



School Food For All:
Nourishing Futures



L'alimentation scolaire pour tous :
Nourrir l'avenir



Reflections on Food Literacy from Flourish! School Food Society

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We imagine a region in which all students can access and learn from nourishing food.

WHAT WE DO

1 - Kitchen Program - Fun, Nourishing Meals

- 1200+ home cooked meals per day
- 29 schools served
- 6 professional chefs
- 4 drivers

2 - Grocery Program - Food Aggregation & Distribution

- 2600 servings per day
- Breakfast and snack program support
- 30 schools served
- Free Family Food Markets and Hamper Program

3 - Food Literacy - Garden & Food Learning Support

- 21 school gardens supported
- 4000+ students reached
- 150+ teachers reached







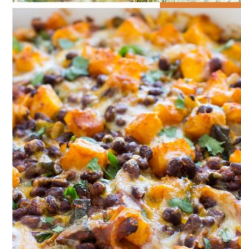
EATING LOCAL

FLOURISH STRIVES TO PROVIDE LOCAL, IN SEASON FOOD. OVER 50% OF WHAT'S ON YOUR PLATE COMES FROM BC, INCLUDING THE FOLLOWING ITEMS:

- 01. CUCUMBERS, PEPPERS AND TOMATOES**
We source BC produce year round from greenhouse growers on Vancouver Island and the Lower Mainland.
- 02. MEAT**
All of our meats throughout the year are from Berryman Brothers, a local Vancouver Island butcher.
- 03. CARLOTS**
We source Vancouver Island carrots throughout the season, whenever they're available, from local farm partners on the Saanich Peninsula.
- 05. LETTUCE AND KALE**
We get leafy greens from island producers throughout the year. We even have a hydroponic producer growing lettuce for us in the winter!

WHY DOES EATING LOCAL MATTER?

Feeding Truth



Orange Shirt Day Menu

BISON
SQUASH & BEAN BAKE
BANGIN' BANNOCK

SMOKED SALMON
SEA GREENS & WILD
RICE SALAD

Both the salmon and wakame flakes (sea greens) come from the waters around Haida Gwaii. Bannock is from an Indigenous company: Bangin Bannock

Food has and continues to be used as a tool in the forced assimilation (aka attempted genocide) of Indigenous peoples in Canada. We encourage you to learn more about the many ways in which settlers have separated Indigenous peoples from their traditional foods. From the destruction of camas meadows, to the systematic over-hunting of bison, there are many examples of relevance to our place on Coast Salish territories.

Close to home for us is the history of school food programs. Residential schools ran government funded experiments, which included deliberate, sustained malnourishment of children. These experiments were so severe that they caused the death of many Indigenous children. We are dedicated to sharing these truths and to providing seasonal food from this place.



Spiced Chickpea and Couscous Bowls

Recipe Adapted From: [Pinch of Yum](#)

Servings : 6	Prep Time: 15 minutes	Cook Time: 25 minutes	Total Time: 40 minutes
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Spiced Chickpeas

- 1 tablespoon olive oil
- 1/2 chopped onion
- 1 clove garlic, minced
- 2 Tablespoons Kabisa Spice Blend OR use the following spices, but don't use both!
 - 1 tablespoon each - chili powder and cumin
 - 1 teaspoon each - turmeric and garam masala
 - dash of each - cinnamon and cayenne (to taste)
- 1 teaspoon salt
- two 14-ounce cans chickpeas, drained and rinsed
- two 14-ounce cans fire-roasted diced tomatoes

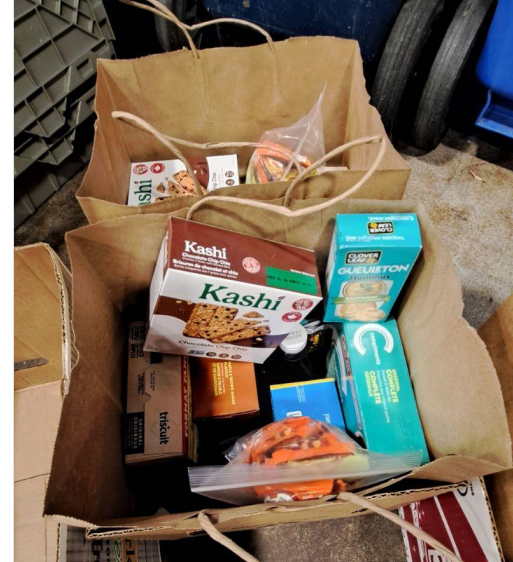
Bowls - All ingredients optional and adaptable, use what you like

