

Food and wellbeing

Relationship of concepts to dimensions

Individuals, families and communities F-10

Table 1 describes the relationship of each concept to the dimension.

Table 1: Relationship of concepts to the individuals, families and communities dimension	
A.	Becoming independent – Developing independence by making decisions and taking action
	Considering the impact of physical, social and environmental factors on growth and development, self-identity, self-esteem and body image
B.	Connecting with others – Understanding how to interact and live with others and how decisions impact on others
	Developing and practising interpersonal and communication skills to connect with individuals, families, groups and communities
C.	Taking actions towards preferred futures – Understanding of, and sense of responsibility for, decisions and actions that promote preferred futures
	Exploring contemporary issues and social trends and taking action related to the impact of social, cultural and environmental factors on individuals, families and communities
D.	Creating designed solutions – Creating designed solutions using design processes and production skills
	Creating designed solutions (services) using design processes and production skills

Nutrition and food specialisations F–10

Table 2 describes the relationship of each concept to the dimension.

Table 2: Relationship of concepts to the nutrition and food specialisations dimension	
A.	Becoming independent – Developing independence by making decisions and taking action
	Considering the impact of nutrition knowledge and social and environmental factors on individual food choices, and taking action by using concepts and principles of nutrition, the characteristics and properties of food and food science to select, prepare and present healthy food choices
B.	Connecting with others – Understanding how to interact and live with others and how decisions impact on others
	Interacting and communicating with others through food experiences
C.	Taking actions towards preferred futures – Understanding of, and sense of responsibility for, decisions and actions that promote preferred futures
	Taking action on contemporary food issues and social and cultural trends such as marketing, advertising, consumption patterns, the food industry and food equity to promote more sustainable food futures both locally and globally
D.	Creating designed solutions – Creating designed solutions using design processes and production skills
	Creating designed solutions (products and services) using design processes and production skills

Materials (textiles) and technologies specialisations (Years 7–10)

Table 3 describes the relationship of each concept to the dimension.

Table 3: Relationship of concepts to the materials (textiles) and technologies specialisations dimension	
A.	Becoming independent – Developing independence by making decisions and taking action
	Considering the impact of textile characteristics, fashion marketing and social messages of clothing on textile and fashion choices, self-identities and body image
B.	Connecting with others – Understanding how to interact and live with others and how decisions impact on others
	Understanding the messages conveyed through textiles, clothing and fashion choices and the impact of these messages on connecting with others
C.	Taking actions towards preferred futures – Understanding of, and sense of responsibility for, decisions and actions that promote preferred futures
	Exploring contemporary textiles and fashion trends, social issues and taking action to promote wellbeing and environmental sustainability in local and global contexts
D.	Creating designed solutions – Creating designed solutions using design processes and production skills
	Creating designed solutions (products) using design processes and production skills