Exploring Food Literacy and Dietary Resilience in Youth: What Does “Being Good with Food” Mean to Them?

October 11, 2018
About the Nutrition Resource Centre

- Operating under the Ontario Public Health Association since 1999
- Formerly funded by the Ministry of Health and long term for almost 20 years (until March 2018)
- Evolved to a new centre and sustainable business model in April 2018 and are available for consultation and other services
- Supported in part by funding generously provided by the Helderleigh Foundation
Nutrition Resource Centre

✓ Proven track record in providing evidence-based services to health promoters for close to 20 years

✓ Evolving based on changes to healthy eating and nutrition landscape

✓ A catalyst and hub supporting health intermediaries, communities and others to integrate knowledge about nutrition and healthy eating into practice

A leader and center of excellence in healthy eating and nutrition to optimize health for all.
NRC Consultation Services

Team of Registered Dietitians and public health professionals

- Expertise in food, nutrition, healthy eating
- Expertise in public health – applying evidence-based health promotion strategies, program planning, implementation, evaluation and policy

Provide consultation and support services:

- KTE training and educational services (e.g., resource development, fact sheets, toolkits, webinars, workshops, communications, etc.)
- Consultations to provide evidence synthesis, technical advice, recommendations and strategies
- Group facilitation and consultation services, bringing together diverse practitioners and sectors

Contact us to request a service: www.nutritionrc.ca
NRC Food Literacy Activities

Capacity Building and KTE
• Webinars, workshops, evidence based tools and resources, e-books

Stakeholder Engagement
• Collaboration, networking, collective impact, indicators, evaluation

Research Investigation & Support
• Coordination, consultation and support of research undertaken on food literacy across Ontario

Key Informants Surveys
• Food skills programs for Aboriginal populations and newcomers to Ontario (May to August 2016)

Consultations
• Technical advice, strategies, resources, or referrals to enhance practice, projects, programs and policy across Ontario
Danielle Gallegos
(BSc., Grad Dip Diet & Nut., PhD, FDAA)

Dr. Danielle Gallegos is a social nutritionist and Professor at Queensland University of Technology where she is the discipline leader for nutrition and dietetics and the Director for International Engagement and Recruitment. She currently coordinates Dietetic Honours students. She is a Fellow of the Dietitians Association of Australia and has worked in all areas of nutrition and dietetics including acute care, foodservice, private practice and for the last 15 years in public health nutrition. She teaches public and community nutrition and undertakes research related to to the nexus between nutrition and social justice. Her special areas of interest are developing nutrition and dietetics as a profession in Vietnam, food security, food literacy and supporting breastfeeding through the use of innovative technologies. She is currently supervising 10 PhD students, three of whom are from Vietnam.

BEING GOOD WITH FOOD: IMPLICATIONS FOR YOUNG PEOPLE IN A COMPLEX FOOD ENVIRONMENT

Danielle Gallegos
Helen Vidgen
ACKNOWLEDGEMENT OF COUNTRY

Indigenous peoples have a strong and unbroken connection to the land and sea. Addressing the issues of sovereignty and treaties is long overdue.

ACKNOWLEDGEMENT OF CO-RESEARCHERS

PhD students
Rhonda Dryland
Thuy Vuong
THE PRESENTATION JOURNEY

What does food literacy mean?

What is disadvantage?

Where do we learn about food?

What is the Japanese experience?

When and where should food skills be taught?

What could a food literacy program look like?

What do we want to achieve by building food literacy?
It is our common understanding that food is the expression of values, cultures, social relations and people’s self-determination, and that the act of feeding oneself and others embodies our sovereignty, ownership and empowerment.

When nourishing oneself and eating with one’s family, friends, and community, we reaffirm our cultural identities, our ownership over our life course and our human dignity.

Nutrition is foundational for personal development and essential for overall wellbeing.

p2, Public Interest Civil Society Organisations, (2014)
FOOD LITERACY IS....

the scaffolding that empowers individuals, households, communities or nations to protect diet quality through change and strengthen dietary resilience over time.

a collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat food to meet needs and determine intake.
FOOD LITERACY IS ...

Highly contextual.

That is, the nature of each component and its importance relative to other components will be contextually driven.
THE SOCIAL DETERMINANTS OF HEALTH

- food supply
- early childhood experiences with food

FOOD LITERACY

- planning and management
- selection
- preparation
- eating

FOOD LITERACY

Certainty
Choice
Pleasure

NUTRITION

- diet quality
- food group serves
- nutrient intake

Other outcomes eg:
- social connectedness
- ethical and sustainable food choices
- food security

poverty

geography

social exclusion

social support
1. Plan and Manage
1.1 Prioritise money and time for food.
1.2 Plan food intake (formally and informally) so that food can be regularly accessed through some source, irrespective of changes in circumstances or environment.
1.3 Make feasible food decisions which balance food needs (e.g. nutrition, taste, hunger) with available resources (e.g. time, money, skills, equipment).

