

Healthy Habits

Year 8 Technology Food Unit



Name:
Teacher:
Class:

Practical lessons during this unit

1. Pancakes
2. Pasta with Boscaiola sauce
3. Wattle seed scones
4. Mini egg and bacon pies
5. Beef and bean tacos
6. Chicken fillet burger
7. Pizza
8. Additional if time

CANVAS - Level 1.1 - Hazards in the kitchen

Go to the canvas module above and have a look at the content and information.

Find 10 hazards in the diagram below.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Using the content on the canvas page, read the words, cover the words and attempt to spell them. When complete, mark your answers and correct if needed.

Extension task: Spelling test 1

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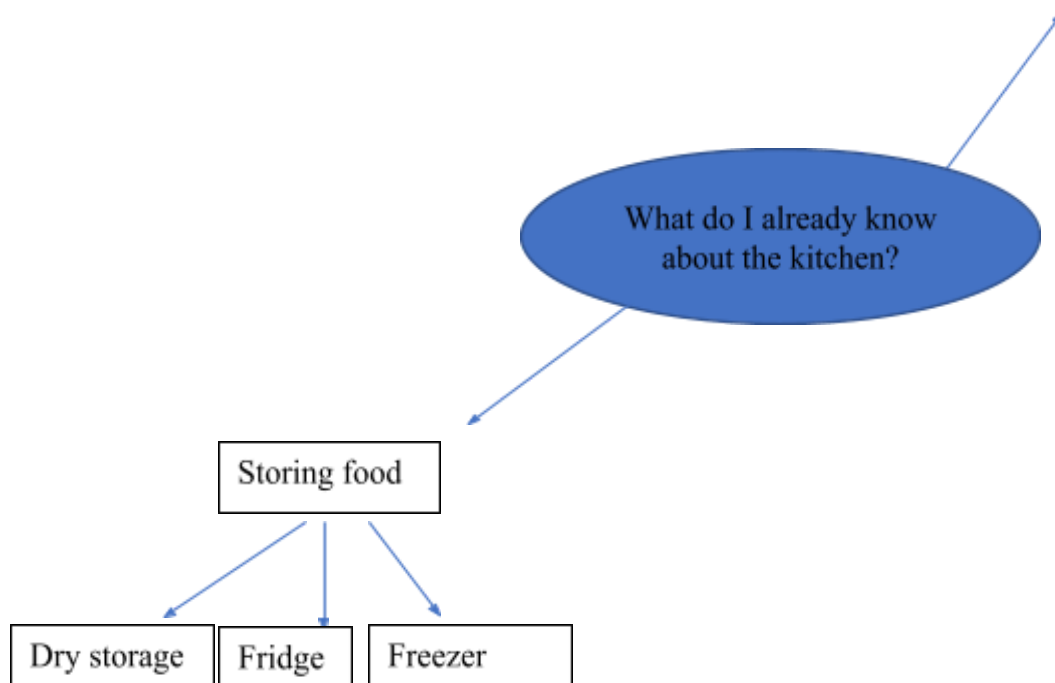
Now try and put as many of the above words as possible into a paragraph

CANVAS - Level 1.2 - Remembering the Kitchen

Go to the above canvas page, read the content and complete the information below.

What do you know about the kitchen?

Mind Map- complete the mind map below with at least 7 more points of your own.



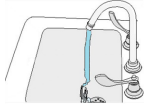

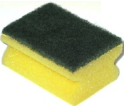


How to wash up by Hand

Use the images provided to describe how you would wash up by hand

What do you know about washing dishes?

Write a few words about the importance of each of the following in hand washing

Word bank and meaning

Scraping	Scrape dishes to remove leftover food.
Filling with water	Fill sink or dishpan with clean, hot water .
Detergent	Add dish soap to the water, one squirt is enough.
Washing	Washing these items first followed by plates/bowls and serving dishes. Be careful with knives as it can cut your hands.
Rinsing	Rinse suds and residue with clean hot water.
Drying	Use a tea towel to dry the dishes.
Packing away	This is only to be done once the teacher has told you that they are clean.

