



Feast

Yr 8 Food Technology

WORK BOOKLET

1. Safety

Learning intentions and success criteria

We are learning to:

apply safe processes and practices in the kitchen.

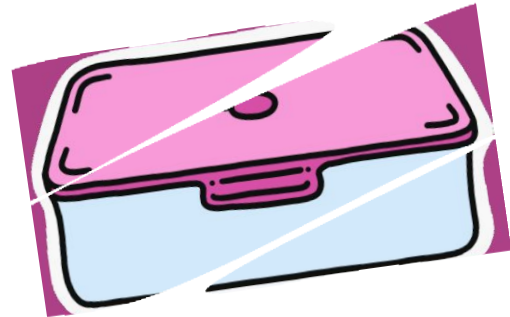
We can:

- identify Personal Protective Equipment (PPE) required to prepare food items
- use personal hygiene practices
- recall key safe processes and practices to follow when preparing food items in the kitchen.



Equipment required for Prac lessons

1. Apron
2. Container
3. Tea towel
4. FULLY enclosed leather shoes





Classroom Behaviour and Safety

Whether you're in the classroom or the kitchen, it's important to always demonstrate your best behaviour to keep yourself and others safe. Following the rules helps ensure that everyone feels respected and contributes to a positive, productive learning environment.

***Make a list of 5 classroom rules that will ensure that quality learning occurs:**

- 1.
- 2.
- 3.
- 4.
- 5.

Label each according to the school values

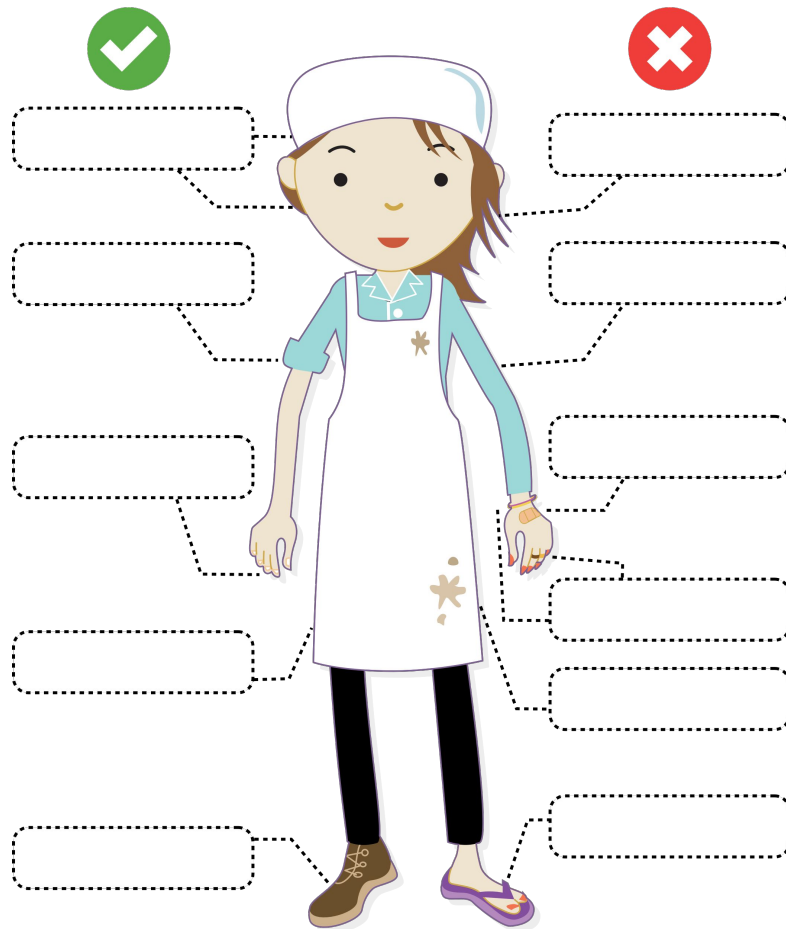
Respect, Responsibility and Active Learning.



Safety and hygiene in the kitchen

Drag and drop the labels to correctly identify safe and hygienic practices in the kitchen.

