

Souper Pork: The Basics of Soup



Pork Chop Noodle Soup

<https://www.yummly.com/recipe/Pork-Chop-Noodle-Soup-2249011>



LESSON OBJECTIVES:

The student will:

- List different cuts of pork and identify what soups the cut of pork could be used in.
- Students will identify the nutrients found in pork.
- Prepare food by using the appropriate procedures and techniques specified in the pork soup recipes.

GRADE LEVEL: High School Culinary Classes

LESSON LENGTH: 4 class periods
(45 minute class periods)

NATIONAL FCS STANDARDS:

- Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- Demonstrate food safety and sanitation procedures.

FOOD SERVICE SKILLS CERTIFICATE COMPETENCIES:

Performance will be successful when employee:

- Costs out a recipe accurately
- Prepares and stores soups following established food service standards and procedures.
- Describes menu items.
- Competencies

Day 1

How many different types of soups
are students able to list?

Use PowerPoint slides provided to
discuss varieties of soups.

This lesson includes Q & A about
cuts of pork plus cooking methods.

Activity:

K-W-L INTRODUCTION

- Ask students-
 - What is your favorite type of soup?
 - What do you know about soup?
 - What do you want to learn?
 - What does it mean to make soup from scratch?
- Make a K-W-L diagram on the whiteboard (flip chart, etc.) for your students and fill in 1 or 2 examples for “What I Know” and “What I Want to Learn”.
- Students work with a partner to discuss additional ideas for K-W-L chart and record on their worksheets.
- Discuss as a class “What I Know” and “What I Want to Learn”.



Spicy Tortilla Soup

<https://www.yummly.com/recipe/Spicy-Tortilla-Soup-2249644>

K-W-L

TOPIC: SOUPS AND PORK

K What I K now about soups and pork?	W What I W ant To Learn about soups and pork?	L What I Have L earned about soups made with pork?

SOUPER PORK

By: Emily Larson

Family Consumer Science and Health Teacher at Amery High School

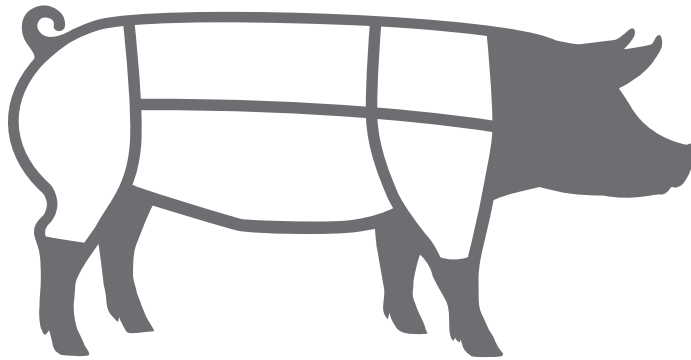


DOWNLOAD

Activity:

MAKING SOUPS FROM SCRATCH

- Present “Souper Pork” Power Point slide show. Talking points include:
 - Fun facts about soup and pork
 - Pork stocks
 - Broth versus Stock versus Bone Broth
 - Basic Types of Soups
 - Cooking Clear Soups
 - Making Consomme
 - Cooking Thick Soups



Activity:

PORK CUTS AND COOKING METHODS

- Students investigate information about pork and cooking methods on the <http://www.pork.org> website. Complete the Pork Cuts and Soups worksheet. (next page)
- Teacher answer key included on pages 9 and 10.
- Discuss answers with class (during day #1 or #2) and note the variety of soup recipes they located.

Gingered Pork-Vegetable Soup with Wonton Noodles

<https://www.yummly.com/recipe/Gingered-Pork-Vegetable-Soup-with-Wonton-Noodles-2248334>





