

# ONTARIO SCHOOL FOOD AND BEVERAGE POLICY

Elementary Teacher Resource Guide | 2011



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## **INTRODUCTION**

## Introduction

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The Ontario Ministry of Education is committed to making schools healthier places for students to learn. The implementation of the School Food and Beverage Policy (PPM 150) makes the healthiest choice the easiest to make. The implementation of this policy is another important step in creating healthier schools in Ontario. In order to maximize the impact of the policy, it is important for students to develop an understanding of the knowledge and skills needed to make decisions related to healthy eating. Educating students about healthy eating will also translate into healthier citizens, contributing to a reduction in chronic diseases such as heart disease, type 2 diabetes and certain types of cancer.

The purpose of this resource is to assist elementary teachers in teaching healthy eating by:

- providing an overview of the requirements of the School Food and Beverage Policy
- making connections between the requirements of the School Food and Beverage Policy and the information taught through the elementary curriculum
- identifying the roles and responsibilities of teachers
- providing examples of effective practices in the classroom and school
- promoting health literacy for students.

### Tip

The Healthy Schools Recognition Program recognizes schools for their work in developing and enhancing a healthy eating environment. Schools that apply receive a pennant and a certificate that identifies their healthy schools pledge.

Steps to being recognized:

- Determine, with input from the school council and students, the healthy schools activities for your school.
- Complete the Healthy Schools Recognition Program Acceptance Form.
- Submit the Acceptance Form to your school board.

For more information, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



## Take a Comprehensive Approach

Schools are encouraged to use the Foundations for a Healthy School framework to help address healthy eating in a coordinated, integrated and holistic way. This comprehensive approach will help to reinforce the key concepts taught through the curriculum, provide opportunities for students to extend their learning through school activities and engage community partners.

Practices that can support a school-wide comprehensive approach include:

- establishing a healthy schools committee (or building on an existing committee), made up of the principal, school staff, parents, students and community partners, to help develop an implementation plan for the School Food and Beverage Policy
- identifying the healthy eating activities currently underway in the school by using the components of the Foundations for a Healthy School framework; see Appendix 1 – Identifying Healthy Schools Activities
- identifying all venues, programs and events where food and beverages are offered for sale in the school
- discussing opportunities to monitor and review implementation of the policy
- allocating resources to support the teaching of healthy eating in all classrooms
- ensuring adequate time is allocated for teaching health in all timetables
- coordinating school-wide, divisional and classroom activities focused on healthy eating
- engaging parents and the broader school community (e.g., Public Health Units, local businesses, the agricultural sector) to help reinforce healthy eating practices inside and outside the school.



WWW

To view the Foundations for a Healthy School framework, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)

## Role of the Teacher

It is important for teachers to establish a healthy eating environment in the classroom by ensuring that the topics taught, approaches taken and environments in which students learn, are supportive of healthy eating.

### Teachers are responsible for:

- Understanding the school and school board goals related to healthy eating.
- Providing quality instruction for students on healthy eating that is consistent with the requirements of the curriculum and the School Food and Beverage Policy.
- Attending information and training sessions provided by the principal or school board related to the policy.

### Teachers are encouraged to:

- Make healthy choices available to students when food and beverages are provided in the classroom.
- Avoid offering food or beverages as a reward or as an incentive for good behaviour, achievement or participation.
- Offer, when available and where possible, food and beverages that are produced in Ontario.
- Adopt and model environmentally responsible practices (e.g., reduce food waste, reuse containers, recycle food scraps) in the classroom.
- Volunteer to lead, or be involved in, the development or implementation of healthy eating initiatives in the school.
- Involve a broad range of partners who have expertise in healthy eating (e.g., school and school board staff, students, parents, public health staff, food service providers, local farmers, other community partners) in the planning and teaching of lessons and organizing of activities in the classroom and school.

#### Tip

When shopping, look for the Foodland Ontario logo to help identify food products from Ontario. For additional local food resources, such as nutrition guides, visit [www.foodlandontario.ca](http://www.foodlandontario.ca)



## Role Modelling

Teachers are role models for students and have the potential to have a lasting influence on the decisions and choices students make. Teaching knowledge and skills related to healthy eating in the classroom and reinforcing this learning throughout the day help establish a healthy eating environment in the school.

Tips on being a healthy role model in the classroom include:

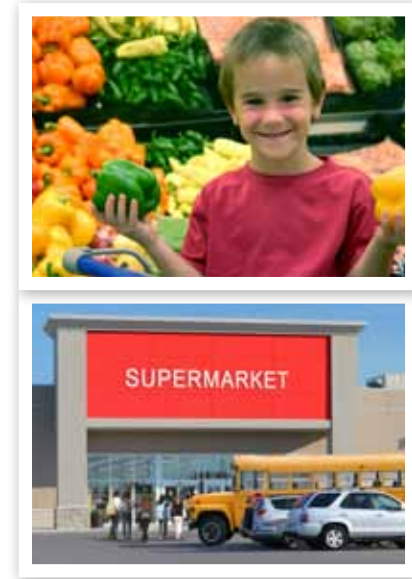
- encouraging students to talk about and ask questions regarding healthy eating
- dispelling assumptions based on stereotypes (e.g., thin students eat healthy, overweight students do not)
- modelling healthy eating behaviours (e.g., bring in lunches/snacks prepared at home that reflect healthy food choices, demonstrate flexibility)
- speaking positively about food and eating habits without expressing personal food preferences.



## School Leadership Opportunities

There are many opportunities for teachers to take on a leadership role in the school:

- Identify school-wide events that promote healthy eating (e.g., healthy eating month, parents' night focused on packing a healthy lunch or preparing healthy snacks). See *Healthy Eating Through the Year* starting on page 43 that reinforce the healthy eating messages taught through the curriculum.
- Initiate divisional or school-wide discussions about the healthy eating topics taught in each grade, the resources used and the community partners available in order to align with the policy.
- Coordinate opportunities at staff/divisional meetings or professional development days for teachers to share new resources, current initiatives and effective practices.
- Invite community partners (e.g., Public Health Unit, local farmer) to come into the school to provide information to school staff, share current healthy eating information and identify community events and resources available to support classroom teaching.
- Organize a grade/divisional trip (e.g., grocery store, farmers' market) to teach students about where food comes from and how it is produced.
- Volunteer to lead, or be involved in, student activities or clubs that reinforce the healthy eating messages taught through the curriculum.



WWW

To access the online learning modules for teachers and online activities for students, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



### Foundations for a Healthy School Framework

The framework takes a comprehensive approach to creating a healthy school and establishes a common understanding of the components that make up a healthy school. Healthy eating is one of the health-related topics identified in the framework.

#### School Food and Beverage Policy

The School Food and Beverage Policy constitutes a comprehensive approach to the sale of food and beverages in schools province-wide. It also helps to establish an environment where healthy food and beverage choices are the easiest choices to make.



#### Curriculum

Healthy eating can be taught through many subject areas. The Healthy Living strand in the Health and Physical Education curriculum provides the strongest link to healthy eating in the elementary curriculum. This strand provides opportunities for students to develop the knowledge and skills that they will need to make informed decisions, communicate healthy eating concepts, promote healthy eating and set goals that are directly related to their personal health and well-being.

#### Health Literacy

Students develop the skills needed to access, understand and use information to make healthy decisions. They are also able to understand, evaluate and communicate information in order to promote, maintain and improve health in a variety of settings throughout their life.



## **SCHOOL FOOD AND BEVERAGE POLICY OVERVIEW**

## School Food and Beverage Policy Overview

All food and beverages offered for sale in Ontario’s publicly funded elementary and secondary schools for school purposes must comply with the requirements set out in the School Food and Beverage Policy, including the nutrition standards, by September 1, 2011.

The nutrition standards apply to all food and beverages sold in all venues (e.g., cafeterias, vending machines, tuck shops/canteens), through all programs (e.g., catered lunch programs), and at all events (e.g., bake sales, sports events).

The standards do not apply to food and beverages that are:

- offered in schools to students at no cost
- brought from home or purchased off school premises and are not for resale in schools
- available for purchase during field trips off school premises
- sold in schools for non-school purposes (e.g., sold by an outside organization that is using the gymnasium after school hours for a non-school-related event)
- sold for fundraising activities that occur off school premises
- sold in staff rooms.

WWW

For a copy of the School Food and Beverage Policy, including the nutrition standards, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



## **Exemption for Special-Event Days**

The school principal may designate up to ten days (or fewer, as determined by the school board) during the school year as special-event days on which food and beverages sold in schools would be exempt from the nutrition standards. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions.

Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the policy.

## **Additional Requirements**

The following requirements must also be met:

- School boards must comply with Ontario Regulation 200/08, “Trans Fat Standards”, and any other applicable regulations made under the Education Act.
- Principals must take into consideration strategies developed under the school board’s policy on anaphylaxis to reduce the risk of exposure to anaphylactic causative agents.
- Food and beverages must be prepared, served and stored in accordance with Regulation 562, “Food Premises”, as amended, made under the Health Protection and Promotion Act.
- School boards must ensure that students have access to drinking water during the school day.
- The diversity of students and staff must be taken into consideration in order to accommodate religious and/or cultural needs.

## Practices for Consideration

School boards and schools should take into consideration the following when food or beverages are sold or provided in schools:

- Offer, when available and where possible, food and beverages that are produced in Ontario.
- Be environmentally aware (e.g., reduce food waste, reuse containers, recycle food scraps).
- Avoid offering food or beverages as a reward or incentive for good behaviour, achievement or participation.

## The Nutrition Standards

The nutrition standards embody the principles of healthy eating outlined in *Canada's Food Guide*, and are intended to ensure that the food and beverages sold in schools contribute to students' healthy growth and development. The nutrition standards for food and beverages are set out within the following two sections:

### Nutrition Standards for Food

Food is divided into six groups (the first four food groups are from *Canada's Food Guide*):

- Vegetables and Fruit
- Grain Products
- Milk and Alternatives
- Meat and Alternatives
- Mixed Dishes
- Miscellaneous Items

### Nutrition Standards for Beverages

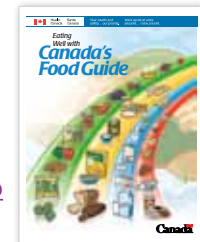
Beverages are divided into two groups:

- Elementary Schools
- Secondary Schools



Canada's Food Guide defines and promotes healthy eating for Canadians. For a copy, visit the Health Canada website at

[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)



**Categories: Healthiest (Sell Most), Healthy (Sell Less), and Not Permitted for Sale**

Detailed nutrition criteria have been established that food and beverages must meet in order to be sold in schools. The nutrition criteria are provided in the following categories:

Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted For Sale
<p>Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar, and/or sodium.</p>	<p>Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than food and beverages in the <i>Healthiest (Sell Most)</i> category.</p>	<p>Products in this category generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g., deep-fried and other fried foods, confectionery).</p>

For more information on the nutrition standards, see Appendix 2 – Understanding the Nutrition Standards.