Method: Write opposite each in your own words what each step involves in washing dishes

CANVAS - Level 1.3 - Kitchen equipment

Kitchen Utensils

Directions: Use page 9 to record the names of the equipment shown below



A.	I.	Q.
B.	J.	R.
C.	K.	S.
D.	L.	T.
E.	M.	
F.	N.	
G.	O.	
H.	P.	

In the space below draw 3 other pieces of equipment that are NOT mentioned above.

Write a sentence of how to use them in the kitchen.

1.		
2.		
3.		

Enrichment activity - Level 1.3 - Kitchen equipment - Word Search – In the Kitchen

There are the names of twelve pieces of kitchen equipment hidden in the grid below, can you find them?

S	A	U	C	E	P	A	N	D	T
C	K	R	O	F	Z	S	S	O	I
T	R	S	L	I	C	S	O	M	N
E	E	K	A	L	W	O	B	O	S
V	T	A	N	R	E	B	E	U	Y
E	T	J	D	I	A	H	B	L	A
I	U	U	E	Z	F	L	A	D	R
S	C	G	R	A	T	E	R	S	T
N	I	P	G	N	I	L	L	O	R
J	A	B	S	P	A	T	U	L	A

Words to find

Rolling pin	Fork	Sieve	Colander
Spatula	Grater	Jug	Cutter
Knife	Saucepan	Tray	Bowl

CANVAS - Task 1.3.2 - Kitchen Equipment Q&A Jamie Oliver

Go to the canvas page above, while watching the video on Jamie Oliver write three notes of all the tools and their uses described on the video in your booklet.

1.

2.

3.

Using the content on the canvas page, read the words, cover the words and attempt to spell them. When complete, mark your answers and correct them if needed.

Extension task: Spelling test 2

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CANVAS - Task 1.4 - Understanding Food Safety and Hygiene Procedures

Bacteria are the main cause of food poisoning.

Using the internet and your general knowledge, complete the questions below

1) Food poisoning bacteria could cause what symptoms (fill in the gaps):

- _____

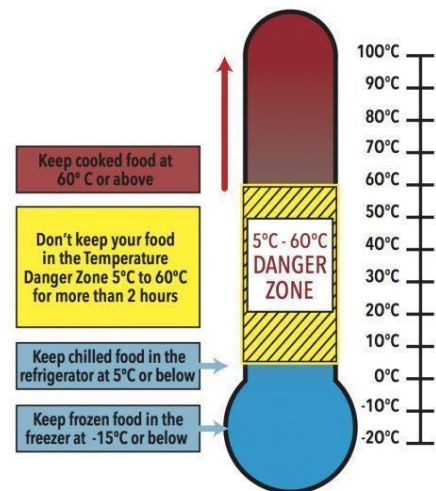
- _____

- _____

- _____

2) For bacteria to multiply they need what? (fill in the gaps):

- _____
- _____
- _____
- _____



3) Bacteria multiply on most of the food we eat, but they will not multiply easily on salty, acidic, and sugary foods. ComWhy? Name three foods that would have the above conditions.

Three examples of food that are

Salty: _____

Acidic: _____

Sugary: _____

4) Complete the following sentences using the word bank and image below:

The best temperature for bacteria to grow is _____, which is our body temperature.

In _____, 1 bacteria can multiply to over _____ bacteria

When working with food try to keep the food above or below the Danger Zone.

Most bacteria are destroyed above _____. Food should be cooked or reheated until it is piping hot should reach at least 70oC for 2 minutes.

Danger Zone = Between _____ and _____.

Word Bank:

• 70oC	• 63oC	• 2,000,000	• 5oC	• 37oC	• 7 hours
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5) List as many things that you can think of that might cause bacteria to multiply in the kitchen?

- _____
- _____
- _____
- _____
- _____



CANVAS - Task 1.4.2 - Understanding Food Safety and Hygiene Procedures

1. CLOTHING

What was Conrad doing wrong in the clothing area?

In the program what was Candy doing wrong?

Should rings be worn?

Why?

2. AVOIDING CUTS

List 10 points on good knife handling practice

3. TREATING CUTS

If you have a minor cut, what should you do?

4. PREVENTING BURNS AND SCALDS

What kind of heat is a burn caused by?

List 5 ways of avoiding burns:

What kind of heat is a 'scald' caused by?

List 5 ways of avoiding scalds:

If you have a fat fire, should you try to put it out with water?
Why?

