

Teaching Nutrition in Saskatchewan Concepts and Resources Grades 1 - 3

*Developed by:
Public Health Nutritionists of Saskatchewan*

The purpose of *Teaching Nutrition in Saskatchewan: Concepts and Resources* is to provide credible Canadian based nutrition information and resources. The Guide was developed using the Saskatchewan Health Education Curriculum (2010) accessed from www.curriculum.gov.sk.ca/

The **Nutrition Concepts and Resources** section, found on Pages 3-12, in this resource, identifies nutrition concepts and resources relating to grade-specific provincial health education curriculum outcomes. These lists only refer to the curriculum outcomes that have an obvious logical association to nutrition. They are only suggestions and not exclusive.

The **Nutrition Background Information** section, found on Pages 13-30, provides educators with current and reliable Canadian healthy eating information. Several content based information sheets are included in this section.

NOTE: Although every effort has been made to ensure the website addresses included in this document are up to date and accurate, due to the dynamic nature of the internet, some hyperlinks may change and no longer be active over time. If this has occurred, try searching for the resource on the internet through a search engine such as Google. It is possible the resource still exists, but has a different web link.

Before getting started, check out some of these tips for teaching nutrition from Bright Bites Ontario brightbites.ca/tips-for-teaching-nutrition/

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Table of Contents

	Page
Nutrition Concepts and Resources	
<u>Grade 1</u>	4
<u>Grade 2</u>	7
<u>Grade 3</u>	11
Nutrition Background Information	13
<u>Canada’s Food Guide</u>	14
<u>Healthy Daily Eating Habits</u>	15
<u>“Choose Most Often” and “Choose Sometimes” Foods</u>	16
<u>Food Experiences</u>	17
<u>Factors Influencing Food Choices</u>	20
<u>Go, Grow and Glow</u>	22
<u>Water and Other Beverages</u>	23
<u>Weight Bias</u>	24
<u>Food Tracking</u>	26
<u>Vitamins and Minerals and Immunity</u>	27
<u>Family Meals</u>	29
<u>Taking Action on Healthy Eating</u>	30

This resource was developed by the School Age Committee of the Public Health Nutritionists of Saskatchewan

To reach a public health nutritionist in your area, contact your local health authority. Saskatchewan Health Authority contact information for different areas is available at www.saskhealthauthority.ca/Services-Locations/Pages/Home.aspx

Nutrition Concepts and Resources

Grades 1-3

NOTE:

Although every effort has been made to ensure the following website addresses are updated and accurate, due to the dynamic nature of the internet, some hyperlinks may no longer be active. If this has occurred, try searching for the resource by name on the internet through a search engine such as Google.

Health Education - Grade 1

Focus: Healthy behaviours, healthy relationships, pedestrian/street safety and healthy sense of self

Perspective: Building on what I already know

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.

Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p><u>USC 1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</u></p>	<p>What is Healthy Eating?</p> <ul style="list-style-type: none"> ■ “Choose Most Often” and “Choose Sometimes” foods: common and respectful language to talk about healthy behaviours. ■ Healthy Daily Eating Habits: the importance of regularly timed meals and snacks. 	<p>Nutrition Background Information: <i>Canada’s Food Guide</i> p.14; <i>“Choose Most Often” and “Choose Sometimes” Foods</i> p.16; <i>Healthy Daily Eating Habits</i> p.15</p> <p>Hamilton Public Health Services. Nutrition Resources for After School Programs. www2.hamilton.ca/NR/ronlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf. <i>Healthy Eating Placemats</i> p. 4; <i>Food Rainbow</i> p. 5; <i>Everyday Foods and Sometimes Foods</i> p.6; <i>Food Buzz</i> p. 18; <i>Put a Rainbow on your plate</i> p.22</p> <p>Mission Nutrition. www.missionnutrition.ca/eng/educators/kto1.html. Grades K-1; Missions 1 and 2: <i>Blast of Healthy Eating</i>; <i>Start Your Day the Healthy Way</i></p> <p>Ontario Public Health Association (OPHA). Discover Healthy Eating: A Teacher’s Resource For Grades 1-8. opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>One of these doesn’t belong</i>; <i>Food Station Game</i>; <i>Colouring Maze</i>, <i>Breakfast wall hanging</i>; <i>Concentration</i>; <i>Talking vegetables and fruit</i>; <i>Snack talk</i> p.41-45</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play. <i>Grade 1: Lessons 1-6</i>, p.44-88</p>
	<p>Food Experiences</p> <ul style="list-style-type: none"> ■ enable children to explore a variety of healthy foods in a positive environment 	<p>Nutrition Background Information: <i>Food Experiences</i> p.17</p> <p>Alberta Health Services www.albertahealthservices.ca/nutrition/Page2918.aspx. <i>Grade 1 Designer Cereal Box</i> p. 21; <i>Using Your Senses – Try It You My Like It</i> p. 28</p> <p>Ecosource. Rerooted in Play - Activity Guide. ecosource.ca/wp-content/uploads/ReRooted-Publication-Feb2015.pdf</p> <p>Hamilton Public Health Services. Nutrition Resources for After School Programs. www2.hamilton.ca/NR/ronlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf. <i>Veggie and fruit bingo</i>; <i>That Makes Scents</i> p.13; <i>Taste Tests</i> p. 17; <i>Mystery Can</i> p.19; <i>Psychic Powers</i> p. 20</p> <p>OPHA. Discover Healthy Eating: A Teacher’s Resources for grades 1-8. opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Mystery box</i>, <i>show and tell food</i>, <i>tasting station</i>, <i>Breakfast potluck</i>, <i>snacks of the world</i>, <i>A class-Y Snack</i> p.41-44 <i>Snazzy Snacks</i>, p.61; <i>Supermarket Trip</i>, p.63</p> <p>Power to Play Kindergarten: <i>The Great Food Experiment</i> p.17</p>