## Steps to Categorizing Food and Beverages

To determine which category a specific food or beverage fits into, follow these three steps:

**STEP 1 – Compare the total fat and trans fat amounts (in grams) on your product’s Nutrition Facts table with the Trans Fat Standards.** If your product does not meet the Trans Fat Standards, it is *Not Permitted for Sale* – do not proceed to Step 2 (see Appendix 3 – Reading a Nutrition Facts Table).

**STEP 2 – Identify the group and sub-group in the nutrition standards that your product fits into** (see Appendix 4 – A-Z Food and Beverage List).

**STEP 3 – Compare the relevant information on your product’s food label (i.e., the Nutrition Facts table and ingredient list) with the nutrition criteria in the nutrition standards.** Your product will fit into one of the following categories: *Healthiest (Sell Most)*, *Healthy (Sell Less)*, or *Not Permitted for Sale*.

### Tip

The information on a Nutrition Facts table is based on a serving size. If the package size is different from the serving size, the nutrition criteria must be calculated in proportion to the package size to determine whether the package fits into the *Healthiest (Sell Most)*, *Healthy (Sell Less)* or *Not Permitted for Sale* category (e.g., if the serving size on the Nutrition Facts table is 250 ml, but the package size is 500 ml, you would have to multiply the nutrition criteria by 2 to determine which category the 500 ml package size fits into).\*

\* In secondary schools, milk can be sold in containers that hold multiple servings.

For examples of how to determine which category a food product fits into, see Appendix 5 – Categorizing Food and Beverages.

## The 80/20 Rule

Once you have determined which category your product fits into you will need to ensure that the products offered for sale in all venues, through all programs, and at all events meet the 80/20 rule.

**STEP 4 – Assess each venue, program and event to determine if the food and beverages offered for sale meet the 80/20 rule.**

When assessing the food and beverage choices offered for sale, remember:

- All food choices are assessed together.
- All beverage choices are assessed together.
- Food choices are assessed separately from beverage choices.

For example, if a tuck shop sells both food and beverages, 80% of the food choices and 80% of the beverage choices must fit the *Healthiest (Sell Most)* category.

If fewer than five food or beverage choices are offered for sale, all products must be *Healthiest (Sell Most)* choices to comply with the 80/20 rule.

### Tip

EatRight Ontario offers three easy ways to access healthy eating advice:

1. Talk to a Registered Dietitian toll-free at 1-877-510-5102
2. Send your question to “Email a Registered Dietitian” at [www.ontario.ca/eatright](http://www.ontario.ca/eatright)
3. Find healthy eating information online at [www.ontario.ca/eatright](http://www.ontario.ca/eatright)



The 80/20 rule applies to the number of products offered for sale, not the number of products sold.

Healthiest [Sell Most ( $\geq 80\%$ )]	Healthy [Sell Less ( $\leq 20\%$ )]	Not Permitted For Sale
<p>Products in this category must make up at least 80 per cent of all food choices and all beverage choices that are offered for sale in all venues, through all programs, and at all events.</p>	<p>Products in this category must make up no more than 20 per cent of all food choices and all beverage choices that are offered for sale in all venues, through all programs, and at all events.</p>	<p>Products in this category must not be sold in schools.</p>

For an example on how to calculate the 80/20 Rule, see Appendix 6 – Calculating the 80/20 Rule.

To help calculate the 80/20 Rule, see Appendix 7 – Venues, Programs and Events Assessment Tool.



**The Nutrition Standards Tool will:**

- assess compliance with the Trans Fat Standards
- assess a food or beverage choice against the nutrition standards
- categorize a food or beverage choice as *Healthiest (Sell Most)*, *Healthy (Sell Less)* or *Not Permitted for Sale*

To access the online Nutrition Standards Tool, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



## **QUALITY INSTRUCTION AND PROGRAMS**

## Quality Instruction and Programs

There are many valuable opportunities for students to learn about healthy eating in a school through classroom instruction, discussions and school events.

Teaching students about healthy eating should be:

- based on curriculum expectations
- consistent with the messages of *Canada’s Food Guide*.

Curriculum expectations for healthy eating are found in the program/curriculum documents listed below:

Program/Curriculum	Grades	Location in the Curriculum
Kindergarten, 2006 and Full-Day Early Learning – Kindergarten Program (Draft), 2010-11	Kindergarten	Personal and Social Development Health and Physical Activity
Health and Physical Education, Interim Edition, 2010 (Revised)	Grades 1-8	Healthy Living Living Skills Expectations
Social Studies, Grades 1-6; History and Geography, Grades 7 and 8, 2004	Grades 1-6	Heritage and Citizenship Canada and World Connections
Science and Technology, 2007	Grades 1,2,3,5,6 Grade 1	Understanding Life Systems Understanding Matter and Energy

### Tip

Consider the following questions when deciding which healthy eating resources to use.

Is the resource:

- ✓ **Credible?** Based on research from a reliable source.
- ✓ **Current?** Consistent with the messaging from *Canada’s Food Guide*.
- ✓ **Canadian?** Based on Canadian content (e.g., Canadian terminology, policies and research).
- ✓ **Connected?** Connected to the curriculum expectations and age-appropriate for the students in the class/program.

## Planning

Planning for healthy eating should be integrated in such a way that students receive consistent messages throughout all subject areas. Students should be given the opportunity to make connections between the concepts and skills taught in the Health and Physical Education curriculum, including the Living Skills expectations, and in other relevant curriculum areas. One way to achieve this is by developing a yearly plan; see Appendix 8 – Yearly Planning Template, which can help to:

- Develop a logical sequence of topics to be taught throughout the year.
- Align the messaging with *Canada's Food Guide*.
- Connect healthy eating instruction to relevant events throughout the year (e.g., nutrition month, classroom celebrations, school-wide events).
- Link events where food and beverages are sold or provided in either the classroom or the school with classroom instruction.
- Identify print and/or digital resources that can be used to teach healthy eating.
- Identify community partners who can support teaching and learning about healthy eating.
- Allocate adequate time for teaching healthy eating throughout the year.

### Tip

Some ways to allocate time for healthy eating include:

- Dedicating time for healthy eating in your classroom schedule.
- Integrating the teaching of healthy eating with other areas of the curriculum (e.g., Language, Mathematics).
- Linking the teaching of healthy eating with physical education.
- Encouraging students to explore topics related to healthy eating through various media (e.g., digital, print).
- Coordinating divisional/school-wide activities or events that focus on healthy eating.

## Teaching Healthy Eating with Sensitivity

It helps to consider in advance strategies for addressing topics that may arise when teaching healthy eating that need to be handled with sensitivity. The following are some potential topics and sample teaching tips.

**Access to healthy food** – considerations could include:

- Socio-economic status, which may influence the types of food students eat.
- Variable availability of healthy food and beverage products in the local community.
- Varying levels of awareness among parents of healthy eating practices.
- Varying levels of involvement students may have in decisions about what they bring to school to eat.

### Teaching Tips include:

- When assigning work related to healthy eating (e.g., student food logs), avoid making assumptions or judgements that all students have access to healthy food.
- Avoid checking student lunches/snacks in the classroom for healthy food.
- Make linkages with community partners (e.g., Public Health Unit) to provide healthy eating resources for families.
- Discuss with the principal strategies to work with parents to support healthy eating. This may include providing parents with information about *Canada's Food Guide*, shopping for healthy and local food, packing a healthy lunch, making affordable healthy lunches/snacks and working with picky eaters.

**Cultural and/or religious differences regarding food and beverage choices** – considerations could include:

- Students have a wide range of experiences with food and beverages from different cultures.
- Stereotypes and labelling may arise in relation to food preferences and habits.
- Certain food may be less likely to meet the School Food and Beverage Policy requirements.

**Teaching Tips include:**

- Be aware of the cultural and/or religious composition of the class/school.
- Avoid making assumptions about cultural food preferences or habits.
- Include cultural awareness and sensitivities in planning and classroom lessons.
- Use culturally representative materials (e.g., *Canada's Food Guide* adapted/translated for different cultures).
- Provide opportunities for students to share cultural and/or religious experiences related to food and beverages with the class (e.g., celebrate healthy food choices from different cultures, potluck lunches).
- Share with the students and families the steps being taken by Ontario's agri-food sector to grow culturally appropriate food in Ontario (e.g., bok choy in the Holland Marsh) as the province's population continues to become more diverse.



**Societal norms for an “ideal body”** – Society promotes unrealistic beliefs that thinness is healthy, easily achievable and attainable by all. Internalizing these stereotypes puts students at increased risk for body dissatisfaction and can set the stage for unhealthy eating or weight-related disorders. Considerations could include:

- Students who feel positive about their bodies find it easier to make decisions that promote good health.
- Weight-based teasing/bullying undermines positive mental health and emotional well-being.
- Students frequently talk about weight or shape.

**Teaching Tips include:**

- Emphasize that students can be healthy at a variety of body sizes and shapes (e.g., display images and use resources that show individuals with different body types).
- Avoid making assumptions that an underweight or overweight student is not eating healthy food and requires an intervention or that an average weight child is necessarily eating healthy food.
- Focus on health rather than weight, acknowledging that natural body development includes increases in weight and body fat.
- Watch for, discuss and address issues related to weight-based teasing/bullying or weight bias.
- Focus on teaching decision-making skills that can optimize healthy behaviours (e.g., media literacy, challenging peer norms about weight and shape, stress management).



## The Health and Physical Education Curriculum

The Health and Physical Education curriculum provides the strongest link to healthy eating in the elementary curriculum. The expectations in this curriculum help students acquire the knowledge and skills they need to develop, maintain and enjoy healthy lifestyles as well as to solve problems, make decisions and set goals that are directly related to their personal health and well-being.

Teachers are encouraged to consider how the concepts within the Healthy Living strand can be applied across the health topics. The main ideas from these overall expectations, which are consistent from Grades 1 through 8, include:

<b>C1. Understanding Health Concepts</b>	<b>C2. Making Healthy Choices</b>	<b>C3. Making Connections for Healthy Living</b>
Understanding the factors that contribute to healthy growth and development.	Applying health knowledge, making decisions about personal health and well-being.	Making connections to link personal health and well-being to others and the world around them.





