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**Food and wellbeing: years 7 and 8**

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 7 and 8 | | | |
| 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 | analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments  AC9TDE8K01 | * comparing the design and production of products, services and environments in Australia and a country in Asia by identifying needs and new opportunities for design and enterprise, for example design, promotion and marketing of a Western Australian wheat variety especially bred and grown for the making of udon noodles in Japan * researching the rights and responsibilities of those working in design and technologies occupations, for example taking into account First Nations Australian protocols and Indigenous cultural and intellectual property rights * analysing the ethical and social requirements when designing solutions for cultural groups including their involvement and consultation, for example designing a solution with community members from other cultural backgrounds or those who usually communicate in a language other than English |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  investigating and defining | define and decompose real-world problems with design criteria and by creating user stories  AC9TDI8P04 | * framing a problem in terms of what we know, why it is important and the outcome we want, for example matching the items in your fridge to possible recipes to reduce food waste * asking a series of questions and sub-questions to understand the problem and breaking it down into manageable parts, for example How do we keep track of what items are in the pantry? Are there any dietary requirements that need to be considered? |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | analyse and reflect on the influence of values and beliefs on the development of identities  AC9HP8P01 | * examining how their values and beliefs, as well as those of family and friends, influence the development of identities * examining how cultural values and beliefs influence the way young people view themselves, including young Australians of Asian heritage |
| **Personal, social and community health**  Identities and change | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes  AC9HP8P03 | * investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices |
| **Personal, social and community health**  Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships  AC9HP8P04 | * recognising the impact bullying and harassment can have on relationships, including online relationships * showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds |
| **Personal, social and community health**  Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  AC9HP8P05 | * 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 * identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time |
| **Personal, social and community health**  Interacting with others | analyse factors that influence emotional responses and devise strategies to self-manage emotions  AC9HP8P06 | * investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others * exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others |

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| Years 7 and 8 | | | |
| 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 specialisations | Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating  AC9TDE8K05 | * analysing how First Nations Australians prepare foods for healthy eating, for example using cooking methods that improve edibility, such as removing bitterness to make yams more palatable, roasting bunya nuts to improve texture and flavour, and on many occasions, carefully selecting wood for roasting and smoking to complement the flavour of foods * explaining how food preparation techniques impact on the sensory properties, such as flavour, appearance, texture and aroma of food, for example the browning of cut fruit, the absorption of water when cooking rice, and the selection of timbers when smoking foods * investigating the relationship between food preparation techniques and the impact on nutrient value including how a recipe can be modified to enhance health benefits, for example stir-frying, steaming vegetables, leaving skin on vegetables or removing skin from chicken * analysing food preparation techniques used in different cultures including those from countries across Asia and the impact of these on nutrient retention, aesthetics, taste and palatability, for example stir-frying, steaming, poaching and using a wide variety of vegetables |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  Acquiring, managing and analysing data | acquire, store and validatedata from a range of sources using software, including spreadsheets and databases  AC9TDI8P01 | * acquiring data to answer questions for their own investigations, for example answering Does the canteen sell the right food? by designing a survey to collect food preferences data and accessing canteen sales data |
| **Processes and production skills**  Acquiring, managing and analysing data | model and query the attributes of objects and events using structured data  AC9TDI8P03 | * modelling objects and events as structured data, that is, the attributes relevant to the task, for example products in the canteen and the sale of those products, with attributes such as the product name, price, quantity and nutritional value |
| **Processes and production skills**  Collaborating and managing | select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects  AC9TDI8P12 | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  AC9HP8P09 | * analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions * investigating how messages related to food are portrayed in the media and how this may impact decision-making in relation to health and wellbeing * exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues * exploring health campaigns targeting First Nations Australian young people and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don’t Make Smokes Your Story and Yarn Safe |
| **Personal, social and community health**  Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing  AC9HP8P10 | * investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen * researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability to create a weekly menu plan; considering the benefits of eating locally grown, chemical-free produce to support personal health benefits, reduce food miles and support local producers * investigating how First Nations Australians have developed complete diets that meet nutritional requirements, and used and continue to use food for medicinal purposes * examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing; for example, Dadirri – the Aboriginal meditative practice of deep listening developed and shared by First Nations Australians of the Daly River region, and yoga and meditation practices from the Asia region * investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices * investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques and healthy eating |