- cucumbers
- couscous
- mint, parsley, cilantro
- Yogurt, tzatziki or hummus
- olives
- fresh red onion
- toasted pita wedges, pita chips or fresh bread of choice



Instructions

1. Make the Chickpeas: Heat the olive oil in a large skillet over medium heat. Add the onion, sauté until soft. Add the garlic, spices, salt, and chickpeas - stir until very fragrant. Add the tomatoes (undrained) and simmer for 20 minutes while you prep the other ingredients.
2. Finish: Chop the cucumber and cook the couscous according to package directions. Prepare any other items you'd like to add to the bowl, and arrange bowls with desired amounts of all ingredients. Enjoy!



OVERNIGHT OATS

PREP TIME

10 Minutes

SERVES

28

SUITABLE FOR

Vegan Friendly



INGREDIENTS

- 2L Milk
- 1L Plant based Vanilla Milk
- 1 Bag Gluten Free Quick Oats
- 1 package hemp hearts and chia seeds
- 1 Bag Frozen mixed berries
- 1-2 Bunches Bananas
- 2 Applesauce
- Ground Cinnamon
- Chocolate Chips
- Raspberry Jam

Circle words that describe your creation, or write your own words!

Texture

Smooth
Rough
Fuzzy
Crunchy
Sticky
Slippery

Taste

Sour
Sweet
Bitter
Spicy
Umami
Salty

Smell

Smoky
Woody
Floral
Fresh
Earthy
Lemony

Recipe Reflection

Name:

Date:

Today I made:

Before We Taste

What looks different from what you're used to?

How do you think it will taste?

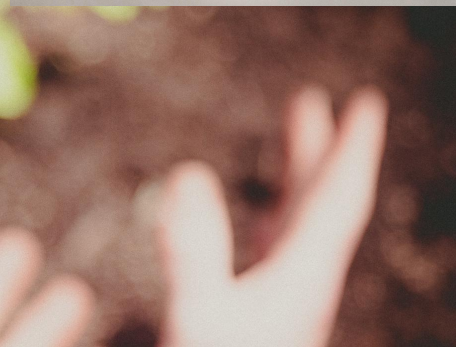
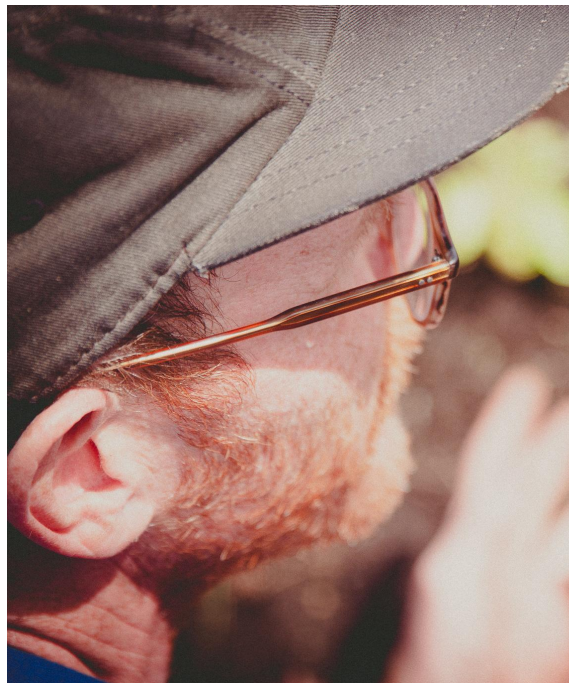
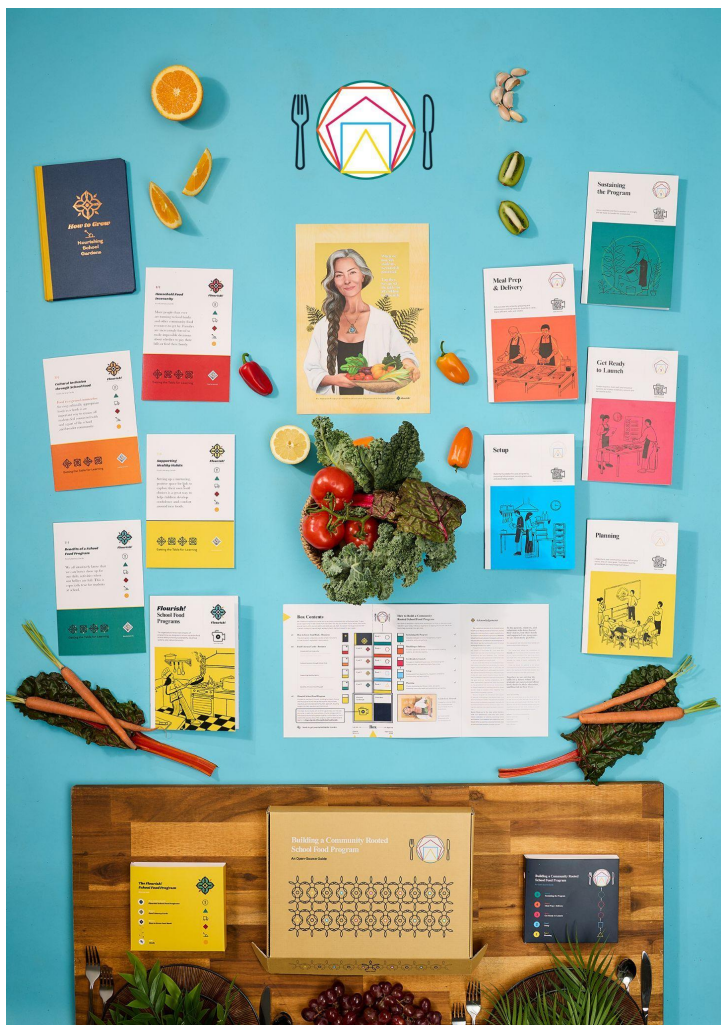
What will the texture be like?

