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.

Note: Design and Technologies is an elective subject in Years 9 and 10.

Learning area/subject	Strand/sub-strand	Years 9 and 10 content descriptions	Years 9 and 10 content elaborations
Health and Physical Education	Personal, social and community health *Being healthy, safe and active*	Evaluate factors that shape identities and critically analyse how individuals impact on the identities of others (ACPPS089)	• analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours • examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities • analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing • investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures
		Examine the impact of changes and transitions on relationships (ACPPS090)	• practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans • asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others' • assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
		Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)	• critiquing the appropriateness and effectiveness of help and support services available for young people in the local community

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		Propose, practise and evaluate responses where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	• critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted • examining local fast-food options, making healthy selections and advocating healthy choices to peers • evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing
	Personal, social and community health *Communicating and interacting for health and wellbeing*	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)	• investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships • investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful • comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind
		Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	• proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment • evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships • analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved
		Critically analyse and apply health information from a range of sources to	• critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made

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		health decisions and situations (ACPPS095)	• examining actions to take greater responsibility in relation to their own health • critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people
	Personal, social and community health *Contributing to healthy and active communities*	Plan and evaluate new and creative interventions that promote their own and others' connection to community, natural and built environments (ACPPS097)	• designing and critiquing a strategy to involve family, friends and members of the community in cultural celebrations to promote a sense of connection with and belonging to the community • designing and adopting actions which promote healthy, active and sustainable lifestyles
		Critique behaviours and contextual factors that influence the health and wellbeing of diverse communities (ACPPS098)	• examining social, cultural and economic factors that influence the health behaviours of people in their community • investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility • analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours • investigating the role that extended family and broader community play in the lives of Aboriginal and Torres Strait Islander peoples
Design and Technologies	Design and technologies knowledge and understanding	Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)	• evaluating design and technology professions and their contributions to society locally, nationally, regionally and globally, for example Aboriginal designers collaborating with international craftspeople for local enterprises

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			• recognising the impact of past designed solutions and possible future decisions when creating preferred futures (for example, the design of public transport systems that use renewable energy and the design of rural communities to reduce fire risk) • considering the factors that influence design and professional designers and technologists, including time, access to skills, knowledge, finance, expertise, for example Australian designers working with rapid prototyping manufacturers in China • explaining how product life cycle thinking can influence decision-making related to design and technologies, for example rethinking products to provide for re-use, selecting a material for a product that has a lower carbon footprint • critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product
		Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)	• considering how creativity, innovation and enterprise contribute to how products, services and environments evolve for example how designers use biomimicry, the ways plants and animals adaptations can be copied to solve human challenges such as the Japanese building Sendai Mediatheque based on seaweed-like tubes • explaining the consequences of social, ethical and sustainability decisions for products, services and environments, for example a managed public environment such as a theme park • predicting the impact of emerging technologies for preferred futures

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			• constructing scenarios of how the future may unfold (forecasting) and what impacts there may be for society and particular groups, and back casting from preferred futures
		Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)	• experimenting with food preservation methods such as freezing and dehydrating to determine changes to food structure and how these impact on designing healthy food solutions, for example dehydrating fruit for the lunch box • conducting sensory assessment testing of a range of foods to determine how these characteristics might be used to enhance food solutions, for example taste testing a variety of milks, comparing freshly squeezed juice to commercial juices • determining how the causes of food spoilage can be addressed when preparing, cooking, presenting and storing food items (for example, developing a comprehensive checklist of considerations for safe and hygienic food storage and preparation including danger zone temperatures for a food service) • preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal (for example, designing and producing a healthy snack for the canteen and using food photography and digital technologies to promote the item in a healthy eating campaign)
		Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)	• critiquing the design of an existing product to identify environmental consequences of material selection • justifying decisions when selecting from a broad range of technologies – materials, systems, components, tools and equipment, for example

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			selecting low-emission paints and locally sourced materials • investigating emerging materials and their impact on design decisions
		Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)	• critiquing product manufacturing processes in relation to society, ethics, and sustainability factors, for example a mechanised entertainment system; an interactive multimedia product to teach a concept to a student in a country in Asia • critiquing the social nature of services, for example a signage system to manage students and community members during a school function (signs may include words, pictures and/or braille); organisational system for an aged-care facility • critiquing environments in relation to preferred futures in relation to society, ethics and sustainability practices, for example the refurbishment of a local playground; the re-design of a local wetland
	Design and technologies processes and production skills	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)	• critiquing the design of new products to identify how well design ideas respond to sustainability issues • critiquing a range of design and technologies ideas (for example, assessing those that draw on the intellectual property of others, exploring how well the ideas respond to international and Australian standards) • examining relationships of properties for complementary materials for products, for example examining compressive and tensile strengths of materials • identifying appropriate tools, equipment, techniques and safety procedures for each process and evaluating production processes for accuracy, quality, safety and efficiency

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		Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)	• using techniques including combining and modifying ideas and exploring functionality to generate solution concepts • undertaking functional, structural and aesthetic analyses of benefits and constraints of design ideas, for example to different communities and environments including those from the countries of Asia • re-imagining designs to feature emerging technologies • considering competing variables that may hinder or enhance project development, for example weight, strength and price; laws; social protocols and community consultation processes • producing drawings, models and prototypes to explore design ideas, for example using technical drawing techniques, digital imaging programs, 3D printers or augmented reality modelling software; producing multiple prototypes that show an understanding of key aesthetic considerations in competing designs • communicating using appropriate technical terms and recording the generation and development of design ideas for an intended audience including justification of decisions, for example developing a digital portfolio with images and text which clearly communicates each step of a design process
		Work flexibly to effectively and **safely test, select, justify and use appropriate technologies and processes to make designed solutions** (ACTDEP050)	• refining technical skills and using production skills with independence to produce quality designed solutions and to reduce risks in production • using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability, for example using timber

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			because it stores carbon and offsets the demand for alternative products
			• experimenting with innovative combinations and ways of manipulating traditional and contemporary materials, components, tools, equipment and techniques, and recording findings in a collaborative space to debate the merits of each with peers
			• explaining safe working practices required for a specific classroom design project for individual or community use
			• modifying production processes to respond to unforeseen challenges or opportunities, for example when producing bulk quantities of recipes, lower than average rainfall and impacts on growth, materials with unexpected faults
		Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	• establishing specific criteria for success for evaluating designed solutions
			• evaluating and justifying the use and best combination of traditional, contemporary and emerging technologies during project development, including consideration of sustainability, for example farming methods in South-East Asia
			• evaluating choices made at various stages of a design process and modifying plans when needed with consideration of criteria for success
			• evaluating projects for their long-term application, functionality and impact
			• reflecting on learning, evaluating processes and transferring new knowledge and skills to future design projects
		Develop project plans using digital technologies to plan and manage projects individually and collaboratively, taking into consideration time, cost, risk	• producing, explaining and interpreting drawings; and planning production timelines using digital technologies

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		and production processes (ACTDEP052)	• creating production flow charts using digital technologies to ensure efficient, safe and sustainable sequences • establishing materials and equipment needs using digital technologies such as spreadsheets • collaborating to develop production plans for equitable distribution of work • investigating manufacturing processes to identify strategies to enhance production