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## Task 1: Food Labelling Worksheet

### Literacy/Numeracy Skills and Knowledge

- This tasks focus' mainly on comprehension of a text and information, and being able to apply the provided text/ passage to relevant questions, (Understanding texts, Level 8 (Comprehension), V9). As students are reading provided information about a certain topic, then applying this to the provided questions, which are passed on the passage.

### Task Goal/Learning intentions:

*Learning goals for this task is to “outline legislative food-labelling requirements”, (NESA, 2019). As well as “[identify] main idea and related or supporting ideas in moderately complex texts”, (ACARA, 2024), and apply these ideas in their written responses. This task provides students with all the information that they require to be successful in reaching these learning goals.*

### Task Overview:

- Students are to read the provided passage on the worksheet, about labelling laws and requirements in NSW.
- Highlight key points and terms in questions
- Highlight key points and terms in passage
- Students are then required to answer 9 questions, based off the information provided.

*Resource can be found in appendix 1 –“ Food Labelling” (Task 1)*

Resources (including digital)	Task teachers notes <i>This should be no more than half a page of teacher’s note (i.e. notes that you could use in your own class). See model task for an example.</i>	Differentiation of activities + Role of speaking and listening
Food Labelling Worksheet. (Including information text). On smart board and paper copies for students.	<ul style="list-style-type: none"><li>- Introduce topic</li><li>- Give background information<ul style="list-style-type: none"><li>o Why do we have labels</li><li>o What would happen if we did have labels</li><li>o What would happen if we didn’t regulate labels</li></ul></li><li>- Pre read the questions with the class<ul style="list-style-type: none"><li>o Discuss what the questions are asking for</li><li>o Think about what information that needs to be found in the text.</li><li>o Highlight important parts of the questions</li></ul></li><li>- Read information aloud to students. Asking different students to read.</li><li>- Leave students to answer questions alone</li><li>- Come back together and discuss each questions. Allowing students who skipped some questions to fill in any missing information.</li></ul>	<p>Have a highlighted version of the passage, that emphasis the important relevant points. OR Highlight important points as a class → Teacher led and instructed.</p> <ul style="list-style-type: none"><li>- Discuss questions</li><li>- Do questions together as a class</li><li>- Read questions</li><li>- Ensuring discussions with students to ensure that they are understanding the information as well as the task requirements.</li><li>- Allowing for question time to ensure all student have the opportunity for help.</li></ul>

## Task 2: Japanese Tea Ceremony

### Literacy/Numeracy Skills and Knowledge

*Reading and viewing, Level 5, comprehension,*

- *reads and views simple texts independently (see Text complexity)*
- *locates directly stated information*
- *recounts or describes sequenced ideas or information*
- *identifies a clearly evident main idea in a simple text*

(ACARA, 2024)

### Task Goal/Learning intentions:

The learning goal for this task is to be able to locate directly stated information, and answer the correlating questions, as well as be able to identify the main idea in the text. This is apart of the NESA stage 5 food technology syllabus, in focus area Food for special occasion, “investigate the significance of food in various cultures around the world”, (NESA, 2019), as this investigate Japanese Tea ceremonies, what they are and what they are for.

### Task Overview:

- *This task students must read the information about Japanese Tea ceremonies*
- *Complete the discussion questions*

*Resource for this task can be found Appendix 2 –“ Japanese Tea Ceremony” – task 2*

Resources (including digital)	Task teachers notes <i>This should be no more than half a page of teacher’s note (i.e. notes that you could use in your own class). See model task for an example.</i>	Differentiation of activities + Role of speaking and listening
Plain paper copy worksheet  Videos on the smart board	<ul style="list-style-type: none"><li>- Introduce the topic</li><li>- Importance of why it is getting learned about<ul style="list-style-type: none"><li>o Different cultures have different beliefs</li><li>o Different cultures have different traditions</li></ul></li><li>- Read questions as a class<ul style="list-style-type: none"><li>o Highlight important words in the questions</li></ul></li><li>- Read the passage as a class<ul style="list-style-type: none"><li>o Different students reading different parts of the passage</li><li>o Stopping to ask what the important words and parts of the information are</li><li>o Ensure students are highlighting the identified critical points</li></ul></li><li>- Watch videos<ul style="list-style-type: none"><li>o Write notes as videos are playing</li><li>o Pause video if its took fast.</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Provide students with a pre-highlighted copy of the information</li><li>- Pause and speak about important points in the video</li><li>- Ensuring discussions with students to ensure that they are understanding the information as well as the task requirements.</li><li>- Allowing for question time to ensure all student have the opportunity for help.</li><li>-</li></ul>

	<ul style="list-style-type: none"> <li>○ Discuss videos as a class once they are watched.</li> <li>- Read one question at a time <ul style="list-style-type: none"> <li>○ Students complete one question individually</li> <li>○ Class returns to talk and discuss answers</li> <li>○ Read the second question</li> <li>○ Students go an answer</li> <li>○ (ect.)</li> </ul> </li> <li>- Ask consolidation questions about the passage <ul style="list-style-type: none"> <li>○ What was interesting</li> <li>○ What was new information that they learned from the passage</li> </ul> </li> </ul>	
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### Task 3: Understanding Recommended Daily Intake.

