

Food and wellbeing

Introduction

The Australian Curriculum addresses learning about food and wellbeing in two ways:

- in content descriptions as in Health and Physical Education (HPE), Science and Technologies, noting that in HPE there is a food and nutrition focus area and in Design and Technologies there is a technologies context (food specialisations)
- where it is identified in content elaborations in other learning areas, such as Mathematics.

The scope of learning in food and wellbeing reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Food and wellbeing provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing both across learning areas and specifically within the Technologies learning area as a technologies context in core learning across Foundation to Year 8 and as additional learning opportunities offered by states and territories in Years 9–10.

The food and wellbeing connection is presented in bands of schooling. In Foundation – Year 6, the connection is described as **nutrition, health and wellbeing**. In Years 7–10, it is described as **home economics**.

Australian Curriculum content descriptions and elaborations relating to home economics (7–10)

The central focus of home economics is the wellbeing of individuals and families in their everyday living. Home economics education is about students learning how to become independent, how to connect with others, and how to take action towards futures that support individual and family wellbeing. Where home economics is offered as a subject, or a home economics related subject, elements of learning will be drawn from content in both Health and Physical Education (HPE) and Design and Technologies in the Australian Curriculum.

Years 7 and 8

Learning area/subject	Strand/sub-strand	Years 7 and 8 content descriptions	Years 7 and 8 content elaborations
Health and Physical Education	Personal, social and community health <i>Being healthy, safe and active</i>	Investigate the impact of transition and change on identities (ACPPS070)	<ul style="list-style-type: none"> examining the impact of physical changes on gender, cultural and sexual identities investigating how changing feelings and attractions are part of developing sexual identities identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities examining how traditions and cultural practices influence personal and cultural identities examining online profiles and identities and developing strategies to promote safety in online environments
		Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)	<ul style="list-style-type: none"> accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older investigating the changing nature of peer and family relationships and proposing strategies to manage these changes analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others

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		Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help
		Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	<ul style="list-style-type: none"> researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	<ul style="list-style-type: none"> examining how individuals, family and peer groups influence people's behaviours, decisions and actions understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content analysing how their relationships influence behaviours and actions analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family

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			<ul style="list-style-type: none"> recognising the impact bullying and harassment can have on relationships, including online relationships exploring skills and strategies needed to communicate and engage in relationships in respectful ways
		Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)	<ul style="list-style-type: none"> investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations exploring different viewpoints, practising being empathetic and considering alternative ways to respond recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others
	Personal, social and community health <i>Contributing to healthy and active communities</i>	Evaluate health information and communicate their own and others' health concerns (ACPPS076)	<ul style="list-style-type: none"> analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions practising ways to communicate concerns about their health to a variety of support people proposing ways to support others who are going through a challenging time
		Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)	<ul style="list-style-type: none"> investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

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			<ul style="list-style-type: none"> investigating food-serving recommendations from <i>The Australian Guide to Healthy Eating</i> and producing a guide to help students make healthy choices when buying food from the school canteen examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing
		Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)	<ul style="list-style-type: none"> exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves researching how stereotypes and prejudice are challenged in local, national and global contexts developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability, to contribute to inclusive communities
Design and Technologies	Design and technologies knowledge and understanding	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)	<ul style="list-style-type: none"> considering factors that influence the selection of appropriate materials, components, tools and equipment, for example Aboriginal and Torres Strait Islander Peoples' sustainable practices, custodianship and connection to Country investigating how ethics, social values, profitability and sustainability considerations impact on design and technologies, for example animal

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			<p>welfare, intellectual property, off-shore manufacturing in Asia</p> <ul style="list-style-type: none"> • considering the rights and responsibilities of those working in design and technologies occupations, for example consideration of Aboriginal and Torres Strait Islander protocols • investigating traditional and contemporary design and technologies, including from Asia, and predicting how they might change in the future in response to factors such as social change and the need for more sustainable patterns of living • identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions
		<p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)</p>	<ul style="list-style-type: none"> • planning and making quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques • examining the relationship between food preparation techniques and the impact on nutrient value, for example steaming vegetables • investigating how a recipe can be modified to enhance health benefits, and justifying decisions, for example by replacing full cream milk with skim milk • analysing food preparation techniques used in different cultures including those from the Asia region and the impact of these on nutrient retention, aesthetics, taste and palatability, for example stir-frying • explaining how food preparation techniques impact on the sensory properties (flavour, appearance, texture, aroma) of food (for example, the browning of cut fruit, the absorption of water when cooking rice)

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		<p>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</p>	<ul style="list-style-type: none"> investigating aspects of technologies specialisations, for example in architecture, critiquing the design of an existing building to identify features of passive design or in fashion, evaluating the sustainability of different fibres investigating and selecting from a broad range of technologies – materials, systems, components, tools and equipment – when designing for a range of technologies contexts considering the ways in which the characteristics and properties of technologies will impact on designed solutions (for example, the choice of building materials and housing design in Australia and the countries of Asia; the properties of textile fibres and fabrics determine end use)
	<p>Design and technologies processes and production skills</p>	<p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</p>	<ul style="list-style-type: none"> experimenting with traditional and contemporary technologies when developing designs, and discovering the advantages and disadvantages of each approach investigating emerging technologies and their potential impact on design decisions (for example, flame retardant fabrics or smart materials such as self-healing materials, digital technologies and agriculture) examining, testing and evaluating a variety of suitable materials, components, tools and equipment for each design project (for example, the differences between natural hardwood and plantation softwood timbers), which determine their suitability for particular uses related to durability (for example, interior or exterior use) selecting appropriate materials to acknowledge sustainability requirements by using life cycle thinking

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		<p>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)</p>	<ul style="list-style-type: none"> • using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3-D modelling and experimenting to generate innovative design ideas • considering which ideas to further explore and investigating the benefits and drawbacks of ideas (for example, using digital polling to capture the views of different groups in the community) • identifying factors that may hinder or enhance project development, for example intercultural understanding • developing models, prototypes or samples using a range of materials, tools and equipment to test the functionality of ideas • producing annotated concept sketches and drawings, using: technical terms, scale, symbols, pictorial and aerial views to draw environments; production drawings, orthogonal drawings; patterns and templates to explain design ideas • documenting and communicating the generation and development of design ideas for an intended audience (for example, developing a digital portfolio with images and text which clearly communicates each step of a design process)
		<p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p>	<ul style="list-style-type: none"> • developing technical production skills and safe working practices with independence to produce quality solutions designed for sustainability • practising techniques to improve expertise, for example handling animals, cutting and joining materials • identifying and managing risks in the development of various projects, for example working safely, responsibly, cooperatively and ethically on design

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			<p>projects, assessing uncertainty and risk in relation to long-term health and environmental impacts</p> <ul style="list-style-type: none"> developing innovative ways of manipulating technologies using traditional and contemporary materials, components, tools, equipment and techniques and considering alternatives including emerging technologies that could be substituted to reduce waste or time
		Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability (ACTDEP038)	<ul style="list-style-type: none"> developing criteria for success to assess the success of designed solutions in terms of aesthetics, functionality and sustainability considering how to improve technical expertise evaluating designed solutions and processes and transferring new knowledge and skills to future design projects
		Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)	<ul style="list-style-type: none"> explaining and interpreting drawings, planning and production steps needed to produce products, services or environments for specific purposes organising time, evaluating decisions and managing resources to ensure successful project completion and protection of the work space and local environment identifying risks and how to avoid them when planning production investigating the time needed for each step of production