

Title: How can we improve children's food literacy?

Summary

University of Guelph students partnered with the Nutrition Resource Centre at Ontario Public Health Association to investigate how food literacy can be improved.

Transcript

Filmed from above, text appears and disappears over a light green background covered in fast food, a puzzle of food and used napkins. Sometimes a woman's hand and face appear and she draws more text and illustrations on the background.

The text reads:

Problem: Canadians are some of the biggest consumers of fast and processed foods in the world...leading to various negative health effects. Heart Disease. Obesity. Chronic Disease. Improving food literacy, particularly educating children, is important to reverse this trend. Food Literacy is:

A diagram appears on screen. Two main headings to diagram - Individual and Societal- connected by a puzzle piece titled Food Decisions, bullet point below: dietary behaviours.

Individual Subheading 1: Food and Nutrition Knowledge.

- Food Knowledge;
- Nutrition Knowledge;
- Food and Nutrition Language.

Individual Subheading 2: Food Skills.

- Food Skills.

Individual Subheading 3: Self-Efficacy and Confidence.

- Nutrition Literacy;
- Food and Nutrition Self-Efficacy;
- Cooking Self-Efficacy;
- Food Attitude.

Societal subheading 1: Ecologic (external) Factors.

- Food stems;
- Social Determinants of Health;
- Socio-Cultural Influences and Eating Practices.

Image credit: Food Literacy: A Framework for Healthy Eating (2018). Locally Driven Collaborative Projects (LDCP) Healthy Eating Team

Diagram fades away and camera pans away. More text appears on screen and drawn by the hand.

The text reads:

Improving food literacy is complex and involves many pieces. School; Work; Home; Training; Parents; Teachers; Funding; Dieticians; Policy Support; Social Marketing; Community. We partnered with the Ontario Public Health Association's Nutrition Resource Centre to research ways to improve food literacy for children and youth. Our

research focused on best-practices for improving food literacy through: Education; Food Skills; Social Marketing; and Policy.

Education: School teachers are suited to improve food-literacy, but need training, materials and curricula. Cross-curricular approaches work well. e.g. food + math.

Food Skills: Hands-on activities such as cooking and gardening work best...and a school-to-home connection is also needed.

Social marketing: Multi-pronged approaches work best...using established healthy eating behaviour to change indicators and benchmarks.

Policy: Make childcare staff and educator training required. Improve labelling and packaging. And enhance curricula to make food education interactive and fun!

Improving food literacy of a population takes more than just instruction. All of these pieces must align for better nutrition.

Special thanks to Nutrition Resource Centre, Ontario Public Health Association, Food from Thought and Canada First Research Excellence Fund.

Community engaged projects prepare our students to become tomorrow's leaders in the agri-food sector through experiential learning. For more information, visit arrelllfoodinstitute.ca/partner. Over 90% of the food used in the making of this video was donated or diverted from waste.