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 nutrition, health and wellbeing

Year 5

Learning area/subject	Strand/sub-strand	Year 5 content descriptions	Year 5 content elaborations
Design and Technologies (Years 5–6) – see Year 6 **HPE – see Year 6**			
Science	Science understanding *Chemical science*	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)	• recognising that substances exist in different states depending on the temperature • observing that gases have mass and take up space, demonstrated by using balloons or bubbles • exploring the way solids, liquids and gases change under different situations such as heating and cooling • recognising that not all substances can be easily classified on the basis of their observable properties
	Science as a human endeavour *Use and influence of science*	Scientific knowledge, is used to solve problems and inform personal and community decisions (ACSHE083)	• investigating how the development of materials such as plastics and synthetic fabrics have led to the production of useful products
F–6/7 HASS	Knowledge and understanding *Geography*	The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	• examining how the use of the space within their local place is organised through zoning • investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it
Mathematics	Measurement and geometry *Location and transformation*	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)	• creating a grid reference system for the classroom and using it to locate objects and describe routes from one object to another
	Statistics and probability *Data representation and interpretation*	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	

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		Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	• identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations
		Describe and interpret different data sets in context (ACMSP120)	• using and comparing data representations for different data sets to help decision making
F–6/7 HASS	Knowledge and understanding *Economics and business*	The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)	• explaining the concept of scarcity (that is, needs and unlimited wants compared to resources) and why individuals cannot have all the items they want and therefore must make a choice • debating whether one person's need is another person's need or want
		Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)	• categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies)
		Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	• identifying goods they have purchased and categorising and explaining the factors that influence decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend; psychological factors such as advertising and peer pressure; cultural, environmental, legal and ethical factors) • comparing the influence of a variety of selling and advertising strategies used by businesses (for example, the influence of television and internet advertising compared to email promotions) • recognising that financial transactions can include the use of notes, coins, credit and debit cards and barter items; explaining the advantages and disadvantages of the

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			different transaction types; and considering how these may influence the way people purchase items
			• exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future)

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Design and Technologies	Design and technologies knowledge and understanding	Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)	• reflecting on the features of designed solutions that ensure safety and wellbeing of users, for example smoke alarms • evaluating the sustainability implications of materials, systems, components, tools and equipment (for example, materials can be recycled or re-used to reduce waste; systems may benefit some, but disadvantage others) • considering the impact designed products, services or environments have in relation to sustainability and also on local, regional and global communities, including Aboriginal and Torres Strait Islander communities and countries in the Asia region
		Investigate how and why food and fibres are produced in managed environments and prepared to enable people to grow and be healthy (ACHASSK021)	• using current food guides and government-endorsed food policies to plan food choices • experimenting with tools, equipment, combining ingredients and techniques to design and make food products or meals for selected groups for healthy eating taking into consideration environmental impacts and nutritional benefits • considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods • identifying work practices that show an understanding of nutrition, environmental considerations, hygiene and food safety when designing and making a food product (for example, washing fruit and vegetables carefully to remove residues, safe disposal of cooking oils to avoid environmental damage, refrigerated storage of highly perishable foods)
		Investigate characteristics and properties of a range of materials, systems, components,	• comparing tools, equipment and techniques to select those most appropriate for a given purpose

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		tools and equipment and evaluate the impact of their use (ACTDEK023)	• evaluating the use of computer-aided manufacturing in terms of cost and impacts on local and regional designers, producers and enterprises • comparing the design and production of products, services and environments in Australia and a country in the Asia region
	Design and technologies processes and production skills	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)	• exploring the steps involved in the process to satisfy a design brief, need or opportunity • investigating designed solutions from around the world to make suitable, quality decisions that meet the design brief, challenge or scenario • testing a range of materials, components, tools and equipment to determine the appropriate technologies needed to make products, services or environments, for example a moving vehicle • investigating how to minimise material use and manage waste by critiquing the environmental and social impacts of materials, components, tools and equipment
		Generate, develop, and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)	• generating a range of design ideas for products, services or environments using prior knowledge, skills and research • developing alternative design ideas and considering implications for the future to broaden the appeal and acceptance of design ideas • analysing and modifying design ideas to enhance and improve the sustainability of the product, service, environment or system • representing and communicating design ideas using modelling and drawing standards including the use of digital technologies (for example, scale; symbols and codes in diagrams; pictorial maps and aerial views using web mapping service applications)