3. Prepare
3.1 Make a good tasting meal from whatever is available. This includes being able to prepare commonly available foods, efficiently use common pieces of kitchen equipment and having a sufficient repertoire of skills to adapt recipes (written or unwritten) to experiment with food and ingredients.
3.2 Apply basic principles of safe food hygiene and handling.

2. Select
2.1 Access food through multiple sources and know the advantages and disadvantages of these sources.
2.2 Determine what is in a food product, where it came from, how to store it and use it.
2.3 Judge the quality of food.

4. Eat
4.1 Understand that food has an impact on personal wellbeing.
4.2 Demonstrate self-awareness of the need to personally balance food intake. This includes knowing foods to include for good health, foods to restrict for good health, and appropriate portion size and frequency.
4.3 Join in and eat in a social way.

FOOD LITERACY is the ability to..
WHAT IS DISADVANTAGE?

Poverty
- Income
- Education
- Occupation

Deprivation

Social exclusion
- Participation in key institutions
  - eg engagement in education, workforce
- Connection to family
- Social capital
LIVING CONDITIONS AND FOOD INTAKE

Stability of housing
Food preparation hardware
Access to sourcing food
WHERE DID YOU LEARN ABOUT FOOD?
WHERE DO WE LEARN ABOUT FOOD?

Home
School
Cooking classes and demonstrations
Recipes
Celebrity chefs
Food industry

When the generational chain is broken — what happens then?
WHO IS GOOD WITH FOOD?

PEOPLE WHO:

- Can make something from nothing
- Have wide tastes and eat different stuff
- Prioritise food in their lives
  - food before drugs
  - Sitting down to eat
- People who can find food
  - Procurement from school vege garden

http://trikarpurbazar.com/product/apple/
<table>
<thead>
<tr>
<th>Person</th>
<th>Recruitment site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aust Red Cross</td>
</tr>
<tr>
<td>Family member:</td>
<td></td>
</tr>
<tr>
<td>• Mother</td>
<td>0</td>
</tr>
<tr>
<td>• Grandmother</td>
<td>2</td>
</tr>
<tr>
<td>• Father</td>
<td>1</td>
</tr>
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<td>• Aunt</td>
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<td>• Stepmother</td>
<td>0</td>
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<td>• Stepfather</td>
<td>0</td>
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<tr>
<td>• Sister</td>
<td>0</td>
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<tr>
<td>Peer:</td>
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<tr>
<td>• Housemate</td>
<td>0</td>
</tr>
<tr>
<td>• Boyfriend</td>
<td>0</td>
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<tr>
<td>• Girlfriend</td>
<td>1</td>
</tr>
<tr>
<td>• Personal Trainer</td>
<td>0</td>
</tr>
<tr>
<td>• Best Friend’s</td>
<td>0</td>
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<tr>
<td>Mother</td>
<td>0</td>
</tr>
<tr>
<td>• Youth Worker</td>
<td>0</td>
</tr>
<tr>
<td>No one identified</td>
<td>2</td>
</tr>
<tr>
<td>total</td>
<td>7</td>
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<tr>
<td>Recruitment site</td>
<td>Age when first left parental home</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------------------------------</td>
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<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Australian Red Cross Night Café</td>
<td>15.0*</td>
</tr>
<tr>
<td>Albert Park Flexible Learning Centre</td>
<td>15.8</td>
</tr>
<tr>
<td>Kingston Flexible Learning Centre</td>
<td>16.0***</td>
</tr>
<tr>
<td>Ipswich City Council</td>
<td>17.0</td>
</tr>
<tr>
<td>QUT School of Business</td>
<td>19.6**</td>
</tr>
<tr>
<td>Nutrition Australia Queensland</td>
<td>21.0</td>
</tr>
</tbody>
</table>

* one participant had not left their parental home; **two participants had not left their parental home; ***three participants had not left their parental home
<table>
<thead>
<tr>
<th>Age</th>
<th>“transition points”</th>
<th>Food literacy moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Born in rural town with five siblings</td>
<td>Mother prepared food</td>
</tr>
<tr>
<td>5</td>
<td>Mother left, siblings sent to their fathers. Sharni chose to live with step father, grandmother and step brother</td>
<td>Grandmother prepared food. Father worked on a farm and would sometimes be paid with produce which the family would use for food.</td>
</tr>
<tr>
<td>12</td>
<td>Began secondary school</td>
<td>Responsible for preparing food for the family. Studied home ec at school and then replicated these dishes at home and then derived related recipes from these.</td>
</tr>
<tr>
<td>13</td>
<td>Also began to do the food shopping</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Moved to Brisbane to live with cousin. Met her boyfriend (father of her son)</td>
<td>Began eating out more. Boyfriend’s family socialised a lot with food and ate a broader range of foods. Sharni found this exciting and began to experiment with food more.</td>
</tr>
<tr>
<td>16</td>
<td>Accused of stealing so left cousin’s house, was homeless and youth service found shared youth accommodation</td>
<td>Cooking responsibilities rotationally shared among other residents. Residents managed food budget allocation. Youth workers assisted with planning and management of food intake, shopping and preparation. Sharni identifies her youth worker as someone she learnt about food from.</td>
</tr>
<tr>
<td>17</td>
<td>Became pregnant</td>
<td></td>
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<tr>
<td></td>
<td>Moved to Sunshine Coast with boyfriend</td>
<td></td>
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<tr>
<td></td>
<td>Moved to independent youth agency housing in Brisbane (ie lived independently but visited by youth worker weekly)</td>
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<tr>
<td></td>
<td>Boyfriend left</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Lives in Brisbane with son (10 months) in private rental</td>
<td>Eats alone more often now, has less motivation to cook but still prepares most foods. Uses TV, magazines and eating out as inspiration to experiment with flavours. Chooses organic foods as there is improved access nearby</td>
</tr>
</tbody>
</table>

