




# Food Literacy as an Essential Framework for Nutrition Educators



Society for Nutrition Education and Behavior  
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Food Systems Division



# Introductions

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**Session Moderator:** Pamela Koch, EdD, RD;  
Teachers College, Columbia University

**Panelists:**

- Sarah Amin, PhD, MPH, **University of Rhode Island**
- Anupama Joshi, MS, **National Farm to School Network**
- Megan Lehnerd, PhD, **Framingham State University**
- Eva Ringstrom, MPA/MUP, **FoodCorps**



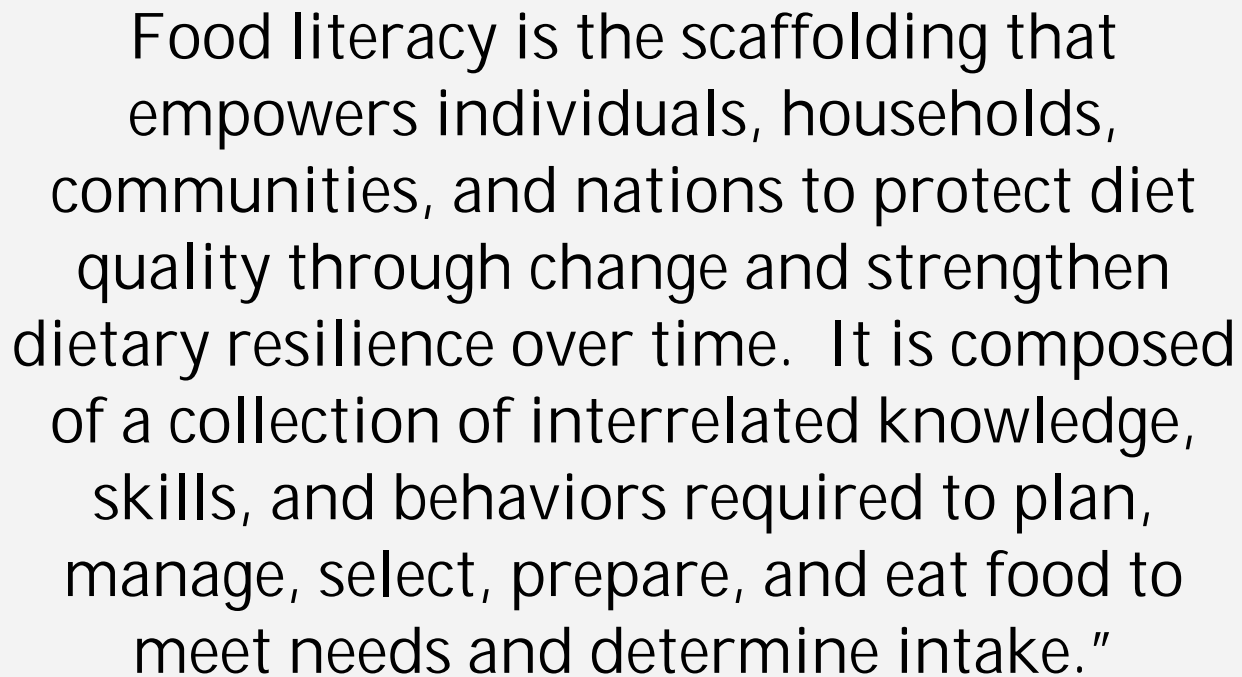
# Overview: Food literacy & nutrition education

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The background of the slide features a photograph of a wooden building with large windows and a garden area with plants and a wooden deck.

Food literacy is the scaffolding that empowers individuals, households, communities, and nations to protect diet quality through change and strengthen dietary resilience over time. It is composed of a collection of interrelated knowledge, skills, and behaviors required to plan, manage, select, prepare, and eat food to meet needs and determine intake."

-Vidgen, 2014

# Child Food Literacy





# Child Food Literacy: Formative Research

## Gardening: Weeding

- “So actually, clipping it doesn’t always work even if you clip right at the base. Know why? Because it just grows back”

## Cooking

- “Every Friday and mostly every night I cook with my mom because I want to be a cook when I grow up and I want to try out for Master Chef Junior”

## Food Processing

- “They pull the potato, they wash it, they *julienne* it, and then they put oil on it and fry it”

## Food Groups

- “It’s a MyPlate thing...there’s five of them and you need all of them to make up one big super healthy meal”.

# Tool for Food Literacy Assessment in Children (TFLAC)

<u>Food Literacy Domain</u>	<u>Topics Assessed</u>
Cooking skills <sup>a</sup>	Ability to complete cooking tasks
Cooking knowledge	Kitchen tools Food safety
Nutrition knowledge	Selecting healthy foods Food and your body MyPlate/food groups
Food Systems knowledge	Supply chain Food production (animal and plant-based sources) Plant parts
Self-efficacy around eating <sup>b</sup>	Level of confidence in trying healthful foods

- 25 questions, 40 points
- 4th & 5th graders

20: Anna is a 4<sup>th</sup> grader who lives in the city and likes to eat eggs for breakfast. What are the steps an egg goes through to get to Anna's breakfast plate?

Draw a line to match steps 1-5 to the picture that describes each step.

Remember, the picture that comes first is step 1.

STEP 1

The carton of eggs travels to the store or market.



STEP 2

Anna or a family member purchases the eggs.



STEP 3

A hen lays an egg at a farm.



STEP 4

Anna or someone in her family cooks the egg to eat.



STEP 5

The eggs are washed and packaged in a carton.



# CORE ELEMENTS OF **FARM** *to* **SCHOOL**





# Gardening





# Farm visits

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# School Meals





# Chefs in the Classroom



# Taste Tests





# Cooking Competitions



# Cooking





# Corn Shucking Contest



# Having fun with food!





FoodCorps members serve in high-need schools, using a **three-ingredient recipe** for healthy school food environments, to increase healthy food consumption and build habits that last a lifetime.



## HANDS-ON LEARNING

- ✦ Ongoing cooking, tasting, & garden-based lessons
- ✦ Field trips and farmer & chef visits
- ✦ School garden development & maintenance



## HEALTHY SCHOOL MEALS

- ✦ Salad bar & lunch line design
- ✦ Taste tests
- ✦ Cafeteria role modeling
- ✦ Local sourcing & recipe development
- ✦ Schoolwide healthy food promotion



## SCHOOLWIDE CULTURE OF HEALTH

- ✦ Celebrations, events, rewards & snacks
- ✦ Family, staff & community education
- ✦ Making curriculum connections
- ✦ Healthy school food champion & team support
- ✦ School community support







## FoodCorps Lessons Framework: Six Themes

1. Living up to our full potential
2. Making healthy food choices
3. Exploring the ecology of food
4. Connecting to food, culture and community
5. Growing and accessing healthy food
6. Preparing healthy food







# List of Food Literacy Resources (page 1 of 2)

**Contact Megan Lehnerd for a copy of this list - [mlehnerd@framingham.edu](mailto:mlehnerd@framingham.edu)**

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