

CFC 20: Healthy eating for families

Your learning

You will learn that all food is placed into groups which enable us to plan meals that, over a day, provide the correct amount of nutrients to meet our daily needs. This will provide us with a balanced diet. You will learn why it is so important to have a balanced diet and how eating healthily can help to prevent ill health.

Not all people are able to eat the same foods; some are restricted by their faith, belief or customs and others by food allergies or disability. It is important to be aware of these restrictions so that you will know how to plan a balanced diet for most people whatever their dietary restrictions are.

Good hygiene is very important, when working with, preparing, serving or eating food. You will learn about the various hazards relating to working with food and how to safeguard against them.

To achieve this unit you must provide evidence to show that you have met all assessment criteria.

CFC 20: Healthy eating for families

Unit reference R/601/0108 Level 1

Credit value 4 GLH 36

Unit aim The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of a balanced diet.	1.1. List the main food groups.		
	1.2. State what is meant by a balanced diet.		
	1.3. State the effects of a balanced diet on health.		
2. Know about good eating habits for families.	2.1. Outline the importance of family mealtimes.		
	2.2. Describe ways to encourage children to eat healthily.		
	2.3. Identify a healthy meal for children.		
3. Know special food requirements for groups and individuals.	3.1. Identify food restrictions for religious groups.		
	3.2. Outline special dietary requirements.		
	3.3. Identify food allergies.		
4. Know how to handle and store food safely.	4.1. Give reasons for hand washing before food preparation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. State hazards of poor food storage and preparation.		
	4.3. Identify ways to prevent cross contamination of food.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CFC 20

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

- 1.1. Include the 5 main food groups.
- 3.1. Include 4 religions.
- 3.3. Minimum of 3 food allergies.
- 4.2. Minimum of 2 hazards.
- 4.3. Minimum of 3 ways to prevent cross contamination of food.

Assessment task – CFC 20 Healthy eating for families

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

A food magazine has asked learners, who are studying healthy eating, to contribute to the next publication. Produce information for the article which gives advice to families on all aspect of food. The advice should include information on nutrition and the safe preparation and storage of foods. The article will be read by families from different cultures and with children who require special diets.

Task 1

Produce writing and drawings to show your understanding of a healthy, balanced diet. You must include:

- a list of the **five** main food groups
- the meaning of the term 'balanced diet'
- ways that a healthy balanced diet can affect a person's health.

Task 2

Produce written work which will help families to understand the importance of good eating habits. Include the following:

- a brief description of why it is important for families to eat together
- advice to parent(s) on ways that they can encourage children to choose healthy foods
- an example of a healthy meal for children.

Task 3

Produce an A4 poster which gives information on food restrictions for religious groups and special dietary requirements. Your poster must include:

- the food restrictions for people from **four** religious groups
- brief description of special dietary requirements for individuals
- **three** common foods which can cause allergic reactions for individuals.

You may use pictures or drawings to illustrate your work.

Task 4

Use writing and drawings to show your knowledge about ways to handle and store foods safely.

Include the following:

- reasons why you must always wash hands before preparing food
- **one** hazard relating to food storage
- **one** hazard relating to food preparation
- **three** ways to prevent the cross contamination of food.