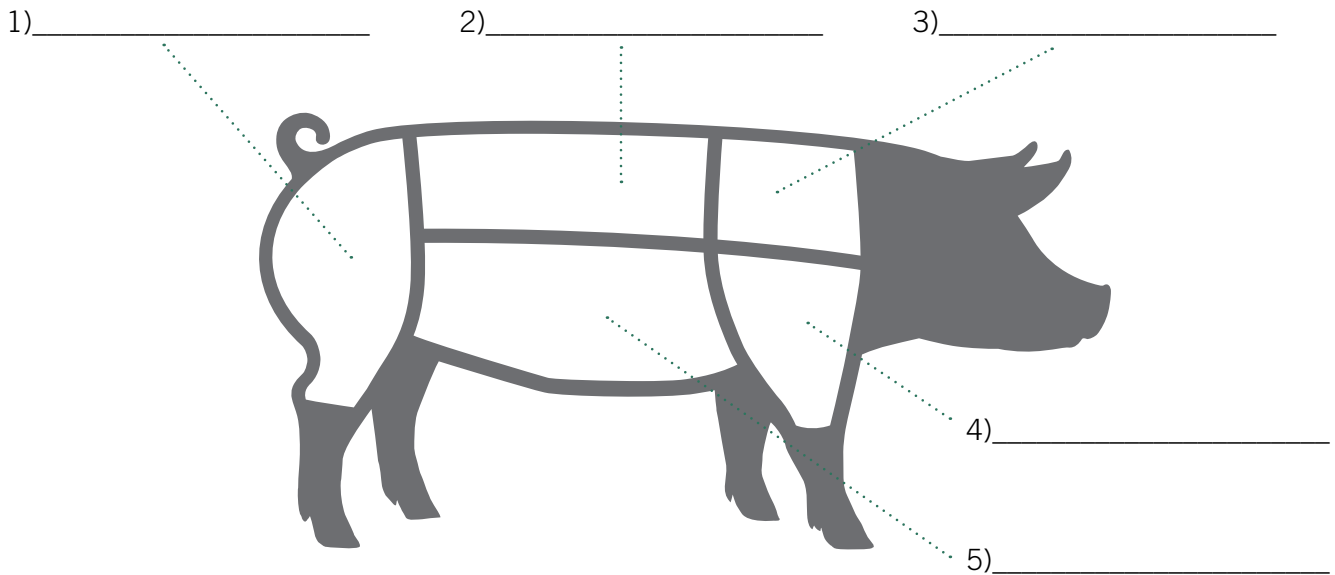
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PORK CUTS AND SOUPS

Directions - Go to the national pork website to find answers for the following questions.

The direct hyperlink is <https://www.pork.org/cooking/cuts/> (Answer Key on page 9) Activity worth 30 points.

Label the wholesale (primal) cuts of pork.



List retail cuts of pork.

- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

Directions - Questions 13-17. Using online resources, research a variety of soup recipes that contain pork. You must select five different cuts of pork and a recipe for that cut of meat. Provide the information in the blanks below.

Pork cut	Pork soup recipe and hyperlink. (Note, the pork.org website also has soup recipes.)
13)	14) Soup recipe #1 Name/Link:
15)	16) Soup recipe #2 Name/Link:
17)	18) Soup recipe #3 Name/Link:
19)	20) Soup recipe #4 Name/Link:
21)	22) Soup recipe #5 Name/Link:

Directions - Using the pork.org website locate the answers to the following questions.

These are direct links <https://www.pork.org/cooking/pork-temperature/> or <https://www.pork.org/cooking/nutrition/>

23-25) What pork cuts should be cooked to 145 °F to 160°F - followed by a 3 minute rest - to ensure proper food safety guidelines.

- a.
- b.
- c.

26) What pork cut must be heated to at least 160°F to ensure food safety.

Directions - Read the statements below and identify if the statements are True or False. Circle the correct answer.

27) True or False -

Pork tenderloin has the same amount of fat as a skinless chicken breast.

28) True or False -

Pork contains thiamin, niacin, riboflavin, vitamin B-6, phosphorus and protein plus a “good” source of zinc and potassium.

29) True or False -

Today’s pork is 5 percent leaner and 10 percent lower in saturated fat compared to 26 years ago.

30) True or False -

Pork is naturally low in sodium and the American Heart Association has certified the pork tenderloin and pork sirloin roast meet the criteria as heart-healthy foods.

Day 2

There are endless numbers of soup recipes using pork. Students locate recipes online and others are provided in this lesson. To check student's understanding of pork facts use provided Kahoot Game.