List 3 things to watch with electrical equipment –

5. LIFTING

List 2 or more points to be aware of when lifting –

6. GOLDEN RULES

What are 4 golden rules

7. HYGIENE

List 5 important hygiene tips for the kitchen –

Kitchen Procedures to be followed in T02

CANVAS - Task 1.4.3 - Understanding Food Safety and Hygiene Procedures - T02 kitchen Rules

Your teacher will give you some time in class to find the answers to the following questions about procedures to follow:

<p>1. Before practical lesson I should make sure that I have my: L_____ S_____ F_____ C_____</p>	<p>2. If I arrive late _____ minutes or more to class then I can expect not to be working in the kitchen for this lesson.</p>
<p>3. Place all school equipment _____ _____ _____</p>	<p>4. Wash and dry _____, Put on your _____ while your teacher marks roll.</p>
<p>5. Collect all of the _____ that is needed for the practical and set up your _____ Turn on _____ if using.</p>	<p>6. Divide the tasks _____ ensuring that all students have a job to do in the group.</p>
<p>7. While preparing and _____ make sure that all tasks are completed S_____</p>	<p>8. Fill the _____ with hot soapy water. (Follow steps on page 3-4)</p>
<p>9. Once food is cooked it must be placed into your F_____ C_____ and not eaten until your bench is _____ and approved by your _____</p>	<p>10. Equipment check – all equipment is dried and packed away _____ check – all surfaces are cleaned and sanitised _____ check – no scraps of food are on the floor _____ check – sink is completely dry Tea _____ placed in the blue basket.</p>

CANVAS - Level 1.5 - Bush Tucker

On the canvas page above, watch the video and answer the questions

Answer the questions whilst watching the Program

1. What are bush foods / bush tucker?

2. Why are bush foods unique?

3. List some of the bush foods shown in the video.

4. What are some of the uses of bush foods?

5. How are bush foods harvested?

6. What is managed harvesting?

7. What is cultivation harvesting?

8. What are some of the limitations in harvesting bush foods?

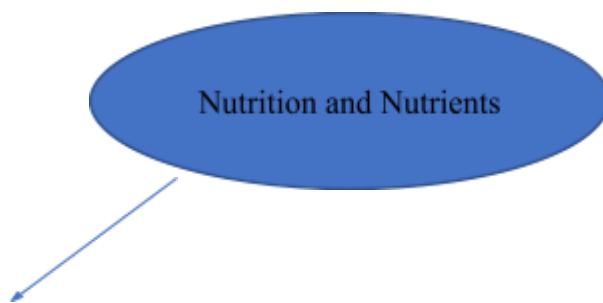
9. List some of the benefits in commercializing the bush food industry

10. What are the advantages of using bush foods?

CANVAS - Level 2.1 - Introduction to nutrition

Mind Map on Nutrition and Nutrients

Students are to write down all the things that they already know about Nutrients and nutrition.



CANVAS - Task 2.1.2 - Nutrients treasure hunt

Use the links on the canvas page above complete the next two pages of content

List five foods in each circle that are high in the following particular nutrients

Carbohydrates

Fibre

Fats

Vitamins

Protein

Minerals

A _____ is a measure of energy.

The American measure of energy is called a _____.

The average daily kilojoule (energy) requirement for an adult is approximately _____ kJ or _____ Cal.

MACRONUTRIENT	ENERGY CONTENT
Carbohydrate	
	17kJ/g
Alcohol	
Fat	

There are two types of fat, _____
and _____

Unsaturated fats are often called _____ as they help
reduce heart disease and lower cholesterol levels.

_____ -these fats are generally solid at room
temperature except for palm and coconut oil.

Name two ways that we can reduce fat in the diet:

1. _____

2. _____

Carbohydrates are broken down by the body into _____.
_____. These sugars circulate in the bloodstream and are
used by the _____.

Protein is essential for _____, maintaining, and _____
the tissue.

CANVAS - Task 2.1.3 - Nutrient comparison

Using the information on the Canvas page above complete the table below

Using research, pick **4 vitamins** - write down 2 sources (where you find them) and 2 functions (why we need them).