| **Science**  **Year 7** | **Science Understanding**  Chemical sciences | use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures  AC9S7U06 | * investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation * exploring and comparing separation methods used in a variety of situations such as in the home, recycling industries and purifying water * analysing how the physical properties of substances in mixtures, such as particle size, density or volatility, determine the separation technique used * investigating separation techniques used by First Nations Australians, such as hand-picking, sieving, winnowing, yandying, filtering, cold-pressing and steam distilling |

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| Years 7 and 8 | | | |
| Key aspect 3: Informed choices and sustainable practices | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies –**  **Design and Technologies** | **Processes and production skills**  Investigating and defining | analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions  AC9TDE8P01 | * considering community needs when identifying opportunities for designing, for example gardens for a community centre, cost-effective food service for a sport club * creating a survey to determine students’ food choices and developing a range of healthy food items such as snacks, juices, breakfast or nourish bowls such as a Buddha bowl which could be sold at the school canteen |
| **Processes and production skills**  Generating and designing | generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools  AC9TDE8P02 | * using a variety of strategies such as brainstorming, sketching, 3D modelling and experimenting to generate innovative design ideas to present to others * considering which ideas to further explore and investigating the benefits and drawbacks of ideas including identifying factors that may hinder or enhance project development, for example using digital polling to capture the views of different groups in the community to inform the production of a solution designed with intercultural understanding * developing models, prototypes or samples using a range of materials, tools and equipment to test the functionality of ideas * documenting and communicating the generation and development and selection of design ideas for an intended audience, for example developing a digital portfolio with images and text which clearly communicate each step of a design process |
| **Processes and production skills**  Producing and implementing | select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions  AC9TDE8P03 | * developing technical production skills (techniques) and safe independent inclusive working practices to produce quality solutions designed for sustainability * considering how to improve technical expertise required to use tools or equipment needed to design a solution, for example using an online tutorial to learn to use software for design or production |
| **Processes and production skills**  Evaluating | develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions  AC9TDE8P04 | * developing design criteria collaboratively to evaluate designed solutions in terms of accessibility, aesthetics, functionality and sustainability, for example recording design goals from people interviewed as prospective users of the finished product, service or environment or including life cycle assessment criteria * re-evaluating, iterating and modifying design processes to improve efficiency and increase production, for example when mass producing a product for an enterprise or improving sustainability * evaluating designed solutions and processes and transferring new knowledge and skills to future design projects, for example considering project planning skills learnt in producing an engineered product and using them in future projects |
| **Processes and production skills**  Collaborating and managing | develop project plans to individually and collaboratively manage time, cost and production of designed solutions  AC9TDE8P05 | * identifying risks and how to minimise them, organising time, evaluating decisions and managing resources to ensure successful project completion, for example using digital tools to keep track of tasks, resources, expenses and deadlines |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  Acquiring, managing and analysing data | acquire, store and validatedata from a range of sources using software, including spreadsheets and databases  AC9TDI8P01 | * acquiring data to answer questions for their own investigations, for example answering Does the canteen sell the right food? by designing a survey to collect food preferences data and accessing canteen sales data |
| **Processes and production skills**  investigating and defining | define and decompose real-world problems with design criteria and by creating user stories  AC9TDI8P04 | * framing a problem in terms of what we know, why it is important and the outcome we want, for example matching the items in your fridge to possible recipes to reduce food waste |
| **Processes and production skills**  Privacy and security | investigate and manage the digital footprint existing systems and student solutions collect and assess if the data is essential to their purpose  AC9TDI8P14 | * assessing the appropriateness and relevance of data collected by surveys from other students and organisations they complete online, for example identifying that providing your address data is not necessary for a survey asking about your food preferences but providing the address for the Census would be appropriate |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing  AC9HP8P10 | * investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen * researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability to create a weekly menu plan; considering the benefits of eating locally grown, chemical-free produce to support personal health benefits, reduce food miles and support local producers * investigating how First Nations Australians have developed complete diets that meet nutritional requirements, and used and continue to use food for medicinal purposes * examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing; for example, Dadirri – the Aboriginal meditative practice of deep listening developed and shared by First Nations Australians of the Daly River region, and yoga and meditation practices from the Asia region * investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices * investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques and healthy eating |
| **Science**  **Year 7** | **Science understanding**  Chemical sciences | use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures  AC9S7U06 | * investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation * exploring and comparing separation methods used in a variety of situations such as in the home, recycling industries and purifying water * analysing how the physical properties of substances in mixtures, such as particle size, density or volatility, determine the separation technique used * investigating separation techniques used by First Nations Australians, such as hand-picking, sieving, winnowing, yandying, filtering, cold-pressing and steam distilling |