Hair tied back with appropriate covering	Enclosed leather shoes	No open toed, uncovered, non-leather shoes
Cover cuts with band aid and apply glove	Full length, clean apron	Clean, unpolished and short nails
Fitted cuffed or short, sleeved shirt	Hair not tied back or covered	No jewellery such as rings, bracelets or watches
Dirty apron	Long sleeved shirt requires fitted cuff or $\frac{3}{4}$ length	



Safety in the domestic kitchen

Watch Safety In The Domestic Kitchen – Food Technology (14:20)





Food Hygiene Questions

Why should you clean and sanitise kitchen benches and tools?

-

Where should you put raw meat and cooked food in the fridge?

-

What should you do if you drop food on the floor while cooking?

-

Why is it important to tie up long hair and wear an apron when cooking?

-





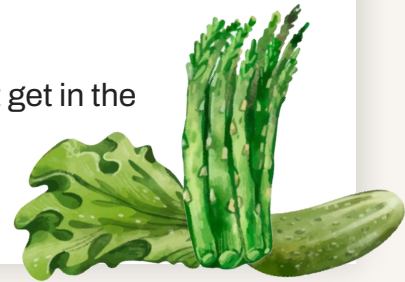
Research Questions

What is PPE?	List 4 types of PPE you must wear at school.
Identify one potential hazard that could be found within your school kitchen and provide a way to minimise the risk of this hazard.	Describe the process of cross contamination highlighting why it is important to use different chopping boards for high risk foods like chicken.
What should you do if a fire breaks out on the stove?	Explain the food danger zone.

Kitchen Safety- True/ False



1. Students must stay in their bay whilst cooking (unless gathering ingredients or equipment). T/F?
2. Keep flammable materials near stove tops eg/ curtains, towels, paper, etc. T/F?
3. If a pan catches fire you should put water on it. T/F?
4. Keep cabinet doors and drawers closed so you won't bump into them. T/F?
5. Do NOT turn off power after using an electrical appliance. T/F?
6. When grilling, the oven door should be closed. T/F?
7. Never use an electrical appliance if your hands are wet or if you're standing on a wet floor. T/F?
8. Don't put knives or other sharp objects in a sink full of water. Someone could reach in and get hurt. T/F?
9. If you spill something on the floor, leave it there for someone else to clean it. T/F?
10. When you open a hot oven you should stick in your hand in the oven to check if it is hot or not? T/F?
11. Students must know the location of the emergency equipment. T/F?
12. Store chemicals away from food and out of children's reach. T/F?
13. Before leaving the kitchen, check that the oven and burners are all turned off. T/F?
14. Before you begin roll up long sleeves, tie back long hair and remove loose clothing that might get in the way or catch on something. T/F?



2. Nutrition

Learning intention and success criteria

We are learning about:

the nutritional needs of individuals and groups.

We can:

- interpret visual food selection guides
- identify the nutrients required for adolescents
- make suggestion of food items to meet the recommended intake of nutrients.





Why is Nutrition Important?

Think pair/ share 4-5 reasons why good nutrition is important.

-
-
-
-
-



Functions of food

Our body works very much like a machine that is well oiled when we eat the correct foods in the right amounts.

Each type of food provides us with the necessary nutrients needed for specific functions in the body.

Unscramble the words to find the 5 functions of food.



ROGHTW



PAREIR



RENGYE



TEMNIACENAN



TECPROINOT



Functions of food



Use the space below each sentence to rearrange them so they make sense.

- ☐ provide Carbohydrates and heat energy.
- ☐
- ☐ A protein tissues is function of to and build repair body.
- ☐
- ☐ Fibre, and vegetables regulate fruit body processes
- ☐
- ☐ the Vitamin C from a called protects body disease scurvy.
- ☐
- ☐ foods eggs. The bodybuilding meat, are fish, cheese, milk and
- ☐
- ☐ bodies calcium needs. Teenagers 600ml need of per day, milk in receive order to the
- ☐
- ☐ Iron found in and is red meat leafy vegetables. Green
- ☐
- ☐ Calcium is bones needed for the formation maintenance and of healthy and teeth.
- ☐
- ☐ We protect need us from food to disease
- ☐



The Australian Dietary guidelines.