Activity:

PORK CUTS AND COOKING

METHODS (continued from Day 1)

- Discuss answers for “Pork Cuts and Soups” with class and note the variety of soup recipes they located.



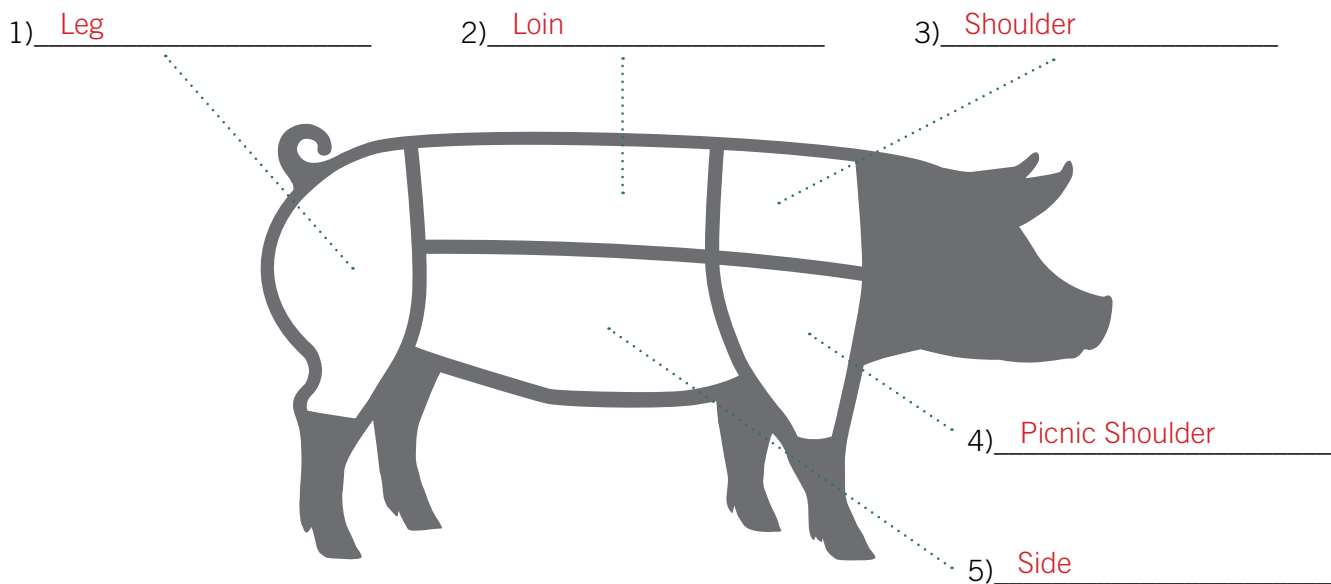
Pork, Sweet Potato and Black Bean Stew with Fresh Greens
<https://www.yummly.com/recipe/Pork-Sweet-Potato-And-Black-Bean-Stew-with-Fresh-Greens-2249291>

Answer Key

PORK CUTS AND SOUPS

Directions - Go to the national pork website to find answers for the following questions.
The direct hyperlink is <https://www.pork.org/cooking/cuts/> Activity worth 30 points

Label the wholesale (primal) cuts of pork.



List retail cuts of pork.

- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

Options could include:

Bacon, Pork Chops, Pork Belly, Pork Steak, Ground Pork, Ham, Loin Roast, Pork Rib Roast, Sausage, Shoulder, Ribs, Tenderloin etc.

<https://library.pork.org/media/?mediaId=5898C009-3773-4323-868E904602808E88>

Directions - Questions 13-17. Using online resources, research a variety of soup recipes that contain pork. You must select five different cuts of pork and a recipe for that cut of meat. Provide the information in the blanks below. **Student Response**

All pork cuts are listed <https://library.pork.org/media/?mediaId=5898C009-3773-4323-868E904602808E88> Also, any of the above cuts from answer one would be correct.

