



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

Students outcomes:	Students content:	Assessment & Learning strategies	Resources	Adjustments	Register
<ul style="list-style-type: none"> <li>- <b>FT5-1</b> demonstrates <b>hygienic handling</b> of food to ensure a safe and appealing product</li> <li>- <b>FT5-2</b> identifies, assesses and manages the risks of <b>injury</b> and WHS issues associated with the handling of food</li> <li>- <b>FT5-5</b> applies <b>appropriate methods</b> of food processing, preparation and storage</li> <li>- <b>FT5-6</b> describes the relationship between food consumption, the <b>nutritional value of foods</b> and the health of <b>individuals and communities</b></li> <li>- <b>FT5-7</b> justifies food choices by analysing the factors that influence eating</li> </ul>	<p>Outline the functions of food in the body, for example:</p> <ul style="list-style-type: none"> <li>- growth and development</li> <li>- provision of energy</li> <li>- repair and maintenance of cells</li> </ul> <p>Describe the process of digestion, for example:</p> <ul style="list-style-type: none"> <li>- metabolism</li> <li>- absorption of nutrients</li> </ul> <p>Outline the functions and sources of nutrients, including proteins, lipids, carbohydrates, vitamins, minerals and water</p>	<p><b>Introduction to the unit: ...</b></p> <ul style="list-style-type: none"> <li>- ...</li> </ul> <p><b>... (Tital)</b>  <b>Learning intention "..."</b>  <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- ...</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- ...</li> </ul> <p><b>... (Tital)</b>  <b>Learning intention "Students learn the function and sources of carbs and lipids."</b>  <b>Teacher:</b></p> <p>S1 Cha</p> <ul style="list-style-type: none"> <li>- Icebreaker questions for adults what students know about Carbs (Bring up 17 kj)</li> <li>- Discussion and note taking on pages 123-124 of textbook</li> <li>- Shows clip in resources &gt;</li> <li>- Discussion on key elements clip <ul style="list-style-type: none"> <li>- The difference between simple and complex</li> <li>- Sources</li> <li>- sugars (Glucose + Glucose = Maltose / Glucose + Galactose = Lactose)</li> </ul> </li> </ul> <p>S2 Lip</p> <ul style="list-style-type: none"> <li>- Icebreaker questions for adults what students know about Carbs (Bring up 37 kj)</li> <li>- Discussion and note taking on pages 124 of textbook <ul style="list-style-type: none"> <li>- Types <ul style="list-style-type: none"> <li>- Fatty acids (triglycerides) (95% of dietary lipid)</li> <li>- Phospholipids</li> <li>- Steroids (cholesterol)</li> </ul> </li> <li>- Sources</li> </ul> </li> <li>-</li> </ul>	<p><a href="https://www.youtube.com/watch?v=fmGNiRYDI1w&amp;ab_channel=HealthiNationFood">https://www.youtube.com/watch?v=fmGNiRYDI1w&amp;ab_channel=HealthiNationFood</a></p>		

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

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

**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

<p>related to food on the individual, society and the environment</p>	<p>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>				
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	<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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