#### Literacy/Numeracy Skills and Knowledge

- Students must read, understand, and interpret the nutritional data to inform their decisions about their meal planning
- Students must then apply and interoperate the data in the table to complete the activity

*Numeracy, interpreting data, level 5, collecting, displaying, interpreting and analysing numerical data.*

#### Task Goal/Learning intentions:

The curriculum learning goal for this task is to “investigate the recommended dietary intake of energy, protein, vitamins and minerals for particular individuals and groups using appropriate data such as RDI tables in print or electronic format”, (NESA, 2009). The numeracy learning goal for this task is Numeracy, interpreting data, level 5, collecting, displaying, interpreting, and analysing numerical data. Students must interoperate the data in the table for different people to then apply this data to create their own meal plan.

#### Task Overview:

- This task looks at recommended daily intake for different people.
- Students must read the information and interoperate the table of data, depicting different daily intake requirements of iron
- Students will create a 3 meal, meal plan to meet the daily intake requirements for their chosen profile.

*Resources for this task can be found Appendix 3 – “RDI Worksheet” – task 3*

<b>Resources</b> (including digital)	<b>Task teachers notes</b> <i>This should be no more than half a page of teacher’s note (i.e. notes that you could use in your own class).</i> <i>See model task for an example.</i>	<b>Differentiation of activities</b> + <b>Role of speaking and listening</b>
Recommended Daily intake Worksheet. Text passage on white board, hard copies for students, digital copies available	<ul style="list-style-type: none"><li>- Introduce topic<ul style="list-style-type: none"><li>o Discuss what RDI’s are and why they are important</li><li>o Explain how each person has a different RDI, based on age and gender.</li><li>o “who has a bigger iron RDI teacher or students?” initial thoughts</li></ul></li><li>- Read questions out loud to class, highlighting key terms</li><li>- Read information aloud to students. Asking different students to read.</li><li>- Give verbal examples of a meal plan.</li><li>- Students can pick who they are designing a meal plan for.</li><li>- Students create meal plan.</li><li>- Ask “who has a bigger iron RDI teacher or students?” again and ask students if their answer has changed.</li></ul>	<ul style="list-style-type: none"><li>- Have pre-highlighted version</li><li>- Students can create only one meal (breakfast OR lunch OR dinner)</li><li>- Only make meals reach 1 RDI (calcium OR iron)</li><li>- Students can get an existing recipe and change it to meet the RDI</li><li>- Ensuring discussions with students to ensure that they are understanding the information as well as the task requirements.</li><li>- Allowing for question time to ensure all student have the opportunity for help.</li></ul>

## APPENDIX:

### 1.

#### **Year 10 Food Technology Worksheet**

##### Understanding Food Labelling and Regulations

###### Background Information:

FSANZ (Food Standards Australia New Zealand) sets food labelling standards in the Food Standards Code. These standards are enforced by Australian states and territories, and in New Zealand by the Ministry for Primary Industries (MPI).

The Food Standards Code includes general labelling and information requirements (Chapter 1) for all foods, and specific requirements for certain products (Chapter 2). It also defines when each requirement applies (e.g. retail, catering, or internal transfer).

In addition, all food claims and representations are subject to fair trading and food laws, which prohibit false, misleading or deceptive statements.

The Food Standards Code states that all food labels must contain the following information:

- Name and/or description of the food
- Identification of the 'lot' number \*
- Name and Australian street address of the supplier of food \*
- List of ingredients
- Date mark
- Nutrition information panel (NIP)
- Country of origin of the food
- Warning and advisory statements and declarations
- There are additional requirements for some food.

###### When is a food Label not required:

- in an inner package, not designed for sale without the outer package
- made and packaged on the premises from which it is sold
- packaged in the presence of the purchaser
- whole or cut fresh fruit and vegetables (other than seed sprouts) in packaging that does not obscure the food
- delivered packaged, ready to eat, at the order of the purchaser
- sold at a fundraising event
- displayed in an assisted service display cabinet.
- If a product has more than 1 layer of packaging, only 1 label is required. An exception is portion packs not designed for individual sale with a surface area of 30cm<sup>2</sup> or greater - these must be individually labelled.

