

# 9/10 FOOD TECH

## STAY AT HOME WORK

### TERM 2 WEEKS 3 - 4



GOOGLE CLASSROOM CODE: rdrtkgt

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# INSTRUCTIONS

## Assessment task 1

- ☐ Complete the assessment task included (pages 3-6).
- ☐ You have to do this assessment whether you are attending school or not. It counts toward your ROSA and the marks will be on your report.
- ☐ Please contact me if you need any help at all!

## Dietary fibre

- ☐ Read the information in the PowerPoint presentation on *Dietary fibre* (pages 7-10).
- ☐ Use what you have read to answer the questions on page 11.

## Active Non-Nutrients

- ☐ Read through the information on pages 12 & 13 and answer the questions.

In the back of the booklet I have also included some recipes that you can make at home.  
Treat your family and keep your practical skills fresh!

**STAGE 5 - 2020**  
**FOOD TECHNOLOGY**  
**D. JONES**

**FOOD SELECTION & HEALTH**



**Task Number: 1**  
**Weight: 30%**

**Notification Date: Term 2 Week 3 2020**  
**Due Date: 3:20pm Friday 5<sup>th</sup> June 2020 (Week 6)**

**OUTCOMES ASSESSED**

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

**TASK DESCRIPTION**

There are two (2) parts to this task.

*Part 1*

Select one of the following stages of the lifecycle:

- Pregnancy
- Lactation
- Infancy
- Childhood
- Adolescence
- Adulthood
- Aged

For your selected stage, describe the nutritional requirements for both males and females specifically outlining:

- Energy requirements
- Changes that occur to the body
- Specific nutrient requirements

*Part 2*

Design a one-day meal plan for a male OR female in your selected stage, making sure that you cater to the specific nutrient and energy needs. Your meal plan should include:

- Breakfast
- Lunch
- Dinner
- Snacks

Justify why you have chosen the dishes, linking them with specific nutrients.

### TASK INSTRUCTIONS

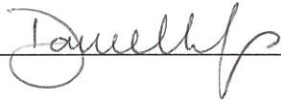
Present this task as a Google Doc, Word document or similar.

Include a bibliography of your sources of information.

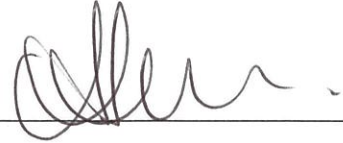
When you have completed the task, submit by:

- Email: [danielle.forbes1@det.nsw.edu.au](mailto:danielle.forbes1@det.nsw.edu.au)
- Google classroom (class code: rdrtkgt), OR
- Drop it to the front office at school.

Teacher's signature: \_\_\_\_\_



Head Teacher's signature \_\_\_\_\_



ASSESSMENT CRITERIA	Marks possible
<p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>• Describes energy requirements in detail for both males AND females</li> <li>• Outlines the different body changes that occur in both males AND females</li> <li>• Identifies the nutrients specifically required AND names foods that should be eaten to accommodate this need</li> <li>• Bibliography is clear and concise, including five or more sources</li> </ul> <p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>• Meals chosen are highly appropriate for stage</li> <li>• Meal plan fully caters to nutrient and energy needs</li> <li>• Meal choices are justified in detail</li> </ul>	<p>29-35</p> <p>A</p>
<p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>• Describes general energy requirements in detail</li> <li>• Outlines general body changes in detail</li> <li>• Identifies the nutrients specifically required</li> <li>• Bibliography includes three or four sources</li> </ul> <p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>• Meals chosen are appropriate for stage</li> <li>• Meal plan caters to most nutrient and energy needs</li> <li>• Meal choices are justified</li> </ul>	<p>22-28</p> <p>B</p>
<p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>• Describes energy requirements but lacking in detail</li> <li>• Outlines body changes for males OR females</li> <li>• Identifies some nutrients required OR specific foods that should be eaten to accommodate nutrient requirements</li> <li>• Bibliography includes two sources</li> </ul> <p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>• Some of the meals chosen are appropriate for the stage</li> <li>• Meal plan includes some of the nutrients required</li> <li>• Some meal choices linked to nutrients</li> </ul>	<p>15-21</p> <p>C</p>
<p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>• Mentions energy use</li> <li>• Mentions some body changes</li> <li>• Identifies some nutrients OR identifies inappropriate nutrients</li> <li>• Bibliography includes one source</li> </ul> <p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>• Most meals inappropriate for stage</li> <li>• Meal plan includes some nutritious food</li> <li>• No justification of meal choices</li> </ul>	<p>8-14</p> <p>D</p>



<i>Part 1</i> <ul style="list-style-type: none"> <li>• No energy requirements included</li> <li>• Does not discuss body changes</li> <li>• Fails to discuss nutrient requirements</li> <li>• No bibliography</li> </ul> <i>Part 2</i> <ul style="list-style-type: none"> <li>• Meals are not at all appropriate for stage</li> </ul>	1-7  E
<ul style="list-style-type: none"> <li>• Non-submission of assignment</li> </ul>	0 N
<b>Feedback:</b>	



## Dietary fibre

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## Dietary fibre

Dietary fibre is a type of carbohydrate found exclusively in plants.

