



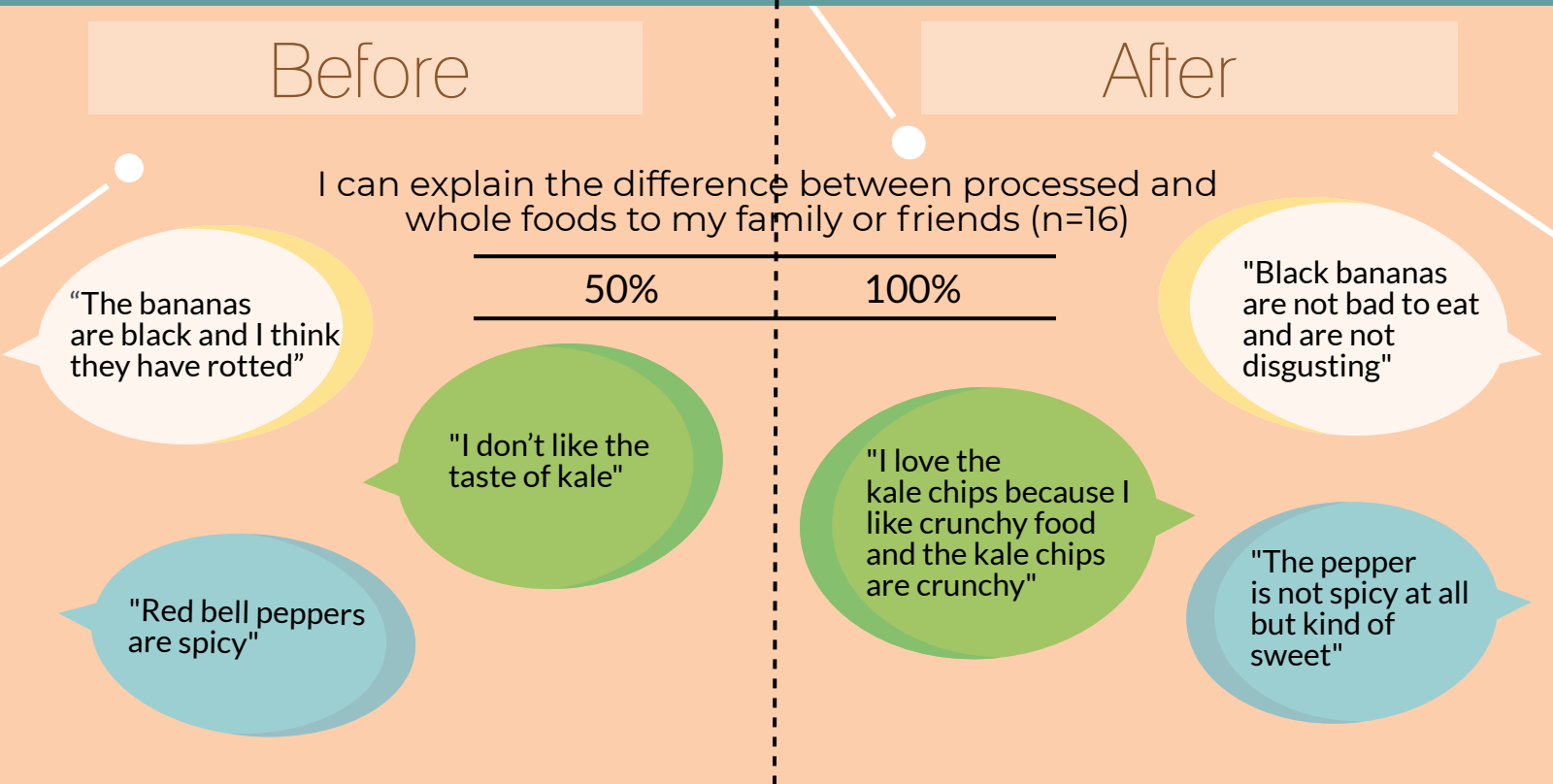
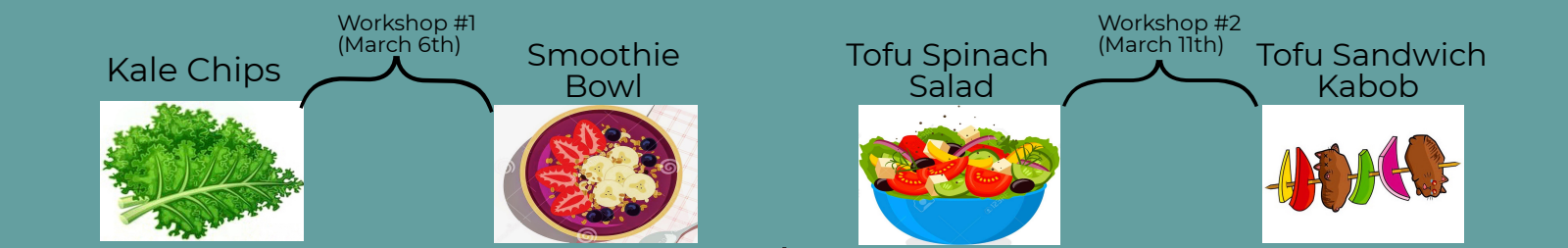
WHOLE VS ULTRA-PROCESSED



Queen Mary Elementary School Food Literacy Workshop

Issue	Purpose	Definition
Ultra-processed foods contribute to nearly <u>60%</u> of total dietary energy consumption among children aged 9 - 13 [2]	Support Grade 2 children's learning of terms whole and ultra-processed foods by preparing balanced meals and healthy snacks	Ultra-processed foods are highly manipulated and contain many added ingredients (sugar, salt etc.) [1]

What did we cook?



CONCLUSION

Food literacy workshops are highly effective in providing students with the freedom to learn basic food skills and distinguish between whole foods and ultra-processed foods

- NEXT STEP**
- 1. Introduce other food topics (e.g. Farm-to Table)
 - 2. Conduct a field trip to a farm (e.g. UBC Farm)

References

[1] Gibney, M. J. (2019). Ultra-processed foods: Definitions and policy issues. *Current Developments in Nutrition*, 3(2), nzy077. doi:10.1093/cdn/nzy077

[2] Leite, F. H. M., de Carvalho Cremm, E., de Abreu, Débora Silva Costa, Oliveira, M. A. d., Budd, N., & Martins, P. A. (2018). Association of neighbourhood food availability with the consumption of processed and ultra-processed food products by children in a city of Brazil: A multilevel analysis. *Public Health Nutrition*, 21(1), 189-200. doi:10.1017/S136898001600361X