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			• experimenting with materials, tools and equipment to refine design ideas, for example considering the selection of materials and joining techniques to suit the purpose of a product
		Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)	• matching material and joining techniques to the design intention, for example accurately cutting and sewing the fabric pieces to make a community banner or joining components to produce an electric circuit • working safely, responsibly and cooperatively to ensure safe work areas (for example, the safe use of equipment when making a water-resistant, floating craft or a model of an environmentally sensitive outdoor shelter) • using appropriate personal protective equipment required for the use of some tools and equipment (for example, protective eyewear) • manipulating materials with appropriate tools, equipment and techniques (for example, when preparing food, cultivating garden beds, constructing products)
		Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)	• independently and collaboratively identifying criteria for success, processes and planning (for example, using visual representations such as a flowchart) • evaluating the suitability of materials, tools and equipment for specific purposes • reflecting on how well their designed solutions ensure safety and wellbeing of users and consumers and meet the needs of communities and different cultures • considering the criteria for success in relation to the benefits and costs of production processes, the environmental impact, future use and application, and social values and ethics of clients • evaluating products, services and environments from a range of technologies contexts with consideration of ethics and sustainability

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		Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)	- examining the essential features of existing processes to inform project planning including safe work practices that minimise risk - setting milestones for production processes and allocating roles to team members - identifying when materials, tools and equipment are required for making the solution - outlining the planning and production steps needed to produce a product, service or environment using digital technologies - reflecting on planned steps to see if improvements can be made
Health and Physical Education	Personal, social and community health *Being healthy, safe and active*	Examine how identities are influenced by people and places (ACPPS051)	- identifying how personal qualities contribute to identities and inform world views - exploring how personal and cultural identities change over time - investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected
		Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)	- understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses - researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty - examining the range of products available to manage the physical changes associated with puberty
		Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy

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			• applying criteria to online information to assess the credibility of the information and its relevance to peers • creating ways to share information about local services young people can access for help, such as a blog, app or advertisement
		Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	• comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals
	Personal, social and community health *Communicating and interacting for health and wellbeing*	Practise skills to establish and manage relationships (ACPPS055)	• exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team • assessing the impact of different relationships on personal health and wellbeing • proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships
		Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	• exploring why emotional responses can be unpredictable
		Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	• examining how media and public identities influence the way people act and the choices they make • sharing how important people in their life influence them to act or behave in a healthy or safe way • analysing health messages in the media and comparing their interpretations with those of other members of the class
	Personal, social and community health *Contributing to healthy and active communities*	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	• investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting *The Australian Guide to Healthy Eating*, meeting recommendations for daily physical activity and creating connections with others to enhance social health

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		Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	• exploring initiatives sporting and community groups use to counter discrimination and support the wellbeing of their communities • discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment • proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism • exploring and celebrating how cultures differ in behaviours, beliefs and values
Science	Science understanding *Chemical sciences*	Changes to materials can be reversible or irreversible (ACSSU095)	• describing what happens when materials are mixed • investigating the solubility of common materials in water • investigating the change in state caused by heating and cooling of a familiar substance • investigating irreversible changes such as rusting, burning and cooking • exploring how reversible changes can be used to recycle materials
Mathematics	Measurement and geometry *Using units of measurement*	Convert between common metric units of length, mass and capacity (ACMMG136)	• identifying and using the correct operations when converting units including millimetres, centimetres, metres, kilometres, milligrams, grams, kilograms, tonnes, millilitres, litres, kilolitres and megalitres • recognising the significance of the prefixes in units of measurement
		Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)	• recognising and investigating familiar objects using concrete materials and digital technologies

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	Statistics and probability *Data representation and interpretation*	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)	• understanding that data can be represented in different ways, sometimes with one symbol representing more than one piece of data, and that it is important to read all information about a representation before making judgments
		Interpret secondary data presented in digital media and elsewhere (ACMSP148)	• investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey • identifying potentially misleading data representations in the media, such as graphs with broken axes or non-linear scales, graphics not drawn to scale, data not related to the population about which the claims are made, and pie charts in which the whole pie does not represent the entire population about which the claims are made
F–6/7 HASS	Knowledge and understanding *Economics and business*	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)	• explaining why when one choice is made, the next best alternative is not available (trade-off), for example if a student chooses to spend their time (resource) riding their bike after school, they cannot go for a swim (trade-off) • explaining why choices have to be made when faced with unlimited wants and limited resources (for example, by compiling a list of personal needs and wants, determining priorities (including sustainability of natural environments), and identifying the needs and wants that can be satisfied with the resources available)
		The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)	• exploring how a decision to buy an item affects the family, for example: 'Did the family have to put off buying another item to have this one?' • investigating whether buying at the local supermarket helps the local community • considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?)

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			• investigating questions (for example, 'Does what my family buys in the supermarket affect what businesses might sell or produce'?)
		The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)	• identifying why businesses exist (for example to produce goods and services, to make a profit, to provide employment) and investigating the different ways that goods and services are provided to people, such as through shopping centres, local markets, online, small independent stores, remote community stores