Unlike other types of carbohydrate, it is not absorbed in the small intestine to provide energy. However, it is fermented by the bacteria in the colon (large intestine) and provides a small amount of energy.

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## Sources of dietary fibre

Dietary fibre is found in plant foods, such as:

- wholegrain cereals and cereal products;
- oats;
- beans;
- lentils;
- fruit and vegetables;
- nuts and seeds.



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## The Eatwell Guide

The Eatwell Guide recommends that you choose higher-fibre, wholegrain varieties when you can by purchasing wholewheat pasta, brown rice, or simply leaving the skins on potatoes.

Wholegrain food contains more fibre than white or refined starchy food, and often more of other nutrients. We also digest wholegrain food more slowly so it can help us feel full for longer.



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## Fibre in the diet

Dietary fibre helps to:

- reduce your risk of heart disease, diabetes and some cancers;
- help weight control;
- bulk up stools and make waste move through the digestive tract more quickly;
- prevent constipation;
- improve gut health.



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## Fibre in the diet

Most people do not eat enough dietary fibre.

The recommended average intake for dietary fibre is 30g per day for adults. Children need proportionately less.

Current adult fibre intake is around 19g per day on average, less than the recommended levels for a child aged 5 years.

Did you know?

A diet rich in dietary fibre is usually lower in fat and contains more starchy foods, fruit and vegetables.

Age (years)	Recommended intake of fibre (per day)
2-5	15 grams
5-11	20 grams
11-16	25 grams
17+	30 grams

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## Some ways to increase fibre in your diet

- Choose a high fibre breakfast cereal, e.g. bran flakes, or porridge.
- Go for wholemeal or granary breads instead of white bread.
- Choose wholegrains like wholewheat pasta, bulgur wheat or brown rice.
- Go for potatoes with skins e.g. baked potato or boiled new potatoes.
- For snacks try fruit, vegetable sticks, rye crackers, oatcakes, unsalted nuts or seeds.
- Include plenty of vegetables with meals – either as a side dish or added to sauces, stews or curries.
- Add pulses like beans, lentils or chickpeas to stews, curries and salads.
- Have some fresh or dried fruit, or fruit canned in natural juice for dessert.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Dietary Fibre

1) What is dietary fibre?

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2) Give three examples of food which provide dietary fibre.

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3) List four ways dietary fibre can be beneficial to health.

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4) How much fibre a day should adults aim to eat?

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5) List five examples of ways dietary fibre can be increased in the diet.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_



# Active Non-Nutrients

- describe the role of active non-nutrients in promoting good health, for example:
  - dietary fibre
  - phytochemicals
  - probiotics



Active non-nutrients are functional foods that provide extra health benefits beyond that of regular foods. They are not essential for life however; they can enhance bodily function and promote good health.

## Phytochemicals

Phytochemicals are a type of active non-nutrient. They are special chemicals that come from plants. These special chemicals can help reduce the risk of several diseases. Examples of phytochemicals are antioxidants and phytoestrogens.

## Antioxidants



Antioxidants are a type of phytochemical. There are 8000 different antioxidants that occur naturally in fruits, vegetables and other plant sources. Antioxidants protect your cells from free radicals, which are caused by exposure to tobacco smoke, radiation or pollution. Antioxidants can also help control high blood cholesterol.

## Phytoestrogens

Phytoestrogens are the other type of phytochemicals. These naturally occur in plants and the body converts them into hormone-like compounds via bacteria breakdown in the gut. These hormone-like compounds can imitate oestrogen. These improve cardiovascular health, reduce the risk of cancers. The most powerful source of phytoestrogen is the soya bean.

a. **Identify** the two main types of phytochemicals

**Identify**  
Recognise  
and name

b. **Describe** the role of antioxidants.

c. **Describe** the role of phytoestrogens.

**Describe**  
Provide  
Characteristics  
and features



# DIETARY FIBRE



Dietary Fibre is a type of carbohydrate. Fibre itself is not considered a nutrient as it is not essential to health, but it is very beneficial. It is therefore considered a non-nutrient. Fibre is only found in plant-based foods. It helps to keep your gut contents healthy and moving. It is also fuel for the beneficial bacteria in the gut. This fuel encourages the bacteria to multiply. These good bacteria protect us from infection and help to produce substances the body can use. Dietary fibre also helps absorb moisture into the gut, softening stools and allowing faeces to pass easily. Fibre is classified as either soluble fibre or insoluble fibre. Most plant foods contain both types of fibre.

d. Why is dietary fibre not considered a nutrient?

**Describe**  
Provide  
Characteristics  
and features

e. **Describe** how dietary fibre benefits the body.



# PROBIOTICS




Probiotics are the billions of beneficial bacteria that live in our digestive system. These bacteria improve and restore gut flora, the bacteria living in the gut. This good bacteria perform a wide range of functions. They support your digestive health. They also reduce gastrointestinal problems and help to maintain the immune system. Probiotics are added to foods to improve general health. Probiotics are often added to yoghurts and functional foods like Yakult.

f. **Identify** another product that is fortified with probiotics.