## Living Skills

The integration of the Living Skills with the other components of the Health and Physical Education curriculum from Grade 1 through Grade 8 gives students an opportunity to develop, practise and refine these important skills as they mature. Examples of what learning about healthy eating may look like as it connects to the Living Skills include:

Personal Skills	Interpersonal Skills	Critical and Creative Thinking
<p><b>Self-Awareness and Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Awareness of how the body feels when hungry or full</li> <li>Awareness of personal eating patterns.</li> </ul> <p><b>Adaptive, Management and Coping Skills</b></p> <ul style="list-style-type: none"> <li>Planning food based on needs for the day (e.g., more food before or after a moderate to vigorous physical activity)</li> <li>Problem solving to figure out a solution if you are regularly hungry after school.</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Receiving information – listening to commercials, reading ingredient lists</li> <li>Interpreting information – comparing labels, analysing advertisements</li> <li>Sharing information about healthy food with families or peers; using negotiation or refusal skills, where needed.</li> </ul> <p><b>Relationship and Social Skills</b></p> <ul style="list-style-type: none"> <li>Respect for different cultures – different food, different preparation methods</li> <li>Leadership – role modelling healthy and balanced food choices.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Organizing a shopping list.</li> </ul> <p><b>Processing</b></p> <ul style="list-style-type: none"> <li>Considering impact of food – how will I feel after I eat certain food; will it help me or not?</li> <li>Considering impact of media messages.</li> </ul> <p><b>Drawing Conclusions/Presenting Results</b></p> <ul style="list-style-type: none"> <li>Posters, presentations, pamphlets about healthy eating.</li> </ul> <p><b>Reflecting and Evaluating</b></p> <ul style="list-style-type: none"> <li>Reflecting on a healthy eating goal – how is it going? What are you doing well; are changes needed?</li> </ul>

## Putting It All Together

Effective unit planning helps to establish quality learning opportunities for all students and provides opportunities to help construct their learning where appropriate. Some key considerations when planning a healthy eating unit include:

**Step 1** – Organize the unit. Two approaches include:

- Focusing on the overall expectations – instruction is organized around the overall expectations and specific health content is linked to them (e.g., a unit would focus on making healthy choices and students would demonstrate this through a variety of health-related topics).
- Focusing on a specific health-related topic (e.g., healthy eating) – instruction is organized around a health-related topic but captures the application emphasis of the overall expectations (e.g., a unit would focus specifically on the learning from more than one overall expectation, with healthy eating as the focus and making connections to other topics).

**Step 2** – Identify opportunities to connect Living Skills to the overall and specific expectations. Living Skills include:

- Personal skills (e.g., awareness of personal eating patterns).
- Interpersonal skills (e.g., communicating information about food needs and preferences, responding to social influences that affect eating habits).
- Critical and creative thinking (e.g., comparing food labels, analysing advertisements, planning how to purchase food based on a budget).

**Step 3** – Make connections to other curriculum areas – this can be done using the following approaches:

- Identify expectations in other subject areas (e.g., exploring how food and beverages are used in different cultural celebrations in Social Studies, identifying nutritious food as part of a healthy environment in Science and Technology) that specifically connect to the teaching of healthy eating.
- Identify opportunities to use healthy eating as examples when learning in other subject areas (e.g., reading books about making healthy choices in Language; sorting different food based on colour, size and shape in Mathematics).

The following pages include a primary, junior and intermediate example of how these three steps can be applied.

For blank templates, see Appendix 9 – Teaching Healthy Eating – Planning Templates.

## Grade 2 – Healthy Living

### Step 1

Healthy Living Learning Summary for Grade 2: Key Topics			
Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating		<b>C2.1</b> Canada's Food Guide – healthy growth <b>C2.2</b> Food choices (snacks, meals) [CT]	
Personal Safety and Injury Prevention	<b>C1.1</b> Personal safety – home and outdoors [PS] <b>C1.2</b> Food allergies	<b>C2.3</b> Standing up for yourself [PS, IS]	<b>C3.1</b> Relating to others [IS]
Substance Use, Addictions and Related Behaviours	<b>C1.3</b> Prescription/ non-prescription medicines		<b>C3.2</b> Medication, healthy alternatives [CT]
Growth and Development (1998)	See page 98 in <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (Revised)</i> at <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf</a>		

#### Teachers might ask...

What are the things to consider when choosing a healthy snack?

A student brings in homemade chocolate chip cookies that may contain peanuts for a celebration. All the students are pressuring a student with a peanut allergy to try one. How would you react if you were the student with a peanut allergy? How would you react if you were a student watching this happen?

#### Students might say...

A snack should give me energy. I know I should choose fresh vegetables and fruit most often since these are the healthiest choices.

Snacks with less sugar are better for my teeth.

No, I am not going to eat that cookie because I have an allergy to peanuts.

If he/she said they didn't want one, we have to respect their decision. This is really serious and we don't want anything bad to happen.

Grade 2 (continued)

**Step 2**

**Integrating Living Skills**

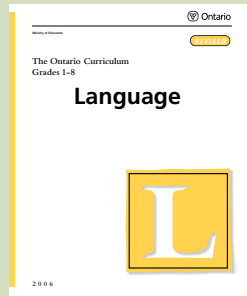
**Critical and Creative Thinking [CT]** – Explain why one type of food may be a healthier choice (e.g., deep-fried versus baked french fries).

**Personal Skills [PS]** – Identify what you need to do to stand up for yourself if you are being teased about a food choice.

**Step 3**

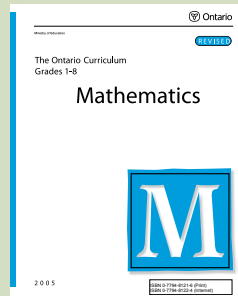
**Language – Example**  
(Writing, 2.5)

Students write a story identifying their favourite food and explaining why they chose this food. They can share their story with another student and ask them for their point of view about the food they chose.



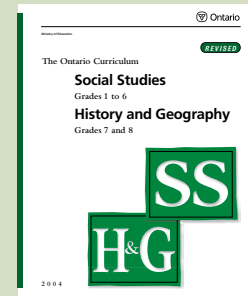
**Mathematics – Example**  
(Data Management and Probability, p. 51)

Students demonstrate their ability to organize vegetables and fruit into categories, by sorting and classifying them using two attributes simultaneously (e.g., by colour and shape).



**Social Studies – Example**  
(Traditions and Celebrations, p. 23)

Students explain how food and beverages are used in different cultural celebrations and how they contribute to the local community.



## Grade 6 – Healthy Living

### Step 1

Healthy Living Learning Summary for Grade 6: Key Topics			
Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating		<b>C2.1</b> Influences on healthy eating [CT] <b>C2.2</b> Eating cues and guidelines [PS]	<b>C3.1</b> Benefits of healthy eating/active living [CT]
Personal Safety and Injury Prevention		<b>C2.3</b> Safe and positive social interaction, conflict management [PS, IS]	<b>C3.2</b> Responsibilities, risks — care for self and others, safety practices [PS, IS]
Substance Use, Addictions and Related Behaviours	<b>C1.1</b> Effects of cannabis, illicit drugs <b>C1.2</b> Supports — substance use, addictive behaviours	<b>C2.4</b> Strategies, safe choices, influences, tobacco, alcohol, cannabis [CT]	
Growth and Development (1998)	See page 163 in <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (Revised)</i> at <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf</a>		

#### Teachers might ask...

How can you promote the benefits of healthy eating and active living at school?

If you are preparing a snack for yourself, what are some things to be aware of to stay safe?

#### Students might say...

I can lead by example. I can be a role model for younger students at recess by having a healthy snack like a piece of fruit and playing an active game like tag instead of standing around.

I need to make sure I use utensils like knives safely and make sure that when I am going to use the oven I let an adult know.

I also know that when I am preparing fresh food, I need to make sure it is washed and that the area I am using is clean.

Grade 6 (continued)

**Step 2**

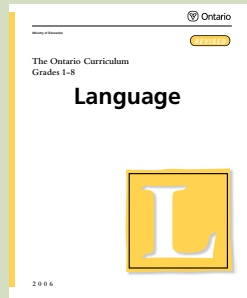
**Integrating Living Skills**

**Interpersonal Skills [IS]** – You are hosting a get-together with your friends. Make a list of the food and beverages you are going to have available. What things do you need to take into consideration before, during and after the get-together in order for everyone to feel comfortable and included?

**Step 3**

**Language – Example**  
(Writing, 1.1)

Students write a persuasive letter asking the school principal to look at a specific issue from a new point of view (e.g., fundraising for a year-end trip, selling healthier food in the tuck shop).



**Science and Technology – Example**  
(Understanding Life Systems, 2.1)

Students learn about the importance of establishing safety procedures that can impact their personal health and the health of others. Students explain why it is important to wash their hands before and after eating.



**Environmental Education – Example**  
(Acting Today, Shaping Tomorrow, p. 27)

Students grow a vegetable garden to learn appreciation and respect for the environment.



## Grade 8 – Healthy Living

### Step 1

Healthy Living Learning Summary for Grade 8: Key Topics			
Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	<b>C1.1</b> Nutrients	<b>C2.1</b> Food choices – criteria [CT]	<b>C3.1</b> Promoting healthy eating [CT]
Personal Safety and Injury Prevention	<b>C1.2</b> Reducing risk of injuries, death [CT]	<b>C2.2</b> Assessing situations for potential danger [CT]	<b>C3.2</b> Impact of violent behaviours; supports [CT]
Substance Use, Addictions and Related Behaviours	<b>C1.3</b> Warning signs, consequences	<b>C2.3</b> Mental health, stress management [PS]	
Growth and Development (1998)	See page 201 in <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (Revised)</i> at <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf</a>		

#### Teachers might ask...

Look at three products that we are thinking about selling in the tuck shop. Based on the Nutrition Facts table and ingredient list, which product would be the healthiest choice? Explain how you know.

Identify issues related to food safety to be aware of when preparing meals.

Identify the effects caffeine has on the body.

#### Students might say...

After checking each product, I found out that one was a *Healthiest (Sell Most)*, one a *Healthy (Sell Less)* because it had too much sodium, and one was *Not Permitted for Sale* because it did not have enough fibre. I would choose the *Healthiest (Sell Most)*.

I need to be aware of best before dates, how to use sharp utensils, and the need to clean surfaces when preparing food.

Having too much caffeine can increase my risk for behaviour changes related to anxiety, mood and attentiveness.

Grade 8 (continued)

**Step 2**

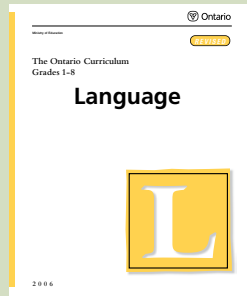
**Integrating Living Skills**

**Critical and Creative Thinking [CT]** – Look at the effect of consuming energy drinks. Consider their impact on your body. How might you feel if you drank them? Would they help you or not? Why?

**Step 3**

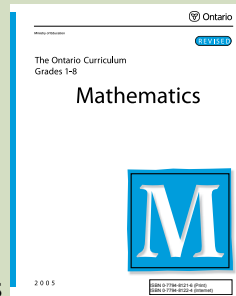
**Language – Example**  
(Media Literacy, I.3)

Students respond to and evaluate a series of newspaper stories on current events (e.g., availability of energy drinks for children, how the media portrays healthy bodies, the importance of healthy eating).



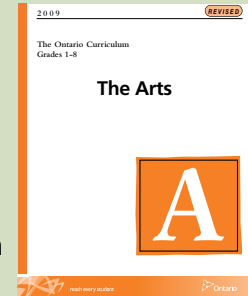
**Mathematics – Example**  
(Number Sense, p. 112)

Students identify and describe real-life situations involving two quantities that are directly proportional (e.g., the number of servings and the quantities in a recipe, the mass and volume of a substance).



