

Participant Workbook

Pick of the Crop: Enrichment Module 1 Introduction
to Food Literacy



Before participating in the Pick of the Crop School enrichment modules please complete the following pre-readings and preparatory activities (Pages 2 – 8). Completing this will ensure the time available during the module webinar is efficiently utilised.

Module 1: aims to develop teacher’s knowledge and understanding of food literacy and the importance of communicating food literacy to generate a supportive and reinforcing environment to promote student learning and wellbeing.

This module aligns with the following AITSL Professional Standards for Teachers:

2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Pre-Reading & Preparation Activities

Objective 1: The foundations of food literacy

1.1 What is food literacy?

In this module you will develop foundation understanding of food literacy as the framework used throughout the Pick of the Crop School Enrichment modules to guide professional development in the area of food and nutrition education. Please refer to the Food Literacy Competencies document for further details on this framework.

Over the course of the three Pick of the Crop School Enrichment Modules, you will gain knowledge and skills needed to develop food literacy competencies in students.



Activity 1: KWL

Before participating in Pick of the Crop School Enrichment Module 1, take a moment to consider:

- What do you currently understand about food literacy and/or teaching food literacy?
- What about food literacy do you not understand or struggle to teach?
- What knowledge or skills would help you to better develop food literacy in students?

Your responses to this will be discussed during the Module 1 webinar.

What do you currently understand about food literacy and/or teaching food literacy?	What about food literacy do you not understand or struggle to teach?	What knowledge or skills would help you to better develop food literacy in students?

1.2 Why is food literacy important?

Evidence supports that increasing food literacy in children:

- ✓ improves willingness to try fruits and vegetables
- ✓ improves dietary intake/healthy food selection
- ✓ improves nutrition knowledge and self-efficacy
- ✓ improves attitudes about consuming local fruits and vegetables
- ✓ improved psychological wellbeing

Through these improvements, food literacy can be understood to have positive impacts across the dimensions of health, including:

- **Physical health:** growth and development, strong bones, reduces the risk of anaemia and other nutrient deficiencies, establishes habits that promote health in adulthood to reduce the risk of lifestyle diseases.
- **Mental and emotional health:** brain function that supports concentration and learning, supports quality sleep, reduces symptoms of emotional and behavioural challenges including anxiety and depression.
- **Social and cultural health:** connections within family, culture and community as important for positive identity, self-esteem, resilience, emotional connection, reduced risky behaviours and academic success.
- **Spiritual health:** connection with broader elements and purpose in life, including the environment, moral and ethical beliefs and values.

References 1 – 11

Foundation resources for food literacy

The Australian Dietary Guidelines and Australian Guide to Healthy Eating are key evidenced based resource that provides a foundation and underpinning for many food literacy competencies and is explicitly referred to in the Australian Curriculum.

Australian Dietary Guidelines:

The Australian Dietary Guideline sets out the evidenced based guidelines that provide up-to-date advice about the amount and kinds of foods that Australian's should be eating for health and wellbeing. As part of the process of ensuring these guidelines remain current and based on the latest scientific evidence, the Australian Dietary Guidelines are currently under review.

