

## ANSWER GUIDE

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### Food for thought



Term 3, 2020

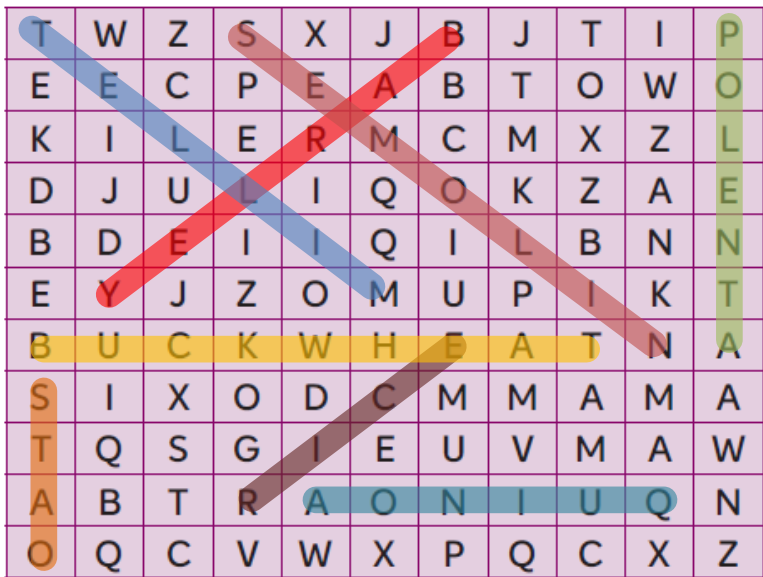
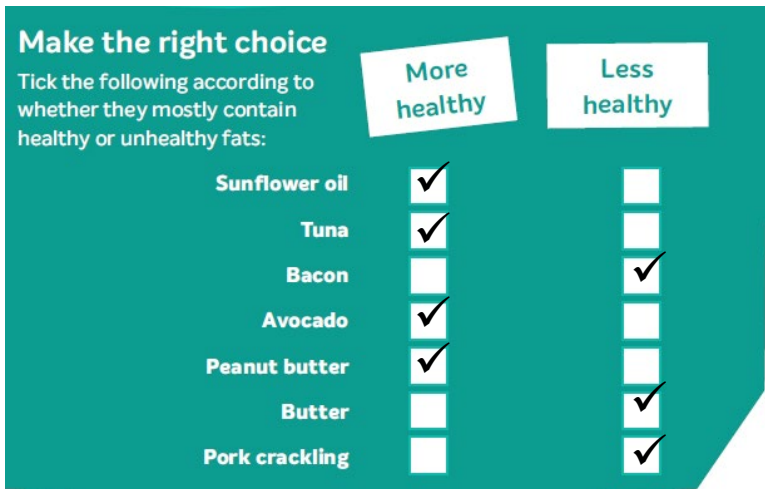
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# Part 1: Healthy eating

## PAGE 1

Activity title	Answers
Variety is key	Student's own response

## PAGE 2

Activity title	Answers
Go superhero	1.C, 2.D, 3.B, 4.E, 5.A
Fabulous grains	 <p>'Whole grain' is a grain that contains all the essential parts and naturally-occurring nutrients of the entire grain seed (fibrous husk, bran and endosperm) in their original proportions.</p>
Make the right choice	

Activity title	Answers																					
The body builders	<div><div><div><div><div></div><div>Explore</div></div><div>Can you tell which of these plant-based sources of protein is which?</div><div><div><div>1 kidney beans</div><div>2 lentils</div><div>3 chickpeas</div><div>4 pepitas</div><div>5 pecans</div><div>6 tofu</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div></div></div></div>																					
Vitamins and minerals	<table><tr><th>Vitamin / Mineral</th><th>Example of where you can get it from</th><th>Example of what it does for the body</th></tr><tr><td>Vitamin C</td><td>Fruit and vegetables (eg. citrus fruit, berries, pineapple, capsicum, parsley, broccoli)</td><td>Assists with wound healing and resistance to infection</td></tr><tr><td>Vitamin B3 (niacin)</td><td>Meat, yeast, bran, eggs, peanuts, legumes, milk</td><td>Important for energy production, nervous system and digestive health</td></tr><tr><td>Vitamin A</td><td>Oily fish (salmon, sardines, herring) Orange and yellow vegetables</td><td>Essential for eyesight, especially night vision</td></tr><tr><td>Zinc</td><td>Meat, fish, chicken, whole grains, legumes, nuts</td><td>Essential for immunity, normal taste, smell and sight</td></tr><tr><td>Calcium</td><td>Dairy products, canned fish with bones, broccoli, almonds, tofu</td><td>Essential for building strong healthy bones and teeth</td></tr><tr><td>Iron</td><td>Red meat, dark leafy vegetables, wholegrains, eggs</td><td>Helps red blood cells carry oxygen around the body</td></tr></table>	Vitamin / Mineral	Example of where you can get it from	Example of what it does for the body	Vitamin C	Fruit and vegetables (eg. citrus fruit, berries, pineapple, capsicum, parsley, broccoli)	Assists with wound healing and resistance to infection	Vitamin B3 (niacin)	Meat, yeast, bran, eggs, peanuts, legumes, milk	Important for energy production, nervous system and digestive health	Vitamin A	Oily fish (salmon, sardines, herring) Orange and yellow vegetables	Essential for eyesight, especially night vision	Zinc	Meat, fish, chicken, whole grains, legumes, nuts	Essential for immunity, normal taste, smell and sight	Calcium	Dairy products, canned fish with bones, broccoli, almonds, tofu	Essential for building strong healthy bones and teeth	Iron	Red meat, dark leafy vegetables, wholegrains, eggs	Helps red blood cells carry oxygen around the body
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How much sugar?	41 (14+11+16)
On my plate	Student's own response depending on sex, age and activity level