**The Arts – Example**  
(Drama, B1.1)

Students use drama conventions such as conversations, mapping, or role on the wall to present to younger grades in the school on two opposing views/perspectives on a school/community issue (e.g., offering healthier food in the tuck shop, influence of the media).





## Cross-Curricular Learning

Cross-curricular learning provides opportunities to work towards meeting expectations for two or more subjects within a single unit or lesson. Teachers can use reading material about Health and Physical Education in their Language lessons. Similarly, Health and Physical Education lessons can be used as a vehicle for developing literacy skills.

Making connections related to healthy eating across curriculum areas helps:

teachers to:

- reinforce critical thinking through learning in different curriculum areas
- implement curriculum expectations efficiently
- develop rich assessment tasks focused on identified learning
- connect to the learning skills.

students to:

- acquire an in-depth understanding of the information
- practise the skills learned in one subject area in different contexts
- see connections and use related content and/or skills across subjects
- improve critical thinking through learning in different curriculum areas.

The example on the next page shows how making healthy choices can be integrated across different curriculum areas. Teachers could use some of the strategies suggested as they make connections to overall and specific expectations for the grade(s) they are teaching.



## Ideas for Integrating Healthy Eating with Environmental Education

Learning about the environment has been embedded across the curriculum and can help students understand how individual and collective behaviours affect the environment and how environmentally responsible lifestyles can contribute to healthy living. For example, as students learn about healthy eating, they will learn to make connections between the food they eat and how it is produced and transported.

Examples of expectations that support healthy eating while integrating learning about the environment include:

Early Learning	Primary	Junior	Intermediate
<p>Participate in environmentally friendly activities in the classroom and the schoolyard (e.g., plant and tend to plants; use local products for snack time).</p> <p><i>Full-Day Early Learning – Kindergarten Program (Draft), 2010-11 – Science and Technology, 3.4</i></p>	<p>Explain how local fresh food and food from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, naan, wild game, fish) can be used to expand their range of healthy eating choices.</p> <p><i>Health and Physical Education, Interim Edition, 2010 (Revised) – Grade 3, Healthy Living, C3.1</i></p>	<p>Assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (e.g., the perspectives of food manufacturers, consumers, landfill operators, people concerned about the environment), and make a case for maintaining the current level of use of the product or for reducing it.</p> <p><i>Science and Technology, 2007 – Grade 5, Matter and Energy, 1.2</i></p>	<p>Demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of food, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices.</p> <p><i>Health and Physical Education, Interim Edition, 2010 (Revised) – Grade 7, Healthy Living, C3.1</i></p>



For more environmental education-related curriculum expectations and opportunities, visit *The Ontario Curriculum, Grades 1-8 Environmental Education Scope and Sequence of Expectations* at [www.edu.gov.on.ca/eng/curriculum/elementary/enviro18curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/enviro18curr.pdf)

## Ideas for Integrating Healthy Eating with Financial Literacy

As students learn about healthy eating, they can also be developing knowledge and skills related to financial literacy in a number of curriculum areas. There are opportunities to link learning about healthy eating to discussions and learning about needs and wants, budgeting, saving, spending and consumer awareness. For example, students can develop media awareness and critical consumer skills as they analyse food advertising. They can examine the nutrients and costs of homemade food, packaged food and restaurant food. There are many curriculum expectations and opportunities that could be used to make connections to the School Food and Beverage Policy while integrating learning about financial literacy.

Examples of expectations that support healthy eating while developing financial literacy knowledge and skills include:

Junior	Intermediate
<p>As students are learning to think critically and draw inferences, they may examine how food advertising, food labels and health promotion campaigns:</p> <ul style="list-style-type: none"> <li>use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters)</li> </ul> <p><i>Language, 2006 – Grade 4, Media Literacy, 1.2</i></p>	<p>As students are learning to solve problems that require conversions, teachers can make links to discussions of healthy food choices and cost:</p> <ul style="list-style-type: none"> <li>solve problems that require conversion between metric units of measure (e.g., millimetres and centimetres, grams and kilograms, millilitres and litres) (Sample problem: At Andrew’s Deli, cheese is on sale for \$11.50 for one kilogram. How much would it cost to purchase 150 g of cheese?)</li> </ul> <p><i>Mathematics, 2005 – Grade 7, Measurement, p. 101</i></p>



## **SOCIAL ENVIRONMENT**

## Social Environment

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A supportive social environment provides students with a wide range of opportunities to be involved in activities related to healthy eating. These activities impact positively on students' learning by helping to extend the learning from the classroom and provide students with opportunities to:

- be actively involved in healthy eating activities in the school (e.g., healthy lunch/snack programs)
- participate in healthy eating decisions in the classroom and school (e.g., help to develop healthy eating guidelines for the class/school, provide input into what will be sold in different venues, programs and events)
- take on a leadership role and work with school staff, other students, parents and community partners to establish and maintain healthy schools initiatives (e.g., establish a healthy eating club).



## Establishing Classroom Routines

Establishing and maintaining routines that are age-appropriate and meet the specific needs of students in the class will assist in developing a supportive social environment. In order to foster a shared sense of ownership, involve students in the development of these routines.

Consider the following:

- Encourage and model environmentally friendly practices in the classroom (e.g., litterless lunches, recycling, composting, reducing food waste).
- Provide students with adequate time to eat and opportunities to interact positively with peers.
- Allow students to keep water at their desk or establish routines for students to get drinks throughout the day.
- Include images representing a variety of body types in the classroom and school.

## Rewards and Incentives

It is important for students to establish a healthy relationship with food and beverages early and for these messages to be reinforced throughout their lifetime. When students receive food and/or beverages as a reward or incentive for good behaviour, achievement or participation, they may develop unhealthy associations with food.

Alternative rewards or incentives include:

- Public Acknowledgement/Recognition (e.g., praise in the classroom, P.A. announcement, divisional/school assembly, posting picture/work on a classroom or school bulletin board for others to see).
- Certificates to recognize the achievements of students (e.g., classroom certificate signed by the teacher, school certificate signed by the principal).
- Activities for students to participate in outside of classroom time (e.g., physical activity time, computer time, listening to music).
- Special Responsibilities (e.g., class leader for the day, principal or teacher helper).
- Other Items (e.g., stickers, school supplies, physical activity equipment, books).

## School Activities and Clubs

Some school activities and clubs for students focus specifically on food (e.g., breakfast club, cooking club, healthy schools club) while others may use food for a variety of purposes (e.g., science club, school band, basketball team, student council, intramural activities).

Activities and clubs help extend student learning from the classroom to areas of personal interest. It is important to ensure the messages communicated through these activities and clubs are consistent with the messages in the curriculum and the requirements of the School Food and Beverage Policy.

Examples of student clubs directly related to healthy eating include:

**Healthy Schools Club** – focuses on using the Foundations for a Healthy School framework to determine what the school is currently doing to promote school health and what more can be done. If a school determines that healthy eating is a priority, it can identify an activity in one or more of the components (e.g., Quality Instruction and Programs, Physical Environment, Social Environment and Community Partnerships) to implement in the school.

**Healthy Eating Club** – focuses specifically on the establishment of a healthy eating environment in the school. Areas that this club can focus on include: making recommendations on the types of food that will be sold on lunch days and in the tuck shop, helping to organize and run special food days in the school, designing posters and making PA announcements promoting healthy eating.



### Tip

Activities and clubs can influence students' attitudes and behaviour related to food choices. As a result, it is important for school staff and volunteers in charge to:

- Establish a positive environment where all students feel welcome and are encouraged to participate (e.g., welcome cultural and/or religious diversity, ensure the focus is on healthy choices and not weight).
- Involve students in the planning and the organization of activities (e.g., have students provide input and feedback, make connections to activities done at home and in the community).
- Use food and beverages that meet the nutrition standards when planning activities involving food (e.g., discuss the criteria of the nutrition standards, have students develop the menu, determine if the food and beverages meet the nutrition standards and the 80/20 rule).



**Food Preparation Club** – focuses on food preparation skills and could promote healthy eating practices. Areas that this club can focus on include: reading and understanding Nutrition Facts tables, planning balanced meals, handling food safely, appreciating the origins of food and using locally grown food.

**Breakfast, Lunch and Snack Programs (Subsidized)** – provide students with the opportunity to enjoy a healthy breakfast, lunch or snack at school at a reduced or no cost. These programs can also promote healthy eating messages and provide students with opportunities to gain awareness of proper food preparation skills.

- Student Nutrition Programs (SNP) – provide students with meals and snacks. This can be a great way to promote healthy eating and is accessible to all students where the program is offered. Students have an opportunity to learn about healthy food choices, enjoy healthy foods in a social setting with peers and gain energy for learning.

WWW

For more information on Ontario's Student Nutrition Program, visit the Ministry of Children and Youth Services website at [www.children.gov.on.ca](http://www.children.gov.on.ca)



## Communicating Healthy Eating Messages

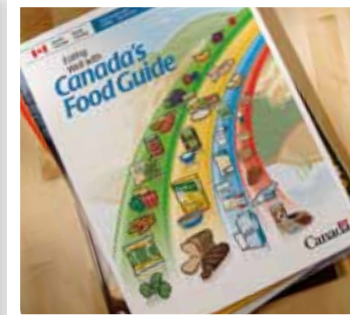
It is important for schools to establish effective ways to communicate healthy eating information to the entire school community. It is also important to have images and information (e.g., signs, posters, articles, student work) that are consistent with the messages taught in the curriculum.

These methods may include:

- Media (e.g., school website, electronic message board, bulletin board, newsletter, display case)
- Resources and Information (e.g., *Canada's Food Guide*, tips for food safety, anaphylaxis policy, calendar that shows the seasonal availability of Ontario-grown food, importance of healthy eating)

### Tip

Posting healthy eating reminders in the areas where students purchase food helps to reinforce the messages taught in the curriculum and encourages healthy decision making.



## Fundraising Activities

The nutrition standards in the School Food and Beverage Policy apply to food and beverages sold as part of a fundraising activity (e.g., bake sale, school bazaar), unless the activity:

- takes place off school premises (e.g., community centre, at home)
- occurs on one of the school's special-event days.

There are many alternatives to using food and/or beverages for fundraising. Listed below are a few other examples:

- Active events (e.g., dance-a-thon, walk-a-thon, winter carnival)
- Community and family engagement (e.g., movie night, family book exchange, school play)
- School spirit (e.g., pyjama day, twin day, school spirit wear)
- Seasonal (e.g., flowers/bulbs, wreaths, greeting cards)
- Other items (e.g., discount coupon books, magazines)

When organizing a fundraising activity involving food and/or beverages, it is important to:

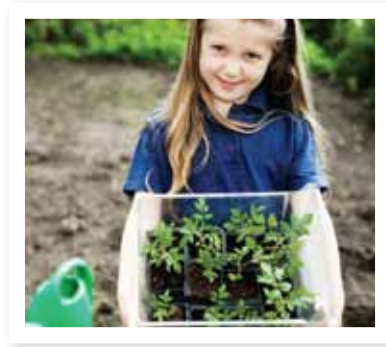
- Know the school and school board fundraising policies/guidelines and the School Food and Beverage Policy requirements.
- Discuss with the principal the current fundraising activities going on in the school and potential fundraising options for your class.
- Determine if you are going to schedule your fundraising activity on a special-event day. If so, ensure the principal supports the activity.
- Identify ingredients (e.g., ask parents/manufacturer for the ingredient list) to ensure that the food and beverages being sold do not contain any items to which students are allergic.
- Inform parents through newsletter inserts or the school website about the *Bake It Up!* resource if you are holding a bake sale.

