

FOOD LITERACY & LIVINGSTONE ELEMENTARY

Key Ideas:

Community Based Experiential Learning

Food Security: Utility

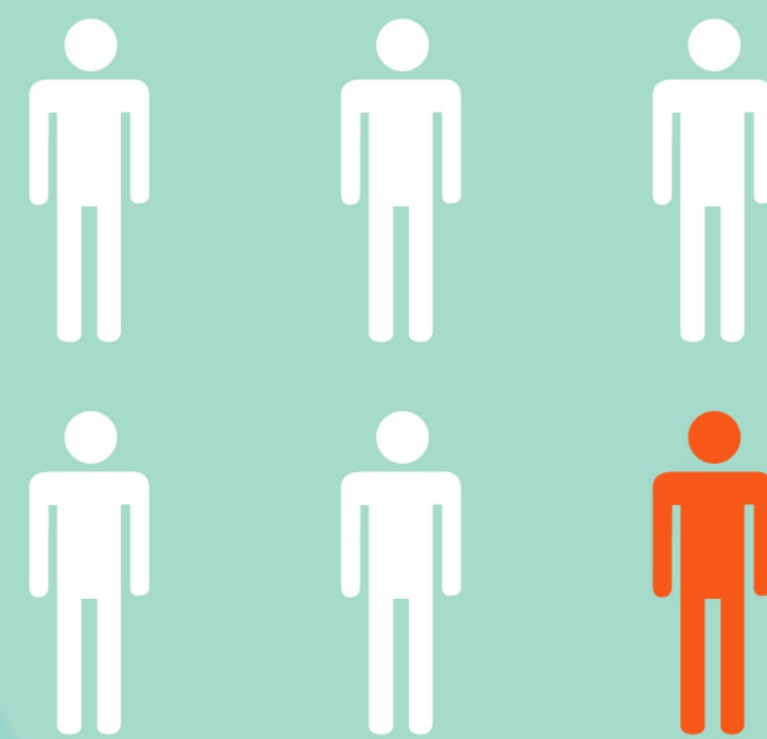
Food Literacy

Issue

Children today have little understanding of where food comes from and lack the knowledge required to make informed dietary decisions [Cullen, Hatch, Martin, Higgins & Sheppard, 2015].

Project Purpose:

To test the effectiveness of conducting garden and nutrition based workshops on improving food literacy among grade 1 & 2 students at David Livingstone Elementary School.



1 in 6 Canadian children are food insecure

(Proof, 2016)

Key Stakeholders

6 UBC Students

Elementary School Community

22 Grade 1 & 2 Students



Ms. Paris and Mr. Mitzel



David Livingstone Elementary School is in the affluent, multi-cultural Mount Pleasant neighbourhood in Vancouver. In the past 10 years the school developed a school garden for the students to use as a learning tool.

Significance



Introducing ideas relating to food literacy at a younger age may have positive effects on improving food security [Nowak et al. 2012].

FOA [2006] identified four pillars that when put together, creates a measurable sense of food security.

We aimed to address the “utilization” pillar of food security by teaching the students about growing food and healthy eating.

Approach



Intervention:

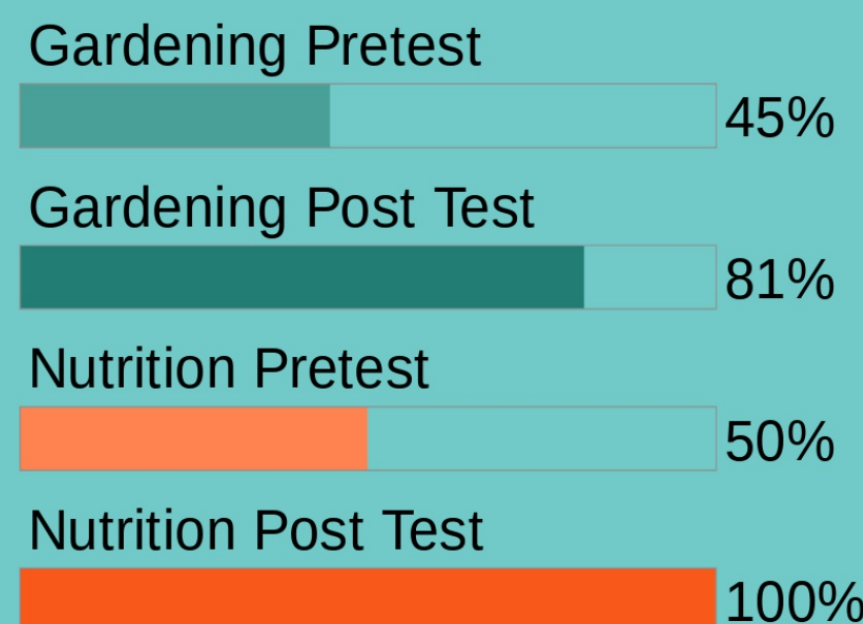
Four food literacy workshops
→ 2 Garden-based
→ 2 Nutrition-based

Two pre- and post-assessments used to evaluate students knowledge:

1. Matching compost stages, plant life cycles to seasons
2. Creating healthy meal plates with all 4 food groups

Results

Average Class Scores



The effectiveness of our garden- and nutrition-based workshops was demonstrated with an overall increase in the average score of student assessments when comparing the pre- and post-tests.

Take Home Message

Garden- and nutrition-based workshops improved food literacy among the students. Development of gardening skills and nutrition knowledge contribute to development of food security by providing food utilization skills. The long-term effects of our intervention are unknown, but children would likely benefit from on going learning through similar workshops throughout their schooling.



Acknowledgements:

We would like to thank Will for setting up this opportunity, Ms. Paris and Mr Mitzel for welcoming us into David Livingstone Elementary and allowing us to conduct our research and the kids for working with us.

Check Us Out At:

<https://blogs.ubc.ca/lfs350livingstone/>
Go here to see our whole process in a greater detail.

References:

- Cullen, T., Hatch, J., Martin, W., Higgins, J. W., & Sheppard, R. [2015]. Food Literacy: Definition and Framework for Action. Canadian Journal of Dietetic Practice and Research, 76(3), 140-145. doi: 10.3148/cjdp-2015-010
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- Proof. [2016] Children in Food Insecure Households. Retrieved from <http://proof.utoronto.ca/resources/fact-sheets/#children>