Vitamin	Sources	Functions
	1. 2.	1. 2.
	1. 2.	1. 2.
	1. 2.	1. 2.
	1. 2.	1. 2.

Using the products provided to you by your teacher, read and record the nutrients for 5 items of food

Nutrients	Product 1	Product 2	Product 3	Product 4	Product 5
Per 100g					
Protein					
Fats					
Saturated Fat					
Fibre					
Carbohydrates					
Sodium					

Which product had the most per 100g:

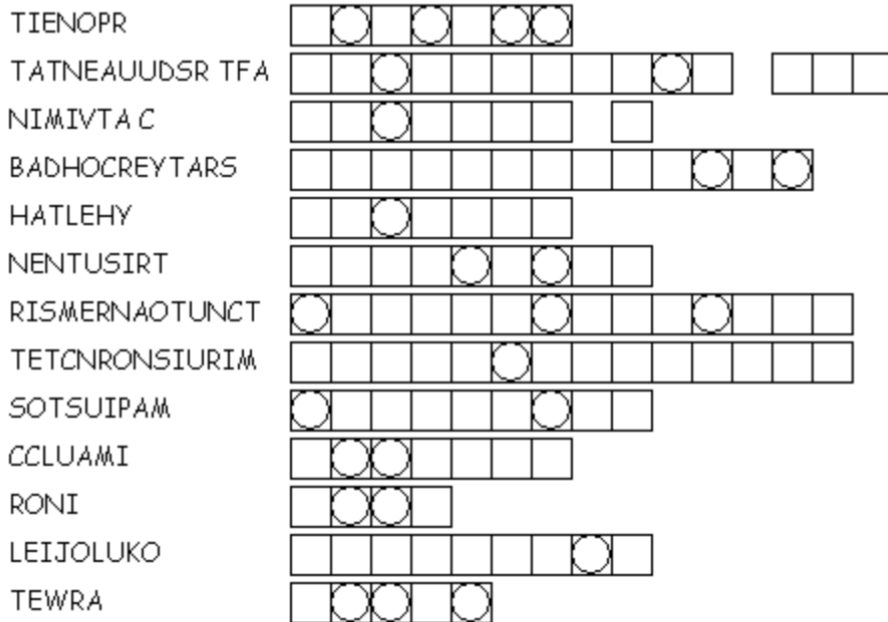
Protein _____

Fibre _____


Is this what you expected? Explain

Have a discussion with another group and write a comment about their findings?

Nutrition revision



Unscramble each of the clue words.

Take the letters that appear in  boxes and unscramble them for the final message.

Created by [Puzzlemaker](https://www.discoveryeducation.com/puzzlemaker) at [DiscoveryEducation.com](https://www.discoveryeducation.com)

CANVAS - Task 2.1.4 - Fibre

Read, Cover, Write, Check-
Instructions:

Read Page 26-27 twice, Then **Cover** up, **Write** down as many points that you can remember and then **Check** to see how much you remembered.

Fibre- What is fibre?

Fibre is the indigestible parts of plant foods, such as vegetables, fruits, grains, beans and legumes. It is type of a carbohydrate that helps keep our digestive systems healthy.

There are three different types of fibre which all have different functions and health benefits.



Soluble fibre helps to slow the emptying process in our stomachs, which helps you feel fuller. It also helps to lower cholesterol and stabilise your blood glucose levels.

Soluble fibre is found in fruits, vegetables, oats, barley and legumes.

Insoluble fibre absorbs water to help to soften the contents of our bowels and support regular bowel movements. It also helps to keep us full and keep the bowel environment healthy.

Insoluble fibre is found in wholegrain breads and cereals, nuts, seeds, wheat bran and the skin of fruit and vegetables.



Resistant starch is not digested in the small intestine and instead proceeds to the large intestine where it can assist in the production of good bacteria and improves bowel health.

Resistant starch is found in undercooked pasta, under ripe bananas, cooked and cooled potato and rice.



Why is fibre important?

Dietary fibre is important for our digestive health and regular bowel movements.

Fibre also helps you feel fuller for longer, can improve cholesterol and blood sugar levels and can assist in preventing some diseases such as diabetes, heart disease and bowel cancer.



How much fibre do I need?

