Home Economics in the Victorian Curriculum

**Subject:** Home Economics supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities. Where Home Economics is offered as a subject, the teaching and learning program is based on curriculum drawn from both Health and Physical Education and Design and Technologies.

### Curriculum Areas

- **Technologies: Design and Technologies**
  - Technologies and Society
  - Technologies Contexts
  - Creating Designed Solutions

- **Health and Physical Education**
  - Focus area: Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

### Elaborations

**Food specialisations**

- Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDST5043)
- Investigate the ways in which designed solutions evolve locally, nationally and globally through the creativity, innovation and enterprise of individuals and groups (VCDST5044)

**Investigating:**

- Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating (VCDSTC047)
- Investigating: Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD040)
- Generating: Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)
- Producing: Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051)
- Evaluating: Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052)
- Planning and managing: Use project management processes to coordinate production of designed solutions (VCDSCD053)

**Creating Designed Solutions**

- Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)
- Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)

### Achievement Standards

- Students evaluate the benefits of relationships on wellbeing and respecting diversity. (4)
- They analyse factors that influence emotional responses. (3)
- They gather and analyse health information. (4)
- They investigate strategies that enhance their own and others’ health, safety and wellbeing. (5)
- They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. (9)

**Personal, Social and Community Health**

- Focus area: Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

**Being healthy safe and active**

- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

**Content Descriptions**

Specific and discrete information identifying what teachers are expected to teach and students are expected to learn.

- **Technologies: Design and Technologies**
  - Food specialisations
  
- **Health and Physical Education**
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**Elaborations**

- Non-mandated, advisory examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity.

**Curriculum Areas**

- **Strands** Key organising elements within each curriculum area.
  
- **Sub-strands** Supplementary organising elements within some curriculum areas.