Word Bank:

- Cereals
- Grow
- Growth
- Food
- Sugars
- Safely
- Water
- Milks
- Breastfeeding
- Vegetables
- Growth
- Salt
- Variety
- Fish
- Energy
- Saturated
- Physical
- wholegrain

Many Australians suffer from diet related diseases; in fact 60 % of all deaths in Australia are diet related. Most of our diet related diseases are a result of over nutrition.

What is overnutrition? _____

Use the words from the Word bank to complete the following.

Encourage and support _____. Children and adolescents need sufficient nutritious foods to _____ and develop normally. _____ should be checked regularly for young children. _____ activity is important for all children and adolescents.

Enjoy a wide _____ of nutritious foods.

Children and adolescents should be encouraged to:

- ☐ Eat plenty of _____, legumes and fruits.
- ☐ Eat plenty of _____ (including breads, rice, pasta and noodles), preferably
- ☐ Include lean meat, _____, poultry and/or alternatives
- ☐ Include _____, yoghurts, cheeses and/or alternatives.
- ☐ Reduced-fat milks are not suitable for young children under 2 years because of their high _____ needs, but reduced fat varieties should be encouraged for older children and adolescents.
- ☐ Choose _____ as a drink. Alcohol is not recommended for children. *and care are should be taken to:*
- ☐ Limit _____ fat and moderate total fat intake. Low fat diets are not suitable for infants.
- ☐ Choose foods low in _____.
- ☐ Consume only moderate intakes of _____ and foods containing added sugars.

Care for your child's _____: prepare and store it _____.

What health problems are the dietary guidelines trying to prevent?

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



Fruit

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

Use small amounts

Only sometimes and in small amounts



Australian Guide to Healthy Eating

Using your knowledge of the 6 essential nutrients, label the most likely nutrient(s) for each food group on the Australian Guide to Healthy Eating. Don't forget to look outside of the round chart.

Activity 2 : Answer the following questions.

1. Where do most of the snacks listed fit into the model?

2. Why do you think this is so?

3. State one change that you could make to your choice of snacks.

4. Determine the 5 food groups and their correct servings required for adolescents per day.

Group

Serves

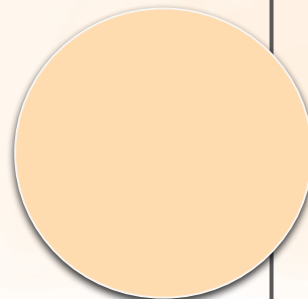
1. _____

2. _____

3. _____

4. _____

5. _____



Recap opportunity

?

What have we already learnt?

3

Outline 3 ways nutrition impacts your life.

1.

2.

3.

1

What is one change you would make to improve your diet?

1.

3. Agriculture

Learning Intention and success criteria

We are learning to:

- understand the basics of growing plants and how we use them so that we can use this knowledge in food preparation.

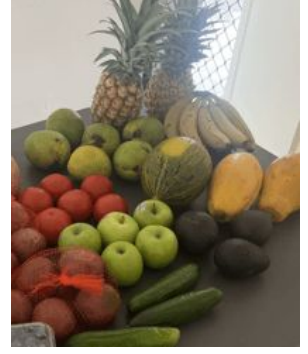
We can:

- identify and list various types of foods commonly grown
- explain the benefits of growing your own foods
- understand how to grow our own foods



What is agriculture?

What words do you think about when you hear or see the word 'agriculture'?



What is agriculture and why is it important?

Think, Pair, Share

What do I think?

What does my partner think?

What will we share?



Products from farms

Brainstorm different types of agriculture in Australia and include a short list of products obtained from each.



