

Teaching Guide
for
Caribbean Secondary Examination Certificate (CSEC)
Food, Nutrition and Health

This document serves as a suggested guide, over a *two-year* period commencing in Form Four, for teacher delivery of topics and practical activities in the subject area. It **MUST** be used in conjunction with the **Objectives** and **Content** as outlined in the CXC syllabus for *Food, Nutrition and Health*.

- Teachers may adjust the guide according to the needs and/or challenges experienced in the subject/school.
- The content of this subject may be communicated to students using a combination of deliverables such as face-to-face, asynchronous and/or synchronous sessions, with the application of a variety of learning and teaching strategies.
- Teachers are encouraged to use the first week in Form Four (4) to:
 - Introduce students to the subject area
 - Discuss the layout and requirements of the Portfolio
 - Identify possible Career choices/paths in the subject area.

CSEC Food, Nutrition and Health Guide

Key: **Form 4 Term1** **Form 4 Term 2** **Form 4 Term 3** **Form 5 Term 1**

Section	Title	Objectives	Content Topics	Form	Term	Suggested Teaching Strategies
1	Diet and Health	1 & 2	Diet	5	1	
		3	Diet-related health problems and their impact.	5	1	
		4	Dietary guidelines for the Caribbean.	5	1	
		5	Factors that influence eating patterns and dietary choices in the Caribbean advertisement.	5	1	
		6	Factors contributing to changes in dietary needs.	5	1	
		7	Basic physical activity plan to maintain optimum health for various groups.	5	1	
		8	Community Nutrition.	5	1	Guest Speaker
		9	Vulnerable groups in community and their nutritional problems.	5	1	Guest Speaker
		10	Factors that threaten food security of these groups and bring about under nutrition and starvation.	5	1	Guest Speaker
		11	Organisations involved in community nutrition.	5	1	Guest Speaker
2	Nutrition and Health	1	Principles of Nutrition.	4	3	
		2	Nutrition related problems.	4	3	
		3	Classification of Nutrients.	4	3	
		4	Carbohydrates, fats and proteins in the diet.	4	3	
		5	Health conditions associated with improper intake of carbohydrates, proteins and fats.	4	3	
		6	Vitamins and Minerals.	4	3	
		7	Importance of calcium and iron to special groups.	4	3	
		8	Conservation of vitamins in food preparation.	4	1	
		9	Foods that impact the absorption of calcium and iron	4	3	
		10	Health conditions associated with an improper intake of minerals and vitamins.	4	3	Project/ Research
		11	Water	4	3	
		12	Health conditions associated with an improper intake of water.	4	3	
		13	Factors that affect the nutritive value of food.	4	3	
		14	Digestion of food.	4	3	
		15	Credible nutrition information sources.	5	1	Guest (Librarian)/

						Project
Section	Title	Objectives	Content Topics	Form	Term	
3	Meal, Planning, Preparation and Dining	1	Meal Planning	4	2	
		2	Factors to be considered when planning meals.	4	2	
		3	Food Groups	4	2	
		4	Mutli Mix Principle	4	2	
		5	Menus for different times/occasions.	4	2	
		6	Meal Planning for different groups	4	2	
		7 & 8	Vegetarians	4	2	
		9	Planning meals and or modify dishes to prevent various nutritional disorders.	4	2	
		10	Planning nutritious low budget meals.	4	2	
		11	Planning packed meals for different groups.	4	2	
		12	Dining	4	2	
4	Food Science and Technology	1	Production of common food commodities.	5	1	Field Trip
		2	Food spoilage and contamination.	5	1	
		3	Perishable and Non-Perishable foods.	5	1	
		4	Microorganisms that contaminate.	5	1	
		5	Food borne Illness	5	1	
		6	Methods of preventing food contamination.	5	1	
		7	Importance of food preservation.	5	1	
		8	Methods of preservation	5	1	
		9	Food Additives	5	1	
		10	Principles of Heat Transfer	4	1	
		11	Effects of heat on the composition and structure of various foods.	4	1	
		12	Raising agents in food preparation.	4	2	
		13	Precautions to observe when using these raising agents.	4	2	
5	Kitchen Design and Equipment Management	1	Planning the layout and design of a kitchen.	4	1	Project
		2	Kitchen layout	4	1	Project
		3	Small non-electrical food preparation equipment.	4	1	Field Trip
		4	Small electrical equipment.	4	1	Field Trip
		5	Special features on small electrical equipment.	4	1	Field Trip
		6	Large kitchen equipment	4	1	Field Trip
		7	Working efficiently in the kitchen (lab).	4	1	
		8	Fuel, energy and time conservation.	4	1	
		9	Kitchen sinks	4	1	
		10 & 11	Accidents in the kitchen.	4	1	Project

Section	Title	Objectives	Content Topics	Form	Term	
6	Consumerism and Purchasing of Food	1	Terms associated with consumerism.	5	1	Project
		2	Rights and Responsibilities of a consumer.	5	1	Project
		3	Role and Function of consumer protection agencies.	5	1	Project
		4	Factors that influence consumer purchasing behaviours.	5	1	Project
		5	Points to consider when choosing to shop at a particular food establishment.	5	1	Project
		6	Food Budget	4	2	
		7	Selecting and purchasing fresh and frozen and processed foods.	4	1	
		8	Storage of Purchased Foods.	4	1	
		9	Types and forms of meat, poultry, seafood and dairy available for purchase.	4	1	
		10	Information found on food label.	5	1	
		11	Importance of reading food labels.	5	1	
		12	Interpreting information on the food label.	5	1	
		13	Health and Nutrient claims on the food label.	5	1	
		14	Adding nutrients back to processed foods.	5	1	
7	Food Management, Preparation and Service	1	Guidelines for good hygiene.	4	1	Project
		2	Reasons for cooking.	4	1	
		3	Methods of cooking food.	4	1	Project/ Guest Demonstrator
		4	Advantage and disadvantages of each method.	4	1	
		5	Appearance and service of completed dishes.	4	1	
		6	Food Preparation skills			
		a)	Demonstrating basic food preparation skills	4	1	
		b)	Preparation and service of various flour mixtures	4	2	
		c)	Preparing and serving cakes	4	2	
		d)	Decorating cakes	4	2	Guest/ Field Trip
		e)	Preparing and serving pastry (savoury and sweet items)	4	2	
		f)	Preparing and serving quick breads	4	1	
		g)	Preparing and serving yeast products	4	2	
		h)	Preparing and serving batters	4	1	
		i)	Preparing and serving soups (broths, thickened soups and purees)	4	3	
		j)	Preparing and serving sauces	4	3	
		k)	Preparing and serving desserts using a variety of products	4	3	
		l)	Preparing and serving cereals and cereal products	4	3	
		m)	Preparing and serving vegetables	4	1	
		n)	Using herbs and spices	4	1	Project
		o)	Preparing and serving combination dishes using eggs, milk and cheese	4	1	Field Trip
		p)	Preparing and serving meats using dry and moist methods of cooking	4	1	

		q) Preparing and serving fish dishes using different cuts; whole fish, steaks, cutlets, fillets	4	3	
		r) Preparation and service of sandwiches	4	2	
	7	Preparing and serving dishes using different kinds of convenience foods.	5	1	
	8	Preparing hot and cold beverages.	4	1	
	9	Evaluation of completed dishes.	4	3	
	10	Origins of simple world cuisine.	5	1	Project/ Case Study
	11	Preparing the national/ethnic dish of one Caribbean country.	4	1	