Gender (over 18 years)	Acceptable intake
Males	30g per day
Females	25g per day

Eating a variety of plant-based foods will help you get enough fibre each day. This includes:

- choosing wholegrain, wholemeal and/or high fibre varieties of grain-based foods like bread and pasta
- enjoying a variety of wholegrains, such as rice, oats, quinoa, barley, polenta and buckwheat
- having two pieces of fruit and five servings of vegetables a day.

You can also boost your fibre intake with:

- a sprinkle of bran or psyllium husk on cereal, muesli or yoghurt
- a small handful of nuts and seeds as a snack
- adding legumes to meals.

Sources of fibre

Food	Serving size	Fibre content
Wholemeal pasta	1 cup	7.9g
Carrot (skin on)	1 cup	6.9g
Kidney beans	100g	6.5g
Corn	1 medium cob	5.9g
Rolled oats	1/2 cup	4.5g
Wholemeal biscuit	2 biscuits	4.2g
Broccoli (skin on)	1 cup	3.8g
Lentils	100g	3.7g
Sweet potato (skin on)	1 cup	3.7g
Brown rice	1 cup	2.7g
Almond	30g (25 almonds)	2.6g
Dried apricot	30g (5 dried apricots)	2.5g
Wholegrain bread	1 slice	2.4g
Banana	1 medium	2.3g
Apple	1 medium	2.2g
Psyllium husk	1 tablespoon	2.2g
Popcorn (air popped)	1 cup	1.2g

<http://www.nutritionaustralia.org/national/resource/fibre>

(Make sure and cover them up before writing)

[illegible]

CANVAS - Task 2.1.5 - Fruit and vegetables

In your own words write down the difference between Fruit and Vegetables:

--

Research what the differences are and now write down the difference between a fruit and a vegetable if you wrote something different

--

Complete a list of Fruits and vegetables for every letter of the alphabet.

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

CANVAS - Level 2.2 - Food diary

Using the help and guidance on the canvas page, create a healthier diet for Pete's needs.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast					
Snack					
Lunch					
Dinner					
Snack					

Extension task

Using **two** of the foods that you looked at in the table on nutrition comparison page 24 of your booklet - design a simple dish that you can use these foods in to create a healthy nutritious dish for a particular group of people (eg adolescent, elderly, children, low fat diet)

Write a few sentences to justify why this dish caters for the group of people that you choose.

Two foods: _____

Dish that you could use them in: _____

Link to a recipe would be good to include

Group of people this would be good for: _____

Justify why this dish caters for the group of people above.

CANVAS Task 2.2.1 - Creating and evaluating your Food Diary

Using the canvas page and all of your learning, write down your daily intake of food

My Diet

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Snack							
Lunch							
Snack							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Dinner							
Snack/Supper							
Drinks/extras							

Fill the table above with all the food and drink you consume.

Key points:

Give detail about the food. (Eg A sandwich is not sufficient. A brown bread cheese and tomato sandwich with no butter. Or cornflakes with full fat milk and sugar, rather than just writing cereal) – this will enable you to break down your diet in the next activity. If you skip a meal – leave it blank

Australian Guide To Healthy Eating (AGHE)



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods,
mostly wholegrain
and/or high cereal
fibre varieties



Vegetables and
legumes/beans



Lean meats and
poultry, fish, eggs,
tofu, nuts and seeds
and legumes/beans



Milk, yoghurt, cheese and/or
alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



Using the information above (Page 37) and your own knowledge about nutrition and your results from the food diary to answer the following questions.

1). **Summarise** the **5 main groups** on the 'Australian Guide To Healthy Eating Guidelines'.

2). **Explain what food** is found in each category and **how much** should be consumed. You should also *summarise* food should **sometimes** eat/use small amounts of.

