <u> b </u> | 3. Pareve. | c. Foods that are part of the cultural heritage of American Blacks. |
| <u> c </u> | 4. Soul food. | d. A type of cooking that combines French, Spanish, African and American Indian influences. |
| <u> j </u> | 5. Vegetarian. | e. Foods that are prepared according to Jewish dietary laws. |
| <u> i </u> | 6. Culture. | f. A special kind of pan used for stir-frying. |
| <u> a </u> | 7. Preserve. | g. A food that is produced and eaten on a regular basis. |
| <u> g </u> | 8. Staple food. | h. A grill, widely used in Japan, which uses small amounts of charcoal. |
| <u> f </u> | 9. Wok. | i. The knowledge, beliefs, customs and traditions shared by a group of people. |
| <u> h </u> | 10. Hibachi. | j. A person who does not eat meat, fish and poultry. |

□ **Essay Questions:** Provide the answers that you feel best show your understanding of the subject matter.

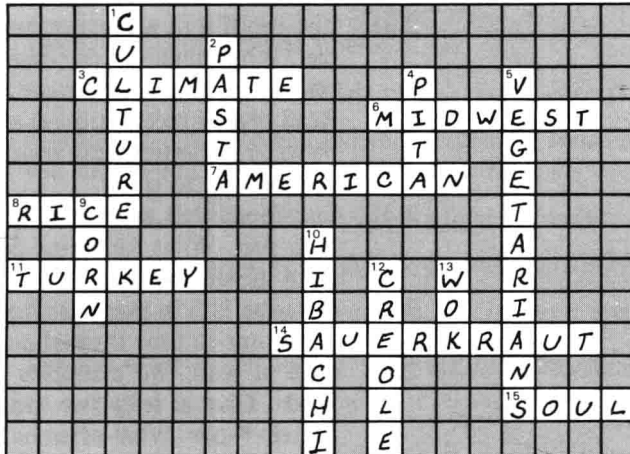
- Name two popular cooking methods often used in the Orient. Why are these cooking methods popular? *Steaming and stir-frying. Fuel for cooking has always been rather limited in the Orient. Therefore, steaming and stir-frying are used because little fuel is used with these methods.*
- Why is the cultural heritage of America rich and varied? *The cultural heritage of America is rich and varied because it is a mixture of customs from many different countries.*
- List four Jewish dietary laws. *(List four): Jews are forbidden to eat pork. Only animals that have split hooves and chew cud may be used for food; Meat that is eaten must be kosher. The animal must be killed according to ritual and all blood must be drained; Jews may eat finfish, but shellfish are forbidden; Meat and dairy foods cannot be eaten in the same meal.*
- Explain why eating is a social activity. *Student response. (Related information on pages 17 and 18 of text.)*
- Describe factors that affect your own food choices. *Student response.*

■ANSWERS TO THE “to Discuss” QUESTIONS ON PAGE 21 OF TEXT:

1. Habits are things you have done so often in the past that you continue doing them without thinking. Most food habits are formed early in life.
2. Comfort and security. An infant receives comfort and security while being fed.
3. Farmland is scarce in China and Japan. Where good land is available, rice is planted because it produces a high yield.
4. Most of these people are Moslems or Jews, and neither group is allowed to eat pork. Also, herding is a way of life, and sheep can be herded more easily than other animals.
5. (Name five): Corn, pumpkins, green and red peppers, turkey, squash, beans, berries.
6. (Name three): Black-eyed peas, collard greens, chitterlings, sweet potato pie, spareribs. American Blacks.
7. Student response. (See page 14 of text.)
8. (Name two): Matzo—Passover. Communion bread and wine—Christ’s body and blood. Easter eggs—rebirth.
9. Traditional family dinners are changing because family members are involved in many activities outside of the home. In many families, both parents work outside the home. This creates an increase in income and a decrease in time. An increase in income allows the family to buy convenience foods that save time in preparation.
10. Student response. (See page 18 of text.)
11. Nutrition, enjoyment, price, convenience, stability, personal appearance, special health concerns. Student response. (See page 20 of text.)

■ANSWERS TO THE LEARNING EXPERIENCES IN THE ACTIVITY GUIDE

Activity B, Cultural Food Customs, page 9.



