Summer work (hand in first lesson back in September)



Sarah is 18 years of age and has a B.M.I. OF 30. She takes the bus to work each day and has a sedentary office job. She takes very little exercise in the evenings and weekends and often has a take-away meal for tea.

A typical day's diet is:

Breakfast: 2 slices white toast and jam. Cup of tea.

Mid-morning: 2 chocolate biscuits. Coffee.

Lunch: Pot noodle. Doughnut. Bag of Maltesers. Can of Coke.

Mid-afternoon: Bag of crisps.

Dinner: Mac Donald's Big Mac and fries. Coke.

Evening snack: Large glass of red wine. Packet of peanuts.

- 1)Evaluate this diet. You need to explain why her diet and lifestyle is unhealthy, naming specific nutrients that are in excess or are missing.
- 2)Produce a 2 day dietary programme for Sarah (one day being at the weekend) that will help her to eat a balance diet.
- 3)Justify your choices and suggest some lifestyle changes that Sarah could put in place to improve her long term health.
- 4) Make one of the main course dishes you have planned in task 2, provide photographic evidence of the high level skills you have used, nutritionally analyse using Food a Fact of Life and comment on whether the dish is nutritionally appropriate (low fat etc)

Food Allergens

- This online course looks at Food Allergens.
- This is knowledge you will need for Unit 1 & Unit 2 of the L3 Food Science and Nutrition Course.
- It is free to sign up and when you have completed it, please send a copy of your certificate to Mrs Keyte (vk@ribstonhall.gloucs.sch.uk) and print a copy for your folder.
- Good Luck

Food Standards Agency food allergy online training



tandards Food Allergy and Intolerance Training

Welcome to the Food Standards Agency food allergy and intolerance online training

- . Module 1: Effects that allergies have in the body
- Module 2: The rules for allergen information · Module 3: Managing allergens in the factory
- . Module 4: Providing accurate allergen information for prepacked and non-prepacked food
- . Module 5: Managing allergens in a catering environment
- . Module 6: The use of voluntary labelling

Step 2: Complete the tests and get your certificate. Once you have completed the modules, you will be able to take the module steps. If you answer 85% of all questions correctly on the tests, you will be able to download a certificate worth three hours of Continuing Pro Development (CPD) to demonstrate your knowledge. You will find links to the relevant test at the end of each module. If you wish to take the test later you can find a link on the main course menu.

If you would like to update or refresh your skills at a later date, you will be able to take the course again and download a new certificate with an updated date.

This training has recently been updated in line with changes to the most recent legislation. If you have completed the training before 16 September 2020, we would advise that you re-take this version as it contains new information and will be a good refresher for you

The FSA Food Hypersensitivity Team

Complete survey and start course

Food Safety



This course comes at a cost but is highly recommended for this course and part time work.

Due to the cost, it is optional, (but very worthwhile)

This online course leads to a **Level 2 qualification in Food Safety**

https://food-safety.org.uk/courses/



Practical work

- Keep practicing high level practical skills.
- Evidence: Take photographs and keep a folder of successful recipes.
- Please contact Mrs Keyte or Miss Graves if you want guidance on possible dishes. But at the moment practice anything to keep your practical skills, based on what ingredients you can get and will be helpful in feeding your families.





Top Tips!

- Complimentary courses: Biology, Chemistry, Applied Science, Geography, Business Studies
- Get used to keeping a food diary and try and analyse what foods you (and others) are eating and consider if these meet nutritional needs.
- Developing practical skills at every opportunity speed and finesse is key at Level 3.
- Evaluate dishes/meals you may eat and consider how these can be developed, adapted or improved. Think about how foods should be stored, prepared, cooked and served safely and hygienically and with no detrimental effect on quality.
- Consider why food/ingredients acts in a specific way e.g., why does bread rise in the oven.
- Watch Food related programmes on-line and/or on TV to research and explore the topics you will cover in class.
- Read current food, diet related articles on-line or in newspapers.

Any Questions?

Email:- Mrs Keyte - vk@ribstonhall.gloucs.sch.uk or Miss Graves - chg@ribstonhall.gloucs.sch.uk