

# NCFE Food and Cookery

## Unit 3 exploring healthy diets

### WORK AND REVISION BOOKLET

STUDENT NAME \_\_\_\_\_

Teacher Ms Curtis

This unit covers the following areas;

#### Section 1 Understand the importance of a balanced diet

- 1.1 Explain what is meant by a balanced diet
- 1.2 Describe the nutrients that make up a balanced diet
- 1.3 Explain nutrient requirements for different groups of people
- 1.4 Explain healthy eating advice
- 1.5 Explain how nutritional information on food labels can inform healthy eating
- 1.6 Assess a food diary and make recommendations

#### Section 2 Be able to change recipes to make them healthier

- 2.1 Assess a recipe in terms of its contribution to healthy eating
- 2.2 Explain how the recipe could be changed to make the finished dish healthier
- 2.3 Describe other factors that could affect the finished dish

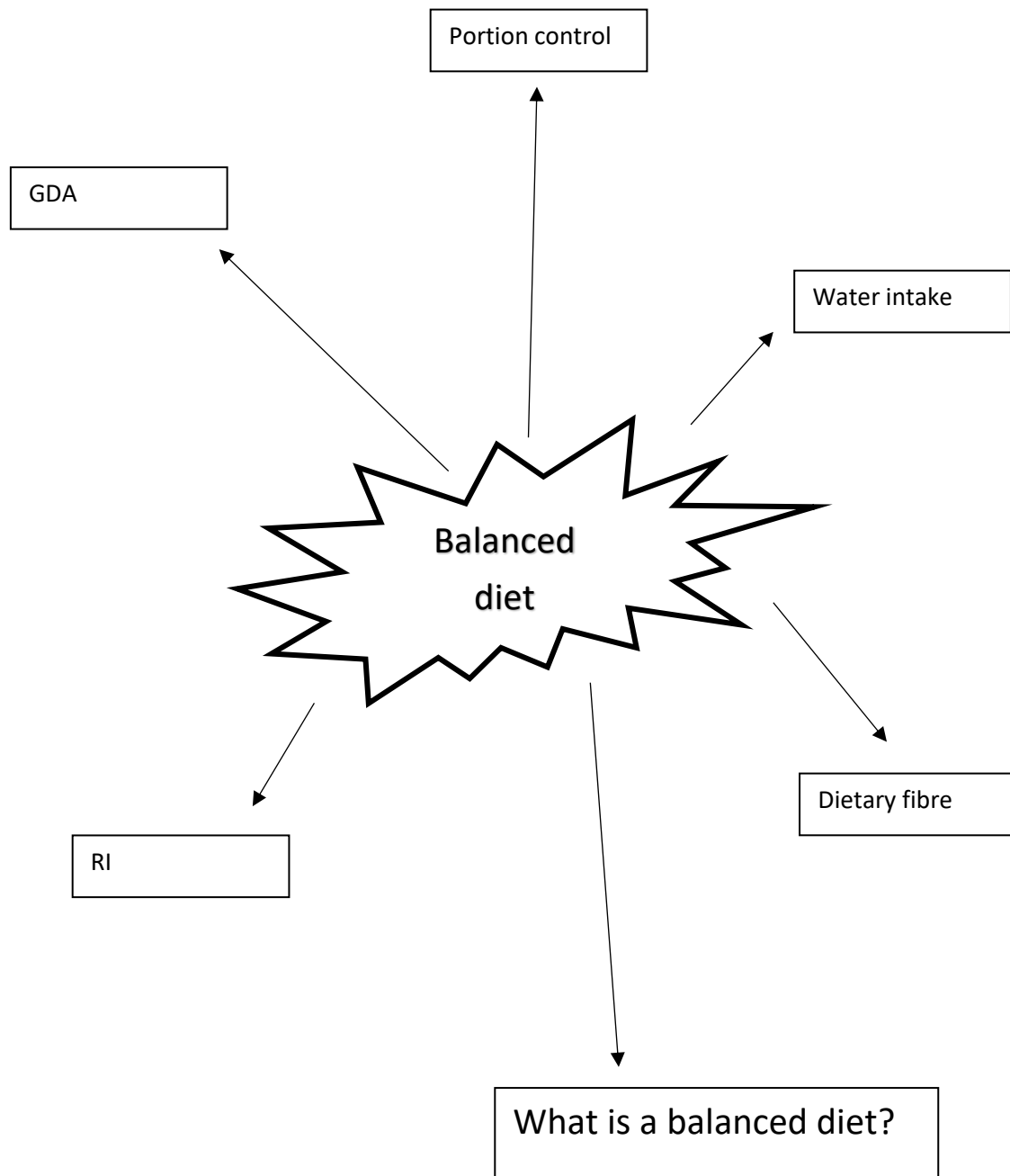
Scheme of work

Weekly overview – 4 lessons a week

Term	Week	Topic
1	1 4.9.17	1.1 Explain what is meant by a balanced diet Balanced diet: to include portion control, water intake and dietary fibre, RI / GDAs etc
	2 11.9.17	1.2 Describe the nutrients that make up a balanced diet Nutrients: Macro (Carbohydrates, fats, proteins), micro (Vitamin A, B group C and D), minerals (Iron and Calcium) source, function, deficiency.  1.4 Explain healthy eating advice Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables.
	3 18.9.17	1.3 Explain nutrient requirements of different groups of people and explain healthy eating advice Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans) Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables.  1.6 Assess a food diary and make recommendations Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs
	4 25.9.17	1.5 Explain how nutritional information on food labels can inform healthy eating Nutritional information: eg fat content, calories content, serving size