Activity C, Food Choice Influences, page 10. 1. Cultural. 2. Social. 3. Psychological. 4. Religious. 5. Religious. 6. Social. 7. Cultural. 8. Religious. 9. Psychological. 10. Social. 11. Cultural. 12. Cultural. 13. Religious. 14. Psychological. 15. Cultural.

■ **OVERALL OBJECTIVE:** Students will be able to explain how nutrition is related to health. They will be able to define carbohydrates, fats, proteins, vitamins and minerals and describe the importance of these nutrients in the diet. They will also be able to identify important food sources of these nutrient groups.

■ **INSTRUCTIONAL CONCEPT**

2.1 Energy needs.

2.2 Carbohydrates.

2.3 Fats.

2.4 Proteins.

2.5 Vitamins.

STUDENT LEARNING EXPERIENCE

- 2.11 Invite a dietitian to class to discuss how the foods you eat are converted into energy and how they keep you healthy.
- 2.12 Rank the following activities according to how much food energy they require: swimming, reading, walking and bowling.
- 2.13 Describe what happens if you eat more food in one day than you need to fuel all of your activities.
- 2.21 List foods that are major sources of carbohydrates in your diet. What functions do these carbohydrates perform in your body?
- 2.22 Interview a dentist about the relationship between sugar and tooth decay.
- 2.23 Write a one-page report describing fiber foods and their function in the body.
- 2.24 Create a bulletin board. Divide it into two sections. Label one section "High nutrient density foods." Label the other "Low nutrient density foods." Place pictures of various foods under the appropriate labels.
- 2.31 List foods that are major sources of fats in your diet. What functions do these fats perform in your body?
- 2.32 Read several recent articles about the relationship between cholesterol and heart disease. Report this information to class.
- 2.41 List foods that are major sources of proteins in your diet. What functions do these proteins perform in your body?
- 2.42 Describe how a person's protein needs may vary from time to time throughout life.
- 2.43 Give at least two examples of complete protein foods. Give at least two examples of incomplete protein foods. What often happens when you eat a combination of incomplete proteins?
- 2.51 Design a chart describing the functions and food sources of each vitamin discussed in this chapter.
- 2.52 Discuss the pros and cons of taking vitamin pills.
- 2.53 Research a specific vitamin. Prepare a 10-minute oral report discussing the effects of deficiencies and/or excesses of the vitamin in the diet.

2.6 Minerals.

- 2.54 Create a bulletin board showing pictures of good food sources of vitamins A and C.
- 2.61 Design a chart describing the functions and food sources of each mineral discussed in this chapter.
- 2.62 List at least three snacks that are good sources of calcium and phosphorus.
- 2.63 Research the effects of a deficiency of iron in the diet.
- 2.64 Investigate whether or not your town has fluoridated water. Discuss why fluorine is often added to water supplies.
- 2.71 Rank the following according to the percentage of water they contain: tomato, peanuts, cheddar cheese, pizza, white bread, banana and sirloin steak.
- 2.72 Research the effect that dehydration could have on your body.

2.7 Water.

■ TEST QUESTIONS

Answers to all test questions are written in *italics*.

☐ True/False: If a statement is true, write *true* in the blank. If a statement is false, change the underlined word or words to make the statement true. Write the correct answer in the blank.

- | | |
|-----------------------------------|---|
| <u> <i>true</i> </u> | 1. Over a period of time, <u>nutrient</u> shortages can create serious health problems. |
| <u> <i>kilojoule</i> </u> | 2. A <u>Calorie</u> is a metric unit for measuring energy. |
| <u> <i>involuntary</i> </u> | 3. Basal metabolic activities are <u>voluntary</u> uses of energy. |
| <u> <i>true</i> </u> | 4. Your body <u>cannot</u> digest fiber. |
| <u> <i>true</i> </u> | 5. Saturated and unsaturated fats contain <u>equal</u> energy values. |
| <u> <i>true</i> </u> | 6. Combining complete and incomplete protein foods such as cheese and macaroni will supply you with <u>all</u> the essential amino acids your body needs. |
| <u> <i>fat-soluble</i> </u> | 7. Vitamins A, D, E and K are <u>water-soluble</u> vitamins. |
| <u> <i>true</i> </u> | 8. Shortages of <u>vitamin D</u> during the growth years may result in rickets. |
| <u> <i>true</i> </u> | 9. About half of the water in your body is replaced every <u>week</u> . |
| <u> <i>true</i> </u> | 10. The key to good nutrition is to eat <u>a wide variety of foods</u> . |

☐ Multiple Choice: Select the best answer and write the letter in the blank.