After We Taste

What is surprising about this food?

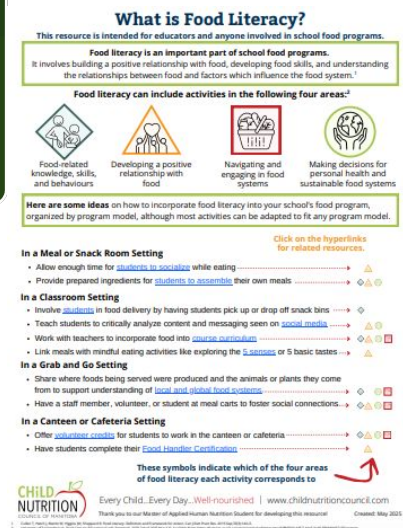
What do you like about it?

If you made this again, what would you do differently?



Appendix: Resources

- [Food Literacy Education Guide](#)
- [Food Literacy Information Sheet](#) - Child Nutrition Council of Manitoba
- [Positive Food Environments Tool Kit](#) and the [What's for Lunch? Cookbook](#) - Nourish Nova Scotia
- [Farm2School Resource Centre](#) - Farm to Cafeteria Canada
- [Greenhouse](#) - Sustain Ontario
- [School Food Programs Around the World](#)





FOOD LITERACY PROGRESSION:

*A Framework of Food Literacy Development
for Children and Youth from 2-18 Years*



RELATIONAL
COMPETENCIES

SYSTEMS
COMPETENCIES

AGES 2-4

AGES 5-7

POSITIVE RELATIONSHIPS WITH FOOD

Enjoy food and eating
Be present and attentive to food and eating
Choose food that promotes well-being
and self-determination
Have a positive body image of self and others
Understand that food is more than nutrients

- Have a positive attitude at mealtime
- Be willing to try new foods regularly and expand taste repertoire
- Eat/drink according to body cues (thirst and hunger)
- Describe foods based on senses: taste, touch, sight, smell, and sound
- Identify foods that they like and dislike
- Choose preferred foods from those offered

- Enjoy trying and eating new foods
- Identify foods that they like and dislike and explain why
- Recognize that body size does not equate to health
- Recognize that food meets many needs (e.g., social, pleasure, nutrition/health)
- Recognize that eating should mainly happen without watching screens

FOOD & CULTURE

Enjoy food traditions, celebrations,
cultural food and family recipes
Understand cultural influences
on food and eating
Appreciate food and ways of eating
from diverse cultures

- Enjoy own cultural foods
- Identify some important family foods

- Enjoy cultural foods and begin to recognize the role of culture in family meals/traditions
- Recognize that people choose different types of food based on who they are with, preferences, season, mood, allergy/intolerance, religion, and occasion

EATING & COOKING WITH OTHERS

Use food to promote
social well-being and solidarity

- Enjoy eating with family and others
- Enjoy helping with family food preparation

- Eat socially with others
- Help select ingredients and dishes for family meals
- Help plan and prepare meals for family
- Practice food etiquette (acceptable behaviour while eating)

Food Literacy Competencies Frameworks