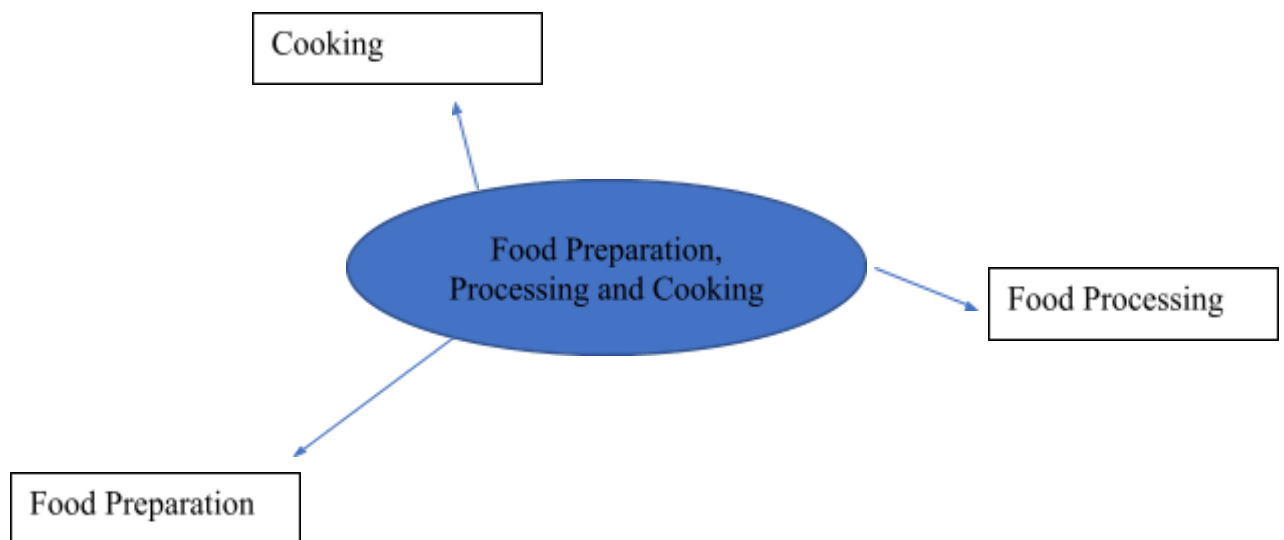
3). **Discuss** with the person next to you whether you think you are meeting the guidelines. Write an **explanation** to say why/why not.

4). **Recommend** at least **one change** that they could make to their diet that would help them to meet the guidelines.

NEED TO FIX FROM HERE CANVAS - Level 3.1 - Applying food techniques

What do you know about preparing, cooking and processing food?

Mind Map- complete the mind map below with as much information as you know.



Level 3.1 - Applying food techniques

Food preparation

What is food preparation? Give 3 examples

Food processing

What is food processing? Give 3 examples

Cooking

What is cooking? Give 3 examples of different cooking techniques

CANVAS - Task 3.1.2 - Preservation Principles

Using the canvas page above

- 1) Watch the video on the [needs and benefits of Food Preservation](#)
- 2) Write down why food preservation is so important after watching this video.

Research activity

Choose ONE method of food preservation from this list (Canning, Bottling, Dehydration, Pickling, Freezing, Fermentation) and then write a brief report on it that includes the following:

1. Explain the main concept behind your chosen method of preservation

2. How does the method of preservation prevent food spoilage?

3. Find a video, series of pictures or a pictograph that visualises your chosen method of preservation. Write in the URL (web address) and write a couple of sentences what you learnt from watching this video.

4. Find a recipe that uses your chosen method of preservation

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5. List some examples of food products you can find in a supermarket that utilise your chosen method of preservation. List at least 5 examples.

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Extension task: Spelling test 3 (Words on the Task 3.1.2)

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EXTENSION: Now try and put these as many of these words as you can into a sentence.

CANVAS - Level 3.2 - Applying methods of Cookery**METHODS OF COOKERY - USE THE INFORMATION ON PAGE 44 ONWARD TO HELP**

Method	Description	Recipe example	Equipment
Grilling			
Baking			
Roasting			
Stewing			
Braising			
Stir Frying			
Microwaving			
Deep frying			
Boiling			
Steaming			
Dry Frying			
Shallow Frying			

Information to help with the table on page 40

Basic Cooking Methods You Need to Know

Grill



When grilling food, the heat source comes from the bottom. Think cooking a steak on a grill — the heat only comes from the coals underneath the grate. Grilling usually involves an open flame, but can also be done with a grill pan on a stovetop. Foods are cooked by heating the grill grates, which gives ingredients the

charred, grilled lines.