- | | |
|-------------------------|--|
| <u> <i>b</i> </u> | 1. Which of the following is a basal metabolic activity? |
| | a. Running. |
| | b. Breathing. |
| | c. Reading. |
| | d. Swimming. |

- d 2. Which of the following is NOT a carbohydrate?
- a. Fiber.
 - b. Sugar.
 - c. Starch.
 - d. Protein.
- a 3. Unsaturated fats come from:
- a. Plants.
 - b. Meats.
 - c. Milk.
 - d. Eggs.
- d 4. You can obtain all the amino acids you need by eating:
- a. Complete proteins.
 - b. Combinations of incomplete proteins.
 - c. Combinations of complete and incomplete proteins.
 - d. All of the above.
- b 5. Night blindness can be caused by a deficiency of which of the following vitamins?
- a. Vitamin K.
 - b. Vitamin A.
 - c. Vitamin C.
 - d. Vitamin D.
- c 6. Which B-vitamin is NOT part of the standard formula used to enrich grain products?
- a. Thiamin.
 - b. Riboflavin.
 - c. Folic acid.
 - d. Niacin.
- b 7. Which type of food is an excellent source of vitamin C?
- a. Meats.
 - b. Citrus fruits.
 - c. Nuts.
 - d. Breads.
- d 8. Strong bones and teeth are the result of the teamwork of calcium and:
- a. Iron.
 - b. Magnesium.
 - c. Iodine.
 - d. Phosphorus.
- a 9. You would die within a few days if you did not have a source of:
- a. Water.
 - b. Vitamin A.
 - c. Iron.
 - d. Protein.
- c 10. Which group of minerals makes up your body salts?
- a. Fluorine, iron, sodium.
 - b. Calcium, phosphorus, iron.
 - c. Potassium, sodium, chlorine.
 - d. Potassium, fluorine, calcium.

□ Matching: Match the following terms and identifying phrases.

<u>f</u>	1. Beriberi.	a. A condition resulting from a lack of iodine in the diet.
<u>g</u>	2. Pellagra.	b. A bone disease resulting from a lack of vitamin D.
<u>c</u>	3. Night blindness.	c. A condition resulting from a lack of vitamin A.
<u>i</u>	4. Scurvy.	d. Occurs when the diet lacks the necessary nutrients in relation to body needs.
<u>h</u>	5. Iron-deficiency anemia.	e. The energy your body needs at rest, just to keep all the processes going that keep you alive.
<u>a</u>	6. Goiter.	f. A disease resulting from a deficiency of thiamin in the diet.
<u>b</u>	7. Rickets.	g. A disease resulting from a deficiency of niacin in the diet.
<u>e</u>	8. Basal metabolism.	h. A condition in which early symptoms include a tired, run-down feeling and a pale look.
<u>j</u>	9. Cholesterol.	i. A disease resulting from a lack of vitamin C.
<u>d</u>	10. Malnutrition.	j. A complex, fat-like substance found in all types of animal tissues.

□ Essay Questions: Provide the answers that you feel best show your understanding of the subject matter.