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| Years 7 and 8 | | | |
| Key aspect 4: Taking action towards futures that support wellbeing | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Technologies -**  **Design and Technologies** | **Knowledge and understanding**  Technologies and society | analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures  AC9TDE8K02 | * investigating influences impacting on manufactured products and processes such as historical developments, societal change, new materials, accessibility guidelines, control systems or biomimicry, for example researching the development of Velcro, which was inspired by burrs, or researching contemporary designers who use new materials to design and produce innovative products * considering factors that impact on innovation, for example developing novel ideas, responding quickly to change, creating a point of differentiation, adding value for society, reducing costs and improving efficiency |
| **Processes and production skills**  Investigating and defining | analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions  AC9TDE8P01 | * considering community needs when identifying opportunities for designing, for example gardens for a community centre, cost-effective food service for a sport club * creating a survey to determine students’ food choices and developing a range of healthy food items such as snacks, juices, breakfast or nourish bowls such as a Buddha bowl which could be sold at the school canteen |
| **Processes and production skills**  Generating and designing | generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools  AC9TDE8P02 | * using a variety of strategies such as brainstorming, sketching, 3D modelling and experimenting to generate innovative design ideas to present to others * considering which ideas to further explore and investigating the benefits and drawbacks of ideas including identifying factors that may hinder or enhance project development, for example using digital polling to capture the views of different groups in the community to inform the production of a solution designed with intercultural understanding * developing models, prototypes or samples using a range of materials, tools and equipment to test the functionality of ideas * documenting and communicating the generation and development and selection of design ideas for an intended audience, for example developing a digital portfolio with images and text which clearly communicate each step of a design process |
| **Processes and production skills**  Producing and implementing | select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions  AC9TDE8P03 | * developing technical production skills (techniques) and safe independent inclusive working practices to produce quality solutions designed for sustainability * considering how to improve technical expertise required to use tools or equipment needed to design a solution, for example using an online tutorial to learn to use software for design or production |
| **Processes and production skills**  Evaluating | develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions  AC9TDE8P04 | * developing design criteria collaboratively to evaluate designed solutions in terms of accessibility, aesthetics, functionality and sustainability, for example recording design goals from people interviewed as prospective users of the finished product, service or environment or including life cycle assessment criteria * re-evaluating, iterating and modifying design processes to improve efficiency and increase production, for example when mass producing a product for an enterprise or improving sustainability * evaluating designed solutions and processes and transferring new knowledge and skills to future design projects, for example considering project planning skills learnt in producing an engineered product and using them in future projects |
| **Processes and production skills**  Collaborating and managing | develop project plans to individually and collaboratively manage time, cost and production of designed solutions  AC9TDE8P05 | * identifying risks and how to minimise them, organising time, evaluating decisions and managing resources to ensure successful project completion, for example using digital tools to keep track of tasks, resources, expenses and deadlines |
| **Technologies –**  **Digital Technologies** | **Processes and production skills**  Investigating and defining | define and decompose real-world problems with design criteria and by creating user stories  AC9TDI8P04 | * framing a problem in terms of what we know, why it is important and the outcome we want, for example matching the items in your fridge to possible recipes to reduce food waste * asking a series of questions and sub-questions to understand the problem and breaking it down into manageable parts, for example How do we keep track of what items are in the pantry? Are there any dietary requirements that need to be considered? |
| **Processes and production skills**  Collaborating and managing | select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions  AC9TDI8P11 | * creating logical storage locations for project assets and resources together with an outline to ensure collaborators are up to date, for example creating a logical storage area for a group to share content and ideas in a timely manner about the canteen issue they are solving |
| **Processes and production skills**  Collaborating and managing | select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects  AC9TDI8P12 | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes  AC9HP8P03 | * investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices |
| **Personal, social and community health**  Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships  AC9HP8P04 | * recognising the impact bullying and harassment can have on relationships, including online relationships * showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds |
| **Personal, social and community health**  Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  AC9HP8P05 | * 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 * identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time |
| **Personal, social and community health**  Making healthy and safe choices | investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  AC9HP8P09 | * analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions * investigating how messages related to food are portrayed in the media and how this may impact decision-making in relation to health and wellbeing * exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues * exploring health campaigns targeting First Nations Australian young people and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don’t Make Smokes Your Story and Yarn Safe |
| **Personal, social and community health**  Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing  AC9HP8P10 | * investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices * investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques and healthy eating |