Pork cut (Example Answers)	Pork soup recipe and hyperlink. (Example Answers) (Note, the pork.org website also has soup recipes.)
13) Ground Pork	14) Soup recipe #1 Name/Link: White Chili https://www.yummly.com/recipe/Winter-White-Chili-2249621
15) Ham	16) Soup recipe #2 Name/Link: Delicious Ham and Potato Soup https://www.allrecipes.com/recipe/56927/delicious-ham-and-potato-soup/
17) Sausage	18) Soup recipe #3 Name/Link: Spicy Tuscan Kale and Sausage Soup https://www.idratherbeachef.com/tuscan-kale-soup/
19) Bacon	20) Soup recipe #4 Name/Link: Bean with Bacon Soup https://thepioneerwoman.com/cooking/bean-with-bacon-soup/
21) Pork Tenderloin	22) Soup recipe #5 Name/Link: A Hearty Slow Cooker Green Chile Pork Soup https://www.yummly.com/recipe/A-Hearty-Slow-Cooker-Green-Chile-Pork-Soup-9022506

Directions - Using the pork.org website locate the answers to the following questions.

These are direct links <https://www.pork.org/cooking/pork-temperature/> or <https://www.pork.org/cooking/nutrition/>

23-25) What pork cuts should be cooked to 145 °F to 160°F - followed by a 3 minute rest - to ensure proper food safety guidelines.

Pork Loin

Pork Tenderloin

Pork Chop

26) What pork cut must be heated to at least 160°F to ensure food safety. (1 point)

Ground pork

Directions - Read the below statements carefully and identify if the statements are True or False. Circle the correct answer.

27) **True** or False -

Pork tenderloin has the same amount of fat as a skinless chicken breast.

28) **True** or False -

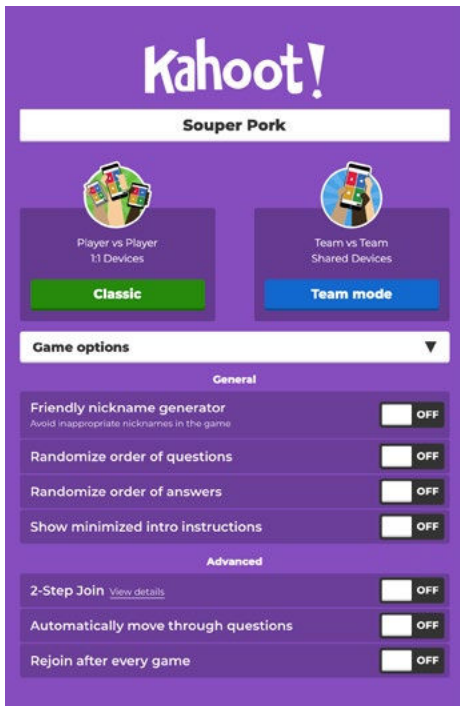
Pork contains thiamin, niacin, riboflavin, vitamin B-6, phosphorus and protein and a “good” source of zinc and potassium.

29) True or **False** -

Today’s pork is 5 percent leaner and 10 percent lower in saturated fat compared to 26 years ago.

30) **True** or False -

Pork is naturally low in sodium and the American Heart Association has certified the pork tenderloin and pork sirloin roast meet the criteria as heart-healthy foods.



Activity:

KAHOOT GAME

- Facilitate the Kahoot game on soups and pork.
- Use direct link to access quiz <https://create.kahoot.it/share/soup-and-pork-unite/b8ed378b-ea45-4bfa-b220-8df0d21087c7> Students select answer for each of the 15 questions.
- Discuss answers with class. Students review class notes to further understanding of Kahoot questions with incorrect answers.

Teacher's note:

- Kahoot is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoot", are multiple-choice quizzes that allow user generation and can be accessed via a web browser. Registration is not required for students using a Kahoot quiz.



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Kahoot Quiz- Souper Pork

(students use link to take quiz <https://create.kahoot.it/share/soup-and-pork-unite/b8ed378b-ea45-4bfa-b220-8df0d21087c7>)

- A stock is a flavorful liquid made by simmering bones and/or vegetables.