Pan-Fry



Pan-frying is done by adding enough fat to a hot pan so that the fat comes up about half an inch up the side of the pan. Food is partially submerged in the fat and then flipped over so the other side can cook. An example is a crabcake, which is cooked until golden brown on one side and then turned over so the other side can brown.

Deep-Fry



Deep-frying is when food is completely submerged in a hot fat. The result is a crispy, golden brown exterior and a fully cooked interior.

Sauté



Sautéed foods are cooked in a thin layer of fat over medium-high heat, usually in a frying pan on the stovetop. Foods are just cooked until tender.

Boil

Typically, foods are boiled in water, which reaches a boil at 212 degrees Fahrenheit. Foods are completely submerged in the boiling liquid and cooked until tender, then drained.



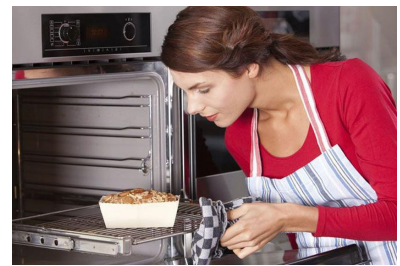
Roast



Roasting is generally the same as baking, but refers more to proteins and vegetables. Roasting is common to do in the oven and items are cooked until golden brown and tender. The most common item that's roasted is a turkey on Thanksgiving.

Baking

Baking is similar to roasting, but refers more to breads, pastries, and other sweet items. Most items are baked in the oven until cooked through.



Sear



Searing is done with minimal amounts of fat over high heat. Searing foods gives them a brown, caramelized outside, while not cooking the interior fully. Think searing a thin piece of fish so that it has crispy skin and a delicate, tender inside.

Poaching

To poach food, it should be completely submerged in liquid that is between 160 and 180 degrees. The food item remains in the liquid until fully cooked through and tender.



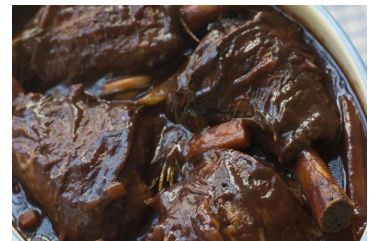
Steam



To cook an ingredient with steam, food is usually placed in a separate steamer over hot liquid. The food is cooked by the steam from the liquid and does not come in contact with the liquid.

Braising

Braising is a combination cooking method that first involves sautéing or searing an item, then simmering it in liquid for a long cooking period until tender. Foods that are braised are often larger proteins like pot roasts and poultry legs.



Stew



Stewing is similar to braising because the ingredient is first seared and then cooked in liquid, but it uses smaller ingredients like diced meats and vegetables.

[https://www.thedailymeal.com/cook/15-basic-cooking-methods-you-need-know-slide show](https://www.thedailymeal.com/cook/15-basic-cooking-methods-you-need-know-slide-show)

CANVAS Task 3.2.2 - Healthy option of cooking

Using pages 44-46, rate the cooking methods from the most healthiest to the least healthiest. Discuss and justify your answers with your teacher.

<i>Most healthiest</i>	
	<i>Least healthiest</i>

CANVAS Task 3.3.3 - Healthy Recipes and Ingredients

Recipes	Which is healthier	Why?	How could the 'un-healthy' recipe be modified to be healthier?
Chicken Schnitzel vs. Chicken and Sweet Potato Salad	Chicken Sweet Potato Salad	Less fat, salt, has low GI carbohydrates, less oil	Oven bake the schnitzel instead of deep frying, remove butter from mash, use skim milk instead of full cream milk, roast potatoes instead
Turkey Bolognese vs. Creamy Carbonara Pasta			
Chocolate Brownies vs. Raw Chocolate Slice			
Butter Chicken vs. Tandoori Chicken			

CANVAS - Task 3.3.4: Healthy Cooking Techniques

Choose ONE cooking techniques shown on the canvas page above

CREATE an infographic (a visually appealing factsheet) and include the following information:

1. Definition of the method of cookery.
2. Foods suitable to be prepared using this method of cookery
3. Effects of method of cookery on vitamin and mineral retention/absorption
4. Three healthy recipes using the method of cookery
5. Tips and tricks or advice for healthier food preparation using this method of cookery (eg. trimming fat off steak before grilling)

Create it on your computer, send to your teacher to print, stick it in the space below