Milk

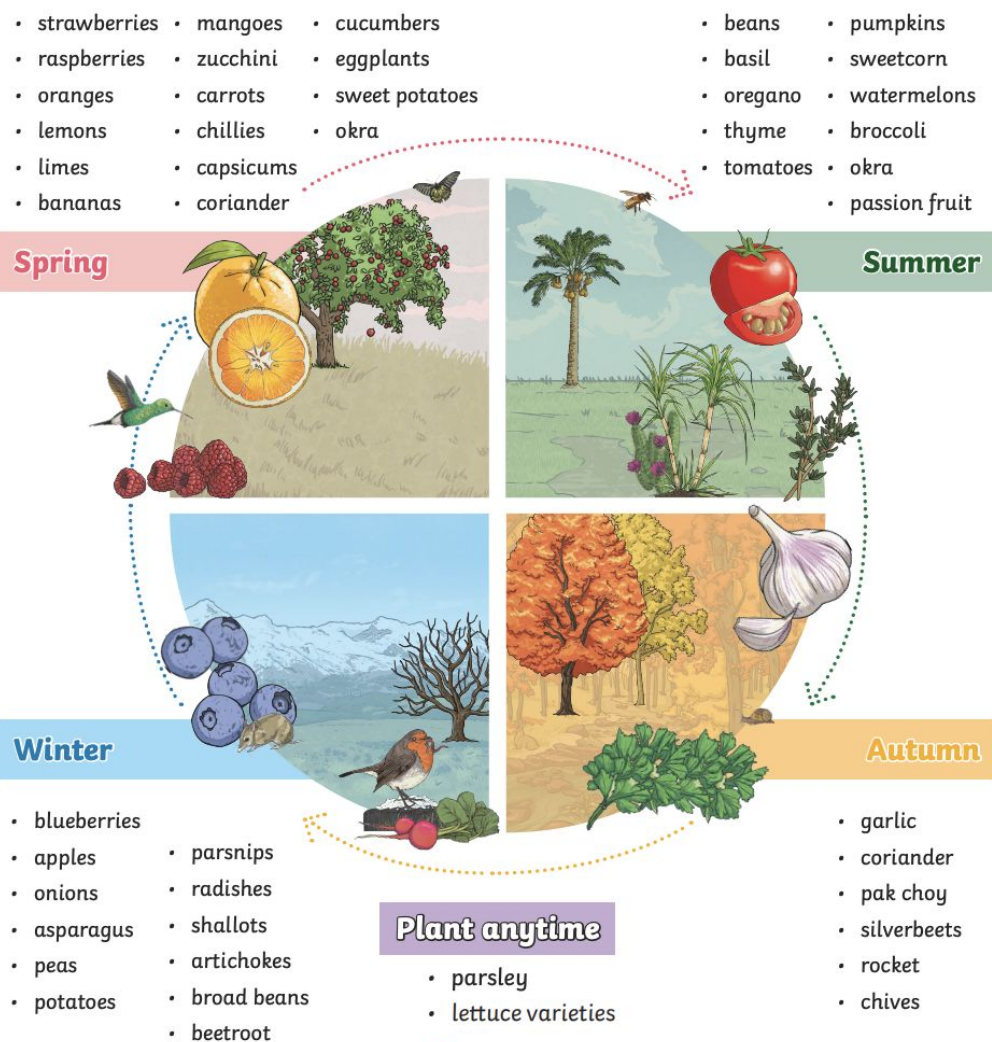
Butter

21

Ice-cream

Planting Guide

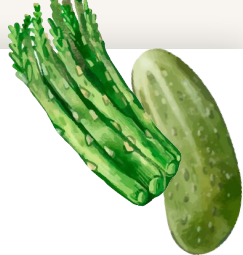
Good Gardeners know how to think ahead, planting seedling so that they grow and ripen at the tight time of year. Here's a seasonal guide for the best time to plant different fruits, herbs and vegetables so that you can get the most out of your school garden. It may vary with your local watcher and climate conditions





Planting Guide

How to grow and maintain a vegetable garden

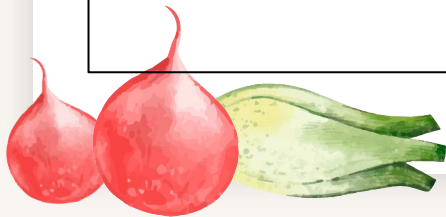


The key steps in the process of growing vegetables are:

- ☐ Preparing the soil
- ☐ Planting seeds
- ☐ Fertilising and watering
- ☐ Harvesting

Your task is to identify and explain the importance of each stage in the process of growing vegetables. Each stage must have a minimum of 100 words. You may format the task as a report with sub-headings or as a flow chart. Use images to support your findings.

Preparing the soil:





Planting the seeds:

Fertilising and watering:

Harvesting:



4. Food waste

Learning Intention and success criteria

We are learning about:

how the each household contributes to food waste.