### Tip

*Bake It Up!* includes over 20 recipes for healthier baked goods that meet the School Food and Beverage Policy's *Healthiest (Sell Most)* category. The recipes are clear, simple to use, use easy-to-find ingredients and have been parent and student tested.



To access a copy, visit the Nutrition Resource Centre website at [www.nutritionrc.ca/resources/nrc-english.html](http://www.nutritionrc.ca/resources/nrc-english.html)



## **PHYSICAL ENVIRONMENT**

## Physical Environment

The physical environment enhances opportunities for students to develop healthy behaviours and improve conditions for learning. A healthy physical environment includes:

- furnishings and areas designated in the school environment where students can eat (e.g., clean area)
- equipment and materials related to the preparation and serving of food
- appropriate areas to store food and beverages in the classroom/school
- areas for students to wash and sanitize their hands (e.g., soap and water, hand sanitizer).

To identify where food and beverages are present in the school, see Appendix 10 – Physical Environment Tracking Sheet.

### Allergy-Safe School Environments

Anaphylaxis is a serious allergic reaction that can be life threatening. Sabrina’s Law – An Act to Protect Anaphylactic Pupils helps to protect students with life-threatening allergies and to create a safe and healthy school environment. Sabrina’s Law requires every school board to establish and maintain an anaphylaxis policy and every school principal to develop individual plans for pupils with an anaphylactic allergy. It is essential that school board staff, including teachers who have direct contact with students at risk for anaphylaxis on a regular basis throughout the school day, are aware of the issues they face and are equipped to respond appropriately in the event of an emergency.



WWW

For additional information on how to maintain an allergy-safe school environment, visit the Ministry of Education’s Healthy Schools website at [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)

## Safe Food Handling

Schools and classrooms often use food and beverages as part of classroom instruction, celebrations and activities. It is important to remember that food-borne illnesses are always a possibility when food is prepared, handled and stored, and students are easily affected by contaminated food.

When preparing food in the classroom, it is important to:

- include food safety as part of the lesson
- use age-appropriate utensils
- teach and model proper food preparation and handling skills.



### Tip

Teachers and school staff who have questions about food safety should contact their local Public Health Unit to discuss food safety requirements.

For additional information on how to assist in maintaining safe food and beverages, visit the Ministry of Health and Long-Term Care's website at [www.health.gov.on.ca/english/public/pub/foodsafe/foodhandl.html](http://www.health.gov.on.ca/english/public/pub/foodsafe/foodhandl.html)



## **COMMUNITY PARTNERSHIPS**

## Community Partnerships

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Working with community partners will help to provide students with additional perspectives and experiences on healthy eating. This will reinforce information taught through the curriculum and help build students' knowledge and skills to make positive decisions about healthy eating.

### Identifying Potential Community Partners

There are many local, provincial and national partners available to support the teaching of healthy eating in the classroom and school. Consider conducting a needs assessment to determine what resources the school already has and areas of need related to healthy eating.

Community partners you may consider include:

- Parents with expertise in gardening, cooking or food preparation.
- Public Health Units, which can provide access to health professionals such as registered dietitians, health promoters, nurses, and public health inspectors. Public Health Units are mandated under the 2008 Ontario Public Health Standards to work with school boards and/or schools on topics related to healthy eating.
- Local businesses in the school neighbourhood, city/town, school board boundary, or region (e.g., grocery stores, restaurants, long-term care facilities, food banks or farmers' markets).
- Agri-food organizations, which can help to generate a better understanding of Ontario's agriculture sector, including benefits of choosing Ontario food.
- Non-government organizations focused on healthy eating, nutrition and chronic disease prevention.
- Food service providers that staff the cafeteria or run lunch or snack programs for the school.
- Post-secondary institutions, such as universities and colleges offering nursing, dentistry, tourism and hospitality, culinary arts, food production/manufacturing, nutrition/dietetics.

#### Tip

Use the following checklist to identify potential community partners:

- ✓ Consult with your principal and fellow staff about community partners who are available to assist with healthy eating in the classroom or school.
- ✓ Look for potential community partners through local directories and/or web-based resources.



## Working with Community Partners

### Tip

There are many important factors to consider when selecting a community partner. Use the following questions to guide the selection of community partners and determine whether they would be a good fit in the classroom and/or school.

- ✓ What resources are available (e.g., print, web-based, guest speakers)?
- ✓ Are the resources consistent with the curriculum expectations for your grade(s)?
- ✓ Are the resources aligned with the messaging from *Canada's Food Guide*?
- ✓ Are the resources available on the dates and times you will need them?
- ✓ Does the community partner have the capacity to meet the needs of the number of classes/students in the school?
- ✓ If the community partner charges a fee, does it fit within your budget?

Once you have selected a community partner, consider the following:

- Communicate information about the school to assist with the planning process (e.g., contact person, existing programs in the school or community, community partners, cultural and religious diversity, infrastructure that can be used).
- Identify your specific needs (e.g., grades/division to work with, number of students, time commitment).
- Schedule visits across multiple classrooms or the entire school to maximize the community partner's involvement.
- Ask for copies of resources that will be used and talk to the presenters/facilitators prior to their visit to ensure that the materials and messages are aligned with the school/board policies, the curriculum and *Canada's Food Guide*.
- Inform parents when the community partner will be coming into the class/school and the purpose of the visit.



**HEALTHY EATING THROUGH THE YEAR**

## Healthy Eating Through the Year

This section provides monthly support for the teaching of healthy eating in elementary schools. Each month begins with a reflective question to support teachers and students to think about integrating learning, making connections and building skills for healthy eating throughout the year. Both divisional and school-wide healthy eating ideas have been provided for each month. The learning experiences suggested “In the Classroom” are intended to spark ideas that support integrating learning about healthy eating throughout the year, and the learning experiences suggested “In the School” are a great opportunity to coordinate divisional or school-wide activities and include ideas that can extend the learning from the classroom to the school community. Teachers are encouraged to carry topics over from month to month and to use ideas at any time of the year in response to the needs and interests of the students and to align with planning across the curriculum.



Additional information includes:

- possible focus areas and health promotion days (based on Health Canada’s Calendar of Health Promotion Days) that can provide ideas for healthy eating activities each month in the classroom, division or school
- a list of Ontario-grown vegetables and fruit that are in season each month.\*

*\* Seasonal availability may fluctuate due to changes in growing seasons (e.g., weather and soil conditions). Availability dates may change by several weeks for rare varieties and/or based on weather conditions.*

WWW

For additional information about health-related days, weeks and months, visit Health Canada’s Calendar of Health Promotion Days at [www.hc-sc.gc.ca/ahc-asc/calend/index-eng.php](http://www.hc-sc.gc.ca/ahc-asc/calend/index-eng.php)

## September

### Building Thinking Skills

How does the physical and social environment in your classroom support and encourage healthy eating?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>begin to develop self-regulation skills by providing opportunities for students to determine when to have a healthy snack.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>show what packing a healthy lunch looks like with classmates.</li> <li>learn about what food and beverages are healthy choices.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>discuss the importance of eating a healthy breakfast and list some healthy choices they could have.</li> <li>use Nutrition Facts tables to compare the nutrition content of similar food and beverage products.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>participate in an event focused on physical activity and make connections with healthy eating and overall health benefits.</li> <li>identify credible sources of information about healthy eating and community partners who can help.</li> </ul>

## September

### In the School – Back to School BBQ

When planning your back to school BBQ, check to see if the food and beverages being sold meet the requirements of the School Food and Beverage Policy. This is a great way to start off the year with a healthy family get-together.

#### Health Promotion Days

Breakfast for Learning Month  
World School Milk Day

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Artichoke, Asian Vegetables, Beans, Beets, Bok Choy, Broccoli, Brussels Sprouts, Cabbage, Carrots, Cauliflower, Celery, Corn, Cucumbers, Eggplant, Garlic, Leeks, Lettuce, Mushrooms, Onions, Parsnips, Peppers, Potatoes, Radishes, Rapini, Rutabaga, Snow Peas, Spinach, Sprouts, Squash, Sweet Potatoes, Tomatoes, Zucchini

**Fruit:** Apples, Blueberries, Crabapples, Grapes, Muskmelons, Nectarines, Peaches, Pears, Plums, Raspberries, Strawberries (day neutrals), Watermelon

## October

### Building Thinking Skills

How can you help your students develop the self-regulation skills to make their own choices connected to healthy eating?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>• use a variety of fall vegetables and fruit as a basis for an inquiry.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>• bring in their favourite vegetable and/or fruit to the class and talk about its taste, smell, feel, size and shape.</li> <li>• talk about or visit a farm and identify the food that is being grown and harvested and how it can be used.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>• discuss how they make food choices in various settings at home, at school, at the arena, at a store.</li> <li>• develop a menu for a family celebration that includes using food from all four food groups, and determine the cost of the meal.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>• talk about or visit a grocery store and identify where food products are placed in the store and how products are packaged and priced.</li> <li>• prepare an announcement about their favourite Ontario vegetable or fruit, describing why they chose it and outlining its health benefits.</li> </ul>

## October

### In the School – The Big Crunch Day

Have all students in the school learn about the importance of healthy eating and locally grown food (e.g., apples, pears, carrots) and culminate with a school-wide “Big Crunch Day”. Students participate in activities throughout the day related to locally grown food and healthy eating. Designate a time during the day when all students bite into a fruit or vegetable at the same time.

### Health Promotion Days

International Walk to School Month  
World Food Day

### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Artichoke, Asian Vegetables, Beans, Beets, Bok Choy, Broccoli, Brussels Sprouts, Cabbage, Carrots, Cauliflower, Celery, Corn, Cucumbers, Eggplant, Garlic, Leeks, Lettuce, Mushrooms, Onions, Potatoes, Parsnips, Peppers, Radishes, Rapini, Rutabaga, Spinach, Sprouts, Squash, Sweet Potatoes, Tomatoes, Zucchini

**Fruit:** Apples, Crabapples, Cranberries, Pears, Plums, Strawberries (day neutrals)

## November

### Building Thinking Skills

When planning instruction, what strategies can you use to integrate learning about healthy eating across the curriculum?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>compare, sort and classify food and beverages at the snack centre. The data collected could be used to develop a class graph to be discussed.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>describe or illustrate one family dinner and identify the food groups that are represented from <i>Canada's Food Guide</i>.</li> <li>practise proper hand-washing technique before and after eating.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>identify food and beverages that are sources of key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals).</li> <li>identify food safety practices that should be used when preparing a meal.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>bring in traditional family recipes and discuss their family traditions and the ingredients used in their recipes.</li> <li>identify food safety practices that should be used when preparing their recipes.</li> </ul>



## November

### In the School – Healthy Schools Club

Start a healthy schools club where students from each grade can provide input about events and activities to make the school healthier. Parents and community partners can also be invited to be part of this club. When the club identifies a new healthy schools initiative, the school can apply to be recognized as part of the Healthy School Recognition Program. Visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools) for more information on the Healthy Schools Recognition Program.