	5 2.10.17	2.1 Assess a recipe in terms of its contribution to healthy eating  1.6 Assess a food diary and make recommendations Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs
	6 9.10.17	2.2 Explain how the recipe could be changed to make the finished dish healthier Recipe: eg, cooking method, ingredients, portion size, serving suggestion, cost
	7 16.9.17	2.3 Describe other factors that could affect the finished dish Other factors: eg taste, texture, moisture, appeal, appearance
2	1 30.10.17	General revision. EXAMINATION DATE 1.11.17 at 1.30 EXTRA REVISION SESSION 1.11.17 – LESSON 3 AND 4
	2	
	3	
	4	

1.1 Explain what is meant by a balanced diet

Balanced diet: to include portion control, water intake and dietary fibre, RI / GDAs etc



## 1.2 Describe the nutrients that make up a balanced diet

Nutrients: Macro (Carbohydrates, fats, proteins), micro (Vitamin A, B group C and D), minerals (Iron and Calcium) source, function, deficiency.

### The Eatwell plate



For each of the sections of the Eatwell plate, write down the key nutrients and why they are essential for health.

Section name	Key nutrients	Why is this essential for health
Fruit and vegetables		
Bread, cereals and potatoes		
Milk and dairy		
Meat, fish and alternatives		
Food containing fat / sugar		

What counts as a portion?

## Macro Nutrient

### Proteins

What is it needed for?

What are amino acids?

What are proteins with high biological value?

What are proteins with low biological value?

What about vegetarians and vegans?

### Carbohydrates

What is it needed for?

What are carbohydrates made up of?

What is Glycaemic index?

Why are carbohydrates challenging for coeliac?

## Macro Nutrient

### Fats

What is it needed for?

What form are fats?

What are saturated fatty acids?

What are unsaturated fatty acids?

What are Omega 3 and 6 fatty acids?

What are visible and hidden fats?

How can we cut down on fat in the diet?

What is cholesterol?