Health Education - Grade 1 Continued

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.

Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<u>USC 1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</u>	Opportunities for and Barriers to Healthy Eating	<p>Nutrition Background Information: <i>Factors Influencing Food Choices</i> p.20</p> <p>Alberta Health Services. www.albertahealthservices.ca/nutrition/Page2918.aspx. (Grade 1) <i>Family Food Choices</i> p. 25</p> <p>Media Smarts mediasmarts.ca/ <i>Looking at Food Advertising; Eating Under the Rainbow</i></p> <p>OPHA. Discover Healthy Eating: A Teacher's Resource for grades 1-8. opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Celebration of Foods</i> p.44</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play. (Grade 1) <i>It's Party Time</i> p. 90-92</p>
	Go, Grow and Glow <ul style="list-style-type: none"> ■ describes nutrients in food and how they influence the body and why you need different foods. 	<p>Nutrition Background Information: <i>Go, Grow and Glow</i> p.22</p> <p>Alberta Health Services. Nutrition Resource Kit: www.albertahealthservices.ca/nutrition/Page2918.aspx. (Grade 1) <i>Body Foods</i> p.22</p> <p>Bright Bites. brightbites.ca/paint-plate-lesson-plan-grade-1-im-hungry/. <i>Paint Your Plate Lesson Plan Grade 1 - I'm Hungry</i></p> <p>Mission Nutrition www.missionnutrition.ca/eng/educators/2to3.html. (Grade 2-3, Mission 3) <i>Food to Grow, Go and Glow</i></p>
	Beverages to Quench Thirst	<p>Nutrition Background Information: <i>Water and Other Beverages</i> p.23</p> <p>Bright Bites. Water at School Toolkit. brightbites.ca/wp-content/uploads/Water-at-school-toolkit_Rev_July_2016.pdf. <i>Passport to Hydration Scavenger Hunt</i> p.8-9</p> <p>Canada's Food Guide. A Resource for Educators and Communicators www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/educators-communicators.html. <i>Beverages</i> p. 28-29</p>
<u>USC1.5 Explore the association between a healthy sense of self and one's positive connection with others and the environment.</u>	Healthy Bodies Come in Different Shapes and Sizes	<p>Nutrition Background Information: <i>Weight Bias</i> p.24</p> <p>Alberta Health Services. Nutrition Resource Kit www.albertahealthservices.ca/nutrition/Page2918.aspx. (Grade 1) <i>This is Me Silhouette</i> p.44</p> <p>Mission Nutrition. www.missionnutrition.ca/eng/educators/kt01.html. (Grade K-1, Mission 1) <i>One of a kind Amazing Bodies</i></p>

Health Education - Grade 1 Continued

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p><u>USC1.5 Explore the association between a healthy sense of self and one's positive connection with others and the environment.</u></p>	<p>Where Food Comes From - cont'd</p>	<p>Agriculture in the Classroom - Little Green Thumbs www.littlegreenthumbs.org/</p> <p>Agriculture in the Classroom Resources aitc.sk.ca/educational-resources/find-order-resources</p> <p>Ag Scape. agscape.ca/resources. <i>Healthy Eating Habits Gr 1 Health and Physical Education</i></p> <p>Alberta Health Services. Nutrition Resource Kit www.albertahealthservices.ca/nutrition/Page2918.aspx. (Kindergarten) <i>How Does Your Garden Grow? P.27.</i></p> <p>Big Crunch Challenge - Saskatchewan Health Authority and REACH www.rghealth.ca/service-lines/master/files/9059356_8_The%20Big%20Crunch%20Aug%202017%20Educator%20Pkg%20(Regina).pdf, CHEP www.chep.org/en/programs/the-big-crunch.</p> <p>Book link: <i>Growing Vegetable Soup</i> by Lois Ehlert</p> <p>FoodShare. foodshare.net/program/educator/. Lesson Plans: <i>Can you dig it?; Pollination Patrol; Roots and Shoots; The Big Crunch</i></p> <p>Kids Stir. kidstir.com/where-food-comes-from-game/. <i>Where food Comes From</i></p> <p>OPHA. Discover Healthy Eating: A Teacher's Resource for grades 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Where Food Comes From</i> p. 13, 94; <i>Show and Tell Food</i> p.41</p> <p>Saskatchewan Vegetable Growers' Association. www.svga.ca/images/pdfs/GrowingChart082514.pdf. SK Local Foods list</p>
	<p>Culture Influencing our Sense of Self</p>	<p>Nutrition Background Information: <i>Factors Influencing Food Choices</i> p.20</p> <p>Alberta Health Services. www.albertahealthservices.ca/nutrition/Page2918.aspx. (Grade 1) <i>Family Food Choices</i> p. 25</p> <p>Book Links: <i>My Mom Loves Me More than Sushi</i> by Filomena Gomes; <i>Yoko</i> by Rosemary Wells</p> <p>Hamilton Public Health Services. Nutrition Resources for After School Programs www2.hamilton.ca/NR/rdonlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf. <i>International Food Passports</i>, p.12</p>

