 Reading texts – healthy food habits

This teaching idea is designed to use text sets[[1]](#footnote-1) to increase the range and volume of sources students use within a health or physical activity related context or focus area.

This document references the [PDHPE 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2003 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

PDHPE syllabus outcomes and content

5.6 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

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

Cluster 14 – Reading texts

* Identifies multiple purposes for which texts are constructed
* Reads a wide range of increasingly complex subject texts for sustained periods

Cluster 15 – Reading texts

* Independently selects and reads an increasing volume and range of complex texts

Cluster 15 – Comprehension - Extension activity

* Questions and challenges information and assumptions in texts

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.

Preparation

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:

* 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

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.

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)](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)
* [Australian guide to healthy eating - Healthy eating for children brochure](https://www.eatforhealth.gov.au/guidelines)
* [Weigh up your lunch interactive website](http://www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html)
* [Eat for health - energy requirements calculator](https://www.eatforhealth.gov.au/eat-health-calculators)
* [Eat for health - Food balance game](https://www.eatforhealth.gov.au/eat-health-calculators)
* Food labels and recipes from home
* [Australian food and grocery council - Food label analysis website](http://www.mydailyintake.net/)
* [FOODcents ® supermarket – Virtual grocery store](http://supermarket.foodcentsprogram.com.au/)
* [Healthy kids fact sheets](https://www.healthykids.nsw.gov.au/home/fact-sheets.aspx)
* [Healthy kids sample recipes](https://www.healthykids.nsw.gov.au/parents-carers/healthy-eating-and-drinking/recipes.aspx)
* Magazines – including fitness magazines and gossip magazines - images of food, images of stereotypical bodies (body image), food related information e.g. fad diets, recipes
* Food log – personal recollection
* TV/ magazine advertisement

Procedure

1. Introduce the statement: “media has an influence on food choices”.
   1. Students organise these texts around this statement.
   2. Students 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.

1. Students use the sample texts to investigate how media shapes our ideas on food choices.
   1. 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)](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)
* Food labels
* Magazines – including fitness magazines and gossip magazines - images of food, images of stereotypical bodies (body image), food related information, e.g. fad diets, recipes
* TV/ magazine advertisement

1. 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. [↑](#footnote-ref-1)