1. Explain why everyone, even people who are trying to lose weight, should include some starchy foods in his or her diet. *Starchy foods supply important vitamins and minerals. Most starchy foods are not especially high in kilojoules (Calories).*
2. Describe what happens when you consume more vitamins than your body needs. *Fat-soluble vitamins are stored in body fat. Excess amounts of fat-soluble vitamins can build up in your body until they actually become poisonous. Water-soluble vitamins are not usually stored in your body. Excesses are eliminated through your body wastes.*
3. Explain why you never outgrow your need for calcium and phosphorus. *Calcium and phosphorus are needed throughout life to replace worn bone cells and keep bones strong.*
4. Name three ways your body can obtain water. *From the oxidation of food in your body; from the water and other beverages you drink; from the foods you eat.*

■ ANSWERS TO THE “to Discuss” QUESTIONS ON PAGE 46 OF TEXT:

1. Kilojoule (Calorie).
2. (List three): Breathing, functions of brain, heartbeat, or other involuntary body functions. (List three): Sports, household tasks, walking, or other physical activities. Involuntary activities are included in your basal metabolism.
3. Sugars, starches, fiber. Sugars and starches. Fiber.
4. (List three): Fat provides energy, helps the body grow normally, stores energy in the body, protects the parts of the body that get heavy use, insulates the body.
5. Saturated fats are found in foods from animal sources, coconut oil, and hydrogenated vegetable oils. Unsaturated fats are found in foods from plant sources, fish, and poultry. No, all fats contain the same energy value.

6. To build, maintain, and repair cells; to make enzymes, hormones, and antibodies, to enable the body's buffer system to keep tissues in chemical balance; to produce energy. (List two): During early childhood; in teenage years; during pregnancy; while breast-feeding; after surgery or serious injury; while building up muscles.
7. Complete proteins supply adequate amounts of all essential amino acids. Incomplete proteins lack one or more essential amino acids. (Name three or more sources of complete proteins): Meat, poultry, fish, seafood, eggs, milk, cheese. (Name three or more sources of incomplete proteins): Corn, rice, pasta (macaroni), grain products (bread), nuts, legumes (beans, peas).
8. They can be stored in the body, and excessive stores of these vitamins can become poisonous.
9. Vitamin K is essential for normal blood clotting.
10. They are essential for metabolism because they all become parts of essential enzymes.
11. Bleeding gums, bruising easily.
12. They join with other compounds to become part of the body's structure. They are necessary for many activities that control what is going on in the body.
13. Bone cells continually wear out and need to be replaced throughout life.
14. It is used to make hemoglobin. The iron in hemoglobin attracts oxygen which makes it possible for the blood to deliver oxygen throughout the body.
15. Diets lacked seafood — an important source of iodine. Iodine was added to salt.
16. Water can absorb excess heat and dispose of it through your skin or lungs.
17. Each nutrient has a special job to do to keep your body functioning properly.

■ ANSWERS TO THE LEARNING EXPERIENCES IN THE ACTIVITY GUIDE

Activity A, Energy Needs, page 11.

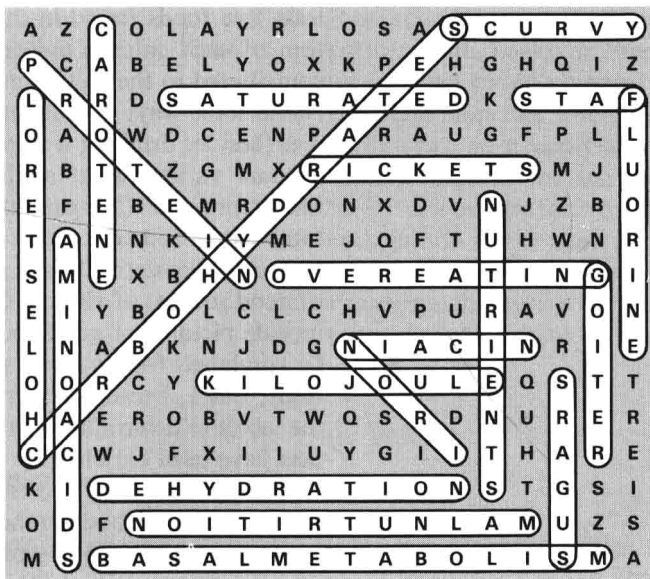
1. Activities that should be checked are: Heartbeat; Maintenance of body temperature; Brain function; Blood circulation; Breathing.
2. Student response.
3. Student response.
4. Your body converts the extra food to fat.

Activity B, Carbohydrates, Fats, and Proteins, page 12. 1. C. 2. C. 3. P. 4. F. 5. P. 6. P. 7. C. 8. C. 9. F. 10. F. 11. P. 12. C. 13. F. 14. F. 15. P.

