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**Food and wellbeing: years 5 and 6**

The following table identifies how the key aspects of food and wellbeing are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for food and wellbeing by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 5 and 6 | | | |
| Key aspect 1: Individuals, families and communities | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies -**  **Design and Technologies** | **Knowledge and understanding**  Technologies and society | explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments  AC9TDE6K01 | * describing the impact and sustainability implications of designed products, services or environments on local, regional and global communities, for example the emergence of small businesses that are recycling materials, such as plastic tags and bottle tops into prosthetics |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  Collaborating and managing | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions  AC9TDI6P07 | * creating content for a school celebration, for example designing a collaborative spreadsheet that can be used by a small group to plan and cost their graduation party, together with a folder of tagged resources which support the planning |
| **Processes and production skills**  Collaborating and managing | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours  AC9TDI6P08 | * using a range of communication tools to share ideas and information with stakeholders, for example presenting content for a school celebration such as a graduation celebration with the parents and citizens association or school executive in an online forum |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | explain how identities can be influenced by people and places, and how we can create positive self-identities  AC9HP6P01 | * explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches * examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities * exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities |
| **Personal, social and community health**  Identities and change | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  AC9HP6P03 | * investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community |
| **Personal, social and community health**  Interacting with others | describe and demonstrate how respect and empathy can be expressed to positively influence relationships  AC9HP6P04 | * proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships * examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence |
| **Personal, social and community health**  Interacting with others | describe and implement strategies to value diversity in their communities  AC9HP6P05 | * exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities * exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing |
| **Personal, social and community health**  Interacting with others | apply strategies to manage emotions and analyse how emotional responses influence interactions  AC9HP6P06 | * exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations * analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations |
| **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10 | * exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities |
| **Humanities and Social Sciences (HASS)**  **Year 6** | **Knowledge and understanding**  Geography | the geographical diversity and location of places in the Asia region, and its location in relation to Australia  AC9HS6K04 | * comparing the daily lives of people in other countries, in terms of food, clothing, personal and household goods, housing and education, and differences between the wealthy and poor in a country |

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| Years 5 and 6 | | | |
| Key aspect 2: Nutrition and food specialisations | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies -**  **Design and Technologies** | **Knowledge and understanding**  Technologies context: Food and fibre production; Food specialisations | Explain how the characteristics of foods influence selection and preparation for healthy eating  AC9TDE6K04 | * investigating how First Nations Australians have long selected and prepared foods for healthy eating, for example based on their nutritional value, availability, spoilage, preparation and processing requirements * using the Australian Dietary Guidelines to determine the recommended number of serves for an individual, for example describing and planning a healthy meal or lunchbox for a particular individual with recommended serving sizes to inform choices and then explaining the characteristics of the selected foods * experimenting with tools, equipment, 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, for example experimenting with preserving techniques including pickling, fermentation, air drying or sun drying and presenting information on the benefits for an audience * exploring a variety of tastes and how they may influence the selection or preparation of food, for example the sour, salty, sweet, spicy and umami flavours of many foods from countries across Asia * developing strategies to communicate healthy choices based on the Australian Dietary Guidelines, for example designing a website with food preparation tips for healthy eating for pre-teens * exploring the food service options of a local restaurant, café, fast food or takeaway establishment and identifying the food preparation skills needed to prepare food for healthy eating |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  Generating and designing | design a user interface for a digital system  AC9TDI6P03 | * designing a user interface on paper or using digital tools, for example drawing the designed layout of the landing page of an app to order lunches from the school canteen |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | investigate different sources and types of health information and how these apply to their own and others’ health choices  AC9HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health * analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family * identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people * examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable |
| **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis * 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 |
| **Science**  **Year 5** | **Science understanding**  Chemical sciences | explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles  AC9S5U04 | * recognising First Nations Australians’ knowledges and understandings of solids, liquids and gases and how these knowledges are applied in a range of processes and practices, including the extraction of oils, medical therapies and cooking |
| **Science**  **Year 6** | **Science as a human endeavour**  Use and influence of science | investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions  AC9S6H02 | * investigating how people use knowledge of conditions that reduce mould or bacterial growth when considering food packaging and storage |
| **Science understanding**  Chemical sciences | compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances  AC9S6U04 | * comparing how the amount of heat energy added affects whether a change in state or an irreversible change occurs |

