

# Riley Park Food Literacy Initiative

**Objective:** Design educational materials to promote place-based learning and food literacy.

## Why?

Studies have shown that kids from the age of 5-14 who engage in place-based, food literacy education increase their knowledge and understanding of balanced meals and nutrients as well as their plant knowledge.<sup>1</sup>

*Food Literacy: 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.<sup>2</sup>*

## Who?

Riley Park community garden is a project of the Little Mountain Neighborhood House Society in Vancouver, BC. The garden was established in Spring 2017 and is used by a diverse group of local community members.

## What?

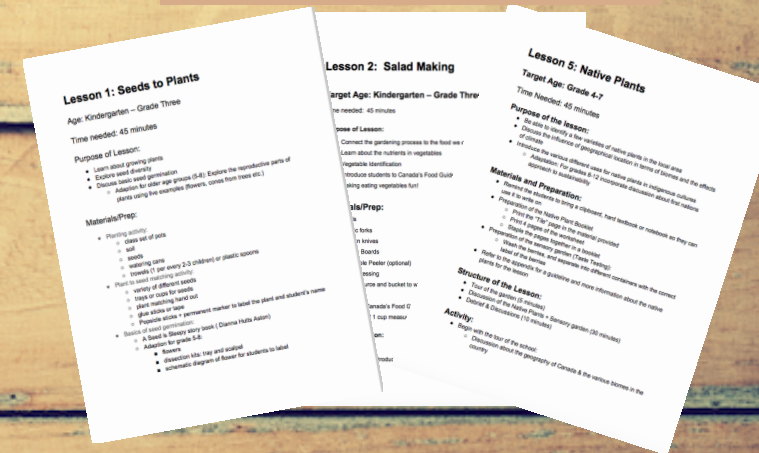
### 2. CALENDAR OF MONTHLY THEMES



### 1. MAP OF THE GARDEN



### 3. 5 LESSON PLANS



## Now What?

A local educator was enthusiastic about the potential of such lesson plans to connect students to the land and how this could be particularly impactful for at-risk youth. Moving forward, these lesson plans can be adapted to incorporate issues of race, class, gender and indigenous food sovereignty and bridge food literacy education with food justice initiatives.

1. Brown, J., Colson, G., de La Serre, C., & Magnan, N. (2016). Summer garden programs improve children's food knowledge and preferences: Evidence using stated and revealed preference measures. *Horttechnology*, 26(2), 133- 140.  
 2. Cullen, T., Hatch, J., Martin, W., Higgins, J., & Sheppard, R. (2015). Food literacy: Definition and framework for action. *Canadian Journal of Dietetic Practice and Research*, 76(3), 140-145. 10.3148/cjdr-2015-010

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