



Sample Lesson Plan:

Daily Living Skills. Competency 5: Buying, Preparing, and Consuming Food. Subcompetency: Purchase Food.

LESSON PLAN 4

5.20.3A:4

5.20.3E:4

LCCE Objective 5.20.3. Identify different types and cuts of meat, fish, poultry and vegetarian proteins.

Lesson Objective: Students will identify types and cuts of meat, fish, poultry and vegetarian proteins.

Instructional Resources: **Beef Cuts Worksheet (Student Workbook page 90)** and **Pork Cuts Worksheet (Student Workbook page 91)**, **Vegetarian Information Worksheet**, computer access, or information printed from the websites.

Lesson Introduction: There are different sources for protein. Most families have some type of meat, fish, or poultry at least once a day. Usually families eat the same types or cuts of beef, pork, or poultry over and over. Vegetarians also have difficulty varying their protein choices. Today, we will talk about different kinds of meat, fish, poultry and meat alternatives for vegetarians.

School Activity:

Time: 1 session

Task:

1. Start a discussion with the class to find out what they know about protein choices.
 - Find out if any students know or are vegetarians.
 - Discuss with the students food choices and find out what they consider a source of protein for breakfast, lunch and dinner.
2. Draw a chicken on the board.
 - Ask students to name as many different parts of a chicken as they can and write them on the board.
 - Explain that poultry can be purchased in parts or whole.
 - Ask students to name their favorite part of the chicken.
3. Discuss the **Beef Cuts Worksheet (Student Workbook page 90)** and **Pork Cuts Worksheet (Student Workbook page 91)**.
 - Have students go to the computer room/media center
 - Students go to the website www.cabprogram.com/cab/food/cuts.html (Cattlemen's Beef Association) Students identify five cuts of meat, where they come from on the cow, and a brief description of how that cut of meat could be cooked.
 - Students will then go to the website www.porktimes.org/cuts_menu.htm (National Pork Board) Students identify five cuts of meat, where they come from on the pig, and a brief description of how that cut of meat could be cooked.

- Discuss how the chicken chart on the board is similar to the beef and pork charts.
 - Ask how many other meat types students have heard about.
4. Discuss fish as an alternative to meats.
 - Explain differences between shellfish and other kinds of fish.
 - Ask students to identify their favorites.
 5. Discuss how not eating meat and fish is an alternative.
 - Hand out the **Vegetarian Information Worksheet**
 - Have students move to a computer lab/media center
 - Have students go to the website www.vrg.org/nutrition/teennutrition.htm (Vegetarian Resource Group) or www.uhs.berkeley.edu/HealthInfo/EdHandouts/foodnutrition.htm (University Health Services, University of California, Berkeley)
 - Tell students that they need to find out five points about the vegetarian life-style and identify five items that are protein alternatives for meat or fish, record this information on the worksheet.
 6. Lead a class activity on the types and cuts of meat, fish, and poultry:
 - Have students pair off and each write down three favorite types and cuts of beef, pork, and poultry, a favorite shellfish, and other favorite fish.
 - List their choices on the board.
 - Tally how many times various items are identified.

Lesson Plan Evaluation:

Activity: Students will identify cuts of meat, poultry, fish and protein alternatives.

Criteria: Each student will list five favorite cuts or parts of meat from beef, pork, and poultry, and will list one favorite shellfish and one favorite regular fish. Each student will identify three alternative proteins for vegetarians.