Health Education - Grade 1 Continued

Health Education Goal 2: Make informed decisions based on health related knowledge.		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p><u>DM 1.1 Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours and a healthy sense of self</u></p>	<p>Food Tracking Activities</p>	<p>Nutrition Background Information: <i>Food Tracking</i> p.26</p> <p>Action Schools BC www.actionschoolsbc.ca/ (registration required): <i>Canada's Food Guide Serving Sizes for Vegetables and Fruit Placemat, Collect Your Colours Vegetable and Fruit Extension Activity</i>,</p> <p>Manitoba physical and Health Education. Healthy Lifestyle Practices www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr1-healthy.pdf. (<i>Grade 1 Journal Activity</i> p.113.</p> <p>Hamilton Public Health Services. Nutrition Resources for After School www2.hamilton.ca/NR/rdonlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf Programs <i>Breakfast Bonanza</i>, p. 15</p>

Health Education Goal 3: Apply decisions that will improve personal health and or the health of others.		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p><u>AP1.1 Apply the steps of Stop, Think and Do (with guidance) to develop healthy behaviours and a healthy sense of self.</u></p>		

Health Education - Grade 2

Focus: Connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety and diversity

Perspective: Discovering connections between self and wellness

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p><u>USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</u></p>	<p>Healthy Daily Eating Habits</p>	<p>Nutrition Background Information: <i>Canada's Food Guide</i> p.14, "Choose Most Often" and "Choose Sometimes" foods p.16 and <i>Healthy Daily Eating Habits</i> p.15</p> <p>Action Schools BC www.actionschoolsbc.ca/resources/?initialFilter=Curricular%20Competencies:1:Healthy%20and%20Active%20Living. (Registration required): <i>Colour Your Plate Activity Gr 3, Edible Plant Parts Activity Gr 2.</i></p> <p>Manitoba physical and Health Education. Healthy Lifestyle Practices www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr1-healthy.pdf. (grade 1) <i>Food Guide Rainbow; Foods in Canada's Food Guide, Nutrition Run</i>, p.118.</p> <p>OPHA. Discover Healthy Eating A Teacher's Resource for grades 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Canada's Food Guide Review; Bean Bag Toss; Food variety; Food Group Shuffle; Mixed Dishes; Breakfast Discussion; Pack a Lunch; Breakfast Role-Play; Designer Cereal Box; Music Activity; Healthy Lunches Help You Grow</i> p. 59-66</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play. (Grade 2) <i>Snacks for an Active Body; Aim for Two</i>, p. 134</p>
<p><u>USC2.2 Determine how healthy snacking practices influence personal health</u></p>	<p>Role of water in being healthy</p>	<p>Nutrition Background Information: <i>Water and Other Beverages</i> p.23</p> <p>Action Schools BC (registration required). www.actionschoolsbc.ca/resources/?initialFilter=Curricular%20Competencies:1:Healthy%20and%20Active%20Living. <i>Choose Your Drinks Wisely Activity Gr 3</i></p> <p>Manitoba physical and Health Education. Healthy Lifestyle Practices www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr2-healthy.pdf. (grade 2) <i>Fluid Facts</i> p.132</p> <p>Mission Nutrition. www.missionnutrition.ca/eng/educators/index.html. (grade 2-3, mission 3) <i>Food to Grow, Glow and Go</i></p>

Health Education - Grade 2

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.

Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
<p>USC2.2 Determine how healthy snacking practices influence personal health</p>	<p>Healthy Snacks</p>	<p>Nutrition Background Information: <i>Healthy Daily Eating Habits</i> p.15</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play. (grade 2) <i>Snacks for an Active Body: Aim for Two</i> p. 134</p> <p>OPHA. Discover Healthy Eating: A Teacher's Resource for grades 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Snack Talk</i>, p.45; <i>Healthy Snacks for teeth</i>, p.46</p> <p>Manitoba physical and Health Education. Healthy Lifestyle Practices www.edu.gov.mb.ca/k12/cur/physhlth/foundation/gr1-healthy.pdf. (grade 1) <i>Snack Time</i> p.118</p> <p>Hamilton Public Health Services. Nutrition Resources for After School Programs www2.hamilton.ca/NR/rdonlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf. <i>Bean Bag Toss</i> p. 29</p>
	<p>Food Experiences</p> <ul style="list-style-type: none"> ■ enable children to examine, sample and describe a variety of healthy snacks. 	<p>Nutrition Background Information: <i>Food Experiences</i> p.17</p> <p>Action Schools BC Classroom Resources (registration required). www.actionschoolsbc.ca/resources/?initialFilter=Curricular%20Competencies:1:Healthy%20and%20Active%20Living. <i>Food Tasting Chart</i></p> <p>Alberta Health Services. www.albertahealthservices.ca/nutrition/Page2918.aspx. (grade 2) <i>Snack in the Box; Snack Attack</i> p. 23</p> <p>Bright Bites. brightbites.ca/paint-plate-grade-2-lesson-plan-colours-rainbow/. <i>Paint Your Plate Lesson Plan Grade 2 - Colours of the Rainbow</i></p> <p>Hamilton Public Health Services. Nutrition Resources for After School Programs www2.hamilton.ca/NR/rdonlyres/97ABAF2F-02F4-4195-B5E8-1AF420A95BA1/0/ActivitiesresourceJan2011.pdf. <i>Psychic Powers</i>, p. 20; <i>What am I</i>, p. 28</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play. (grade 2) <i>Super Senses Apple Test</i> p.106</p>