We can:

- describe food waste and its impact on the environment
- explain how each individual can reduce food waste
- identify community food initiatives and describe how they contribute to sustainability.





1. What is food waste?

Use a website like <https://www.ozharvest.org> or <https://www.foodbank.org.au> to write a short definition in your own words (2 sentences_:

2. What are some common reasons food is wasted at home?

List **3 reasons** and explain in simple terms.

Reason	Why does it happen?
1.	
2.	
3.	



What types of food are most commonly wasted in Australian households?

Find at least 5 examples and explain why these are commonly wasted.

Food Type	Why is it commonly wasted?
1.	
2.	
3.	
4.	
5.	

3. What are two problems caused by food waste?

(E.g. environmental harm, wasting money, hunger)

1.

2.

4. What can YOU do to reduce food waste at home or school?

Give 3 practical ideas:

1.

2.

3.

5. Did you know...?

Use the internet to find out:

How much food is wasted in Australia each year?

How much money does the average Australian household lose each year from food waste?



Australia's Food Waste Problem

Read the following passage and answer the associated questions.

Australia has a big problem with food waste. Every year, we throw away a huge amount of food that could be eaten. This wasted food has a negative impact on our environment, economy, and even contributes to food insecurity, where people don't have enough to eat.

In Australia, we waste about 7.6 million tonnes of food each year. To put that in perspective, it's enough to fill the Melbourne Cricket Ground (MCG) ten times. All this waste costs Australian households a lot of money, about \$19.3 billion every year. That means the average household wastes between \$1,500 and \$3,000 worth of food annually.

A lot of this food waste happens at home. Sometimes we buy too much food and don't eat it before it goes bad. Other times, we might cook too much and throw away the leftovers. Even businesses like restaurants and supermarkets contribute to the problem. They might throw away food that is still good because it doesn't look perfect or because it's past its "best before" date.



Continued...

Food waste isn't just a waste of money; it also hurts the environment. When food rots in landfills, it produces methane, a greenhouse gas that contributes to climate change. Wasting food also means we're wasting all the resources that went into producing it, like water, energy, and land. It's estimated that food waste accounts for about 8% of all global greenhouse gas emissions.

The good news is that we can do something about food waste. One way is to educate people about how to reduce waste at home. This could involve things like planning meals, storing food properly, and using leftovers creatively. Some organizations are working with businesses to help them reduce waste too. This might involve finding ways to use food that would otherwise be thrown away, or donating surplus food to people in need.

Reducing food waste can also help people who don't have enough to eat. In Australia, millions of people struggle with food insecurity, meaning they don't always have access to healthy and affordable food. By rescuing and redistributing food that would otherwise be wasted, we can help feed those in need.

Australia has set a goal to halve food waste by 2030. To achieve this, we need everyone to work together, from individuals to businesses to governments. By making small changes in our daily lives, we can all make a big difference in reducing food waste and creating a more sustainable future.



Multiple choice

1. According to the passage, what is one of the environmental consequences of food waste?

- A) Production of methane gas in landfills.
- B) Acid rain caused by decaying food.
- C) Increased water pollution from food processing.
- D) Depletion of the ozone layer.

2. What is the estimated annual cost of food waste for the average Australian household?

- A) Between \$1,500 and \$3,000
- B) Less than \$500
- C) About \$7.6 million
- D) About \$19.3 billion


3. According to the passage, what is one action individuals can take to help reduce food waste?

- A) Relying solely on government initiatives.
- B) Planning meals and using leftovers creatively.
- C) Ignoring 'best before' dates on food packaging.
- D) Increasing the purchase of imported foods.

4. According to the passage, what is the goal Australia has set for food waste reduction?

- A) Maintain the current level of food waste
- B) Halve food waste by 2030
- C) Eliminate all food waste by 2025
- D) Reduce food waste by 25% by 2025

5. According to the passage, what is one reason why businesses like restaurants and supermarkets contribute to food waste?