### Health Promotion Days

World Diabetes Day  
National Child Day

### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Asian Vegetables, Beets, Bok Choy, Brussels Sprouts, Cabbage, Carrots, Cauliflower, Cucumbers\*, Garlic, Leeks, Lettuce\*, Mushrooms, Onions, Parsnips, Peppers\*, Potatoes, Radishes, Rutabaga, Sprouts, Squash, Sweet Potatoes, Tomatoes\*

**Fruit:** Apples, Crabapples, Pears

\* greenhouse grown

## December

### Building Thinking Skills

How can you work with parents as partners to connect instruction about healthy eating at school with learning at home?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>contribute to decisions about what food and beverages to stock the classroom store in the dramatic play centre.</li> <li>encourage their customers at the classroom store centre to make healthy choices.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>bring in healthy food and beverages for a class celebration.</li> <li>learn about school snacks from around the world and their origins.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>organize a class celebration and determine the types of food and beverages that should be included.</li> <li>use the Nutrition Standards Tool to determine which category of the School Food and Beverage Policy a specific food or beverage fits into.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>promote healthy eating within the school, home and community through posters, collages or e-message boards.</li> <li>discuss current issues related to healthy eating in the school or community (e.g., making changes in what is sold in the school, buying locally produced vegetables and fruit).</li> </ul>

## December

### In the School – Food from Around the World

Ask students and their families to prepare food and/or beverages from their culture to share at an evening event. Each family can provide a brief description of the food and/or beverage and share it with the class or division.

#### Health Promotion Days

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Beets, Cabbage, Carrots, Cucumbers\*, Garlic, Leeks, Lettuce\*, Mushrooms, Onions, Parsnips, Peppers\*, Potatoes, Rutabaga, Sprouts, Squash, Sweet Potatoes, Tomatoes\*

**Fruit:** Apples, Pears

\* greenhouse grown

## January

### Building Thinking Skills

How can you help students to take ownership for their healthy eating choices within the factors they can control?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>inquire about how their food choices change in the winter and contribute to a class song to represent these changes.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>start an indoor garden in the classroom with a small number of seeds, watch the plants grow and discuss the changes over time.</li> <li>list characteristics of their favourite food or beverage and have other students in the class guess what they have described.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>make a New Year's resolution about being healthy and active by identifying areas of strength and areas for improvement.</li> <li>create a comic strip showing someone making a healthy food choice.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>write a short story about making a healthy eating decision and share with a younger grade.</li> <li>interview an individual about their experiences with food (e.g., chef, cook, parent, dietitian, grandparent) and the importance of making healthy choices, and share their interview with the class.</li> </ul>

## January

### In the School – New Year’s Event

Challenge each class to come up with a healthy eating announcement, skit or song to promote living a healthy active life in the new year. Provide time at a divisional/school-wide assembly for each class to share their announcement, skit or song.

### Health Promotion Days

Family Literacy Day

### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Beets, Cabbage, Carrots, Cucumbers\*, Garlic, Leeks, Lettuce\*, Mushrooms, Onions, Parsnips, Potatoes, Rutabaga, Sprouts, Squash, Sweet Potatoes

**Fruit:** Apples, Rhubarb

\* *greenhouse grown*

## February

### Building Thinking Skills

How do you role-model healthy eating practices and attitudes to support positive body image and self-esteem for students?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>participate in a variety of indoor and outdoor physical activities that increase their heart rate and talk about the factors that contribute to making their heart healthy.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>identify the steps to making a healthy food choice and role-play times when they have made a healthy food choice.</li> <li>talk to their parents about their favourite recipe and identify which of the four food groups the ingredients fit into.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>identify the factors that affect heart health and list activities they can do to keep their heart strong.</li> <li>write a newspaper article about healthy active living for the class/school newsletter.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>organize stations for a winter carnival, including a healthy eating station.</li> <li>identify the characteristics that make an individual healthy, emphasizing that individuals of all shapes and sizes can be healthy.</li> </ul>

## February

### In the School – Winter Carnival

Have students organize and participate in a variety of stations promoting winter activities. Students from different grades participate on a team and rotate to the different stations. At least one station should be a food and/or beverage station providing students with healthy food choices and some information about the food they are eating.

### Health Promotion Days

Heart Month  
Eating Disorder Awareness Week

### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Beets, Cabbage, Carrots, Cucumbers\*, Garlic, Leeks, Lettuce\*, Mushrooms, Onions, Parsnips, Potatoes, Rutabaga, Sprouts, Squash, Sweet Potatoes

**Fruit:** Apples, Rhubarb

\* *greenhouse grown*

## March

### Building Thinking Skills

How can you help students develop self-awareness and self-monitoring skills with respect to their eating habits?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>make signs to advertise healthy choices in the classroom store in the dramatic play centre and discuss the strategies they used to make their signs.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>talk about locally produced vegetables and fruit and encourage students to share food from their culture.</li> <li>make a commercial or skit about a food product and outline the food, its benefits and other interesting facts.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>develop a menu and prepare food for a healthy class breakfast.</li> <li>examine different media advertisements related to food and beverages and identify the techniques used and their impact on the consumer.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>examine meals from a variety of restaurants using online nutrition information and use the Nutrition Standards Tool to see which category of the School Food and Beverage Policy they would fit into.</li> <li>develop an advertisement/announcement for a healthy food that is produced in Ontario.</li> </ul>



## March

### In the School – School Snack Day

Encourage students to make one of the recipes from the *Bake it Up!* resource with their family. Have the students discuss what they learned about preparing the food with their family and how it tasted.

#### Health Promotion Days

National Nutrition Month

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Beets, Cabbage, Carrots, Cucumbers\*, Lettuce\*, Mushrooms, Onions, Parsnips, Peppers\*, Potatoes, Rutabaga, Sprouts, Squash, Sweet Potatoes, Tomatoes\*

**Fruit:** Apples, Rhubarb

\* greenhouse grown

## April

### Building Thinking Skills

What environmentally friendly practices are reflected in your classroom in relation to healthy eating? What more could be done to enhance this learning for students?

### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>role-play about helping a parent/guardian in the kitchen and pretend to make/cook a healthy meal.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>discuss the importance of oral health and dental hygiene.</li> <li>explain how local fresh food and food from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, fish) can be used to expand their range of healthy eating choices.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>create a meal plan for their family that includes healthy choices and food from all four food groups.</li> <li>examine the packaging of a variety of food and beverage products and develop recommendations for companies to reduce the use of excess packaging.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>conduct research on the Canadian food chain (e.g., from farm to table) and present their findings to the class.</li> <li>develop skits about how they make healthy decisions about food choices and the factors that influence them, and share with younger grades or the whole school.</li> </ul>

## April

### In the School – Litterless or Boomerang Lunch Day

To promote environmental awareness, have the entire school hold a litterless or boomerang lunch day. Discuss with students ways of reducing excess packaging and have students bring products that do not produce a lot of waste.

#### Health Promotion Days

Oral Health Month  
Earth Day  
World Health Day

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Beets, Cabbage,  
Carrots, Cooking Onions,  
Cucumbers\*, Lettuce\*,  
Mushrooms, Parsnips, Peppers\*,  
Rutabaga, Sprouts, Sweet  
Potatoes, Tomatoes\*

**Fruit:** Apples, Rhubarb

\* greenhouse grown

## May

### Building Thinking Skills

How can you help students connect what they are learning about healthy eating to overall learning about healthy active living?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>plant a variety of seeds and observe the growth over time. Discuss the factors that help a plant grow.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>experiment with serving sizes for food and beverages using different measuring cups, bowls and containers.</li> <li>describe how seeds grow and outline what is needed to help a seed to grow into a vegetable or fruit.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>identify ingredients in food and beverage products that can cause allergic reactions and understand what to look for on food labels.</li> <li>write healthy eating poems and use print media from a variety of sources to select descriptive words.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>bring in recipes for healthy snacks that can be used to develop a class recipe book.</li> <li>role-play how to respond to the signs and symptoms of an allergic reaction.</li> </ul>

## May

### In the School – School Garden

Plant a school garden and have each class take turns caring for it. Each class would help maintain the garden and provide updates to the school through announcements and newsletters. At the end of the year, students could have a school celebration using some of the food grown.

#### Health Promotion Days

Canada Health Day  
Food Allergy Awareness Month

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Asparagus, Carrots, Cooking Onions, Cucumbers\*, Lettuce\*, Mushrooms, Peppers\*, Radishes, Rutabaga, Spinach, Sprouts, Sweet Potatoes, Tomatoes\*

**Fruit:** Apples, Rhubarb, Strawberries (day neutrals)

\* greenhouse grown

## June

### Building Thinking Skills

What opportunities do students have to promote healthy eating in the classroom, the school, the home and the community?

#### In the Classroom

Early Years	Primary	Junior	Intermediate
<p>Have students:</p> <ul style="list-style-type: none"> <li>go on a small-group or class walk to observe and collect information around the school about healthy eating and physical activity, and use pictures to represent their findings.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>survey classmates/other classes to determine their favourite healthy food and graph the results for the class.</li> <li>role-play a restaurant setting with a menu with a variety of choices, determine which food they would purchase and use play money to pay for their meal.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>identify a variety of different vegetables that are in season, where they can be purchased and which ones are grown locally.</li> <li>organize and host a food fair for the class/division.</li> </ul>	<p>Have students:</p> <ul style="list-style-type: none"> <li>invite a community partner into the class or visit a farmers' market and talk about how food is grown, transported and distributed and the benefits of eating locally produced food products.</li> <li>identify safe food preparation practices that they should remember during the summer.</li> </ul>

## June

### In the School – School Activity Day

Include a healthy eating station on a school-wide activity day. At least one station should be a food and/or beverage station providing students with healthy food and beverage choices for the summer and some information about the food they are eating.

