

Unit 2 checklist

Assessment Criteria		
<p>AC1.1 Describe the functions of nutrients in the human body</p> <p>L1P</p> <p>P</p> <p>M</p>	<p>Short intro on why we eat.....</p> <p>Describe 8 different nutrients.</p> <p><u>Protein:</u></p> <ul style="list-style-type: none"> • What is the role of protein in the body? • Explain what essential and non-essential amino acids are. • How is protein used by the body? • What is the difference between LBV and HBV proteins? • Identify some food sources of LBV and HBV proteins. • What is complementary proteins? <p><u>Carbohydrates:</u></p> <ul style="list-style-type: none"> • What is the role of carbohydrate in the body? • What is the difference between simple and complex carbohydrates? • Identify some food sources of simple and complex carbohydrates. <p><u>Fats:</u></p> <ul style="list-style-type: none"> • What is the role of fat in the body? • What is the difference between saturated and unsaturated fats? • Identify food sources for fat. <p><u>Fat soluble and water-soluble vitamins:</u></p> <p>Discuss: Vitamins – A,D,E,K,B (B1, B2, B12),C</p> <ul style="list-style-type: none"> • What is the fat soluble and water-soluble vitamins? Explain the difference between them. • What is the role of the different vitamins in the body? • Identify food sources for each vitamin. <p><u>Minerals:</u></p> <p>Discuss: Iron, Calcium, Sodium</p> <ul style="list-style-type: none"> • What is the role of the different minerals in the body? • Identify food sources for each mineral. • <p><u>Fibre/NSP:</u></p> <ul style="list-style-type: none"> • What is the role of the fibre in the body? • Soluble and insoluble fibre • Identify food sources of fibre (NSP). <p><u>Water:</u></p> <ul style="list-style-type: none"> • What is the role of the water in the body? • Identify foods that have a high-water content, e.g. watermelon. 	

<p>AC1.2 Compare Nutritional needs of specific groups.</p> <p>L1P P M D</p>	<p>Discuss the following groups: <u>Different life stages: Young children, Teenagers, Adults, Older Adults.</u></p> <p>Student has identified the specific groups Discuss needs/functions for both groups, including RDI's in terms of:</p> <p>Protein Carbohydrates Fats Vitamin C Vitamin B1, B2, B12 Vitamins A, D, E, K Calcium Iron Sodium Fibre Water</p> <p><u>Special diets: Medical conditions and Activity levels</u> Diabetes, Allergies, Gluten Intolerance, Coeliac Disease, Lactose Intolerance, High Cholesterol, Coronary Heart Disease</p> <ul style="list-style-type: none"> • Which foods people in each group need to avoid/eat more of? • What are the symptoms, side effects, medical problems they may face if they eat the wrong foods? • What are suitable food alternatives? E.g. a lactose intolerant person could drink soy milk instead of cow's milk. <p><u>Ethical</u> Vegetarianism, Pescatarian, Ovo-vegetarian, Lacto-vegetarian, Vegan</p> <ul style="list-style-type: none"> • The foods people in each group will/will not eat and why? • Do these people suffer any deficiencies because of their diet? Where can they get the nutrients they need? • What are suitable food alternatives? E.g. Quorn is a meat substitute for vegans and vegetarians. <p>Religion Buddhism, Islam, Hinduism, Judaism, Rastafarianism, Catholicism. KEY WORDS: HALAL, KOSHER</p> <ul style="list-style-type: none"> • The foods people in each group will/will not eat and why? • Are there any medical problems/deficiencies they may face because of their diet? 	
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<p>AC1.3 Explain characteristics of unsatisfactory nutritional intake.</p> <p>L1P</p> <p>P</p> <p>M</p>	<p>Can be presented by:</p> <ul style="list-style-type: none"> • A table • A poster/mind map • Block paragraphs <p>Research: Protein, Fat, Carbohydrates, Fibre, Water, Vitamins A, B1, B2, B12, C, D, E, K, Calcium, Iron and Sodium</p> <p>For each you should be able to discuss:</p> <ul style="list-style-type: none"> • The visible and non-visible symptoms someone may suffer if they had this deficiency / Nutritional excess • Include deficiency or excess disease 	
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<p>AC1.4 Explain how cooking methods impact on nutritional value L1P P</p>	<p>Boiling</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. vitamin C in boiled potatoes? <p>Steaming</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. vitamin A in steamed carrots? <p>Baking</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. fat content of baked chips vs deep fat fried? <p>Grilling</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of foods, e.g. fat content of grilled meat vs fried? <p>Stir Frying</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. stir fried vegetables vs raw vegetables? <p>Roasting</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. roast potatoes vs boiled? <p>Poaching</p> <ul style="list-style-type: none"> • Explain the method. • Which foods are suitable to be made this way? • How does this method affect the nutritional property of food, e.g. poached eggs vs fried eggs? 	
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<p>AC2.1 Explain factors to consider when proposing dishes for menus</p> <p>L1P P M</p>	<p>Use the available resources: PPT slides and textbooks to make notes on the following factors that needs to be considered when proposing dishes for menus.</p> <ol style="list-style-type: none"> 1. Customer base 2. Finance, costs, customer needs 3. Type of provision service, location, size, standards 4. Time of year e.g. seasonality of commodities, seasonal events 5. Skills of staff 6. Equipment available 7. Time available 	
<p>AC2.2 Explain how dishes on a menu address environmental issues.</p> <p>L1P/ P</p>	<p>Use the available resources: PPT slides and textbooks to make notes on environmental issues:</p> <p>Discuss the following factors:</p> <p>Dishes</p> <ul style="list-style-type: none"> • Preparation and cooking methods • Ingredients used • Packaging <p>Environmental issues</p> <ul style="list-style-type: none"> • Conserving energy and water when preparing food • 3 Rs Reduce, Reuse, Recycle • Food sustainability and provenance 	
<p>AC2.3 Explain how menu choices meet customer needs.</p> <p>L1P P M</p>	<p>Use the available resources: PPT slides and textbooks to make notes on the following factors: Nutritional, organoleptic, and cost.</p> <p><u>Nutritional</u></p> <ol style="list-style-type: none"> 1. What are the 8 dietary guidelines? 2. What are possible questions you can answer to help you evaluate your dishes <p><u>Organoleptic needs</u></p> <ul style="list-style-type: none"> - sight - Smell - Taste - Touch <p><u>Costing</u></p>	

Plan the production for a menu – Timeplan

<p>AC2.4 Plan production of dishes for a menu L1P/ P/ M/ D</p>	<p>Plan should include:</p> <ul style="list-style-type: none"> • Sequencing • Timing • Mise en place • Cooking • Cooling • Hot holding • Completion • Serving – presenting as to be served • Waste • Equipment • Commodity quantities • Tools • Contingencies • Health, safety and hygiene • Quality points • Storage <p>Recipe – quantities of ingredients needed Equipment – make a list of all the equipment, especially special equipment Detail – contains all information for somebody to follow the plan “Dovetailing “– NOT making one dish after another (colour code each dish to make this clear) Suitable times. (1:10; 1:30) Organisation of times – so all dishes ready to be served at correct temperature at end of time. Mise en place – (first 15/20 mins) includes all details of preparation (weigh/measure, preparing tins, equipment, give details of what checks you will do to assure quality of ingredients) Washing up sessions throughout. Special points – health, hygiene and safety/ Quality controls (e.g. thickness of pastry), special equipment, temperatures, Contingencies – how to correct – e.g. seasoning, thickness of sauces, temperatures, consistencies ...) For M/D – contingencies for most situations Details of serving and plating.</p>	
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