## Part 2: A hungry world

### PAGE 1

Activity title	Answers
World hunger	<div> <input checked="" type="checkbox"/> Central African Republic           <input type="checkbox"/> Haiti           <input type="checkbox"/> Yemen           <input type="checkbox"/> Timor Leste           <input checked="" type="checkbox"/> Chad           <input checked="" type="checkbox"/> Zimbabwe           <input checked="" type="checkbox"/> Madagascar           <input type="checkbox"/> Afghanistan           <input checked="" type="checkbox"/> Zambia           <input checked="" type="checkbox"/> Sudan           <input checked="" type="checkbox"/> Liberia           <input checked="" type="checkbox"/> Republic of Congo         </div>

### PAGE 2

Activity title	Answers
Empty cupboards, empty stomachs	<div> <div> <b>MALNOURISHMENT</b> <p>_____ is a result of a person not receiving enough total energy from food they eat.</p> </div> <div> <b>UNDERNOURISHMENT</b> <p>_____ is a result of a deficiency, excess, or imbalance of nutrients needed by the body.</p> </div> </div>
Famine	<div>  China            Ireland            Yemen         </div>
Enough for all, and yet not	1E, 2G, 3A, 4F, 5C, 6D, 7B

Activity title	Answers
A wasteful world	<div> <div> <input checked="" type="checkbox"/> Up to one-quarter of WA's strawberry crop is expected to go unpicked this year due to shortage of backpackers who normally harvest the fruit. </div> <div> <input checked="" type="checkbox"/> North America and Oceania have the lowest amount of food waste per person. </div> <div> <input checked="" type="checkbox"/> Food waste produces eight per cent of global greenhouse gas emissions. </div> </div> <p>Note: North America and Oceania actually have the highest amount of food waste per person</p>
Not just a global problem	<p>Students own response. Possible answers include:</p> <ul style="list-style-type: none"> <li>• A fridge needs replacing.</li> <li>• A car gets a flat tyre and a new one is needed.</li> <li>• A work or sport accident means that someone in the family needs physiotherapy or other medical support.</li> </ul>
Shopping in season	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Fruit: avocados, mulberries, mangos, passionfruit, strawberries</li> <li>• Vegetables: asparagus, celery, peas, radishes, zucchini</li> </ul>
Quantity v quality (Investigate)	<p>Examples of health problems/symptoms associated with insufficient protein:</p> <ul style="list-style-type: none"> <li>• edema (swollen and puffy skin)</li> <li>• fatty liver</li> <li>• flaky skin, brittle nails and hair loss</li> <li>• loss of muscle mass</li> <li>• increased risk of bone fractures</li> <li>• stunted growth</li> <li>• increased infections</li> </ul>
Quantity v quality (Explore)	<p>Poor diets which are low in <b>vitamins</b> minerals, fibre and protein but high in fat, sugar and salt contribute to chronic health problems. Some of these include:</p> <ul style="list-style-type: none"> <li>• becoming overweight or obese</li> <li>• poor mental health, including depression, stress, <b>anxiety</b> and trouble sleeping</li> <li>• malnutrition and <b>anaemia</b> (low blood iron)</li> <li>• heart disease</li> <li>• <b>kidney</b> disease</li> <li>• delayed development and functioning</li> <li>• stunting, as well as <b>learning</b>, behavioural and emotional problems in children</li> <li>• some cancers</li> <li>• type 2 <b>diabetes</b></li> </ul>