(FSANZ, 2023) , (NSW Government, 2024)

###### Activity Questions:

1. What does FSANZ stand for, and what is its role in food labelling?
2. Who enforces food labelling laws in:
  - a. Australia?

b. New Zealand?

3. What are the two main chapters of the Food Standards Code, and what does each chapter focus on?
4. List four pieces of information that must appear on most packaged food labels.
5. Explain why it is important that food labels include the name and address of the supplier.
6. Why do you think the law requires warning statements or declarations on some foods (e.g. allergens)? Give one example.
7. What do you think might happen if a food label made a false or misleading health claim? How could this affect consumers?
8. In what situations is a food label not required? List two examples and explain why you think a label might not be necessary.
9. Imagine you are packaging a snack product with two layers of packaging. Under what condition would you need to include labels on both layers?

2.

## **Year 9 Food Technology Worksheet**

### Japanese tea ceremony Case Study

The Japanese Tea Ceremony (cha-no-yu, chado or sado) is a traditional Japanese activity that was influenced by Zen Buddhism.

A green powdered tea is ceremonially prepared and served by a skilled host.

Cha-no-yu means 'hot water for tea' and refers to a single tea ceremony, while sado or chado means 'the way of tea' and refers

to the study of the tea ceremony. The host must be experienced in types of tea, tea-making techniques, the kimono, calligraphy, flower arranging, ceramics and incense, to name just a few.

It is thought that the drinking of tea in Japan commenced in the ninth century. A Buddhist monk returned to Japan from a visit to China in 815 and soon after, a type of simmered tea was served to the emperor. In 816, tea plantations were established in the Kinki region of Japan.

In the twelfth century powdered green tea was introduced and by the thirteenth century, Samurai warriors had begun preparing and drinking this powdered green tea. It is thought that the foundations of the tea ceremony were established at this stage.

The Japanese tea ceremony evolved and transformed over time and by the sixteenth century, tea drinking had spread to all levels of Japanese society. Today tea schools, community centre classes and private homes and institutions offer classes on traditional tea ceremony technique and know-how. A kimono is traditionally worn when serving tea at a tea ceremony.



Japanese tea ceremony | Your Morning

<https://www.youtube.com/watch?v=-mxjzQggx0&t=74s>

The Art of Japanese Tea Ceremony in Tokyo

[https://www.youtube.com/watch?v=4fY1\\_DCu\\_t4](https://www.youtube.com/watch?v=4fY1_DCu_t4)



## ACTIVITIES

1. When was tea thought to have been introduced into Japan - who influenced it?

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2. Define the Japanese word cha-no-yu.

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3. What year did the drinking of teas commence?

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4. What experiences does the host need to have?

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3.

### **Year 12 Food Technology Worksheet**

#### Recommended Dietary Intake

Background Information:

#### **Adults**

This table describes the recommended daily intake (EAR) and recommended dietary intake (RDI) of iron for adults vary by age and gender.

Age	EAR	RDI
Men		
19-30 yr	6 mg/day	8 mg/day
31-50 yr	6 mg/day	8 mg/day
51-70 yr	6 mg/day	8 mg/day
>70 yr	6 mg/day	8 mg/day
Women		
19-30 yr	8 mg/day	18 mg/day
31-50 yr	8 mg/day	18 mg/day
51-70 yr	5 mg/day	8 mg/day
>70 yr	5 mg/day	8 mg/day

The EARs for adults were set by modelling the components of iron requirements, estimating the requirements for absorbed iron at the 50th centile with use of an upper limit of 18% iron absorption, and rounding (FNB:IOM 2001). The RDI was set by modelling the components of iron requirements, estimating the requirement for absorbed iron at the 97.5th centile, with use of an upper limit of 18% iron absorption and rounding. The large difference between the EAR and the RDI in women aged from 19-50 years reflects high variability in needs related to variability in menstrual losses. In setting the EARs and RDIs for women, it was assumed that women over 50 years do not menstruate. Absorption is about 18% from a mixed western diet including animal foods and about 10% from a vegetarian diet; so vegetarian infants will need higher intakes about 80% higher.

(National Health and Medical Research Council, 2021)

Activity:

Create a 1-day meal plan, for an adult with a specific age and gender, that meets their Iron and Calcium RDI. Meal plan must include Breakfast, Lunch and Dinner.

Age & Gender: \_\_\_\_\_

Breakfast

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Lunch

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Dinner

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