Health Education - Grade 2 continued

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information, Sample Activities, etc.
USC2.6 <u>Examine how communities benefit from the diversity of their individual community members</u>	Diversity of eating habits	<p>Nutrition Background Information: <i>Factors Influencing Food Choices</i> p.22</p> <p>Bright Bites. brightbites.ca/wp-content/uploads/Stone-soup-grades-2-4.pdf. <i>Stone Soup</i></p> <p>Mission Nutrition www.missionnutrition.ca/eng/educators/index.html (Grade 2-3, Mission 1): <i>Appreciating You and Me</i></p> <p>OPHA. Discover Healthy Eating: A Teacher's Resource for grades 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Snacks of the world</i> p.77, <i>vegetables and fruit of the world</i> p.78</p> <p>Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play (grade 2) <i>Family Food and Fun Creative Story</i>, p.114</p>
Healthy Education Goal 2: Make informed decisions based on health related knowledge		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
DM2.1 <u>Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions and healthy snacking.</u>		
Health Education Goal 3: Apply decisions that will improve personal health and/or the health of others		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
AP2.1 <u>Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts, feelings, actions and healthy snacking.</u>		<p>Mission Nutrition. www.missionnutrition.ca/eng/educators/2to3.html. (grade 2, missions 2 and 3) <i>Great Goals for Life, Variety for Vitality</i></p> <p>OPHA. Discover Healthy Eating: A Teacher's Resource for grades 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf. <i>Special Food Day, Pack a Lunch, Supermarket Trip, What I ate for Supper</i> p.63; <i>Breakfast Planning</i> p. 62; <i>Make a menu</i> p.61</p>

Health Education - Grade 3

Focus: Healthy foods and physical activity, one's "inner self", healthful and harmful substances, healthy family and home, safety at home and the impact of violence.

Perspective: Investigating health knowledge and Information

Health Education Goal 1: Develop the understanding, skills, and confidences necessary to take action to improve health.

Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
USC 3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body and immune system	Immunity and Nutrition	Nutrition Background Information: <i>Vitamins, Minerals and Immunity</i> p.27
	Canada's Food Guide	Nutrition Background Information: <i>Canada's Food Guide</i> p.14 Canada's Food Guide www.canada.ca/en/health-canada/services/canada-food-guides.html OPHA. Discover Healthy Eating: A Teacher's Resource for Grade 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf <i>Food Groups Review; Vegetables and Fruit of the World; Foods in Disguise; Favourite Meal; Alphabet Book; Food Guides Around the World; Food Groups Placemat; Lets Get Physical; Physical Activity Brainstorm</i> , p. 77 –81 Ophea. Teaching tools teachingtools.ophea.net/activities/level-up/making-healthy-food-choices . <i>Making Healthy Food Choices</i>
	Food and Nutrient Link	Nutrition Background Information: <i>Canada's Food Guide</i> p.14, <i>Vitamins, Minerals and Immunity</i> p.27 Mission Nutrition. www.missionnutrition.ca/eng/educators/2to3.html . (grade 2+3 mission 3) <i>Food to Go, Grow and Glow</i>
	Food Choices Influences Mind and Body	Nutrition Background Information: <i>Water and Other Beverages</i> p.23 Bright Bites. brightbites.ca/grade-3-lesson-plan-vegetables-fruit-come/Where Do Our Vegetables and Fruit Come From Canada's Food Guide. www.canada.ca/en/health-canada/services/canada-food-guides.html . OPHA. Discover Healthy Eating: A Teacher's Resource for Grade 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf . <i>Celebration Foods</i> , p.78; <i>International Food Caravan; Healthy Eating Makes Me Feel...</i> p.80 Power to Play. www.saskmilk.ca/index.php/nutrition-recipes/power-to-play . <i>Fuel Active Body Study print</i>

