

Flipped IN-CLASS Lesson Plan Template

Topic or concept: Food Supply Perspectives: Chapter 18: Food Additives

Basic objectives for preparatory work:

By the end of the lesson, students will be able to:

- List two types of food additives
- Name five intentional additives
- Identify some specific food additives and discuss why they are used
- Match the food additive-related term to a correct definition

Advanced objectives for classwork & after class work:

By the end of the lesson, students will be able to:

- Discuss the occurrence of accidental additives in foods
- Explain reasons why intentional additives are allowed in processed foods
- Examine the role of government in overseeing additives in food

	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	5-minute quiz to check understanding of definitions and terms from individual time at home.	Paper, pencil, eraser
Middle of period	15 mins	A short lecture based on Q&A from preparatory activities. Ask students about unclear terminology or confusing concepts from assigned readings. Clarify misconceptions and offer new information as needed.	Outline on the blackboard done by instructor. Lecture prep/slides. Chalk/dry erase markers.

	Time planned	Activity and rationale	Resources needed
Middle of period (use if needed)	25 mins	Students will form a group of four to five members. They will discuss among themselves how intentional and accidental food additives end up in foods and come up with an outline. They will also discuss the role of government in regulation food additives (different agencies and their roles). The students' understanding can be assessed by listening to their discussions and looking at written outlines.	Paper and pencils
End of period	5 mins	1-3-minute paper. Students solidify understanding in preparation for doing advanced work at home. There will be two questions regarding the "muddiest point" of the lesson and one new point students learned.	One-minute paper handout including two questions.

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
Students will be able to explain reasons why intentional additives are allowed in processed foods.	<p>After identifying intentional additives, students will investigate why some additives are added to foods intentionally.</p> <p>There will be a short quiz on Canvas checking for understanding of this learning objective as discussed in class.</p> <p>Since consumers are bombarded with information about additives in foods, it is important to distinguish reasons why some additives are necessary to be added in foods.</p>	<p>After discussing the ways accidental additives end up in foods, write notes explaining each step. Choose at least ten intentional additives (pages 432-433 from textbook) and indicate reasons for their use. Create a table with two columns (one for additive name, another for the reason for use).</p> <p>After completing your own table, be sure to take a short quiz posted on Canvas. The quiz will be due before next class meeting.</p>

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will be able to examine the role of government in overseeing additives in food.</p>	<p>After finding the reasons why intentional additives are added to foods, students will examine which government agencies regulate the labeling of those additives.</p> <p>Communication between consumers and manufacturers isn't always direct. This is when government agencies need to regulate the labeling and use of additives in foods.</p>	<p>In Chapter 18, find out the role of government agencies such as USDA, FDA, ect., in food and additive labeling.</p> <p>Create a table of all government agencies you can find in the chapter and write down their roles.</p>

GUIDED PRACTICE

Class: NTRS 4100 Experimental Foods

Date assigned:

Date due:

Time estimate to complete this assignment: 30 minutes

Overview/Introduction

This lesson is about food additives. The reason we care and are concerned about it is because they are a source of controversy in the United States food industry as well as food industries worldwide. There are controversies regarding the correct definition of foods additives, how they are regulated and how they affect people's health. As healthcare professionals it is imperative that prospective dietitians, institutional food service managers, etc., have a fundamental understanding of how additives become parts of food and which agencies regulate their use.

Learning Objectives

Basic objectives

1. By the end of this lesson students will be able to list two types of food additives.
2. By the end of this lesson students will be able to name five intentional additives.
3. By the end of this lesson students will be able to identify some specific food additives and discuss why they are used.
4. By the end of this lesson students will be able to match specific terms to a correct definition.

Advanced objectives

1. By the end of this lesson students will be able to discuss the occurrence of accidental additives in foods.
2. By the end of this lesson students will be able to explain reasons why intentional additives are allowed in processed foods.
3. By the end of this lesson students will be able to examine the role of government in overseeing additives in food.

Preparatory Activities and Resources:

1. Instructions for completing the Guided Practice assignment.

Step One:

- Read Chapter 18 Food Additives pages 427-441
- Write down food additive-related new terminology and definitions outlined on most pages in the textbook on the side margins
- Write down reading notes (anything you think is important/relevant while reading the chapter for the first time)

Step Two:

- Watch a 9-minute video on allergens posted on Canvas Week 15
- Write down new terms you hear in the video and find their definitions

2. Resources.

- Textbook (Chapter 18 Food Additives)
- Video (Week 15 on Canvas) Link:
<https://www.npr.org/sections/thesalt/2015/04/14/399591292/why-the-fda-is-clueless-about-some-of-the-additives-in-our-food>

Exercises: Please complete by _next class meeting_.

- Upon completion of your preparatory activities of reading bring your hand-written reading notes and definitions as an entry ticket for the next class meeting
- Be sure to complete a short online quiz before the next class meeting

Questions?

If you have any questions or concerns feel free to reach out to me during my office hours (posted in syllabus) and/or via email mbroz2@calstatela.edu

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: NTRS 4100 Experimental Foods

Date assigned:

Date due:

Time estimate to complete this assignment: 45 minutes

Learning Objectives

Advanced objectives

1. By the end of this lesson students will be able to discuss the occurrence of accidental additives in foods.
2. By the end of this lesson students will be able to explain reasons why intentional additives are allowed in processed foods.
3. By the end of this lesson students will be able to examine the role of government in overseeing additives in food.

Activities & deliverables

1. Instructions for completing the assignment.

Step one:

- Choose at least ten intentional additives (pages 432-433 from textbook) and indicate reasons for their use
- Create a table with two columns (one for additive name, another for the reason for use).

Step two:

- Take a short quiz posted on Canvas.
2. By next class meeting, you should turn in two tables. One table indicating the intentional ingredients and their use, and another table indicating the role of government in overseeing additives in food

Resources:

3. Textbook (Chapter 18 Food Additives), pages 428-429, 434, 440
4. Canvas quiz link

Questions?

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