- A) Food items don't meet appearance standards.
 - B) Businesses are unaware of the amount of food they waste.
 - C) Businesses intentionally waste food to drive up prices.
 - D) Government regulations require businesses to dispose of certain foods.
- 



Short Answer


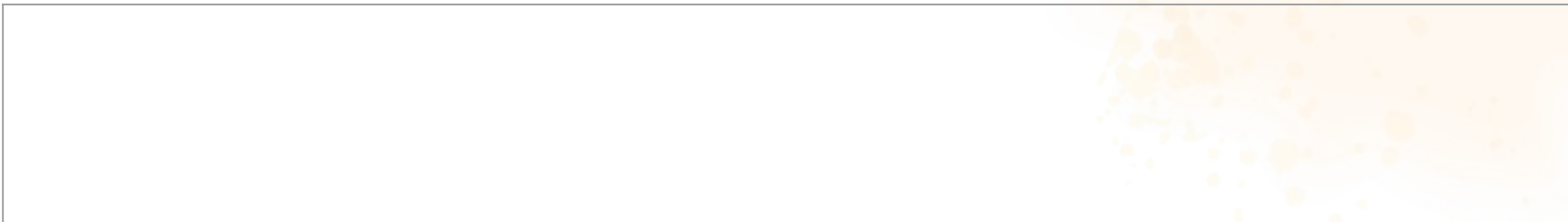
According to the passage, what are some of the negative impacts of food waste in Australia, and why is it important to reduce the amount of food that gets thrown away?

The passage mentions that food waste contributes to climate change. Explain how food rotting in landfills leads to this environmental problem, and also describe other resources that are wasted when food is thrown away instead of being consumed.

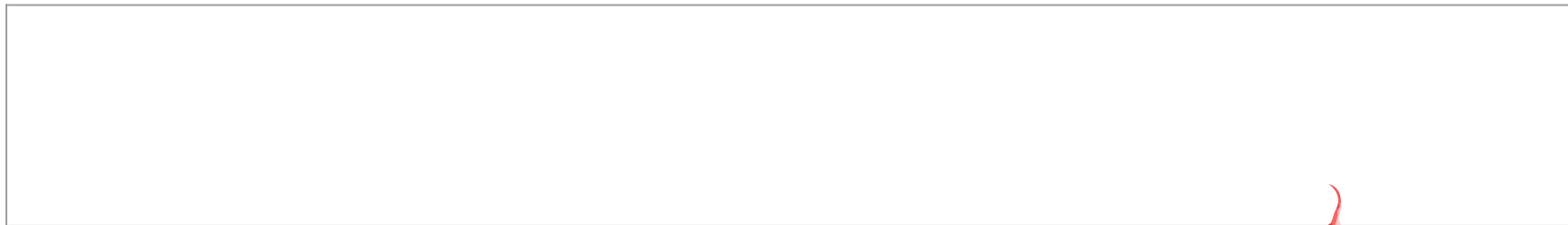


Short Answer

The passage discusses how Australian households contribute to food waste. Describe two ways in which households contribute to this problem, and suggest one practical step that individuals can take at home to help reduce food waste.



The passage discusses Australia's goal to halve food waste by 2030. What steps can individuals, businesses, and governments take to help achieve this goal, and why is it important for everyone to work together?





Short Answer

The reading passage mentions that a significant amount of food waste happens in businesses like restaurants and supermarkets. Explain why these businesses contribute to food waste, and suggest one way they could reduce the amount of food they throw away.

5. Make and explore

Learning Intention and success criteria

We are learning to:

develop our ideas.

We can:

- recognise the design and production process
- use steps in the design and production process to work towards a solution
- record initial ideas against a criteria
- communicate, receive and act on feedback from peers
- contribute feedback to others



Food Styling

Food styling refers to the way in which food is assembled and how it is arranged. Props, backdrop and lighting all assist in telling the story but **food** should always be the hero. Taking a great photograph of food requires attention to detail and care.

Use the words below to complete the points you should consider to help you take a great photograph assessment task.

