



Focus Area: Food Selection and Health	School: St Charbel's College	Class: Year 8	Teacher:	Date created: June 2023	Date updated:
<p>Content focus</p> <p>Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p>			<p>Focus Outcomes:</p> <p>A Student:</p> <ul style="list-style-type: none"> ➢ FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product ➢ FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food ➢ FT5-5 applies appropriate methods of food processing, preparation and storage ➢ FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities ➢ FT5-7 justifies food choices by analysing the factors that influence eating habits ➢ FT5-8 collects, evaluates and applies information from a variety of sources ➢ FT5-9 communicates ideas and information using a range of media and appropriate terminology ➢ FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes ➢ FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes ➢ FT5-12 examines the relationship between food, technology and society ➢ FT5-13 evaluates the impact of activities related to food on the individual, society and the environment 		
<p>Assessment for learning:</p>			<p>Maronite Catholic Values:</p> <p>A Student:</p> <ul style="list-style-type: none"> ● MCV: Co-operation (Responsibility): Ability to work with others, respecting differences and valuing each person ● MCV: Do your best (Diligence): Seeking to accomplish something worthy and admirable; trying hard; pursuing excellence. ● MCV: Integrity (Respect): Acting in accordance with the principles of moral and ethical conduct; ensuring consistency between words and deeds. ● MCV: Sharing (Generosity): Society has something to gain from every individual life, and should maximise the opportunity for all persons to contribute to the common good. ● MCV: Creativity (Patience): Each individual should have the opportunity to explore and develop his/her own unique endowments 		
<p>Ict:</p> <ul style="list-style-type: none"> - Internet research - Google docs – Is used as an exercise book. All student notes are recorded and checked by the teacher. 					
<p>Excursion:</p> <ul style="list-style-type: none"> - 					
<p>Resources:</p> <ul style="list-style-type: none"> - Geraldine Blake, Food Tech Focus Edition Nelsons. - Video clips – Refer to program for links - Resources worksheets 		<p>Unit Lengths:</p> <p>11 Weeks</p>	<p>Literacy skills:</p> <ul style="list-style-type: none"> - Listening/speaking skills - Written report - Class discussion 	<p>Numeracy skills:</p> <ul style="list-style-type: none"> - Measurement - Temperature - Addition, subtraction, multiplication and division 	
<p>Learning Support:</p>					

Students outcomes:	Students content:	Assessment & Learning strategies	Resources	Adjustments	Register
<ul style="list-style-type: none"> - FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product - FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food - FT5-5 applies appropriate methods of food processing, preparation and storage - FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities - FT5-7 justifies food choices by analysing the factors that influence eating 	<p>Outline the functions of food in the body, for example:</p> <ul style="list-style-type: none"> - growth and development - provision of energy - repair and maintenance of cells <p>Describe the process of digestion, for example:</p> <ul style="list-style-type: none"> - metabolism - absorption of nutrients <p>Outline the functions and sources of nutrients, including proteins, lipids, carbohydrates, vitamins, minerals and water</p>	<p>Introduction to the unit: ...</p> <ul style="list-style-type: none"> - ... <p>... (Tital) Learning intention "..." Teacher:</p> <ul style="list-style-type: none"> - ... <p>Student:</p> <ul style="list-style-type: none"> - ... <p>... (Tital) Learning intention "Students learn the function and sources of carbs and lipids." Teacher:</p> <p>S1 Cha</p> <ul style="list-style-type: none"> - Icebreaker questions for adults what students know about Carbs (Bring up 17 kj) - Discussion and note taking on pages 123-124 of textbook - Shows clip in resources > - Discussion on key elements clip <ul style="list-style-type: none"> - The difference between simple and complex - Sources - sugars (Glucose + Glucose = Maltose / Glucose + Galactose = Lactose) <p>S2 Lip</p> <ul style="list-style-type: none"> - Icebreaker questions for adults what students know about Carbs (Bring up 37 kj) - Discussion and note taking on pages 124 of textbook <ul style="list-style-type: none"> - Types <ul style="list-style-type: none"> - Fatty acids (triglycerides) (95% of dietary lipid) - Phospholipids - Steroids (cholesterol) - Sources 	https://www.youtube.com/watch?v=fmGNiRYD1w&ab_channel=HealthiNationFood		

habits

- **FT5-8** collects, evaluates and applies information from a variety of sources

- **FT5-9** communicates ideas and information using a range of media and appropriate terminology

- **FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

- **FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

- **FT5-12** examines the relationship between food, technology and society

- **FT5-13** evaluates the impact of activities

Student:

1. Create the following table in docks (Work or groups [twos]?)

Nutrant	Foods	Role
Complex Carbs		
Simple Carbs		

2. Read and complete the worksheet

Describe the role of active non-nutrients in promoting good health, for example:

- dietary fibre
- phytochemicals
- probiotics

Prepare food items using basic ingredients, for example:
(ACTDEK045, ACTDEK049) – protein-rich foods – carbohydrate foods – fruits and vegetables

demonstrate appropriate selection of equipment and techniques used in food preparation
demonstrate safe and hygienic work practices, for example:

(ACTDEK045, ACTDEP050) – personal hygiene – food safety, eg the

related to food on the individual, society and the environment

food danger zone, cross-contamination – safe work practices – use of PPE investigate nutritional requirements throughout the life cycle, for example: – pregnancy – infancy – adolescence plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle (ACTDEK045, ACTDEK047, ACTDEK049) investigate factors that influence food habits, for example: – tradition and culture – religion – economic situation – influence of media and social media explore food-consumption patterns in Australia and the impact this has on nutrient intake and health outline conditions associated with under and overnutrition, for example: – anaemia – cardiovascular disease – obesity – osteoporosis – type 2 diabetes investigate food guides that promote healthy eating design, plan and prepare safe and nutritious food items

	<p>to reflect food guides (ACTDEK045, ACTDEK047, ACTDEK048) analyse the role and ethical responsibilities various groups in society play in promoting good nutrition, for example: (ACTDEK040, ACTDEK047) – government – food manufacturers – health professionals, eg doctors, dietitians, nutritionists</p>			
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