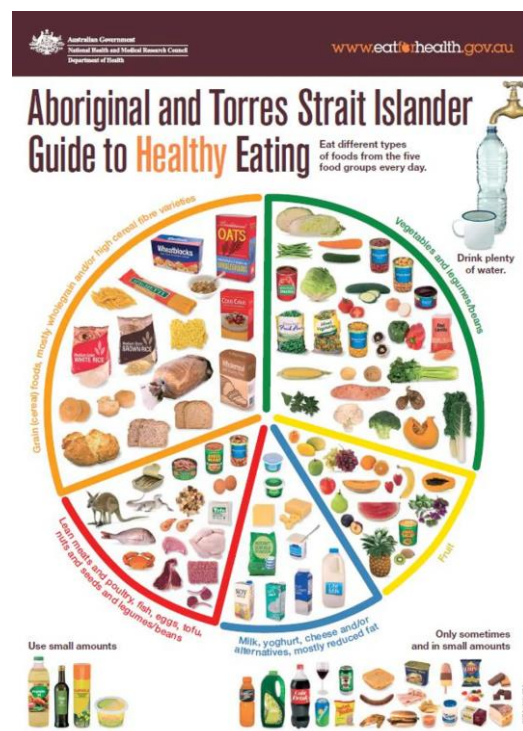
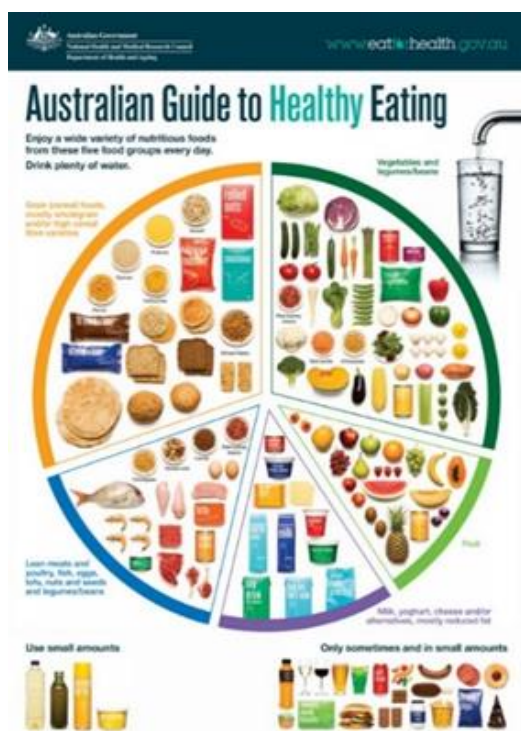
There are 5 Australian Dietary Guidelines important for public health outcomes:

1. To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
2. Enjoy a wide variety of nutritious foods from these five groups every day
3. Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
4. Encourage, support and promote breastfeeding
5. Care for your food; prepare and store it safely

The Australian Guide to Healthy Eating:

The Australian Guide to Healthy Eating is a food selection guide which visually represents the proportion of the five food groups recommended for consumption each day. This visual food selection guide has been developed in two formats, the Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating.

Within both models, foods are grouped into five food groups, based on a similar nutrient profile among food within the group. The five food groups are represented in portions they should be eaten across the day, with water encouraged to compliment a balanced intake of the food groups.



The five food groups:

- Grains & Cereals (preferably wholegrain and high fibre)
- Vegetables, legumes and beans (fresh, frozen, dried or canned [no added salt preferable])
- Fruits (fresh, frozen, or canned [no added sugar preferable], on occasion: dried fruits and small amounts [125ml/serve] of 100% fruit juice)
- Milk, cheese, yoghurt or alternative (low or reduced fats are recommended; alternative must contain at least 100mg of calcium/per serve; including alternative milks, salmon with bones, sardines, tofu).
- Lean Meat and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans (Beware that smoked, salted and preserved foods from this food group, such as ham, bacon and salami are considered discretionary foods)

Discretionary Foods:

Discretionary foods sit outside the main Australian Guide to Healthy Eating plate because they are not necessary for a healthy diet (but can be enjoyed on occasions). These foods are typically high in saturated fat and/or added sugars, added salt or alcohol and low in fibre. These foods risk displacing foods from the five food groups from the diet.

Fats and oils are essential for the human body but also sit outside the main plate as they only need to be consumed in small amounts.

The Australian Guide to Healthy Eating along with the Australian Dietary Guidelines, provides a summary of credible, government endorsed information for all Australians. These key pieces of nutrition information should be used to inform your teaching and promotion of nutrition within schools.



Further information and resources are available at: <https://www.eatforhealth.gov.au/guidelines>

1.3 What are the dimensions of food literacy?

Activity 2: Reflecting on competencies

The three dimensions of the food literacy conceptualised within The Pick of the Crop model are outlined on page 1. Each dimension comprises of a set of competencies reflecting knowledge, understanding and skills that students should be developing, in age-appropriate ways, in order to be food literate.

Read through each of the competencies listed in the table below:

1. Indicate if you currently include the competency in your teaching, learning or other professional practices.
2. Indicate your confidence in delivering professional practices aligning with each competency.
1 = not at all confident; 2= somewhat confident; 3 = completely confident

Your responses to this will be discussed during the Module 1 webinar.