True	False
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- Pork contains all the vitamins and nutrients listed below with the exception of:

a. Thiamin	b. Phosphorus
c. Riboflavin	d. Vitamin C
- When making pork stock you need to include all the below major parts with the exception of:

a. Meat and bones	b. Liquid
c. Cream of milk	d. Mirepoix
- Clarified broth, ground pork, egg whites, and other ingredients that trap impurities to result in flavored clear liquid.

a. Chowder	b. Bisque
c. Consommé	d. Thick soup
- All of the following are examples of thick soups with the exception of:

a. Gazpacho	b. Chowders
c. Cream soups	d. Bisques
- Most soups are cooked at a simmer while only stirring occasionally.

a. True	b. False
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- Ground pork should be cooked to a temperature of:

a. 140 degrees F	b. 160 degrees F
c. 212 degrees F	d. 120 degrees F
- All of the following are cuts of pork with the exception of:

a. Bacon	b. Brisket
c. Pork tenderloin	d. Loin Roast
- All of the following are cuts of pork with the exception of:

a. Sausage	b. Steak
c. Ribs	d. Round
- What liquid is usually used for making stock?

a. water	b. Pork broth
c. Bouillon	d. Chicken broth
- What is the proper way to cool one gallon of pork stock?

a. Put in fridge	b. Place in ice bath
c. Place in freezer after one hour	d. Take out of pan and place in fridge

12. Ham and split pea soup is an example of which type of soup?
 - a. Thick soup
 - b. Clear soup
 - c. Bisque
 - d. Consommé
13. All the following cuts of pork need to be prepared to 145 degrees F to 160 degrees F with the exception of:
 - a. Pork loin
 - b. Pork tenderloin
 - c. Ground pork
 - d. Pork chop
14. This is a thickener for sauces or soups which consists of flour and a fat (usually butter).
 - a. Bisque
 - b. Thick soup
 - c. Roux
 - d. Cream soup
15. You do not need to remove fat from pork stock before using.
 - True
 - False

ANSWER KEY

- 1-True
- 2-D
- 3-C
- 4-C
- 5-A
- 6-True
- 7-B
- 8-B
- 9-D
- 10-A
- 11-B
- 12-A
- 13-C
- 14-C
- 15-False



Activity:

PREP FOR CULINARY LAB

- Distribute soup recipes (located with Day #4) to class. Students draw to decide recipe each group will prepare.
- Groups read through recipe and highlight all steps that could be prepped day before lab.
- Prepare market order and divide up steps among members of group.

«BLT Soup

<https://www.yummly.com/recipe/BLT-Soup-2248172>

Day 3

Meal planning for a class soup catered event is the focus today. The event will feature a minimum of two soups options with pork as the protein ingredient. Online resources are provided to assist students with figuring cost of menu items.

Activity:

PRE-PREP OF INGREDIENTS

- Students follow their plan to prep and store ingredients for their soup recipe.



Smoky Pasta and Bean Soup

<https://www.yummly.com/#recipe/Smoky-Pasta-and-Bean-Soup-2249100>



Activity:

MEAL PLANNING AND COST PRICING

- Students will use resources available (i.e. culinary texts, recipe websites) to learn about factors to consider when making a meal plan. With those factors in mind each group will plan a class catered event which offers at least two soup options with 2 or 3 simple accompaniments.
- Have students write a description of the soups that would motivate staff to place orders with culinary class for a catered lunch.
- Soup is offered as a cup or bowl at most restaurants. Students investigate how many ounces each option would provide at class catered event.
- Students will use a grocery store app and/or www.peapod.com to secure ingredient prices.

- Figure the cost of preparing student's soup recipe. The teacher will need to see all the student's work. Here are options to use with students:

Costing templates are available at <https://www.wirerestaurant.org/expo/show/prostart> by clicking on the "ProStart Templates" link

OR

Refer to this link for step-by-step examples <https://www.wikihow.com/Cost-a-Recipe>. This would include the following steps.

1. Create an ingredients list with the quantity required for each using your recipe.
2. Write down the price of any full units of ingredients that you are using. Use your receipts or grocery store websites to find the price for each item.
3. Convert the measurement units to those that are used by the recipe.
4. Divide the required amount by the full unit amount for partial ingredients.
5. Multiply the proportion of partial ingredients by the full purchase cost.
6. Add all of the calculated prices for the ingredients together.
7. Divide the total recipe cost by the number of servings.