Career Role: Family Member/Homemaker, Employee

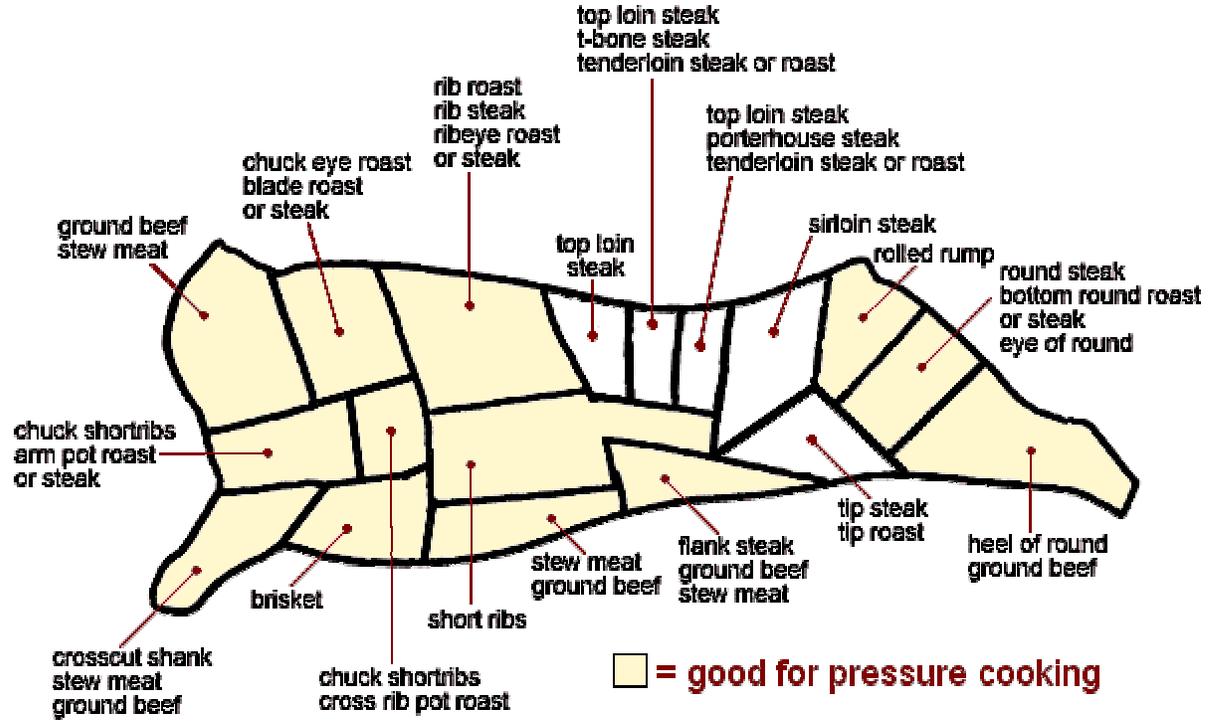
Career Stage: Awareness, Exploration

Sample Worksheet

**BEEF CUTS
WORKSHEET (Student Workbook)**

Name _____ Date _____

Directions: Identify five cuts of meat and where they come from on the cow and write a brief description of how each cut could be cooked.



Type of Cut	How it can be cooked
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

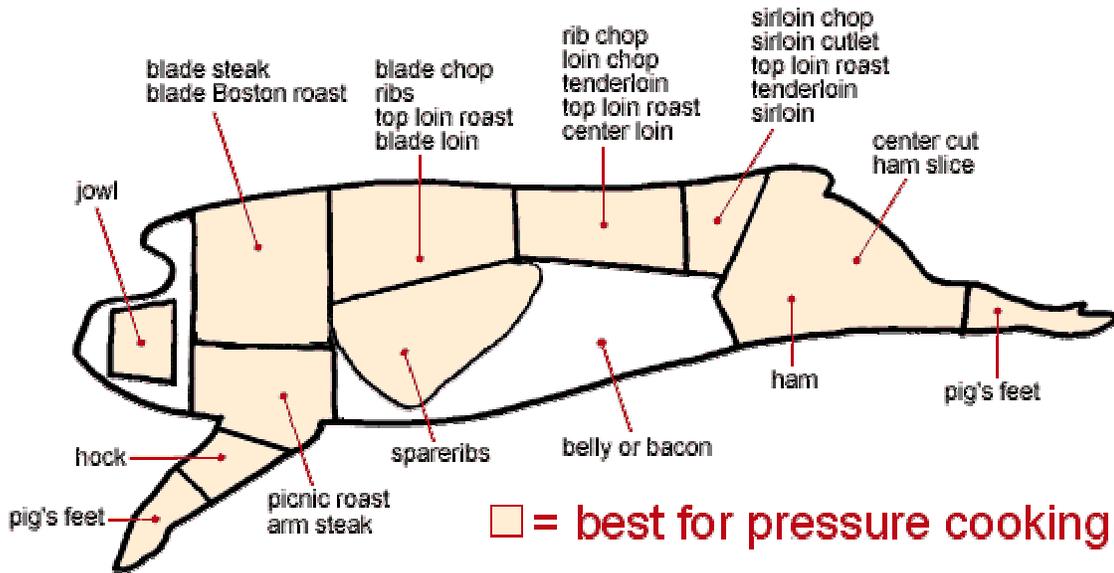
Sample Worksheet

PORK CUTS

Worksheet (Student Workbook)

Name _____ Date _____

Directions: Identify five cuts of meat and where they come from on the pig and write a brief description of how each cut could be cooked.



Type of Cut

How it can be cooked

1. _____

2. _____

3. _____

4. _____

5. _____