#### Health Promotion Days

Safe Kids Week

#### Availability of Ontario-grown Vegetables and Fruit

**Vegetables:** Asian Vegetables, Asparagus, Beans, Bok Choy, Broccoli, Cabbage, Cauliflower, Cucumbers, Lettuce, Mushrooms, Onions, Peas, Peppers\*, Radicchio, Radishes, Rutabaga, Spinach, Sprouts, Sweet Potatoes, Tomatoes\*

**Fruit:** Apples, Cherries, Rhubarb, Strawberries

\* greenhouse grown

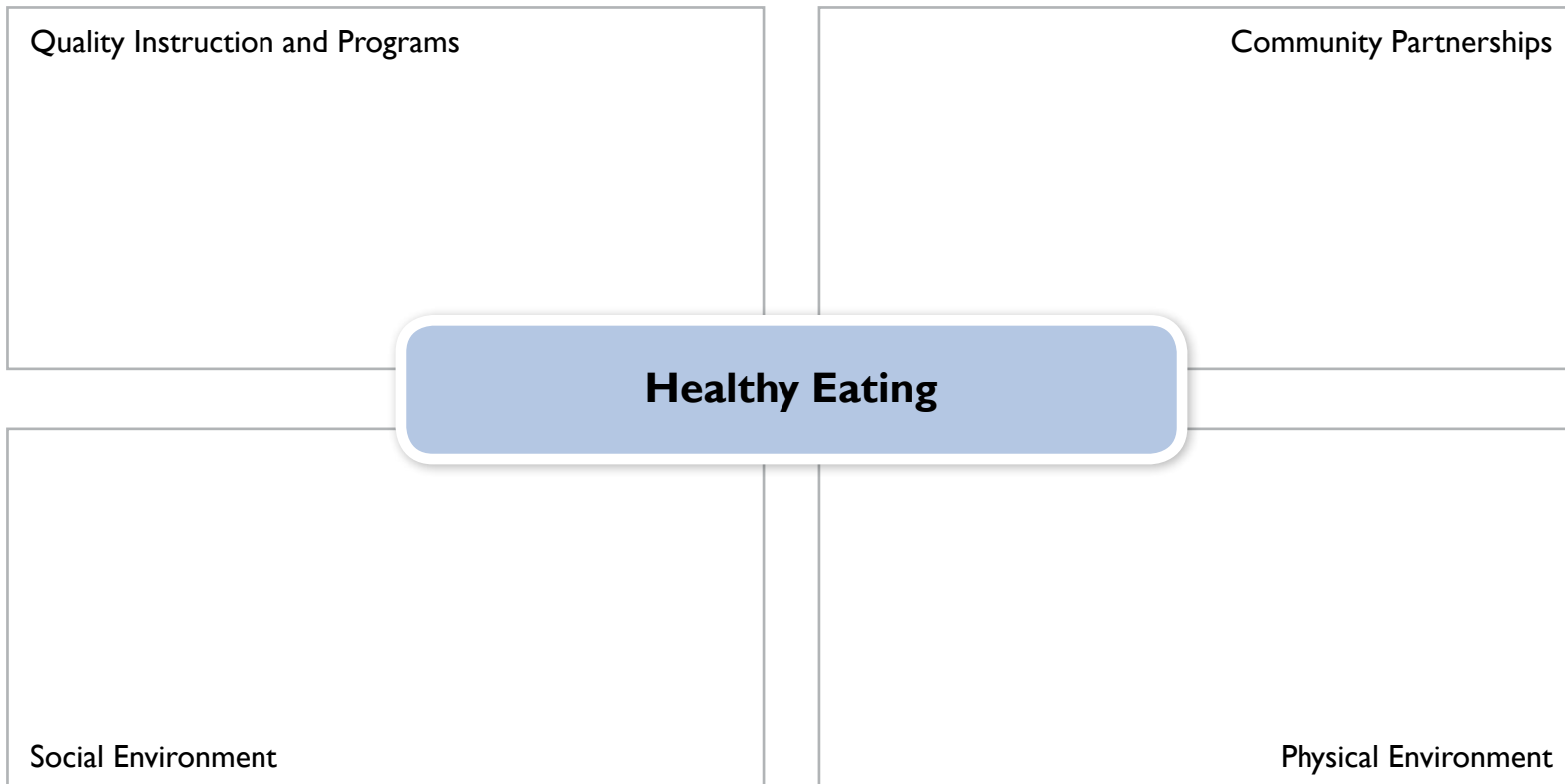


## **APPENDICES**



## Identifying Healthy Schools Activities

Before you determine which new healthy eating initiatives you will do in your school, it is helpful to identify the activities that currently exist. Use this template to list the activities related to healthy eating currently underway in your classroom/school/division.



## Understanding the Nutrition Standards

**Food or Beverage Group**

**Tips**  
generic tips for each food or beverage group

**The Categories**

**VEGETABLES AND FRUIT**

- Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.
- See the section "Nutrition Standards for Beverages" for the nutrition criteria for vegetable and fruit juices and juice blends.
- Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbecuing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

	Healthiest [Sell Most (≥80%)]	Healthy [Sell Less (≤20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Fresh, Frozen, Canned, and Dried Vegetables and Fruit</b>	<p>Vegetable or fruit (or water) is the first item on the ingredient list and Fat: ≤ 3 g and Saturated fat: ≤ 2 g and Sodium: ≤ 360 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Fresh or frozen vegetables with little or no added salt</li> <li>• Fresh or frozen fruit with no added sugar</li> <li>• Canned vegetables</li> <li>• Canned fruit packed in juice or light syrup</li> <li>• Unsweetened apple sauce</li> <li>• Some low-fat frozen potato products, including French fries</li> <li>• Some dried fruit and 100% fruit leathers*</li> </ul>	<p>Vegetable or fruit (or water) is the first item on the ingredient list and Fat: ≤ 5 g and Saturated fat: ≤ 2 g and Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Some dried fruit and 100% fruit leathers</li> <li>• Lightly seasoned or sauced vegetables and fruit</li> <li>• Some prepared mixed vegetables</li> </ul>	<p>Sugar** is the first item on the ingredient list or Fat: &gt; 5 g or Saturated fat: &gt; 2 g or Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Vegetable and fruit products prepared with higher amounts of fat, sugar, and/or salt, including deep-fried vegetables</li> <li>• Some packaged frozen and deep-fried potato products, including hash browns and French fries</li> <li>• Some fruit snacks made with juice (e.g., gummies, fruit rolls)</li> </ul>

*Nutrition standards continued on the next page*

Nutrition standards continued from previous page

	Healthiest [Sell Most (≥80%)]	Healthy [Sell Less (≤20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Sub-Group</b> products with a similar nutrient profile	<b>Canned Tomatoes and Tomato-Based Products</b>  Fat: ≤ 3 g and Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>Some whole, crushed, or diced tomatoes</li> <li>Some pasta sauce</li> </ul>		Fat: > 3 g or Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>Whole, crushed, or diced tomatoes that are higher in fat or sodium</li> <li>Pasta sauce that is higher in fat or sodium</li> </ul>
<b>Nutrition Criteria</b> specific nutrient levels for each sub-category	<b>Vegetable and Fruit Chips</b>  Fat: ≤ 3 g and Saturated fat: ≤ 2 g and Sodium: ≤ 240 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>Some lower-fat, lower-sodium vegetable chips (e.g., potato, carrot)</li> <li>Some lower-fat, lower-sodium fruit chips (e.g., banana, apple, pear)</li> </ul>	Fat: ≤ 5 g and Saturated fat: ≤ 2 g and Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>Some vegetable chips (e.g., potato, carrot)</li> <li>Some fruit chips (e.g., banana, apple, pear)</li> </ul>	Fat: > 5 g or Saturated fat: > 2 g or Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>Some vegetable chips that are higher in fat or sodium</li> <li>Some fruit chips that are higher in fat or sodium</li> </ul>
<b>Examples</b> some common products that may fit into the sub-group			
<b>Footnotes</b> additional explanatory notes identified in the nutrition criteria and examples	* Food high in sugars and starches (natural or added) can leave particles clinging to the teeth and put dental health at risk. Vegetable and fruit choices of particular concern include fruit leathers, dried fruit, and chips (potato or other). It is suggested that these foods be eaten only at meal times and that foods that clear quickly from the mouth be eaten at snack times, such as fresh (raw or cooked), canned, or frozen vegetables or fruit.  ** Look for other words for sugar, such as glucose, fructose, sucrose, dextrose, dextrin, corn syrup, maple syrup, cane sugar, honey, and concentrated fruit juice.		

## Reading a Nutrition Facts Table

To apply the nutrition standards, you will have to read the food label. In Canada, the food label is mandatory on pre-packaged food and beverages, with some exceptions (e.g., in-store bakery items).

A food label includes two mandatory components:

- **The Nutrition Facts table**
- **The ingredient list**

### Core Nutrients

The 13 core nutrients are mandatory in the Nutrition Facts table and are always listed in the same order.

### Ingredient List

In this example, whole grain wheat is the first ingredient. The first ingredient on the ingredient list is sometimes used to determine how a product fits into the nutrition standards.

Nutrition Facts	
Per 4 crackers (20 g)	
Amount	% Daily Value
<b>Calories</b> 90	
<b>Fat</b> 3 g	5%
Saturated Fat 0.5 g	8%
+ Trans Fat 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 132 mg	6%
<b>Carbohydrate</b> 14 g	5%
Fibre 2 g	8%
Sugars 2 g	
<b>Protein</b> 2 g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 4%

Ingredients: whole grain wheat including the germ, vegetable oil, salt

### Serving Size

Apply the nutrition standards to the serving size listed on the Nutrition Facts table.

### % Daily Value

Use the % Daily Value (DV) to determine if a product has a little or a lot of a nutrient. The % DV is also helpful in making comparisons between products.

### Trans Fat

The formula to determine if a food or beverage product meets the trans fat requirement is:

$$\frac{\text{Trans Fat (g)}}{\text{Fat (g)}} \times 100 = \% \text{ of fat from trans fat}$$

Source: Interactive Nutrition Label – Get the Facts, [www.hc-sc.gc.ca/afn-an/label-etiquet/nutrition/cons/inl\\_flash-eng.php](http://www.hc-sc.gc.ca/afn-an/label-etiquet/nutrition/cons/inl_flash-eng.php) 2005. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2010.

## A-Z Food and Beverage List

Below is a sample list of food and beverages commonly sold in elementary schools.

Use the A-Z Food and Beverage List to identify the group and sub-group in the nutrition standards to which your product belongs. Refer to the appropriate section in the School Food and Beverage Policy to find the nutrition criteria for your product.