Day 4

Students prepare and sample soups, considering what might be added or changed.

Checking and recording the temperature of soup at serving time is necessary to maintain food safety standards. Proper storage of leftovers will be reviewed and followed.

Activity:

PORK SOUP LAB

- Students in each group review their tasks for the day. Prepare soups and prepare sample servings for class.
- Students sample soups and note what they liked plus one adjustment they would make to each recipe.
- If time permits today, use “Evaluation of Laboratory Experience for Pork Soup” OR complete evaluation by class time next day.
- Students clean up laboratory per teacher classroom expectations.

Ham and Cabbage Soup

<https://www.yummly.com/recipe/Ham-Cabbage-Soup-2248394>





Italian Cupboard Soup

<https://www.yummly.com/recipe/Italian-Cupboard-Soup-2248688>

SOUPS BY CUTS

GROUND PORK

Winter White Chili (25 minutes)

<https://www.yummly.com/recipe/Winter-White-Chili-2249621>

Spicy Tortilla Soup (40-45 minutes)

<https://www.yummly.com/recipe/Spicy-Tortilla-Soup-2249644>

HAM

Ham & Cabbage Soup (60 minutes)

<https://www.yummly.com/recipe/Ham--Cabbage-Soup-2248394>

SAUSAGE

Creole-Style Pork Stew (2hours)
(sausage and country style ribs)

<https://www.yummly.com/recipe/Creole-Style-Pork-Stew-2248235>

BACON

Smoky Pasta and Bean Soup
(60 minutes)

<https://www.yummly.com/recipe/Smoky-Pasta-and-Bean-Soup-2249100>

BLT Soup (25 minutes)

<https://www.yummly.com/recipe/BLT-Soup-2248172>

LOIN

Italian Cupboard Soup (30 minutes)

<https://www.yummly.com/recipe/Italian-Cupboard-Soup-2248688>

Southwestern Pork and Bean Soup
(30 minutes)

<https://www.yummly.com/recipe/Southwestern-Pork-And-Bean-Soup-2249334>

Pork And Zucchini Stew (35 minutes)

<https://www.yummly.com/recipe/Pork-and-Zucchini-Stew-2249355>

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EVALUATION OF LABORATORY EXPERIENCE

Criteria	Exceeds Expectations	Meets Expectations	Working to Meet Expectations	Not Evident
Planning	Participated in planning the lab - market order included all required elements, only one trip to supply area, gathered all necessary equipment, assisted in completing an effective time work schedule	Some participation in planning the lab - market order included most required elements, limited trips to supply area, needed to locate additional equipment after beginning to work, assisted in completing a manageable time work schedule	Limited participation in planning the lab - market order missing several required elements, many trips to supply area, did not locate all necessary equipment, time work schedule had flaws which led to time management issues	Did not participate
Safety & Sanitation Procedures	Followed safety & sanitation procedures; wore closed toed shoes, hair pulled back, demonstrated personal hygiene & food safety standards, washed, rinsed, dried items used & returned to proper location, wiped sinks, appliances, counters, & table, disposed of trash & recyclables, swept if needed	Minor violations of safety & sanitation procedures; failed to satisfactorily complete 1-2 of the required tasks	Major violations of safety & sanitation procedures; failed to satisfactorily complete 3 -5 of the tasks	Major violations of safety & sanitation procedures: failed to satisfactorily complete more than 5 of the tasks
Preparation Techniques	Proper utensils/equipment were used, correct measures of ingredients, followed principles & techniques given in class, completed recipe as stated	Most utensils/equipment were used properly, mostly correct measures of ingredients, followed many of the principles & techniques, generally followed recipe as stated	Many errors in utensil/ equipment usage and/or measures of ingredients, principles & techniques were ignored, limited understanding of the recipe	Did not demonstrate any preparation techniques or recipe was not followed
Lab Analysis & Reflection	Accurately completed cost analysis, reflection included personal comments, sampled all items available for tasting	Completed cost analysis with only a few errors, reflection completed, sampled most of the items available for tasting	Cost analysis had several errors, reflection incomplete, sampled some of the items available for tasting	Cost analysis or reflection not completed, did not sample any of the items available for tasting