**Typical dietary pattern**

<table>
<thead>
<tr>
<th>Time</th>
<th>Meal</th>
<th>Food items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Muesli, yoghurt and berries</td>
<td></td>
</tr>
<tr>
<td>Morning Tea</td>
<td>Muesli bar and fruit</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Salad eg Greek salad or tuna salad</td>
<td></td>
</tr>
<tr>
<td>Afternoon tea</td>
<td>Muesli bar and fruit</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>A range of evening meals eg lamb salad, home-made soup, lasagne</td>
<td></td>
</tr>
</tbody>
</table>
THE JAPANESE EXPERIENCE - SHOKUIKIU

- enacted in law
- food education in schools overseen by nutrition teachers
- paddock to plate approach
- where does food come from
- the importance of food nutritionally and culturally
- the social functions of food
WHEN AND WHERE SHOULD WE TEACH FOOD SKILLS?
Probably trying to afford milk all the time. Yeah. It’s – it’s expensive and it goes too fast because you use it in almost everything when cooking. Like, like mashed potato or you put it in coffee. Or like me you guzzle it because I like milk too much. Or - so usually it doesn’t last very long. And yeah, it’s kind of a pain in the arse to have to go out and buy more of it. Especially when it’s just so expensive and - - Meat’s also another problem. We don’t really have much - we don’t have a freezer so especially like buying meat, and then because usually we buy mince so far. But recently I think I bought like a thing of steak and I had to cut it up into pieces and then I realised, oh I don’t have a freezer. So I had to kind of keep in the fridge for a while. And I think it was like the biggest pain to actually keep checking it to make sure it wasn’t off. And I think I got worried about it because it changed colour. And I spoke to my mum about it and she said that some people put a chemical in the meat to actually keep it red. And some don’t. So when it changes - it goes like a little bit darker. Mum said it’s when they don’t use the chemical. And she’s like it’s fine. And I’m just like – so I actually didn’t get to eat meat that night because I thought it was off because it was a weird colour so I guess not. (Albert Park 1)
WHAT DO WE WANT TO ACHIEVE BY BUILDING FOOD LITERACY?
IS COOKING THE HOLY GRAIL?

Food literacy goes beyond cooking – are we snobs?

Those who are “experts” or “experts of their own lives”

- Who is saying what is “right”
- Are dietitians right?

Healthy = cooking - everything else is not – is that the reality for most people?

Cooking from scratch vs packets vs fast food

- Not about being perfect
- Not about if I can it all
- Should the focus be not what can I do but rather what can I do day to day in order to maintain some semblance of diet quality
WHAT IS THE LIVED EXPERIENCE OF FOOD INSECURITY

It was the non-priority stuff that got sorted out through my tax like car, new TV and food shopping which was so much fun there was a lot of fun food in there. The kids just went mum can we get that yeah okay. It probably wasn’t too nutritious for a couple of weeks but it was a lot of fun. Fun food. Have to forgo fun when money is tight.
VOLUNTARY FAILURE: ARE WE GUILTY?

**insufficiency** — unable to generate enough adequate, reliable funding to meet the demand for services.

**particularism** — some sub-groups of the population may not be adequately represented

**paternalism** — those with the greatest power and resources define community need and control and determine the activities. Those most in need will not be able to make decisions regarding the services available to them

**amateurism** — often staffed by volunteers lacking professional training and professionalised models of service provision


Thanks to Sue Booth for introducing me to Salamon’s theory
WHAT COULD A FOOD LITERACY PROGRAM LOOK LIKE? WHAT WOULD BE THE OBJECTIVES?
CONCEPTUALISING FOOD LITERACY BEYOND THE INDIVIDUAL: PLAN, SELECT, PREPARE, EAT

Embedded food skills (not just nutrition knowledge) from prep to leaving school'

Think about where for those children not in “school” or who transition out of school early
CREATING YOUNG PEOPLE AS AGENTS OF CHANGE

Young people as agentic
Assets-based can navigate the environment
What would this involve
Integration with curricula across domains
“stereotyping low-income families from the left as helpless victims of the system or from the right as irresponsible practitioners of poor dietary habits is out of step with the available evidence and demeaning when examined against the experiences of families”

Crotty et al (1992)
THANK YOU

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Questions?

Final Program & Registration details at:

www.nutritionrc.ca
Products Available for you…

2017 NRC Forum Videos! & OPHA Podcast Series
Now available at OPHA’s http://foodandhealthtoday!

Have a question? Require a service?
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