



# Eating a Balanced Diet

Long Term Plan

**nocn**  
CREATING OPPORTUNITIES

**Aims of the Programme of Study**

Entry Level 1	Entry Level 2	Entry Level 3
<b>Unit Code: T-600-6262</b> <b>GLH: 30</b>	<b>Unit Code: A-600-6263</b> <b>GLH: 30</b>	<b>Unit Code: F-600-6264</b> <b>GLH: 30</b>
<b>Purpose</b>		
The purpose of this unit is to encourage learners to develop an awareness of what is healthy eating, the benefits of it and how to prepare balanced meals.		
<b>Additional Assessment Requirements</b>		
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.	As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment.	As an E3 level unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.
<b>Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Understand what makes a balanced diet.</li> <li>2. Understand what is meant by healthy eating.</li> <li>3. Know how to prepare a balanced meal.</li> <li>4. Understand the need for basic food hygiene.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand what makes a balanced diet.</li> <li>2. Understand what is meant by healthy eating.</li> <li>3. Know how to prepare a balanced meal.</li> <li>4. Understand the need for basic food hygiene.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand what makes a balanced diet.</li> <li>2. Understand what is meant by healthy eating.</li> <li>3. Know how to prepare a balanced meal.</li> <li>4. Understand the need for basic food hygiene.</li> </ol>
<b>Assessment Criteria</b>		
<ol style="list-style-type: none"> <li>1.1. Participate in a discussion about healthy eating.</li> <li>1.2. Identify different food sources.</li> <li>1.3. Identify different fruit and vegetables.</li> </ol> <ol style="list-style-type: none"> <li>2.1. Identify a benefit of healthy eating.</li> <li>2.2. Identify a health problem linked with a poor diet.</li> </ol> <ol style="list-style-type: none"> <li>3.1. Identify a healthy cooking method.</li> <li>3.2. Participate in the preparation of a healthy balanced meal.</li> </ol> <ol style="list-style-type: none"> <li>4.1. Identify a basic food hygiene requirement.</li> </ol>	<ol style="list-style-type: none"> <li>1.1. Participate in a discussion about healthy eating.</li> <li>1.2. Identify three different food sources.</li> <li>1.3. Identify four different fruit and vegetables.</li> <li>1.4. Identify main food groups.</li> <li>1.5. Give an example of food from each group.</li> </ol> <ol style="list-style-type: none"> <li>2.1. Identify two benefits of healthy eating.</li> <li>2.2. Identify two health problems linked with a poor diet.</li> </ol> <ol style="list-style-type: none"> <li>3.1. Identify two healthy cooking methods.</li> <li>3.2. Participate in the preparation of two healthy balanced meals.</li> </ol> <ol style="list-style-type: none"> <li>4.1. Identify at least three basic food hygiene requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1.1. Participate in a discussion about healthy eating.</li> <li>1.2. Identify four different food sources.</li> <li>1.3. Identify six different fruit and vegetables.</li> <li>1.4. List the five main food groups.</li> <li>1.5. Give three examples of foods from each group.</li> </ol> <ol style="list-style-type: none"> <li>2.1. Identify three benefits of healthy eating.</li> <li>2.2. Identify three health problems linked with a poor diet.</li> </ol> <ol style="list-style-type: none"> <li>3.1. Identify three healthy cooking methods.</li> <li>3.2. Participate in the preparation of three healthy balanced meals.</li> </ol> <ol style="list-style-type: none"> <li>4.1. Identify at least four basic food hygiene requirements.</li> </ol>
<b>NOCN Assessment Sheets</b>		
<a href="#">E1 T-600-6262</a>	<a href="#">E2 A-600-6263</a>	<a href="#">E3 F-600-6264</a>
<b>Highfield Assessment Documents</b>		
<a href="#">EL 1 Assessment booklet</a>	<a href="#">EL 2 Assessment booklet</a>	<a href="#">EL 3 Assessment booklet</a>

