Reading texts – healthy food habits

PDHPE syllabus outcomes

5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people.

- Healthy food habits - Sources of nutritional information – investigate factors that influence food choices, e.g. culture, customs, media, gender, nutritional needs, availability, cost

Literacy continuum markers – Cluster 14 and 15

- Identifies multiple purposes for which texts are constructed (Cluster 14)

Students will be working at either Cluster 14 or 15 depending on the complexity and volume of texts they read

- Reads a wide range of increasingly complex subject texts for sustained periods (Cluster 14)
- Independently selects and reads an increasing volume and range of complex texts (Cluster 15)

Extension

- Questions and challenges information and assumptions in texts (Cluster 15)

Teaching idea

Using text sets* to increase the range and volume of sources students use within a health or physical activity related context or focus area.

Purpose:

Increase the range and volume of sources students use to extend knowledge of key concepts within a focus area or health context. Compare and contrast the purpose of these texts.

Procedure:

1. Preparation - Before planning for a unit or lessons for a chosen focus area, collect the text sets to be used. The range of texts should include:
Personal Development, Health and Physical Education

- Photographs
- Videos/ clips including music videos and TV shows
- Magazines
- Newspaper and magazine articles
- Personal recollection
- Documentaries
- Websites
- Pamphlets
- Books and text books
- Diaries
- Narrative

2. An example of a text set for addressing healthy food habits within the 7-10 PDHPE syllabus is listed below.

**Focus:** Healthy food habits - Sources of nutritional information – investigate factors that influence food choices, e.g. culture, customs, media, gender, nutritional needs, availability, cost

To focus on a particular influence on food choices, the text set would need to be refined further (see following). Students should identify how they can read the same text for different purposes as part of the investigation.

**Sample text set**

**Australian Guide to Healthy Eating Poster (healthy food plate)**

**Australian Guide to Healthy Eating - Healthy eating for children brochure**

**Weigh up your lunch interactive website**

**Energy requirements calculator**

**Food balance game**

**Food labels**

**Food label analysis website**

**Rainbow supermarket – Virtual Grocery Store**

**FOODcents Supermarket – Virtual Grocery Store**

**Fact sheets**

**Recipes from home**

**Sample recipes on the internet**
3. Introduce the statement: “media has an influence on food choices.” Have the students try to organise these texts around this statement. Ask them to justify how they have organised these texts (e.g. did they choose the ones that had more advertising or were more popular? Did they organise the factual/research-based texts differently?)

Teacher Note: This task requires students to think about who the texts are designed for, how language and images can persuade but also how research can inform us. Students may not come up with these categories, which is OK, however the choices they may will reveal their reading strategies and their understanding of the media.

4. Students then use the sample texts to investigate how media shapes our ideas on food choices. Students compare what the Australian Guide to Healthy Eating outlines as healthy food habits and nutritional needs to what is promoted and advertised through media.

Sample questions to investigate include:

- What should I eat? What are my nutritional needs?
- What messages do various media use to sell food related products and processes, including diets, food products, nutritional requirements?
- What are some common terms used to promote food and food related products and processes?
- Where can people access more information about healthy food habits? How do we know these sources are reliable?
- How can we make judgements about the reliability of a food product and process?
- Does media promote food products and processes differently to different groups e.g. males vs females, different age groups, different cultural groups, interest groups?
- Is there any information in these texts that you would question or challenge? What assumptions are these texts making about particular groups?

Sample text set

- Australian Guide to Healthy Eating Poster (healthy food plate)
- Food label
- Magazines – including fitness magazines and gossip magazines - images of food, images of stereotypical bodies (body image), food related information eg fad diets, recipes
- TV/ magazine advertisement
A text-set collection focuses on one concept or content area. They are collections of resources from different genre, media and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests.

Access more information on text sets.