Health Education - Grade 3 continued

Health Education Goal 1: Develop the understanding, skills and confidences necessary to take action to improve health.		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
USC3.3 Determine how the misuse of helpful and use of harmful substances (including tobacco) affects the health of self and others	Vitamins and Minerals	Nutrition Background Information: <i>Vitamins, Minerals and Immunity</i> p.27
	Energy Drinks and Caffeine	Health Canada. www.canada.ca/en/health-canada/services/food-nutrition/food-safety/food-additives/caffeine-foods/energy-drinks-frequently-asked-questions.html . <i>Information for Parents on Caffeine in Energy Drinks</i>
	Family Meals	Nutrition Background Information: <i>Family Meals</i> p.29 The Family Dinner Project. thefamilydinnerproject.org/
Health Education Goal 2: Make informed decisions based on health-related knowledge		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
DM3.1 Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's inner self, helpful and harmful substances, healthy family and home, safety at home and impact of violence.	Canada's Food Guide	Canada's Food Guide. www.canada.ca/en/health-canada/services/canada-food-guides.html . <i>My Food Guide</i> Ophea. teachingtools.ophea.net/activities/level-up/child-6-9-years . <i>Understanding Healthy Eating, Hunger and Thirst Cues, Making Healthy Food Choices.</i> OPHA. Discover Healthy Eating: A Teacher's Resource for Grade 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf . <i>Where Do Foods Come From?; Food Guides Around the World; Breakfast Survey</i> p. 79, 80 Bright Bites. brightbites.ca/wp-content/uploads/Stone-soup-grades-2-4.pdf . <i>Stone Soup</i>
Health Education Goal 3: Apply decisions that will improve personal health and/or the health of others		
Curriculum Outcome	Nutrition Concepts	Resources: Background Information and Sample Activities
AP3.1 Use the understandings, skills, and confidences related to healthy foods and physical activity, and helpful and harmful substances.	Nutrition Goals for Health	Nutrition Background Information: <i>Taking Action on Healthy Eating</i> p.30 OPHA. Discover Healthy Eating: A Teacher's Resource for Grade 1-8 opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf . <i>Goals for Lunch</i> , p.78 Ophea. Teaching Tools. teachingtools.ophea.net/activities/level-up/understanding-healthy-eating . <i>Understanding Healthy Eating</i>

Nutrition Background Information

Grades 1-3

Canada's Food Guide

Healthy eating is a very important part of a healthy lifestyle. Eating Well with Canada's Food Guide is the tool to teach healthy eating patterns and practices. Choosing a variety of foods from each of the four groups is the basis for healthy eating.

Canada's Food Guide provides age and gender specific recommendations on the number of Food Guide Servings that should be eaten from each food group daily. The Food Guide Serving is a reference amount and not necessarily what would be consumed at one sitting.

By planning to have four food groups at each meal and two food groups at each snack children are more likely to meet their nutrient requirements. This is the recommendation that is made for all provincial meal programs in schools and child care facilities.

Canada's Food Guide provides guidance about the types of foods from each food group that should be chosen to meet nutritional needs, and to limit energy, salt, fat and sugar.

Some foods eaten are considered as "limited" foods and tend to be high in calories, fat, sugar, and salt while provide few if any nutrients. They can be part of healthy eating but only in small amounts occasionally and not daily. These foods are included on the back of the printed Canada's Food Guide. Examples of these foods include: cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, French fries, potato chips, nachos and other salty snacks, fruit flavoured drinks, soft drinks, and sweetened hot or cold drinks.

For general information about Canada's Food Guide go to www.canada.ca/en/health-canada/services/canada-food-guides.html.

Healthy Daily Eating Habits

Eating nutritious meals and snacks helps children meet their daily nutrient needs. To help sustain energy throughout the day and to support healthy growth and development, children need to eat small amounts of food on a regular schedule. Healthy daily eating habits include three meals and two to three snacks based on Canada's Food Guide.

Eating Breakfast

It is important to start every day by eating breakfast. Breakfast replenishes energy lost during a night's sleep. The body goes through fasting during sleep and the morning meal is meant to "break the fast". Eating breakfast can become a habit when eaten regularly at a young age and when it's part of the regular household routine. Skipping breakfast may result in missed nutrients which are difficult to make up as the day goes on.

A healthy breakfast includes at least 3 of the 4 food groups. Examples of breakfasts are:

- Whole grain cereal, milk, banana
- Whole wheat toast, scrambled egg, orange
- Plain oatmeal, yogurt, berries
- Whole grain bagel, nut butter, apple
- Whole grain tortilla with beans and cheese

Healthy Snacks

Snacks that include foods from the four food groups help children meet their daily nutrient needs. Healthy snacks include at least 2 out of the 4 food groups of Canada's Food Guide. Examples of healthy snacks are:

- fruit with yogurt dip
- sliced vegetables with hummus (chickpea dip)
- whole grain crackers with cheese
- half of a sandwich and milk
- fruit and yogurt smoothie

Sometimes there is confusion regarding snacks. Some foods are commonly advertised as "snack foods" such as chips, candies, soft drinks, chocolate covered granola bars, cookies, fruit flavoured snacks, and cakes. These are often high in fat, sugar, and salt and should **not** be considered healthy snacks.