FOR OBSERVATION ONLY – NOT INCLUDED IN LAB SCORE

Teamwork & Communication	Worked well with others, stayed on assigned task, worked quietly, problem solved cooperatively, assisted others when needed	Mostly able to work with others, frequently on assigned task, usually worked quietly, required assistance from instructor to solve problems	Lacked ability to work with others, often not on assigned task or quiet, unable to resolve problems, required supervision	Unable to participate due to lack of cooperation and removal from lab
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Exceeds Expectations=Consistently displays

Meets Expectations=Often displays

Working to Meet Expectations=Rarely displays

Not Evident=No displays

A=All areas exceed expectations

B=3 or more meet expectations and none not evident

C=3 or more working to meet expectations

INC=3 or more not evident

Source: Susan Turgeson, Ed. D., CFCS, Assistant Professor of Family and Consumer Sciences, University of Wisconsin-Stevens Point with permission given for modifications by Emily Larson, School District of Amery, Wisconsin

Day 5

Using “Evaluation of Lab Experience for Pork Soup” students assess preparation of recipe in class. Students will complete plan for class soup catered event. Encourage student’s creativity as they develop mini posters to advertise catered event.

Activity:

DEBRIEF LAB & LESSON

- Each group has a 5 minute meeting to compare their evaluations of lab. Come up with two tasks that were done well and two tasks that could be improved for next food prep lab (write these down). Staple these comments together with all the group member’s evaluations to turn in.
- Students return to “K-W-L” worksheet and complete the “What I Have Learned” column. Save in their culinary portfolio or turn in, as per teacher instruction.





Activity:

PROMOTING CATERED SOUP LUNCH

- Using computer software available create a one-page (8.5 inches by 11 inches) mini poster advertisement for soup catered event. Include menu options (minimum of 2 soups and 2 or 3 accompaniments), description, photos/clip art, day/date of event, time orders will be available, where orders will be picked up, must preorder, deadline for orders, cost of cup and bowl of soups, how money will be collected, contact person(s)
- Display mini poster on design board for other students to review.
- Complete cost pricing from Day 3. Each group turn in their recipe cost and menu pricing.

OPTIONAL ACTIVITIES TO ENHANCE LEARNING:

- Gimkit is a quiz learning game for students and teachers. As students complete quizzes their results are stored. Teachers may use the Gimkit dashboard to view student progress. Students will respond to Gimkit quiz using this link <https://www.gimkit.com/view/5df508bca9c2130022c71b61>
- Class selects favorite plan for class soup catered event. Proceed with catered simulation.

Resources

ONLINE VIDEOS:

<https://craighitchenstherapies.com/foods-that-heal-bone-broth-home-made-superfood/>

www.porkcares.org

OTHER RESOURCES:

K-W-L Worksheet (see day #1)

Pork Cuts and Soups worksheet (see day #1)

Powerpoint Slides (see day #1)

Pork Cooking Methods <http://www.pork.org>

Pork Cuts and Soup (see day #1)

Cooking Cuts <https://www.pork.org/cooking/cuts/>

Cooking Pork Temperature <https://www.pork.org/cooking/pork-temperature/>

Cooking Nutrition <https://www.pork.org/cooking/nutrition/>

ANSWER KEY- Pork Cuts <https://library.pork.org/media/?mediaId=5898C009-3773-4323-868E904602808E88>

<https://create.kahoot.it/share/soup-and-pork-unite/b8ed378b-ea45-4bfa-b220-8df0d21087c7>

ProStart Recipe Cost & Menu Price Templates <https://www.wirerestaurant.org/expo/show/prostart>

Cost a Recipe <https://www.wikihow.com/Cost-a-Recipe>

Pricing Ingredients www.peapod.com

Evaluation of Laboratory Experience for Pork Soup, Susan Turgeson, Ed. D., CFCS, Assistant Professor of Family and Consumer Sciences, University of WI- Stevens Point and modified by Emily Larson, School District of Amery, WI (see day #4)

Gimkit (optional activity to enhance learning) <https://www.gimkit.com/view/5df508bca9c2130022c71b61>

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- National Pork Board
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