Functional Competencies: Confidence and empowerment with food	Currently included in professional practice	Confidence in including in professional practice
Food safety and hygiene knowledge and skills, including safe food storage and preparation		
Knowledge of where food comes from		
Food planning and preparation skills, sufficient to make satisfying food		
Skills and capabilities to confidently and safely use a range of food preparation equipment		
Skills in navigating food selections in personal environment, i.e., school canteen, home, grocery stores, menus		
Skills in food budgeting and purchasing		
Skills in time management and prioritisation of food		
Basic nutrition knowledge		
Knowledge and skills to think critically about nutrition information and food marketing		
Capabilities to balance needs to make informed personal food decisions and act on personal food issues		

Rational Competencies: Find joy and meaning through food	Currently included in professional practice	Confidence in including in professional practice
Valuing and prioritising the importance of preparing and eating food with others		
Confidence, skills and resilience to explore new and varied foods		
Having a positive relationship with food		
Having personal, social and cultural connections with food and eating experiences		
Having awareness of cultural foods and food diversity		
Valuing and connecting with local food systems		

Systems Competencies: Connection with culture and community through food systems	Currently included in professional practice	Confidence in including in professional practice
Understanding and valuing First Nations perspectives and connections to food systems		
Understanding and valuing environmentally sustainable food systems		
Understanding and valuing local food systems, networks and resources		
Understanding the influence of food marketing and food environments		
Understand social justice issues in the food system		
Being able to think critically and act on sustainable and ethical food issues		

Objective 2: Communicating the importance of food literacy

Through communicating the value and importance of food literacy across the school, supportive and reinforcing environments can be created such that teaching and learning occurs in a meaningful and authentic context, that allows students to practice the food literacy knowledge and skills they are developing. In addition to curriculum based communication, communicating the importance of food literacy can explicitly be directed towards parents, carers and community, as well as through implicit communication through the environment and culture created within the school.

Food positive and inclusive food communication

The way in which information about food and nutrition is communicated has the potential to play an important role in improving dietary patterns, promoting socio-emotional wellbeing, and school connectedness. In order to fulfil this potential, an approach that focuses on positive long-term outcomes and a reduced risk of detrimental impacts, should be applied. The following provides a brief overview of the evidence base that should be applied when communicating around food and nutrition within a school setting.

- **Strengths focused**

A strengths-based approach is recommended within the Australian Curriculum. [16] This approach focuses on promoting and nurturing strengths and resources for healthy living, rather than focusing on potential health risks or disease prevention, as is consistent with a deficit approach. [16 - 19] From a strengths-based perspective, learning about food and nutrition should be framed such that students develop understanding of who they are, and their worth, value and resources for living healthy lives. [18] From a strengths-based perspective, communication about food and nutrition should give emphasis to the health promoting role of food, remembering that a holistic view of health is prescribed within the Australian Curriculum, as encompassing social, emotional, mental, spiritual and physical dimensions.

- **Non-judgmental & value neutral**

In line with a strengths-based approach, communication about food and nutrition should be from a non-judgemental and value neutral perspective. When judgement and value is imposed on food, eating occasions, and dietary practices, a dichotomisation is introduced wherein food becomes 'good' and 'bad.' Introducing such dichotomous thinking about food and eating experiences can have a detrimental impact on relationships with food as people likewise assign moral values to dietary intake, eating occasions, food products, and single nutrients. [20, 21] As a consequence of these moral values, divergence from 'good' dietary behaviours can introduce stigmatisation, shame and guilt around eating, which has been associated with overeating and increases in body weight. [22, 23] Further to such explicit dichotomisation of food, use of foods as a reward, compensation, or comfort tool implicitly applies a similar value and preference status for foods. For this reason, it is of particular importance to focus on building sensory vocabulary as a way to characterise and describe foods and eating experiences, label foods using its name (i.e. apple, chocolate, milk), and avoid using food as rewards or food being positioned in other preferential ways.

- **Food positive**

Further to both strengths-based and value neutral communications, food and nutrition should be positioned in a positive context. Food positive communication is distinct from value neutral communication, as it focuses on providing and promoting safe spaces for food exploration and accepts various stages of readiness and learning about food. Food positive experiences that allow safe exploration, such as pressure free taste testing and opportunities for sensory exploration, are fundamental in increasing food acceptance and should work to reinforce the roles and responsibilities outlined in Ellyn Satter's Division of Responsibility Model (see below, Page 8). [21, 24, 25] Food positive communication is also pivotal in creating a supportive food environment, that make nutritious foods readily available, positioned in appealing ways, and utilises positive role modelling to promote acceptability and familiarity (see Supportive School Environments - Smart Choice below). Furthermore, food positive approaches give attention and priority to creating comfortable, calm and supportive eating areas. [Phenomenom](#) provides a range of food positive resources.