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Bagels	Grain Products	Bread
Bannock	Grain Products	Bread
Bread, any variety	Grain Products	Bread
Brownies	Grain Products	Baked Goods
Candy	Miscellaneous Items	Confectionery – <i>Not Permitted for Sale</i>
Cereal bars, any variety	Grain Products	Baked Goods
Cheese, any variety	Milk and Alternatives	Cheese
Chocolate bars	Miscellaneous Items	Confectionery – <i>Not Permitted for Sale</i>
Cookies, any variety	Grain Products	Baked Goods
Crackers, any variety	Grain Product	Grain-Based Snacks
Corn chips	Grain Products	Grain-Based Snacks
Cream cheese	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Deli meat, any variety	Meat and Alternatives	Deli (Sandwich) Meat
Doughnuts	Grain Products	Baked Goods
Energy drinks	Beverages	Energy Drinks – <i>Not Permitted for Sale</i>
English muffins	Grain Product	Bread

<b>Food or Beverage</b>	<b>Nutrition Standards – Group</b>	<b>Nutrition Standards – Sub-Group</b>
Granola bars, any variety	Grain Products	Baked Goods
Hamburger	Meat and Alternatives	Fresh and Frozen Meat
Hot chocolate	Beverages	Hot Chocolate
Juice, fruit	Beverages	Juices or Blends:Vegetable or Fruit
Kefir	Milk and Alternatives	Yogurt/Kefir
Ketchup	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Milk, any variety	Beverages	Milk and Milk-Based Beverages
Muffins, any variety	Grain Products	Baked Goods
Naan	Grain Products	Bread
Pancakes	Grain Products	Baked Goods
Pasta	Grain Products	Pasta, Rice, and Other Grains
Pizza	Mixed Dishes With a Nutrition Facts Table	Entrées
Potato chips	Vegetable and Fruit	Vegetable and Fruit Chips
Quinoa	Grain Products	Pasta, Rice, and Other Grains
Rice cakes, any flavour	Grain Products	Grain-Based Snacks
Sandwiches	Mixed Dishes With a Nutrition Facts Table	Entrées
Vegetables, fresh or frozen, any variety	Vegetable and Fruit	Fresh, Frozen and Canned Vegetables and Fruit
Water, plain	Beverages	Water
Yogurt	Milk and Alternatives	Yogurt/Kefir

## Categorizing Food and Beverages

Use these two Nutrition Facts tables as a reference, then apply the three-step process.

### Example 1 – Hot Dog Bun

Nutrition Facts	
Per 47 g (1 bun)	
Amount	% Daily Value
<b>Calories</b> 120	
<b>Fat</b> 1 g	2%
Saturated Fat 0 g	0%
+ Trans Fat 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 280 mg	12%
<b>Carbohydrate</b> 23 g	8%
Fibre 1 g	4%
Sugars 2 g	
<b>Protein</b> 4 g	
Vitamin A	0%
Vitamin C	0%
Calcium	4%
Iron	10%

**INGREDIENTS:** Enriched wheat flour, water, glucose-fructose/sugar, yeast...

### Step 1 – Calculate Trans Fat

$$\frac{\text{Trans Fat}}{\text{Total Fat}} = \frac{0}{1} \times 100 = 0\%$$

### Step 2 – Identify the Group and Sub-Group

This hot dog bun is in the **Grain Products** Group and the **Bread** Sub-Group.

### Step 3 – Compare

	Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale
Ingredient List		Whole grain is <b>not</b> the first ingredient	
Saturated Fat = 0g	≤ 2 g	≤ 2 g	> 2 g
Sodium = 280mg	≤ 240 mg	≤ 480 mg	> 480 mg
Fibre = 1g	≥ 2 g		

**This hot dog bun is a *Healthy (Sell Less)* product.**

## Example 2 – Baked Potato Chips

Nutrition Facts	
Per 28 g (1 bag)	
Amount	% Daily Value
<b>Calories</b> 120	
<b>Fat</b> 3 g	5%
Saturated Fat 0.5 g	3%
+ Trans Fat 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 210 mg	9%
<b>Carbohydrate</b> 21 g	7%
Fibre 2 g	7%
Sugars 3 g	
<b>Protein</b> 2 g	
Vitamin A	0%
Vitamin C	4%
Calcium	4%
Iron	0%

### Step 1 – Calculate Trans Fat

$$\frac{\text{Trans Fat}}{\text{Total Fat}} = \frac{0}{3} \times 100 = 0\%$$

### Step 2 – Identify the Group and Sub-Group

These baked potato chips are in the **Vegetables and Fruit** Group and the **Vegetable and Fruit Chips** Sub-Group.

### Step 3 – Compare

	Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale
Fat = 3g	≤ 3 g	≤ 5 g	> 5 g
Saturated Fat = 0.5g	≤ 2 g	≤ 2 g	> 2 g
Sodium = 210mg	≤ 240 mg	≤ 480 mg	> 480 mg

These baked potato chips are a **Healthiest (Sell Most)** product.



## Calculating the 80/20 Rule

**Example – Basketball Tournament** – An elementary school is hosting a basketball tournament and will be selling food and beverages to students and parents. Below are the items that will be offered for sale.

Food Choices	Beverage Choices
<ul style="list-style-type: none"> <li>• Apples [<i>Healthiest (Sell Most)</i>]</li> <li>• Baked Potato Chips [<i>Healthiest (Sell Most)</i>]</li> <li>• Whole Grain Cereal Bars [<i>Healthiest (Sell Most)</i>]</li> <li>• Pizza Slices (whole grain crust, lower fat cheese and vegetable toppings) [<i>Healthiest (Sell Most)</i>]</li> <li>• Popcorn [<i>Healthy (Sell Less)</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Bottled Water [<i>Healthiest (Sell Most)</i>]</li> <li>• 100% Apple Juice 250 ml [<i>Healthiest (Sell Most)</i>]</li> <li>• 1% Milk 250 ml [<i>Healthiest (Sell Most)</i>]</li> </ul>
<p>Total number of choices = <u>5</u>  <i>Healthiest (Sell Most)</i> choices = <u>4 (80%)</u>  <i>Healthy (Sell Less)</i> choices = <u>1 (20%)</u>  <i>Not Permitted for Sale</i> choices = <u>0</u></p>	<p>Total number of choices = <u>3</u>  <i>Healthiest (Sell Most)</i> choices = <u>3 (100%)</u>  <i>Healthy (Sell Less)</i> choices = <u>0 (0%)</u>  <i>Not Permitted for Sale</i> choices = <u>0</u></p>

The food choices meet the 80/20 rule since 4 of the 5 choices (80%) are from the *Healthiest (Sell Most)* category and there are no food products from the *Not Permitted for Sale* category.

The beverage choices also meet the 80/20 rule since all 3 choices (100%) are from the *Healthiest (Sell Most)* category.

**This event meets the 80/20 rule requirement.**

## Venues, Programs and Events Assessment Tool

Fill out one of these forms for each program, venue and event where food and/or beverages are offered for sale.

### Part A – Information

Date of Analysis: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Are you assessing a (check one):  Program  Venue  Event

Name of the Program/Venue/Event: \_\_\_\_\_

### Part B – Food Inventory and Category

Product Name	Group	Sub-Group	Category Rating		
			Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale

### Part C – Beverage Inventory and Category

Product Name	Group	Sub-Group	Category Rating		
			Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale

### Part D – Assessment

Food Choices	Beverage Choices
Total number of choices = _____ Healthiest (Sell Most) choices = _____ = _____% Not Permitted for Sale choices = _____	Total number of choices = _____ Healthiest (Sell Most) choices = _____ = _____% Not Permitted for Sale choices = _____

Does the program, venue or event comply with the School Food and Beverage Policy?  Yes  No

### Part E – Next Steps

If No, outline your next steps to comply with the School Food and Beverage Policy.

## Yearly Planning Template

**Teaching Healthy Eating** Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
School-Wide Events										
Curriculum Units										
Teacher's Guide, Learning Resources										
Linkages to Other Health Topics and Living Skills										
Linkages to Other Curriculum Areas										
Community Partnership Opportunities										
Other Opportunities										

## Teaching Healthy Eating – Planning Templates

Grades 1–8

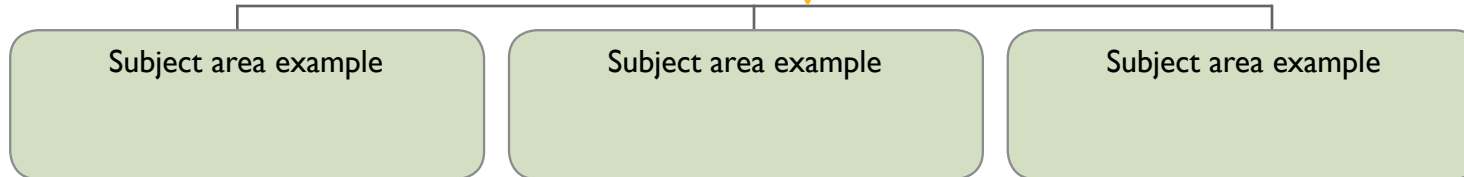
**STEP 1** – Start with the Healthy Living strand

Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living	Teachers might ask...	Students might say...
Healthy Eating					
Personal Safety and Injury Prevention					
Substance Use, Addictions and Related Behaviours					
Growth and Development (1998)					

**STEP 2** – Integrate the Living Skills

Personal Skills [PS]	Interpersonal Skills [IS]	Critical and Creative Thinking [CT]
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**STEP 3** – Make connections to other curriculum areas



**Kindergarten**

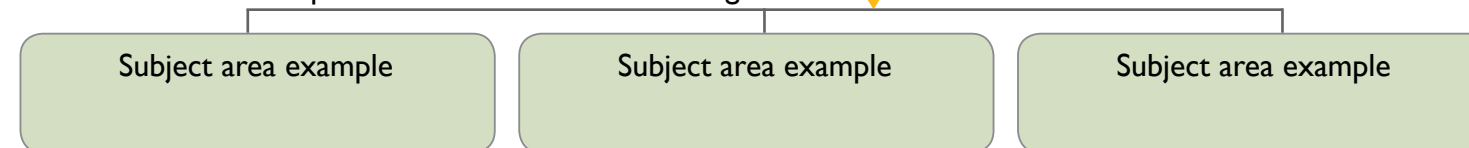
**STEP 1 – Start with Health and Physical Activity**

<b>Big Idea: Children make healthy choices and develop physical skills</b>		<b>Making Connections</b> Have intentional interactions with children by...
1.1 begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (e.g., choose a balance of active and quiet activities throughout the day; remember to go to the snack centre; drink water when thirsty)		
1.2 investigate the benefits of nutritious food (e.g., nutritious snacks, healthy meals, food from various cultures) and explore ways of ensuring healthy eating (e.g., buying nutritious food for meals, avoiding food to which they are allergic)		
1.3 practise and discuss appropriate personal hygiene that promotes personal, family, and community health		
1.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (e.g., acting in response to inappropriate touching; seeking assistance from block parents, 911, playground monitors; identifying substances that are harmful to the body)		
1.5 discuss what makes them happy and unhappy, and why		

**STEP 2 – Help children make connections by:**

Saying	Doing	Representing
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**STEP 3 – Connect inquiries to other Areas of Learning**



## Physical Environment Tracking Sheet

Use the template to identify the areas in the school where food and beverages are present.

Area	Student Eating Area	Food and/or Beverages Used for Curriculum Instruction	Food and Beverages Offered/Sold	Food Preparation Area	Food Storage Area
Classroom (e.g., lab, homeroom)					
Cafeterias/lunchrooms					
Emergency food cupboard					
Tuck shop					
Staff room					
Vending machines					
Hallways					
Kitchen					
Gymnasium					
Outdoors (e.g., recess/play area)					
School garden					
Other					

## NOTES

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