References:

1. Dietitians of Canada (2011). Healthy Eating for Children aged 5-11. Accessed on PEN www.pennutrition.com/index.aspx
2. Health Canada. (2016). Children and Healthy Eating . www.canada.ca/en/health-canada/services/food-nutrition/healthy-eating/children.html
3. Dairy Farmers of Canada (2003) .Feeding Your Child Ages 2-5. www.milk.mb.ca/wp-content/uploads/2014/10/Feeding-Children-Ages-2-5.pdf
4. Saskatchewan Ministry of Education (2009). Nourishing Minds Towards Comprehensive School Community Health: Nutrition Policy Development in
5. Saskatchewan Schools. Retrieved from www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing

Choose Most Often and Choose Sometimes Foods

Eating habits and attitudes about food developed in childhood and the teenage years, often follow through into adult age. Positive language and attitudes regarding healthy food and eating patterns can help children maintain healthy relationship with food and eating.

Sometimes food is described as “good” or “bad”. Less nutritious foods are often referred to as “bad” foods and healthier foods as “good” foods. This type of classification can create a negative association with food. For example, when a child eats what is considered a “bad” food, he/she may perceive himself/herself as “being bad”. This association puts a moral value on food which can lead to unhealthy eating habits.

Instead of the “good/bad” moral wording, choose neutral language to discuss healthy eating. The Ministry of Education nutrition guidance document, *Nourishing Minds: Eat Well, Learning Well, Live Well* classifies foods from the four food groups of Canada’s Food guide in the following categories:

Choose Most Often: *These foods are sources of one or more of the following: vitamins, minerals, protein, carbohydrate, and fibre. They are generally lower in fat, sugar, and salt.*

Choose Sometimes: *Most of these foods are sources of one or more of the nutrients iron, calcium, vitamin A, C, or D, but they are also high in fat, sugar, or salt or low in fibre.*

(Nourishing Minds, 2009)

Using these classifications for foods helps to reduce the moral judgement that is associated with a specific food while classifying it based on frequency of consumption.

For more information regarding choosing healthier foods in schools see Healthy Foods for my School www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing

Food Experiences

Food experiences at school and in the classroom provide children with opportunities to try nutritious foods in a positive environment. Children are more likely to try healthy foods when they see adults and other children enjoying these foods. The more often children are offered a new food, the more likely they are to try and enjoy the food.

When offering foods in the classroom, proper hand-washing is very important.

Tips for Success

- The goal of a food experiences is to introduce students to new foods. Offer small tastes, not large portions.
- Children are very proud and happy to be involved in food preparation. Touching, feeling and smelling the food before tasting it helps overcome caution.
- New foods may be more acceptable when offered with a familiar food.
- Allow and instruct students to refuse trying a food by saying “no thank-you” and discourage negative comments.
- Offer foods with a napkin and instruct to politely spit food into the napkin if they do not want to swallow it. Even having it in the mouth is a food experience and have water available to drink .
- Have a discussion about the food experience. Ask the children to describe the food (i.e. the taste, texture and appearance). The attached “Food Tasting Chart” (page 17) can be used. Because food acceptability changes over time, avoid asking whether they liked the food or not.
- Have students keep track of new foods they have tried. When students share this with their families it encourages them to try these foods at home.

About Children’s Food Acceptance

- Children may need to be exposed to a new food eight or more times before they will taste the food. (Dietitians of Canada, 2007)
- Children who have very keen sense of taste or smell may find strong tastes or smells not initially appealing.
- The “mouth feel” of a food can vary among people.
- The colour, shape and presentation of a food can influence whether a child wants to try a food.
- Past experiences and whether they were negative or positive can affect food acceptance.
- It is normal for some children to be more cautious than others to try foods.

Information on this topic for parents can be found at The Ellyn Satter Institute Website: [How Children Learn to like new food](#), and [Healthy Eating at School](#).

(continued . . .)

Food Experiences (continued)

Safety

- Some children need to avoid some foods due to medical, cultural, religious or familial reasons. Send a note to parents/caregivers to inform them that you will be doing food experiences and ask them to respond with any food restrictions.
- During the shopping, handling, storing and preparation of foods, food safety needs to be considered. For general information and for information about specific foods, go to [Food Safety](#) at the Government of Canada Website and www.canfightbac.org/en/

References:

1. Region of Peel (2009). *Discover Health Eating! A Teacher's Resource for Grades 1-8 (2009)*. Accessed May 14, 2012 from: www.peelregion.ca/scripts/school/health101.pl?action=search&selection_12=12
2. Action Schools BC (2008-2011). *Classroom Healthy Eating Action Resource* available at: www.actionschoolsbc.ca/
3. Dairy Farmers of Ontario (2003). *Nutrition P.I.*
4. Dietitians of Canada. What is the evidence to show that preschoolers will eat, without being strongly encouraged or forced to eat? In: Practice-based Evidence in Nutrition [PEN]. 2007 October 30 [cited 2012 24 January. Available from: <http://www.pennutrition.com>. Access only by subscription.

Food Tasting Chart

Food Tasting Chart

Name:

Name or picture of food	How does it look? (shape, colour, size)	How does it feel when you touch it?	How does it taste (ie sweet, salty, sour, bitter)?