Suggested Teaching/Learning Practical Activities

1. Teachers may adjust these suggested practical activities to accommodate the needs and/or challenges experienced in the subject/school.
2. Teachers may integrate practical activities when appropriate. For example, for the digital evidence of *Cake Making* and *Cake Decorating* can be conducted within the same session. In this case, the selected dishes may be **Vanilla Sponge Cake** and **Butter Cream Frosting**. Photographs must be taken to capture students demonstrating individual skills for EACH dish. Identical photographs must not be reused for multiple topics as digital evidence. Each topic requires distinct images that accurately represent the specific skills and dishes demonstrated.
3. Digital photos taken during practical activities as evidence for Portfolio assessments **MUST** include pictures of the student performing his/her specific practical activity/task along with **annotations/captions**.
4. Ongoing skills such as: Measuring/Weighing, Food Hygiene & Safety, Knife Skills, Dovetailing, Garnishing and Decorating should be observed by the teacher during **ALL** practical activities.
4. A checklist may be used for observation of the students' competency.
5. The practical activities selected for Section 7 of the syllabus should be aligned with those required for Portfolio Digital Evidence and SBA questions.

Reminders:

1. Scheduled SBA practical sessions should go as follows:

Form 4: Term 3 SBA 1 (Moderated by the Teacher)

Form 5: Term 1 SBA 3 (Moderated by the Teacher)

Form 5: Term 2 SBA 2 (Moderated by the Teacher and CXC Moderator)

2. Plan sheets are to be completed in candidate's own handwriting and MUST be marked by the teacher PRIOR to moderator's visit.
3. Students should be guided on how to take photographs that clearly demonstrate the skills being applied during the preparation or execution of tasks, for inclusion as digital evidence in their portfolios. Students must be clearly visible in each photograph. Only individual photos are allowed. Group photos will not be accepted.
Students may work in groups, however ONLY individual photos should be presented in portfolios.
4. Students should be provided with Reflection Questions to guide the development of their written reflections for inclusion in their portfolios.

Suggested Individual Student Practical Log

Practical & S.B.A. Log

Year: 20__ to 20__

Forms 4 & 5

Student Name:

Nos.	Practical Assignments/Tasks	Date	Teacher's Sig.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
SBA 1			
SBA 2			
SBA 3			

Suggested Lab Hygiene & Safety Completion Checklist

FOOD LAB COMPLETION CHECKLIST

*At the end of EACH Practical session, an assigned person/group member MUST complete this checklist to ensure that all **Kitchen Hygiene** and **Safety** rules are maintained.*

Criteria	Yes	No
<i>Oven is turned off. All stoves' burners are off.</i>		
<i>Gas main is turned off.</i>		
<i>All dishes are cleaned, dried and stacked away in cupboards.</i>		
<i>All electrical appliances are cleaned and returned to storage.</i>		
<i>The sink is free from food particles and is clean and dry.</i>		
<i>Dish racks, drainers, dishpans are washed and dried.</i>		
<i>Dish soap and hand soap are stored away.</i>		
<i>Dish towels and dishcloths are places to wash.</i>		
<i>Any leftover food is stored away correctly.</i>		
<i>Garbage is emptied and the bin lined with a clean garbage bag.</i>		
<i>All work surfaces are free of food, wiped and dried.</i>		
<i>Other tasks assigned by the teacher are completed.</i>		
<i>All personal belongings are accounted for (apron & head coverings).</i>		

Date: _____

Completed by (Name of Student): _____

Suggested Online Resources

Teaching Resources

- <https://www.bbc.co.uk/bitesize/subjects/zdn9jhy>
- <https://www.eatright.org/health>
- <https://www.familyconsumersciences.com/>
- <https://www.fda.gov/food>
- <https://www.foodafactoflife.org.uk/>
- <https://www.nutrition.gov/topics>
- <https://www.paho.org/en/topics/nutrition>
- <https://www.who.int/health-topics/nutrition>
- <https://www.cdc.gov/nutrition/index.html>
- <http://www.nourishinteractive.com/>

Interactive Worksheets/Activity Builders

- <https://wizer.me/>
- <https://wordwall.net/>
- <https://www.liveworksheets.com/>