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
1. Understand what makes a balanced diet.	<b>Entry 1:</b>	<b>What is healthy eating?</b>	
	1.1. Participate in a discussion about healthy eating. 1.2. Identify different food sources. 1.3. Identify different fruit and vegetables.	What is a healthy food? Cover the 5 food groups <ul style="list-style-type: none"> <li>• Fruit and Vegetables</li> <li>• Potatoes, bread rice pasta (starch/carbohydrates)</li> <li>• Beans, pulses, fish, eggs and meat</li> <li>• Dairy group</li> <li>• Oils and spreads</li> </ul>	Observation Peer Assessment Summative EfL – IEPs and Self Adv
	<b>Entry 2:</b>		
	1.1. Participate in a discussion about healthy eating. 1.2. Identify three different food sources. 1.3. Identify four different fruit and vegetables. 1.4. Identify main food groups. 1.5. Give an example of food from each group.	Introduce to the 5-a-day scheme  Promote interactive discussions with the groups, and record any discussions that may be used as evidence for the assessment of the students	
<b>Entry 3:</b>			
1.1. Participate in a discussion about healthy eating. 1.2. Identify four different food sources. 1.3. Identify six different fruit and vegetables. 1.4. List the five main food groups. 1.5. Give three examples of foods from each group.			

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
2. Understand what is meant by healthy eating.	<b>Entry 1:</b>	Link the eating with exercise and the benefits to the body for healthy choices and the disadvantages to the body and health when too much of the wrong foods are consumed  Health problems <ul style="list-style-type: none"> <li>• Obesity</li> <li>• Heart problems</li> <li>• Movement problems</li> <li>• Diabetes</li> <li>• Blood pressure</li> </ul>	Observation Peer Assessment Summative EFL – IEPs and Self Adv
	2.1. Identify a benefit of healthy eating. 2.2. Identify a health problem linked with a poor diet.		
	<b>Entry 2:</b>		
	2.1. Identify two benefits of healthy eating. 2.2. Identify two health problems linked with a poor diet.		
	<b>Entry 3:</b>		
	2.1. Identify three benefits of healthy eating. 2.2. Identify three health problems linked with a poor diet.		

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
3. Know how to prepare a balanced meal.	<b>Entry 1:</b>	<b>Healthy Cooking Methods:</b> <ul style="list-style-type: none"> <li>• Baking.</li> <li>• Boiling</li> <li>• Grilling.</li> <li>• Poaching.</li> <li>• Roasting.</li> <li>• Microwaving.</li> <li>• Pressure cooking</li> <li>• Air Fry not oil fry</li> </ul> <b>Healthy Meals</b> What makes up a healthy meal? Use the eat well plate of food  Students are to discuss healthy options and practice preparing meals with supervision  <b>Kitchen safety and Cooking</b> Teach the students various healthy cooking methods, when they would be used.	Observation Peer Assessment Summative EFL – IEPs and Self Adv
	3.1. Identify a healthy cooking method. 3.2. Participate in the preparation of a healthy balanced meal.		
	<b>Entry 2:</b>		
	3.1. Identify two healthy cooking methods. 3.2. Participate in the preparation of two healthy balanced meals.		
	<b>Entry 3:</b>		
	3.1. Identify three healthy cooking methods. 3.2. Participate in the preparation of three healthy balanced meals		

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
4. Understand the need for basic food hygiene.	<b>Entry 1:</b>	<p><b>Food Hygiene</b></p> <p>It is really important that we develop proper food hygiene practices when preparing food to eat.</p> <p>Poor food hygiene can result in illness, known as food poisoning.</p> <p><b>Cross contamination Contamination Prevention</b></p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Separation of raw and cooked meats</li> <li>• Washing of fruit and veg</li> <li>• Cleaning of surfaces</li> <li>• Separate utensils</li> <li>• Expirations dates</li> <li>• Thoroughly cooked food</li> <li>• Correct storage of leftover food</li> </ul>	<p>Observation</p> <p>Peer Assessment</p> <p>Summative</p> <p>EfL – IEPs and Self Adv</p>
	4.1. Identify a basic food hygiene requirement.		
	<b>Entry 2:</b>		
	4.1. Identify at least three basic food hygiene requirements.		
<b>Entry 3:</b>	4.1. Identify at least four basic food hygiene requirements.		