- **Inclusive & Culturally appropriate**

Finally, communication around food and nutrition must recognise, celebrate and incorporate diverse food culture, while also promoting inclusivity of diverse food beliefs, values and practices. Such diversity in food and nutrition is embedded within the Australian Guide to Healthy Eating, wherein food selections can be made from across all food groups in ways compatible with a broad range of dietary practices, such as through the inclusion of meat and milk alternatives in the respective food groups. While not all dietary trends adhere to the evidence-based guidelines of the Australian Guide to Healthy Eating, it is important to remain within the scope of professional practice and refer to credible resources (see page 12). Likewise, it is important to remain within the scope of professional practice with regards to communicating respect for diverse and unique food preferences in non-judgemental ways.

Supportive Food environments - Smart Choices

As noted, creating a supportive food environment is important in communicating a school's values and priorities to student health and wellbeing. The Smart Choices Framework is the Queensland Government's mandatory Food and Drink Strategy intended to assist schools in creating supportive

food environments. The Smart Choices Food and Drink Strategy applies to all situations where food and drink are supplied in the school environment including tuckshops, vending machines, school excursions, school camps, fundraising, classroom rewards, school events such as celebrations and sports days, and food used in curriculum activities.

More information and training resources for Smart Choices can be found at:


<https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/smart-choices>

Division of Responsibility

Ellyn Satter’s Division of Responsibility, is a key evidence-based model that helps contextualize the scope of practice that teachers, school administrators, and other staff should operate within with regards to communicating and teaching food and nutrition. [24]

Within the Division of Responsibility model, clear roles and responsibilities are defined which set out parameters for parents and children in the feeding dynamic. That is, children are described as having responsibility for determining *how much* and *whether* they choose to eat, in a pressure, reward and coercion free environment, while parents and carers are described as having responsibility for determining *what* foods the child will be offered, *when* it will be offered, and *where* it will be offered. [24]

While schools and teachers are not explicitly included in this model, they have a role in supporting and reinforcing a parent’s responsibilities in *when* and *where* a child has the opportunity to eat while at school, in a pressure, reward and coercion free environment. Following this model, student’s must have the opportunity to freely make selection of foods from their provided lunch in an order and in quantities that they desire. This approach is widely shown in the literature to support eating behaviours and dietary intake compatible with healthy growth and development. [24-27]



Ellyn Satter's
Division of Responsibility in Feeding

<p style="text-align: center;">Parents are responsible for: What, When and Where</p> <p>Parents' Feeding Jobs:</p> <ul style="list-style-type: none"> • Choose and prepare the food. • Provide regular meals and snacks. • Make eating times pleasant. • Show children by example how to behave at family mealtimes. • 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. 	<p style="text-align: center;">Children are responsible for: How Much and Whether</p> <p>Children's Eating Jobs:</p> <ul style="list-style-type: none"> • 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 mealtimes.
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Teachers and schools’ application of the Division of Responsibility
<ul style="list-style-type: none"> ○ Creating a food environment and culture that reinforces the Division of Responsibility (Supportive food environments) ○ Respecting parents’ role in the Division of Responsibility by not passing judgement or applying values to the foods provided to students ○ Respecting the child’s role in the Division of Responsibility by allowing them to choose what foods and how much of those provided ○ Helping parents understand and implement the Division of Responsibility by referring them to appropriate resources (https://www.ellynsatterinstitute.org/) ○ Helping parents understand dietary recommendations for children (https://www.eatforhealth.gov.au/) ○ Promoting a high value for nutrition, health and wellbeing ○ Provide parents food safety tips and advice (particularly for lunchboxes) ○ Providing age-appropriate nutrition education (consistent with the above points – see Module 2)

Module 1: Introduction to Food Literacy

The following pages are to be completed during the webinar

1.1 What is food literacy?

Food literacy key concepts words, phrases or concepts:

Objective 2: Communicating nutrition to parents, carers and communities

2.1 Why communicate?

Communication to parents, carers & community allows schools to...	Examples of what you could communicate from your professional practice
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	

Food and Nutrition Professional Practice for Teachers

Communication within the scope of professional practice	Communication NOT within the scope of professional practice

2.2 What to communicate

Communication should be:

- Non-judgmental & value neutral: _____

- Strengths focused: _____

- Inclusive: _____

- Culturally appropriate: _____

- Food positive: _____

Implicit Communication	Explicit Communication

Write a list of key messages to promote within your school

Craft a message that is: Non-judgmental, value neutral, strengths focused, food positive, inclusive and culturally appropriate.

Useful and 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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