**Identify**  
Recognise  
and name

g. **Describe** how probiotics benefits the body.

- describe the role of active non-nutrients in promoting good health, for example: 
  - dietary fibre
  - phytochemicals
  - probiotics



# SOME RECIPES THAT YOU CAN MAKE AT HOME



# BUDDHA BOWL



- > identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food **FT5-2**
- > selects and employs appropriate techniques and equipment for a variety of food-specific purposes **FT5-10**
- > plans, prepares, presents and evaluates food solutions for specific purposes **FT5-11**

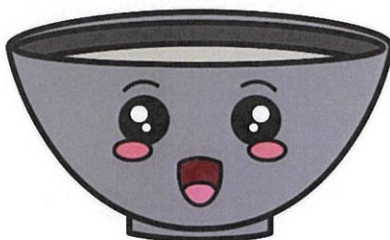
## Ingredients (serves 2)

- ½ cup uncooked brown rice
- 1 cup (250ml) water
- 200g chicken breast  
*\*vegetarian/vegan option substitute chicken for chickpeas, tofu or beans*
- 1 carrot, grated
- 1 large tomato, diced
- ¼ red cabbage, shredded
- 80g canned corn, drained
- 80g canned edamame beans, drained
- ½ cucumber, diced
- Dressing options (hummus, soy sauce, tahini)
- 1tbsp. olive oil
- Salt and pepper to taste



## Method

1. Rinse the brown rice under cold water, drain and place into a saucepan.
2. Add 1 cup of water and bring to a boil. Reduce heat to a simmer and cover for 20 – 25 minutes, or until water is completely absorbed.
3. Cut chicken breast into small bite sized pieces, making sure to keep raw chicken away from vegetables.
4. In a medium size pan, heat olive oil over a medium to high heat. Add chicken and cook until golden brown. To check if cooked, cut a piece in half and make sure the meat is cooked through.
5. On a clean cutting board, chop all vegetables and set aside.
6. Separate the brown rice into two bowls as a bottom layer, add chicken and arrange vegetables, beans and corn on top.
7. Drizzle with desired dressing and serve!



# Evaluation



- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1



a. List 2 ways that you demonstrated safe and hygienic work practices in this practical.  
Complete your answer in full sentences.

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b. **Summarise** your opinions of this dish.

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**Summarise**  
Express,  
concisely,  
the relevant  
details

c. Evaluate the following:

Very Poor   Satisfactory   Good   Great   Outstanding

Your effort during the practical lesson:  
for e.g. trying your best, going above and beyond requirements



Your planning before the practical lesson:  
for e.g. packing your PPE, ensuring you have all equipment



Your presentation of the dish:  
for e.g. cleaning plate edges, considering aesthetics



d. Consider improvements that you may make for next practical:

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e. **Evaluate** the impact of eating this dish regularly. Make a judgement on the nutritional value of this dish.

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**Evaluate**  
Make a  
judgement  
based on  
criteria;  
determine the  
value of



# Chickpea CHOC CHIP Blondies



- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate appropriate selection of equipment and techniques used in food preparation
- prepare food items using basic ingredients, for example: (ACTDEK045, ACTDEK049) ✂️ ⚙️ 🍴 📱
  - protein-rich foods
  - carbohydrate foods
  - fruits and vegetables

## Chickpea Choc Chip Blondies

### Ingredients (makes 8 blondies)

- 1 can chickpeas, drained and rinsed
- 2 bananas
- 2 tsp. milk
- 1 tsp. vanilla extract
- 1 ¼ cups wholemeal plain flour
- ¼ cup oats
- ¼ tsp. baking powder
- ½ cup dark choc chips



### Method

1. Preheat oven to 200°C. Line a brownie pan with baking paper.
2. In a food processor or using a stick mixer, blend chickpeas, banana, milk and vanilla essence until combined and smooth.
3. Add oats, flour, baking powder and ½ of the choc chips into the wet mixture. Mix until well combined with a wooden spoon.
4. Spoon the mixture into the lined pan, smooth the top and add the remaining choc chips.
5. Bake in the oven for approx. 30 minutes or until the blondies are slightly firm to touch.
6. Carefully remove the tray from the oven and allow to cool (this is when they will firm up a bit more). Cut into bars and serve.

# Evaluation



- demonstrate appropriate selection of equipment and techniques used in food preparation
- demonstrate appropriate selection of equipment and techniques used in food preparation
- prepare food items using basic ingredients, for example: (ACTDEK045, ACTDEK049)
  - protein-rich foods
  - carbohydrate foods
  - fruits and vegetables



**Outline** Sketch in general terms; indicate the main features of

- a. **Outline** the safe preparation and storage procedures you used when creating your blondies.

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- b. **Describe** the texture and flavour of this dish using your knowledge of culinary language. If you need inspiration check the word bank at the back of the workbook.

**Describe**  
Provide Characteristics and features

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- c. List the nutritional benefits ingredients in this recipe.

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- d. This recipe is a sweet treat designed to make you feel fuller for longer. Comment on whether this is your experience with the blondies:

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