Activity C, Vitamins and Minerals, page 13. 1. True. 2. False. 3. True. 4. False. 5. True. 6. True. 7. False. 8. True. 9. True. 10. True. 11. True. 12. True. 13. False. 14. True. 15. False.

Activity D, Nutrients, pages 14-15. See pages 26-44 of the text.

Activity E, Nutrient Word Maze, pages 16-17. 1. Nutrients. 2. Kilojoule. 3. Basal metabolism. 4. Carbohydrates. 5. Overeating. 6. Sugars. 7. Fats. 8. Saturated. 9. Cholesterol. 10. Protein. 11. Amino acids. 12. Carotene. 13. Rickets. 14. Niacin. 15. Scurvy. 16. Iron. 17. Goiter. 18. Fluorine. 19. Dehydration. 20. Malnutrition.



Activity F, Nutrient Density, page 18.

1. Foods that supply a large amount of nutrients in relation to the number of kilojoules (Calories) they supply are high nutrient density foods. Foods that supply a small amount of nutrients in relation to the number of kilojoules (Calories) they supply are low nutrient density foods.
2. The foods which should be checked are: Milk; Carrot sticks; Orange juice; Cheese; Nuts; Banana; Apple; Tomato; Popcorn.
3. Student response.
4. Student response.

CHAPTER 3 FOOD DECISIONS

■ **OVERALL OBJECTIVE:** Students will know how to use the Basic Four Food Groups to plan diets and how to use nutrition labeling information to help make food choices. They will be able to explain how to change a regular eating plan for some special diets. They will also be able to judge nutritional claims as either food facts or fallacies.

■ INSTRUCTIONAL CONCEPT

- 3.1 The Basic Four Food Groups.

STUDENT LEARNING EXPERIENCE

- 3.11 Evaluate your diet for one week using the Basic Four Food Groups. According to the Basic Four Food Groups, did your diet include the correct number of servings from each food group each day?
- 3.12 Using the Basic Four Food Groups as a guide, plan menus for yourself for three days. Check to see that you have included the correct number of servings from each food group for each day.
- 3.13 Prepare a chart indicating columns for each of the Basic Four Food Groups. In each column list at

least five foods found in that group. At the bottom of each column indicate the chief nutrients contributed to the diet by each group.

- 3.14 Name some ways you might include milk in your diet (besides drinking it as a beverage).
- 3.15 Prepare various meat analogues and the meats they represent. Compare their appearance, texture, flavor and cost.
- 3.16 Design two posters. On one poster include pictures of good sources of vitamin C. On the other poster include pictures of good sources of vitamin A.
- 3.17 Obtain labels from various grain products such as flour, pasta, breads and breakfast cereals. Read the labels to determine whether or not these products have been enriched.
- 3.18 Using Appendix D, investigate the nutritional value of various foods in the "extra" group (foods which do not fit into any of the Basic Four Food Groups). What do these foods contribute to your diet?

3.2 Nutritional labeling.

- 3.21 Design a food label for a food of your choice. Be sure to include the required nutrition information on the label.
- 3.22 Distinguish between the RDA's and the U.S. RDA's.
- 3.23 Design a poster that shows consumers how to use nutrition labels.
- 3.24 Bring nutrition labels from different brands of the same food to class. Compare the information on the nutrition labels. Is the most expensive brand more nutritious than the least expensive brand?

3.3 Weight control.

- 3.31 Invite a dietitian to class to discuss weight control.
- 3.32 Compare nutrition labels of "diet" foods (for people trying to lose weight) and "regular" foods. What is the kilojoule (Calorie) content difference between these products? Is the reduction in kilojoules (Calories), if any, worth the extra cost?
- 3.33 Analyze a diet appearing in a magazine. Is the diet limited to only one or two foods? Is it a well-balanced, low-kilojoule (low-Calorie) diet? Does the diet include foods from all of the Basic Four Food Groups? In your opinion, is this a good diet?
- 3.34 Design posters listing hints for people trying to control their weight.

3.4 Special diet considerations.

- 3.41 Visit a home for the elderly. Interview the dietitian or kitchen manager about special diet considerations for the elderly.