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| Years 5 and 6 | | | |
| Key aspect 3: Informed choices and sustainable practices | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies –**  **Design and Technologies** | **Knowledge and understanding**  Technologies and society | explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments  AC9TDE6K01 | * describing the impact and sustainability implications of designed products, services or environments on local, regional and global communities, for example the emergence of small businesses that are recycling materials, such as plastic tags and bottle tops into prosthetics |
| **Processes and production skills**  Investigating and defining | investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions  AC9TDE6P01 | * investigating how to minimise material use and manage waste by comparing the environmental and social impacts of materials, components, tools and equipment, for example comparing the cost and environmental impact of repurposing an old item of clothing to create a carry bag with buying a new one, or using vegetable scraps to make a healthy soup versus buying takeaway soup |
| **Processes and production skills**  Generating and designing | generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools  AC9TDE6P02 | * generating a range of design ideas for products, services or environments using prior knowledge, skills and research, for example a security system for a community garden, a product made from a repurposed item of clothing, a permaculture vegetable patch or a healthy meal for a family picnic * analysing, modifying and developing design ideas to enhance and improve the sustainability of the product, service, environment or system, for example analysing eco-friendly alternatives to non-recyclable decorations for a community event or replacing paper-based newsletters with online formats |
| **Processes and production skills**  Producing and implementing | select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions  AC9TDE6P03 | * choosing appropriate materials, tools, equipment and techniques for a specific purpose, for example when safely and hygienically preparing food, cultivating garden beds or constructing electronic products * 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, being aware of food allergies |
| **Processes and production skills**  Evaluating | negotiate design criteria including sustainability to evaluate design ideas, processes and solutions  AC9TDE6P04 | * developing design criteria with others to evaluate the suitability of materials, tools and equipment for specific purposes, for example considering the most suitable fabric, tools and equipment needed to make beeswax wraps * deciding on design criteria collaboratively for a designed solution, for example including an environmental sustainability criterion such as product should be recyclable * reflecting on designed solutions to evaluate and assess suitability and sustainability and determine how well they meet design criteria, for example gathering relevant data to make judgements about a school or community fundraising event in relation to waste reduction, attendance and funds raised, and considering how these aspects could be handled in future events |
| **Processes and production skills**  Collaborating and managing | develop project plans that include consideration of resources to individually and collaboratively make designed solutions  AC9TDE6P05 | * planning production steps needed to produce a product, service or environment using digital tools, for example making a flowchart or using a digital planner to record the sequence of tasks and deadlines needed to complete a project |
| **Technologies –**  **Digital Technologies** | **Process and production skills**  collaborating and managing | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions  AC9TDI6P07 | * creating achievable steps and timeframes and identifying digital tools needed to produce a solution to a given problem, for example planning what they need to do to create a report on the effectiveness of the school's recycling initiatives * creating content for a school celebration, for example designing a collaborative spreadsheet that can be used by a small group to plan and cost their graduation party, together with a folder of tagged resources which support the planning |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10 | * 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 * examining sustainable food practices to measure the quality of food available in the school canteen or local area |
| **Humanities and Social Sciences (HASS)**  **Year 5** | **Skills**  Questioning and researching | develop questions to investigate people, events, developments, places and systems  AC9HS5S01 | * asking questions that address relevant disciplinary concepts before, during and after an investigation to frame and guide the stages of an inquiry; for example, What caused Britain to establish Australian colonies after 1800?, What does this source indicate about the significance of an event?, How do secondary sources differ and what can I determine from primary sources?, How do the sources help me answer my questions and reach conclusions? * developing different types of questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, and practical questions to guide financial choices * developing questions to guide the identification and location of useful sources for an investigation or project; for example, Is this source useful?, Who can help us do this project?, What rules/protocols must we follow when we do this inquiry/project?, What resources do we need to conduct this project? |
| **Humanities and Social Sciences (HASS)**  **Year 6** | **Skills**  Questioning and researching | develop questions to investigate people, events, developments, places and systems  AC9HS6S01 | * asking questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry; for example, What were the effects of migration on Australia?, What does this source indicate about the significance of an event?, How do secondary sources differ and what can I determine from primary sources?, How do the sources help me answer my questions and reach conclusions? * developing different types of research questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, and ethical questions regarding sensitivities and cultural protocol |

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| Years 5 and 6 | | | |
| Key aspect 4: Taking action towards futures that support wellbeing | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies -**  **Design and Technologies** | **Processes and production skills**  Investigating and defining | investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions  AC9TDE6P01 | * investigating how to minimise material use and manage waste by comparing the environmental and social impacts of materials, components, tools and equipment, for example comparing the cost and environmental impact of repurposing an old item of clothing to create a carry bag with buying a new one, or using vegetable scraps to make a healthy soup versus buying takeaway soup |
| **Processes and production skills**  Generating and designing | generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools  AC9TDE6P02 | * generating a range of design ideas for products, services or environments using prior knowledge, skills and research, for example a security system for a community garden, a product made from a repurposed item of clothing, a permaculture vegetable patch or a healthy meal for a family picnic * analysing, modifying and developing design ideas to enhance and improve the sustainability of the product, service, environment or system, for example analysing eco-friendly alternatives to non-recyclable decorations for a community event or replacing paper-based newsletters with online formats |
| **Processes and production skills**  Producing and implementing | select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions  AC9TDE6P03 | * choosing appropriate materials, tools, equipment and techniques for a specific purpose, for example when safely and hygienically preparing food, cultivating garden beds or constructing electronic products * 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, being aware of food allergies |
| **Processes and production skills**  Evaluating | negotiate design criteria including sustainability to evaluate design ideas, processes and solutions  AC9TDE6P04 | * developing design criteria with others to evaluate the suitability of materials, tools and equipment for specific purposes, for example considering the most suitable fabric, tools and equipment needed to make beeswax wraps * deciding on design criteria collaboratively for a designed solution, for example including an environmental sustainability criterion such as product should be recyclable * reflecting on designed solutions to evaluate and assess suitability and sustainability and determine how well they meet design criteria, for example gathering relevant data to make judgements about a school or community fundraising event in relation to waste reduction, attendance and funds raised, and considering how these aspects could be handled in future events |
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| **Health and Physical Education** | **Personal, social and community health**  Identities and change | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  AC9HP6P03 | * investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community |
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