## Micro Nutrient

### Water-soluble vitamins

#### Vitamin B1

Chemical name	
Functions	
Sources	
Deficiency	

#### Vitamin B2

Chemical name	
Functions	
Sources	
Deficiency	

## Vitamin B3

Chemical name	
Functions	
Sources	
Deficiency	

## Vitamin B6

Chemical name	
Functions	
Sources	
Deficiency	



## Vitamin B9

Chemical name	
Functions	
Sources	
Deficiency	

## Vitamin B12

Chemical name	
Functions	
Sources	
Deficiency	

## Vitamin C

Chemical name	
Functions	
Sources	
Deficiency	

## Fat-soluble vitamins

### Vitamin A

Chemical name	
Functions	
Sources	
Deficiency	

## Vitamin D

Chemical name	
Functions	
Sources	
Deficiency	

## Minerals

### Calcium

Functions	
Sources	
Deficiency	

### Iron

Functions	
Sources	
Deficiency	

## Dietary Fibre

What does it do?

How much do we need?

Where do we get it from?

## Fluids

What does it do?

How much do we need?

Where do we get it from?

#### 1.4 Explain healthy eating advice

Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables.

Using the printed table cut and paste the right information in the correct box.

Guidelines	What it means?	Why?	How much?
1 Base your meals on starchy foods			
2 Eat lots of fruit and vegetables			
3 Eat more fish			
4a Cut down on saturated fat 4b Cut down on sugar			
5 Try to eat less salt			
6 Drink plenty of water			
7 do not skip breakfast			
8 Get active and try to be a healthy weight			

### 1.3 Explain nutrient requirements of different groups of people and explain healthy eating advice

Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans)

#### Individual Needs

How do the following individual needs affect the nutritional needs of a person.

Babies - Pre weaning	
Babies – Post weaning	
Young children (pre school)	
School aged children	
Teenagers	
Eating disorders	
Older people	
Pregnancy	
Illness	
Recovering from an operation	

Low activity level		
High activity level		
Male		
Female		
Weight loss diets		
Vegetarians	Lacto-Ovo vegetarians	
	Lacto-vegetarians	
	Vegans	
Food allergies For example peanuts, eggs, strawberries.		
Lactose Intolerance		
Coeliac		
Diabetes	Type 1	

	Type 2	
Coronary heart disease		
Bowel disorders	Constipation	
	Diverticular Disease	
	Bowel cancers	
Bone and joint health		

Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables.







1.5 Explain how nutritional information on food labels can inform healthy eating

Nutritional information: eg fat content, calories content, serving size

## Food Labelling

A food label can provide information which is useful to the consumer. In addition to the information, food labels attract customers by being colourful and attractive. Food manufactures know this and spend a lot of time and money designing packaging and labels in order to tempt consumers to buy their product.

Food labelling regulations require certain information to be given on all pre-packed foods.

What are the 10 pieces of information?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

There are some pieces of information which are not a legal requirement but are seen as good practice to include on packaging. What are these?

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

How should nutritional information be displayed on packaging?

What is Quantitative Ingredient Declaration (QUID)?

What is the Traffic Lights system all about?

Why is allergy information important to display on packaging?

Why is the fat content and calories content stated on packaging?

Why is the serving size important information?

## Additives in food

Food additives are substances put into processed food by manufacturers. They may be natural, natural identical (copies of substances that occur naturally) or artificial.

The main groups are;

- Antioxidants
- Colours
- Flavour enhancers
- Sweeteners
- Emulsifiers
- Stabilisers
- Preservatives

All additives are thoroughly tested by the government and European Union (EU) before they are allowed to be used. The ones approved by the EU are given an 'E' number.

There is a concern that artificial colours and preservatives trigger hyperactive behaviour in children, and the development of particular types of cancer.

Checking the food label will give information on what ingredients and additives are in processed foods. People who are concerned about the impact of additives in food upon health should limit the amount of processed foods they eat and choose natural, unprocessed foods instead.

Complete the table below to describe what each of the different food additives does;

Antioxidants	
Colours	
Flavour enhancers	

Emulsifiers	
Gelling agents	
Preservatives	
Sweeteners	

## 2.1 Assess a recipe in terms of its contribution to healthy eating

Jane visits the drop-in session to ask about her diet.