- ☐ Consider your point of _____
- ☐ Think about the flow of _____ of the eye through the image
- ☐ Usually less is more - don't _____ the plate.
- ☐ Carefully apply _____. Use a squeeze bottle, spoon or pipette
- ☐ Create _____ where possible (you could fake this with scrunched up paper towel)
- ☐ Turn overhead lights off as they will throw a _____ tinge.
- ☐ Never shoot in _____ sunlight to avoid harsh shadows and blown out exposure.
- ☐ Have light source _____ or to the side of the subject
- ☐ Garnishes should be _____. Use fresh _____
- ☐ Consider colour, _____ and shape of foods.
- ☐ Use a piece of white paper, cardboard or foam core to reflect and _____ light back onto the subject.
- ☐ Choose your camera _____ – directly above, 45 degrees or straight on.
- ☐ Carefully consider _____ such as cutlery, crockery, napery, glassware

Word Bank:

- Movement
- Edible
- Direct
- Texture
- Height
- Overcrowd
- dressing
- bounce
- Focus
- Yellow
- Behind
- Ingredient
- Props
- angle

Food Alphabet

Research and identify a food item for every letter of the alphabet (A–Z), expanding your knowledge of different ingredients, cuisines, and cultures.

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



Find A Word: Food Safety

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

VIRUS
UNIFORM
WASH
REPUTATION
MULTIPLICATION
CONTAMINATION
SLIME
GLOVES
BACTERIA
INSPECTOR
TRAINING
PEST
SUPPLIER
DATES
ILLNESS
CONTROL
RISK
COVER
MOULD



Charlie and the chocolate factory

Watch the video “Charlie and the chocolate factory” and list down 6 interesting facts that you learn from the video. After the video organise your points in order of those you think are most important to least important.

Key points

-



Super 6: Food Waste

Use the following link to read the case study on food waste. You will need to fill in the missing words and complete the super 6 comprehensions questions after. <https://www.foodbank.org.au/food-waste-facts-in-australia/?state=nsw-act>

In Australia, _____ tonnes of food is lost or wasted every year And while _____ of this food is still _____ edible, 1 in 6 Australian adults haven't had enough to eat in the last year. On top of this, 1.2 million _____ have gone hungry during the same period.

Globally, as many as _____ people were affected by _____ in 2020, a number expected to rise sharply due to _____. Nearly one in three people in the world (2.37 billion) did not have access to _____ food in 2020.

While _____ hunger continues to _____, an estimated one-third of food produced is lost or _____, equaling around 1.3 billion tonnes of food wasted. Sadly, this means the resources used in food production are also wasted.

Food is wasted in many ways

- Food waste includes all food intended for human _____ that never reaches us and edible food that consumers throw away.
- Perfectly edible _____ produce is often turned away from supermarket shelves because it does not meet the optimal _____ for consumers, such as shape, size and colour.
- Foods that are close to, at or beyond the “_____” date are often discarded by r_____ and consumers – even though they are still within their “use-by” date.
- Large quantities of _____ edible food are often unused or leftover and _____ from household kitchens and eating establishments.



Super 6: Food Waste

Food Waste in Australia

- Food waste costs the economy around _____ or \$2,000 to \$2,500 per household per year.
- Australian households throw away around one in _____ bags of groceries, equal to around 312kg per person.
- Food waste accounts for approximately 3% of Australia's annual _____ emissions.
- The amount of _____ used to grow food that is wasted equals the volume of water in _____ Sydney Harbours (2600 gigalitres).
- If we combine the _____ used to grow wasted food in Australia, it is larger than _____, which is over 25 million hectares.
- 25% of the water used in _____ is used to grow food that is wasted.
- **Did you know throwing away one burger wastes the same amount of water as a 90 minute shower?.**

Reducing food waste

- _____ food loss and waste is critical to creating a Zero Hunger world and reaching the world's **Sustainable Development Goals** (SDGs).
- In November 2017, the Australian Government launched a _____ at Melbourne's National Food Waste Summit.
- Here at _____, we play a vitally important role in tackling Australia's \$36.6 billion food waste problem.
- We work with _____ and _____, right through to retailers, to rescue and redistribute perfectly edible food to Australians in need.
- Last year, Foodbank redirected or _____ 37 million _____ of food and groceries that would otherwise end up in landfills, helping us save more than 81 million kilograms of CO2 emissions every year.



Questions

Visualising: Can you describe a picture or image you made in your head when you read the text?	Answer:
Connecting: How does this make you feel?	Answer:
Connecting: How will you change your behaviour / actions after reading this?	Answer:
Predicting: If this keeps on going, what's going to end up happening	Answer:
Summarising: What did you learn from this informative text?	Answer: