

Introduction to Nutrition and Food Literacy

Enrichment Module 1

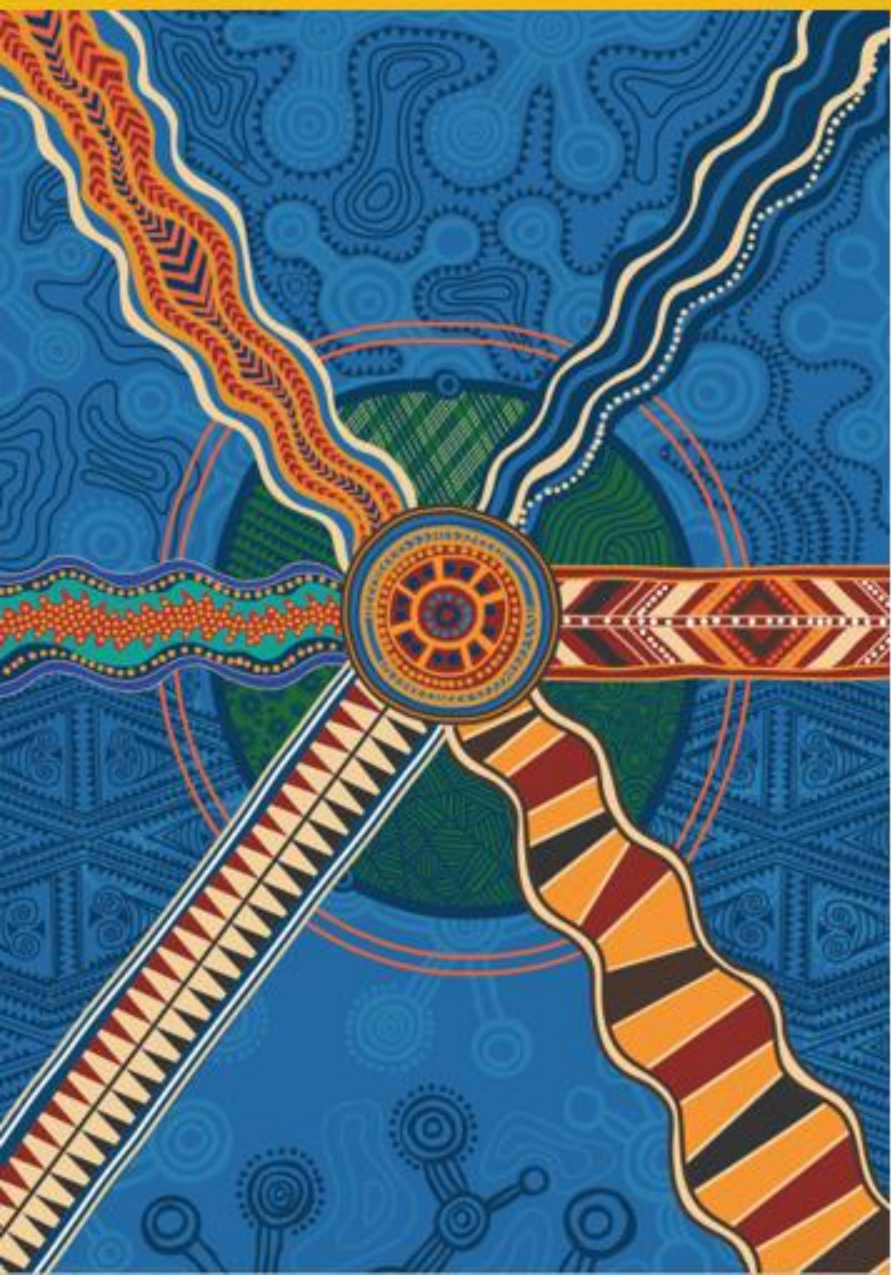
A program developed by

health+wellbeing
Queensland

An initiative of



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Health and Wellbeing Queensland respectfully acknowledges the Traditional Owners and custodians of the lands from across Queensland. We pay our respects to the Elders past and present for they are holders of the memories, traditions, the culture and aspirations of Aboriginal and Torres Strait Islander peoples across Queensland

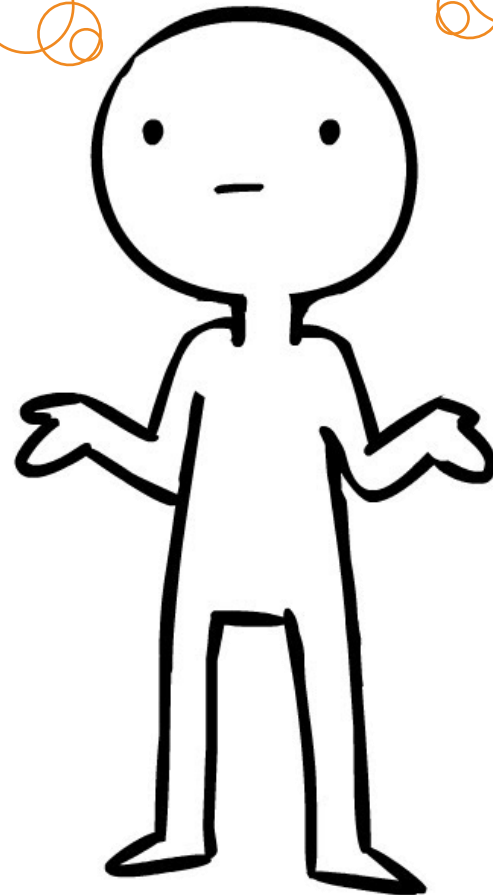


What is food literacy anyway?

I already know about food. I eat it.

Another framework!
How does this relate to my work?

Where does the teacher's role with food start and finish?



1

Learning Objectives

The foundations of food literacy

Communicating the importance of food literacy





Food Literacy + Communications

What do you currently understand?

What do you not understand or struggle to implement?

What knowledge or skills would help you?



1

Objective

What is food literacy?

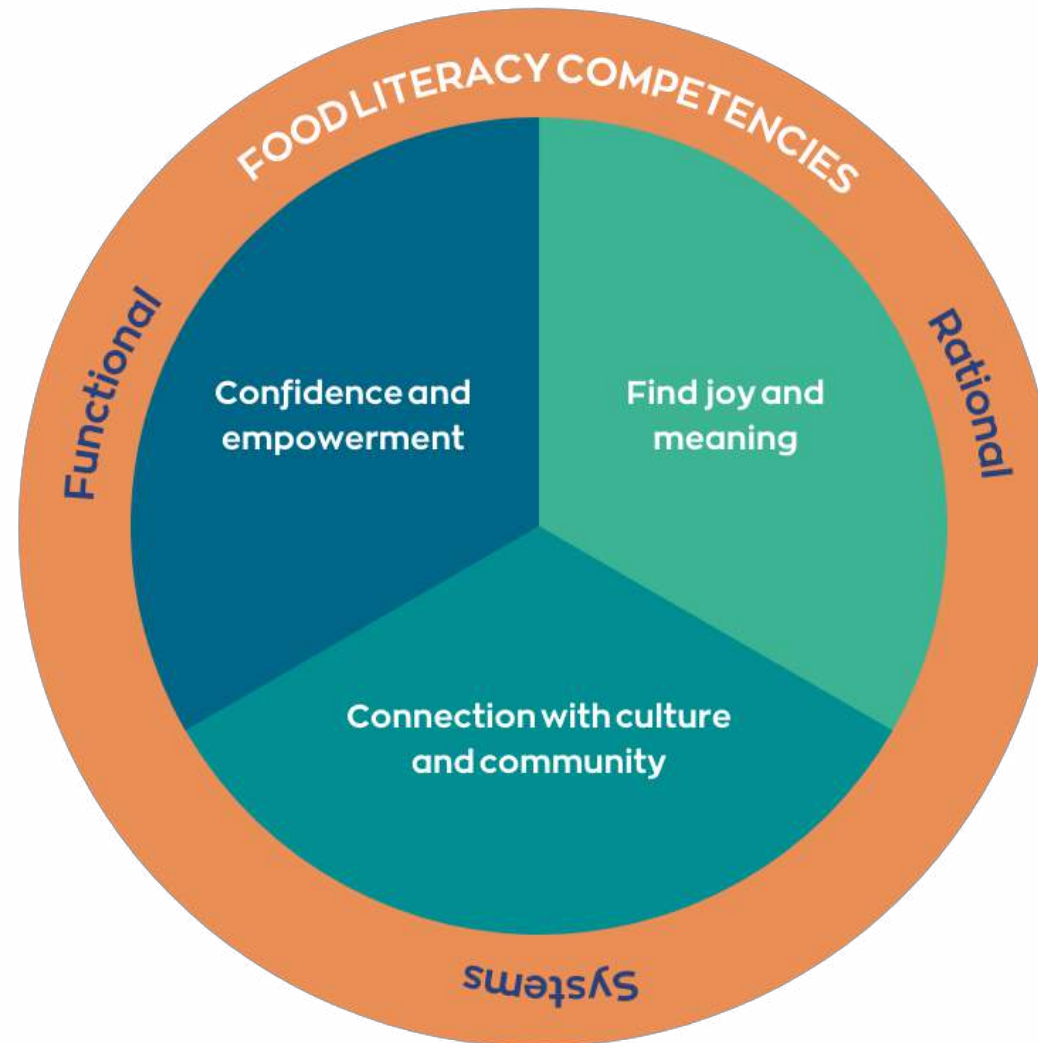
Why is food literacy important?

What are the dimensions of food literacy?



Food Literacy Competencies

“...the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage, and participate within a complex food system.”



“...the ability to make decisions to support the achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components”





Importance of Food Literacy

Evidence supports that increasing food literacy in children:

- improves willingness to try fruits and vegetables
- improves dietary intake
- improves nutrition knowledge and self-efficacy
- improves attitudes about consuming local fruits and vegetables
- improves psychological wellbeing



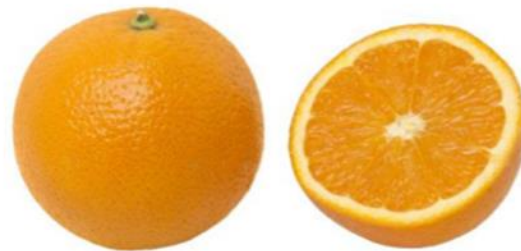
Importance of Food Literacy

Children's food and drink intake does not meet recommendations

5% meet the recommended intake of vegetables



32% meet the recommended intake of fruit



33 - 41% of daily energy comes from discretionary foods





Guide to Healthy Eating

Provides a summary of credible, government endorsed information for all Australians

Offers a food selection guide to visually represent the proportion of the five food groups recommended for consumption each day



Aboriginal and Torres Strait Islander Guide to Healthy Eating

Eat different types of foods from the five food groups every day.



Drink plenty of water.

Use small amounts



Only sometimes and in small amounts



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.
Drink plenty of water.



Use small amounts



Only sometimes and in small amounts



Importance of Food Literacy

Meeting the recommended diet in Queensland in 2021 costs:

- 20% less than current diets
- 38% more in remote areas compared with cities and outer regional areas
- 30% of median income in low socioeconomic areas
- 35% of median income in remote areas
- Only 15% of median income in least disadvantaged areas





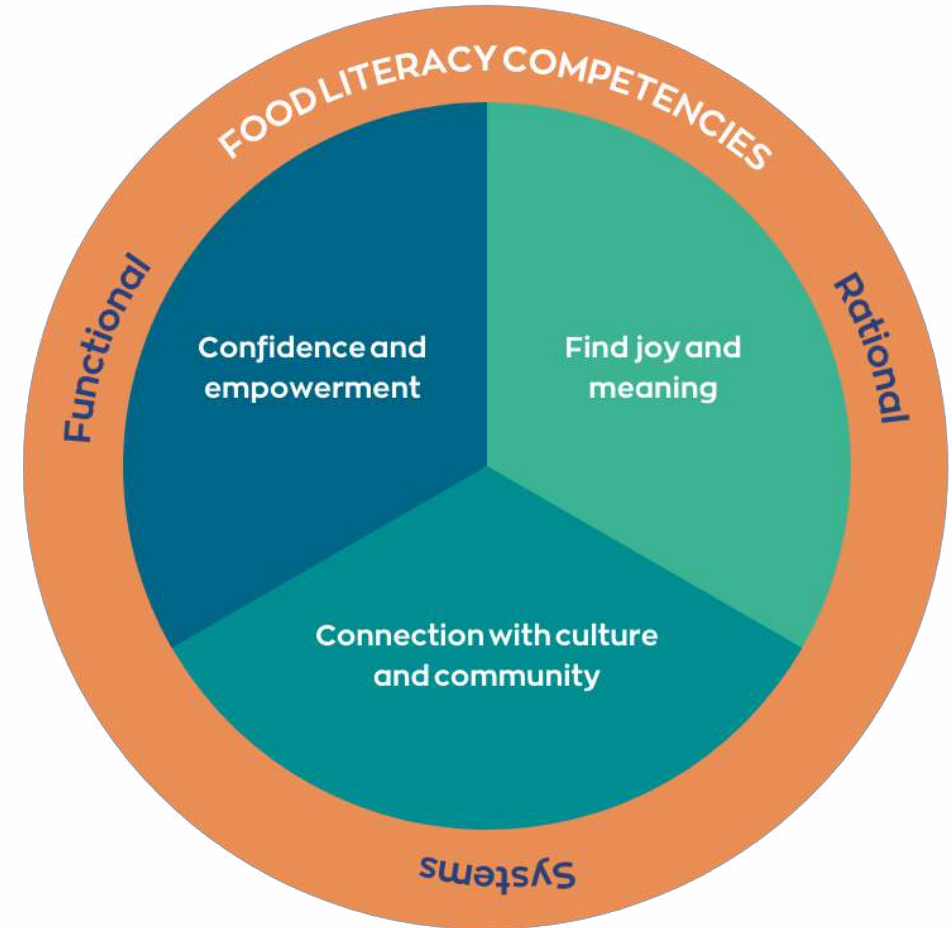
Dimensions of Food Literacy

How many of the competencies do you currently include?

Were there competencies that you had not expected or considered?

Which competencies are you most confident to include?

Which competencies are you least confident to include?



2

Objective

Why communicate about Food Literacy?

What information should we communicate?

How might we best communicate?



Why Communicate?

Communication allows schools to:

- Generate a reinforcing environment and consistent messages
- Promote school commitment, values and priorities to student health and wellbeing
- Share successes, learning experiences and achievement
- Build community connection and belonging
- Gather information, perspectives and feedback
- Provide direct information to parents and carers



Communicating + Professional Practice Scope

Within Scope	Not Within Scope
<ul style="list-style-type: none">• Providing general health information only, i.e. food safety, water for hydration, nutritious lunchbox recipes• Referring parents, carers and community to credible sources and resources• Creating a positive and inclusive food culture and environment	<ul style="list-style-type: none">• Passing judgement on a student's lunchbox• Passing judgement of a family's dietary practices• Giving students instructions on what foods they should or shouldn't eat from their lunchbox• Giving parents and carers nutritional advice





What to Communicate

Schools and teachers have a role in supporting and reinforcing in *when* and *where* a child has the opportunity to eat while at school

Communication should be...

Strengths focused and food positive

Non-judgmental & value neutral

Inclusive & Culturally appropriate



Ellyn Satter's Division of Responsibility in Feeding

Parents are responsible for:

What, When and Where

Parents' Feeding Jobs:

- Choose and prepare the food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Show children by example how to behave at family mealtime.
- Be considerate of children's lack of food experience without catering to likes and dislikes.
- Not let children have food or beverages (except for water) between meal and snack times.
- Let children grow up to get bodies that are right for them.

Children are responsible for:

How Much and Whether

Children's Eating Jobs:

- Children will eat.
- They will eat the amount they need.
- They will learn to eat the food their parents eat.
- They will grow predictably.
- They will learn to behave well at mealtime.



What to Communicate



Implicit Communication	Explicit Communication
<p>Communication to parents, carers and community:</p> <ul style="list-style-type: none">• Food positive messages & approaches• Value for evidence-based practices• General nutrition information <p>Communication to students:</p> <ul style="list-style-type: none">• Age-appropriate food & nutrition curriculum & cross curriculum (covered in detail in Module 2)	<ul style="list-style-type: none">• Apply Smart Choices• A nutritious, diverse and inclusive school canteen menu• Not using food as a reward or incentive• Non-food fundraisers• Celebrates diverse food culture• Clean, comfortable and supportive eating areas• Positive food role models





What + How to Communicate?

When selecting a key message consider:

What food literacy competency are you addressing?

Is it within the scope of professional practice?

How does it support Division of Responsibility?

**Crisp, juicy apples are in season and make a great lunchbox snack.
Are you team Red or Green?**





What + How to Communicate?

Craft your communication in a way that is:

Non-judgmental

Supportive & strengths focused

Culturally appropriate

Food positive

Crisp, juicy apples are in season and make a great lunchbox snack.
Are you team Red or Green?



Useful Credible Resources

- [Eat For Health |](#)
- [Eat for Health – Educators Guide](#)
- [Healthy Eating For Children – Brochure](#)
- [Food and Mood Centre](#)
- [The Good Mood Food Campaign](#)
- [Nutrition and mental health - Be You](#)
- [Raise a healthy child who is a joy to feed \(ellynsatterinstitute.org\)](#)
- [Smart Choices \(education.qld.gov.au\)](#)
- [NAQ Nutrition](#)
- [Queensland Association of School Tuckshops](#)
- [Health and Wellbeing Queensland – Pick of the Crop](#)
- [Parent and Community Engagement \(Department of Education\)](#)
- [Kids Co-design Healthy Places](#)
- [Refresh ED](#)
- [TastEd](#)
- [Phenomenom](#)
- [Social determinants of Health Australia](#)



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