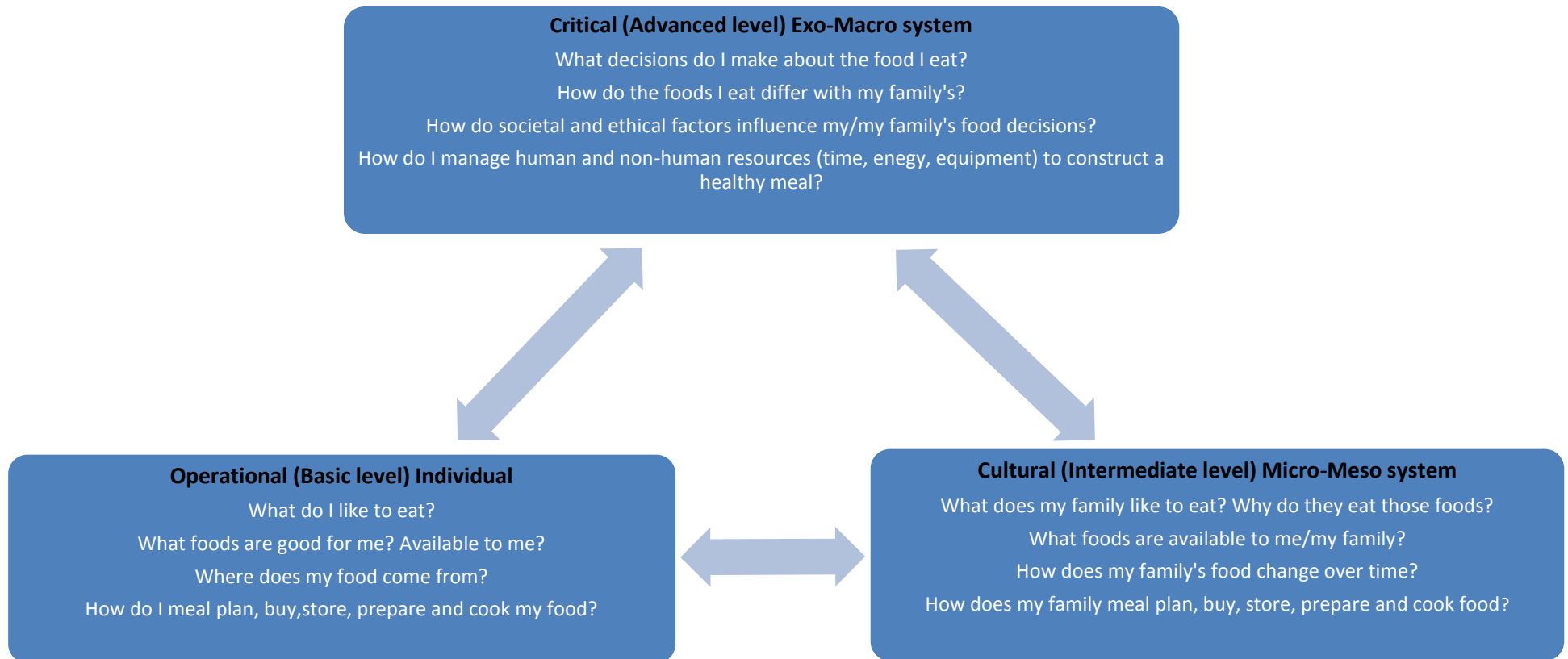


Food Literacy Model – an adaptation from Green’s 3D (Green B, 1999) literacy model and Renwick’s model (Renwick K, 2013) Conceptualising critical food literacy: Health literacy – the globalisation of our food supply incorporating Bronfenbrenner’s Ecological Systems Theory



A Food Literacy Model (Fordyce-Voorham S, 2015) integrating concepts based on Bronfenbrenner (Bronfenbrenner, 1979; Paquette D and Ryan J, 2001), Green (Green B, 1999) and Renwick (Renwick K, 2013)

Description of the Food Literacy Model

The Model consists of three levels comprising **Basic**, **Intermediate** and **Advanced** food literacy skills. Each level is matched with Bronfenbrenner's (Bronfenbrenner, 1979; Paquette D and Ryan J, 2001) theory of ecological systems viz:-

Basic level – described as the **operational dimension** (Renwick K, 2013), the tasks performed at this level focus on the **individual** and their interactions with food. The **operational dimension** aligns with the **Functional food literacy** and the **Interactive food literacy** described by Slater (Slater J, 2013). Examples include: an individual's food likes and dislikes, access to different varieties (fresh and processed) and amount of food, basic knowledge of the origins of food ('Paddock to Plate'), the chemical (nutritional) and sensory (aesthetic) properties of food in relation to their health.

Intermediate level – described as the **cultural dimension** (Renwick K, 2013), the food tasks performed at this level involve the individual interacting with people (family, teachers, students and local shopping vendors) in their near environment (**Micro-Meso system**). The **cultural dimension** aligns with **Critical food literacy** described by Slater (Slater J, 2013).

Examples include: family food likes and dislikes, food decisions ("gate-keeping" of food – who and what influences the food planned, purchased, stored, prepared and consumed in the home and school), availability of, and access to food in the home (farmyard, backyard and balcony gardens and domestic food production of eggs and preservation of home-grown fruits, nuts and vegetables) and community (supermarkets, strip shopping fresh food vendors such as butchers, greengrocers, bakeries, roadside stalls and farmers' markets)

Advanced level – described as the **critical dimension** (Renwick K, 2013), the food tasks performed at this level involve the individual interacting with the social environment (media, culture, society, technology) and making ethical decisions about food (**Exo-Macro system**). This concept of a food literate individual operating as a citizen able to make ethical and responsible food decisions is described by Schnögl et al (Schnögl S et al., 2006) and includes **Critical food literacy** described by Slater (Slater J, 2013).

Examples include: social (including television, digital and print media, marketing activities and technology), ethical, sustainability considerations and cultural factors influencing and modifying individual and family food decisions and choices.

Each level operates independently or interrelates as indicated by the two-way directional arrows. An individual can access and return to any level without the need to progress from the basic through to the intermediate and advanced levels of food literacy skills.

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Schnögl S, Zehetgruber R, Danninger S, et al. (2006) *Savoury dishes for adult education and counselling*.

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