



Year 8 Home Economics

Food and nutrition in the Australian Curriculum

In the Australian Curriculum students may be taught about food and nutrition in both Health and Physical Education and in the Technologies learning area through Design and Technologies. The focus in the Health and Physical Education curriculum is on understanding healthy choices in relation to nutrition, understanding the range of influences on these choices, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition. In Technologies students will learn how to apply nutrition knowledge through the preparation of food. Beyond Year 8 students may choose to study other food-related subjects.

Health and Physical Education Years 7 and 8 Achievement Standard

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Technologies Years 7 and 8 Achievement Standard

By the end of Year 8 students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Assessment Type	%	Topic	Potential Tasks
Theoretical Content Assignment Based and Bookwork HPE: Areas of learning: <ul style="list-style-type: none"> Safety Food and nutrition HPE Content Strands and Sequence Personal, social and community health Sub Strands <ul style="list-style-type: none"> Being healthy, safe and active Communication and interacting for health and wellbeing Contributing to healthy and active communities 	40%	Safety and Hygiene <ul style="list-style-type: none"> Students discuss and establish workplace rules and a positive approach towards safety, hygiene and use of equipment in the home economics kitchen (e.g. design posters for the home economics room). Discuss various types of knives and safe knife handling techniques 	
		Utensils and Preparation skills <ul style="list-style-type: none"> Students are introduced to various utensils used in the home economics kitchen. Students acquire basic food preparation techniques. Students begin to understand and use basic food preparation terminology. 	
		Food and Nutrition <ul style="list-style-type: none"> Students address the role of food and nutrition in enhancing health and wellbeing. Students investigate strategies to promote health, safety and wellbeing in reference to the ADG. Students investigate food serving recommendations from the Australian Guide to Healthy Eating and produce a guide to assist making healthy food choices when buying food or preparing meals. Students develop knowledge, understanding and skills to make healthy, informed food choices. Students investigate the five food groups and their location in various food models. Students examine food choices on school camps or in school canteens and recommend changes in line with the Australian Dietary Guidelines and the five food groups. Students evaluate their own diet and recommends changes (e.g. use a three-day food diary). 	
	10%	Food for life <ul style="list-style-type: none"> Students research a variety of lunch options, evaluating nutritional value, and sustainability impacts on the environment. Students analyse recipes identifying "healthy meals" and then create a recipe to prepare. Students learn how to read, write, use and analyse a selection of recipes. Students will view and comment on YouTube chef demonstrations. Students explore the dining trends that influence eating habits at local cafés and restaurants. 	
Practical Skills and Application Design and Technologies Content Strands and Sequence Knowledge and Understanding: Sub strands <ul style="list-style-type: none"> Food and fibre production Food specialisations Materials and technologies specialisations Processes and Production Skills: <ul style="list-style-type: none"> Investigating Generating Producing Evaluating Collaborating and managing 	40%	Food preparation and practical skills <ul style="list-style-type: none"> Students work safely and hygienically in the home economics kitchen. Student work individually and in teams during practical lessons to prepare nutritious recipes weekly. Students observe and develop basic food preparation and cooking skills (e.g. chopping, dicing, shredding, beating and frying food). Students engage in observation of teacher demonstration and listening to explanations of various techniques for Mis en Place. Students are introduced to basic preparation and cooking techniques such as the rubbing in method, the melt and mix method, frying and baking etc. Students are encouraged to use subject specific terminology. Students produce their own recipes and have them peer assessed. Students peer assess their food presentation and evaluate practicals. 	
	10%	Practical Exam <ul style="list-style-type: none"> Students work in pairs produce a recipe to be served to two people reflecting the Australian Dietary Guidelines Students must, in pairs design, prepare and present their healthy meal for 2 people during a 90 minute practical examination (E.g. healthy hamburgers/stir fry). Presentation of the meals must reflect local café dining trends. 	
		Theory test <ul style="list-style-type: none"> Students will complete a quiz based on the five food groups and the Australian dietary guidelines. Students recall information and become informed to make future healthy food choices. 	