

Foods and Nutrition Literacy in Canadian School Curricula: A Well-Being Perspective

Heather Anderson & Thomas Falkenberg (University of Manitoba)

Abstract

It has long been made the case that the notion of prosperity needs to take far more into account than economic growth. A number of alternative proposals have been made for a more holistic concept of human and societal prosperity. What these approaches have in common is that they see social institutions like the economy and their social practices as means rather than as ends in themselves, namely as means to the end of what might be called, and some do call, human well-being. Any conceptualization of human well-being will have to include our physical well-being, which, in turn, includes food production, food consumption, understanding of nutritional information, attitude toward healthy eating, and so on. These latter aspects of human well-being can be captured – at least to some degree – in the notion of foods and nutrition literacy.

Education, particularly formal school education, has been recognized as a means to support the development of human qualities helpful to living well. In this sense, school education can be a means to support the development of foods and nutrition literacy as a way of addressing (aspects of) educating for well-being.

In our presentation we address the question of what the current state of affair is of foods and nutrition literacy in Canadian schools as it is manifested in the current school curricula. We will do so through the lens of a more comprehensive notion of human well-being.