Factors Influencing Food Choices

Children's eating habits are continually developing and changing under the influence of family, peers, adult role models and social environments such as media and marketing.

Social Environments

Food is an important aspect of social life. Food is often served during social occasions and during celebrations.

Social acceptance in a peer group can depend on eating, liking and doing the same things as others. If children see their friends enjoying healthy foods, they will be more likely to like those foods. Adult role modeling is also extremely important in shaping children's eating habits.

Advertising of Food and Beverages

Many foods that are often advertised are high in calories, fat, sugar and salt. Studies show the foods children ask their parents/caregivers to buy and foods children eat are influenced by advertising.

Culture

Food can be thought of as an aspect of culture. Culture can influence what foods are selected, how they are prepared and served, and how and when foods are eaten.

Hunger and fullness

We are born with the ability to feel hunger and fullness, however many things can interfere with children's ability to sense hunger and fullness. Some of these things can include irregular meal patterns and parents' expectation for children to eat a certain amount of food.

Rewarding children with food can interfere with their ability to eat in response to hunger and fullness cues. This can teach children to eat as a way to reward themselves instead of eating when they are hungry and stopping when they are full.

Emotions

Sometimes food is eaten in response to emotions. This may lead to over eating, under eating or eating different foods. For example, in times of celebration or sadness some people may eat more or less or eat different foods than they usually eat. The association between emotion and food is normal, but it can be problematic if it becomes the usual way to deal with emotions.

Availability

Food availability depends on what is grown locally as well as food transportation and distribution systems. A variety of foods may not be accessible to all people due cost and geographic location.

Food is often available at nontraditional locations such as bookstores, hardware stores, and gas stations. Many foods purchased in these locations are high in fat, salt, sugar and low in vitamins and minerals.

(continued . . .)

Factors Influencing Food Choices (continued)

Time

Various time commitments and competing priorities influence the types and locations of foods eaten. Some families may turn to fast-food restaurants, ready-to-serve dinners and packaged foods. These foods tend to be less nutritious than foods prepared at home with basic ingredients.

Family Income

There are many reasons why families may not have enough money to obtain enough food or the healthy foods. The rising costs of basic expenses such as transportation, childcare and housing sometimes leave families with less money for food.

Taste Preferences

People experience the taste, texture, and smell of food differently. Some people have keener senses than others. A food that looks, smells, and tastes appealing to one person may be disliked by another.

For more information see Fact Sheet on [*Food Experience*](#) on page 17-19.

Go, Grow and Glow

The concept of “Go, Grow and Glow” foods helps students understand that:

- The foods we eat play a role in a variety of body functions that keep us healthy.
- We need to eat a variety of foods to be healthy.

“Go, Grow and Glow” simplifies the concept that nutrients in foods play important functions in our bodies. Keep in mind this is an oversimplification and in fact, foods in each of the food groups provide a variety of nutrients. It is not necessary to introduce the four food groups at this time. Discussion can be centred on the foods from each of the food groups without talking about food group names.

Food	How these foods keep us healthy	Food Groups
Go Foods	These foods help us run, jump and play all day.	Grain Products
Glow Foods	These foods help our hair to be shiny, help our eyes to see and help keep us from getting sick.	Vegetables and Fruits
Grow Foods	These foods help us grow tall and build strong bones and muscles.	Meat and Alternatives Milk and Alternatives

Water and other beverages

Importance of water to health

Water is the largest part of the human body with about 60% of body weight being from water (Institution of Medicine of the National Academies, 2006). Water is a structural component to all cells and is essential to all bodily fluids. Water is used to transport nutrients and remove wastes from the body.

Our bodies naturally lose water throughout the day through breathing, urine, bowel movements and sweat. Water losses increase in hot environments and during physical activity. Water is also lost during illness such as fever and diarrhea.

Water needs to be constantly replaced for us to function and live well. Dehydration can occur when inadequate water intakes are not replaced. Some symptoms of dehydration include thirst, fatigue, weakness, headache, irritability, and dizziness.

Drinking water is one way to make sure the water lost is replaced. Other sources of water include food such as vegetables and fruit, soups and other beverages such as milk and juice. Canada's Food Guide recommends people drink water to quench thirst.

Other beverages

Sugar sweetened beverages such as soft drinks, sports drinks, and fruit beverages can add calories and may contain large amounts of caffeine and sodium. Although 100% fruit juice contains nutrients, it has no fibre. Canada's food Guide recommends consuming vegetables and fruit more often than drinking juice.

References:

1. Dairy Farmers of Canada, Ontario (1998). *Nutrition P.I.: Primary Ideas for Active Learning*. (Nutrition Communications, Mississauga, Ontario)
2. Health Canada (2007). *Eating Well with Canada's food Guide: A Resource for Educators and Communicators*
3. Institute of Medicine of the National Academies (2006) *Dietary Reference Intakes: the Essential Guide to Nutrient Requirements* (National Academies Press, Washington, DC).

Weight Bias

What is weight bias?

Weight bias refers to negative attitudes towards individuals due to their weight. These negative attitudes result in stereotypes, prejudice and unfair treatment towards these people. This can be expressed through teasing, physical aggression, cyber-bullying, rejection, and rumors. Not only can this be embarrassing for a child, youth or adult, it can also have serious consequences on their physical, social and psychological health.