Jane is a 35 and loves to cook. She has decided she would like to eat more healthily. She has some favourite recipes that she really enjoys and she would like to make them healthier.

Lasagne	
Ingredients (serves 4)	
Meat sauce: 25g butter 1 large onion (chopped) 2 cloves garlic (crushed) 400g minced beef 2 tablespoons tomato puree 1 tin (400g) chopped tomatoes 1 beef stock cube 100ml water salt and pepper to taste	Topping sauce: 50g butter 50g plain flour 500ml whole milk 100g grated Cheddar cheese salt and pepper to taste  Pasta: 200g lasagne sheets  To finish: 75g grated Cheddar cheese
<u>Method</u>	
<ol style="list-style-type: none"><li>1. Heat your oven to Gas 5/190 C</li><li>2. Make the meat sauce:<ul style="list-style-type: none"><li>• melt the butter and lightly fry the onion and garlic until soft</li><li>• add the minced beef and continue to fry until brown</li><li>• stir in the tomato puree and tinned tomatoes, including the juice</li><li>• crumble in the stock cube and the water</li><li>• bring to the boil, stirring continuously, and then reduce heat to simmer for 20 minutes</li><li>• add salt and pepper to taste</li></ul></li><li>3. Make the white sauce:<ul style="list-style-type: none"><li>• melt the butter then remove from the heat</li><li>• stir in the flour then return to the heat, cook for 2 minutes stirring continuously, then remove from the heat.</li><li>• add the milk gradually then return to the heat and bring to the boil, stirring continuously</li><li>• remove from the heat and stir in 100g cheese</li><li>• add salt and pepper to taste</li></ul></li><li>4. Complete the dish:<ul style="list-style-type: none"><li>• place a layer of meat sauce in a flat ovenproof dish</li><li>• cover with sheets of lasagne</li><li>• repeat these layers</li><li>• cover with 75g cheese</li></ul></li><li>5. Bake in the oven for approximately 30 minutes until the lasagne is soft and the cheese is melted and golden brown.</li></ol> <p>Serve with crusty garlic bread.</p>	





2.2 Explain how the recipe could be changed to make the finished dish healthier

Recipe: eg, cooking method, ingredients, portion size, serving suggestion, cost

Cooking methods

<u>Method</u>	<u>Details and suitable foods.</u>	<u>Advantages</u>	<u>Disadvantages</u>
Boiling	Cooking water in water Vegetables, eggs and ham.		
Steaming	Cooking food above boiling water. Vegetables and fish.		
Stewing or braising	Cooking food in liquid. Vegetables and meat.		
Microwavin g	Cooking by microwave. Most foods are suitable.		
Pressure cooking	Cooking food in liquid above boiling point. Vegetables, poultry.		
Stir-frying	Frying in very little fat or oil. Vegetables, shellfish, meat.		
Frying	Cooking food in fat or oil. Eggs, bacon, fish and sausages.		
Grilling	Cooking food fierce heat or red glow. Steak, burgers, bacon.		
Baking	Cooking food in the oven Bread, cakes, scones, biscuits.		
Roasting	Cooking food in the oven with fat or oil. Meat and vegetables.		

	Janes Lasagne from 2.1	Another product of your choice;
Ingredients		
Portion size		
Serving suggestion		
Cost		

### 2.3 Describe other factors that could affect the finished dish

Other factors: eg taste, texture, moisture, appeal, appearance

Taste	
Texture	
Moisture	
Visual appeal / appearance	
Smell	

## Key terminology

Terminology	What does it mean
EAR	
DRV	
GDA	
NSP	
RNI	
Dehydration	
Fortified	
BMI	
Antioxidants	
Cholesterol	
Water soluble	
Fat soluble	
Anaemia	
Collagen	
Beta Carotene	
Peak bone mass	

Rickets	
Osteomalacia	
Adolescence	
Haemoglobin	
Metabolism	
Osteoporosis	
Digestion	
BMI	
Gluten	
Fill in the sections below for any terminology you need to remember from during the revision lessons.	