



HEALTHY KICKS

STAGES 1-3 (FOUNDATION - YEAR 6)

Australian Curriculum Outcomes

Level	Foundation
Learning Area	Health and Physical Education
Strand	Movement and Physical Activity

Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Making healthy and safe choices	<p>identify health symbols, messages and strategies in their community that support their health and safety</p> <p>AC9HPFP06</p>	<ul style="list-style-type: none"> identifying symbols on food packages that indicate healthier choices
Identities and change	<p>investigate who they are and the people in their world</p> <p>AC9HPFP01</p>	<ul style="list-style-type: none"> making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives exploring cultural practices from different cultures, including the cultures of Asia, that are important to individuals, families and communities

Learning Area	Design and Technologies
Strands	Knowledge and understanding

Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Designing and making	<ul style="list-style-type: none"> generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose <p>AC9TDEFPO1</p>	<ul style="list-style-type: none"> exploring ideas by drawing or modelling and choosing the most suitable idea, for example drawing or modelling designs for bee hotels to attract native bees to the school garden and choosing one to make, and changing perspectives from front view to plan view



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Australian Curriculum Outcomes

Level	Year 1-2
Learning Area	Health and Physical Education
Strand	Movement and Physical Activity

Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Making healthy and safe choices	<p>identify health symbols, messages and strategies in their community that support their health and safety</p> <p>AC9HPFP06</p>	<ul style="list-style-type: none"> identifying symbols on food packages that indicate healthier choices

Learning Area	Design and Technologies
Strands	Knowledge and understanding / Processes and production skills

Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Technologies context: Food and fibre production; Food specialisations	<p>explore how food can be selected and prepared for healthy eating</p> <p>AC9TDE2K04</p>	<ul style="list-style-type: none"> identifying a wide range of foods, categorising them into food groups according to the Australian Guide to Healthy Eating or the Aboriginal and Torres Strait Islander Guide to Healthy Eating and discussing ways to eat a variety of food groups, including cooking methods, tools and equipment needed to prepare them for healthy eating exploring how people including peoples from the countries of Asia design and produce food for healthy eating based on the available plants and animals in their region, the influence of cultural practices, and locally available tools and equipment exploring the Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating and identifying foods in each of the 5 food groups which contribute to health and wellbeing, for example choosing foods from each of the 5 food groups which they are familiar with and designing a menu for a day



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Generating and designing	generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P0	<ul style="list-style-type: none">• communicating an opinion about their design ideas, for example expressing own likes and dislikes about a design idea for felt finger puppets including how they have made changes to their design ideas• describing the results from exploring design ideas, for example recording the results from people taste-testing a food product
Evaluating	evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P03	<ul style="list-style-type: none">• reflecting on the challenges of designing and producing a solution and recording these reflections, for example when growing a food product, designing a structure to take a load or making a nutritious snack
Collaborating and managing	sequence steps for making designed solutions cooperatively AC9TDE2P04	<ul style="list-style-type: none">• using lists or storyboarding when planning and making, for example when creating an electronic planting calendar• recording the procedure for making a product, for example the ordered steps for making a salad, instructions for making a container or bag



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Level	Years 3-4	
Learning Area	Health and Physical Education	
Strand	Movement and Physical Activity	
Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Making healthy and safe choices	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10	<ul style="list-style-type: none"> exploring the benefits of following eating patterns that reflect The Australian Guide to Healthy Eating, and investigating nutritional information about foods
Learning Area	Design and Technologies	
Strands	Knowledge and understanding / Processes and production skills	
Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Technologies context: Food and fibre production; Food specialisations	describe the ways food can be selected and prepared for healthy eating AC9TDE4K04	<ul style="list-style-type: none"> recognising the benefits food technologies provide for health and food safety and to ensure that a wide variety of food is available and can be prepared for healthy eating, for example pasteurisation of milk for food safety and freezing of vegetables to retain nutrients and reduce food waste considering creative ways foods can be prepared for maximum taste and appeal, for example locating and discussing images online that show colourful or fun ways to present food that might encourage healthy eating
Generating and designing	generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P02	<ul style="list-style-type: none"> communicating design ideas using annotated diagrams, for example labelling a diagram for a pushcart with technical terms and explanations about components such as the chassis, axle, wheels and steering



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Australian Curriculum Outcomes

Level	Years 5-6	
Learning Area	Health and Physical Education	
Strand	Movement and Physical Activity	
Sub-strand	Content Descriptors	Content Elaborations
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	<ul style="list-style-type: none">analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family
	analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10	<ul style="list-style-type: none">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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Australian Curriculum Outcomes

Learning Area	Design and Technologies	
Strand	Knowledge and understanding / Processes and production skills	
Sub-strand	Content Descriptors	Content Elaborations
Technologies context: Food and fibre production; Food specialisations	<p>explain how the characteristics of foods influence selection and preparation for healthy eating</p> <p>AC9TDE6K04</p>	<ul style="list-style-type: none">• 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• 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
Generating and designing	<p>generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools</p> <p>AC9TDE6P02</p>	<ul style="list-style-type: none">• 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



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Australian Curriculum Outcomes

Producing and implementing

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions

AC9TDE6P03

- 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

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