# Part 3: Food for thought
















## PAGE 1

Activity title	Answers
Helping out with a healthy start	Student's own response

## PAGE 2

Activity title	Answers
Food for the future (Evaluate)	Student's own response
Food for the future (Explore)	<div> <div> <p><b>SOLUTIONS</b></p> <p>Ban pesticides which are particularly harmful to bees, and grow flowering plants in cities and gardens.</p> <p>Plant trees and restore natural vegetation, grow different crops in the same area to help replenish the soil, and rotate stock to feed on different areas.</p> <p>Introduce and enforce international guidelines for fish size and catch limits and the type of equipment used.</p> </div> <div> <p><b>ISSUES</b></p> <p>Excessive land clearing and overgrazing results in top soil being blown or washed away. This reduces the quality of the soil, making it harder to grow crops.</p> <p>Unregulated fishing methods, such as bottom trawling, destroy ocean habitats and result in overfishing. This means reduced fish stocks for the future.</p> <p>Bees pollinate many of our fruit and nut crops, but chemical use and habitat destruction for agriculture are contributing to declining populations.</p> </div> </div>
Beating poverty and inequality	<div> <p>Connect people to the resources they need to feed their families and increase their income. <b>D</b></p> <p>Help communities develop plans and skills to sustainably manage their resources. <b>B</b></p> <p>Work with governments and communities to develop policies that make it easier for people to access the resources they need. <b>E</b></p> <p>Provide knowledge and skills to help people make safe and wise food choices. <b>C</b></p> <p>Promote equality for minority groups. <b>A</b></p> </div> <div> <p><b>A</b> Provide resources that are culturally sensitive and available in a variety of languages.</p> <p><b>B</b> Connect food producers to mentors or training to make their businesses more productive.</p> <p><b>C</b> Run school or community classes about nutrition, food preparation and food safety.</p> <p><b>D</b> Help people to obtain grants to help them start up or improve an agricultural business.</p> <p><b>E</b> Provide information to government committees to help them make fair decisions.</p> </div>

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Avoiding waste (Evaluate)	<div><div><div></div><div>Evaluate</div></div><div><p>Decide whether the waste-fighting strategies are best implemented by governments, businesses like producers, manufacturers or retailers, or individuals who buy and consume food. You can tick more than one box.</p><table><thead><tr><th></th><th>Governments</th><th>Businesses</th><th>Individuals</th></tr></thead><tbody><tr><td>Discount product that is near expiry date so it is sold quickly.</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Improve storage methods to avoid spoilage, pests or transportation damage.</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>Fund research and food waste innovation projects .</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Donate safe but unsold or unused product to food rescue organisations, like Foodbank WA.</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>Purchase misshapen, 'ugly' looking fruit and veg that is often left behind.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></tbody></table></div></div>		Governments	Businesses	Individuals	Discount product that is near expiry date so it is sold quickly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Improve storage methods to avoid spoilage, pests or transportation damage.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Fund research and food waste innovation projects .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Donate safe but unsold or unused product to food rescue organisations, like Foodbank WA.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Purchase misshapen, 'ugly' looking fruit and veg that is often left behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Avoiding waste (Innovate)	<p>Students will have own responses, but some examples include:</p> <ul style="list-style-type: none"><li>• Sliced ham and roast vegetables – mix into a frittata</li><li>• Sliced ham, lettuce, tomato and spring onion – add to a wrap</li><li>• Cooked pasta, tomato and spring onion – make into a pasta salad</li><li>• Apples and custard – use in an apple crumble</li></ul>																								
Avoiding waste (Investigate)	<p>Potatoes: cool, dark, dry spot, but not the fridge</p> <p>Fresh herbs: wrap them loosely in a damp paper towel and store the bundle in an airtight container or resealable bag in the fridge crisper drawer.</p> <p>Cereal: in an airtight container (or in a bag sealed with a clip) in a cool, dry place.</p>																								

Activity title	Answers
Knowing what you eat	Student's own response
What can you do	Student's own response
Get your school on board	<p>Not everything in your pantry is suitable for passing on to charity. Go online to <a href="http://foodbank.org.au">foodbank.org.au</a> and navigate to 'Support Us', then 'Hold A Food Drive', to research what can and can't be donated, and then put a cross or a tick next to each of the following items.</p>  <p><b>Evaluate</b></p> <p>Not everything in your pantry is suitable for passing on to charity. Go online to <a href="http://foodbank.org.au">foodbank.org.au</a> and navigate to 'Support Us', then 'Hold A Food Drive', to research what can and can't be donated, and then put a cross or a tick next to each of the following items.</p> <p>Legend:  Yes  No</p> <ul style="list-style-type: none"> <li> Food that is safe to eat but which you don't like </li> <li> Canned products </li> <li> Food that is out of date </li> <li> Alcohol or cigarettes </li> <li> Dry goods like pasta or rice </li> <li> Products which have been opened </li> </ul>