Why does weight bias occur?

Weight bias occurs because we live in a culture where there is a perception that being thin is desirable. We are exposed to misleading messages about weight from various means such as television, movies, books, magazines and the internet. These false messages tell us people are “bad if they are fat” or “good if they are thin”. A consequence of these messages is that it is socially acceptable to judge people’s characters, personalities and behaviours based on weight. For example, overweight people are often perceived as being lazy, lacking will power, and being unreliable. When family members, friends, and education professionals reinforce these false messages, individuals can be stigmatized and hurt.

How does weight bias affect students?

Children and youth who experience weight bias are vulnerable to many consequences that can affect their emotional and physical well-being. Students who experience teasing or discrimination because of their weight can have low self-esteem, poor body image, and are more likely to experience symptoms of depression and anxiety. A student’s physical health may also be affected in various ways. Children who experience weight biases are more likely to try unhealthy weight control or binge eating behaviours and avoid physical activities at school where teasing often occurs.

Taking action

All people deserve safety, respect, and acceptance in their community and classroom. Just as we should not tolerate racial or gender bias toward others, we should not tolerate weight bias. If you witness weight bias occurring in your school, intervene right away. To learn how to address weight bias within your classroom and school, refer to the resources “Teachers: How to Address Weight Bias in Your Classroom” and “Tips for Reducing Weight Bias” that can be found at www.YaleRuddCenter.org

A Note on Weighing and measuring students in schools

Measuring children and youth within the school setting can be more harmful than beneficial. Children and youth are often teased about their size and shape. Measuring weight or body composition at school can increase the amount of teasing children may already be receiving. Regardless of their size or shape, children and youth may be pressured to try harmful diets. Body composition can influence health but research has shown that shaming people for their size does not improve their health (1).

All students need to be physically active, eat well, and have positive mental health regardless of their size and shape. It is important to be supportive of all children and youth by keeping the focus *on* health and wellness and *off* size and shape.

Weight Bias

References:

1. Dietitians of Canada. (2010). Current Issues Reducing Consumption of Sugar-Sweetened Beverages: does taxation have a role? In: Practice-based Evidence in Nutrition (PEN). Retrieved November 21 from: www.pennutrition.com. (Access by subscription only).
2. Yale Rudd Center for Food Policy and Obesity. (2008). Weight Bias: The Need for Public Policy. Retrieved November 20, 2013 from www.naafaonline.com/dev2/about/Brochures/WeightBiasPolicyRuddReport.pdf
3. Yale Rudd Centre for Food Policy and Obesity. (2013). Emotional & Physical Health Consequences. Retrieved November 20, 2013 from www.yaleruddcenter.org/what_we_do.aspx?id=202

Food Tracking

Food tracking such as counting how many vegetables and fruits are consumed in a day helps students become more aware of their eating habits. Comparing students eating patterns with those noted in Canada's Food Guide can help to affirm healthy eating behaviours and identify areas that could improve. When doing food tracking activities with students, it is important to note that complete accuracy and showing perfect eating habits are not the ultimate goals.

Remind students that one day of record keeping is not expected to reflect usual eating habits. Eating habits vary from day to day. Habits over a number of days make up usual eating patterns. Food tracking for one or two days allows students to reflect on current eating habits without being too overwhelming.

Creating a non-judgmental climate will encourage students to be honest. Remind students that there are no right or wrong answers. By completing the activity with the students you model how to do the activity accurately.

Be sensitive about the possibility that a child's family may not be able to provide enough nutritious foods at home. You may want to do tracking activities on days that students can participate in a snack or meal program at school or in the community.

Vitamins, Minerals and Immunity

Almost all vitamins and minerals play a role in a healthy immune system. Certain nutrients such as vitamin C and zinc are often promoted in the popular literature to provide protection against seasonal illness like colds and flues. Current scientific research does not justify taking extra amounts of these nutrients beyond what is recommended for general health.

Vitamins and Minerals

Vitamins and minerals help the body utilize other nutrients such as carbohydrate, protein and fat for energy. They are also involved in body repair, immunity, maintenance and growth.

There are two types of vitamins: fat soluble and water soluble.

- Fat soluble vitamins include vitamin A, D, E, and K. They dissolve in fat and can be stored in the body tissues and organs.
- Water soluble vitamins include biotin, vitamin B complex (vitamin B6, B12, thiamin, niacin, riboflavin, and folate) and vitamin C. Water is required to absorb these vitamins. They cannot be stored in the body. Extra is lost from the body through urine.

Some nutrients in Canada's Food Guide					
Key Nutrient		Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
Basic Nutrients	Protein			√	√
	Fat			√	√
	Carbohydrate	√	√	√	
Water Soluble Vitamins	Thiamin		√		√
	Riboflavin		√	√	√
	Niacin		√		√
	Folate	√	√		
	Vitamin B6	√			√
	Vitamin B12			√	√
Fat Soluble Vitamins	Vitamin C	√			
	Vitamin A	√		√	
Minerals	Vitamin D			√	
	Calcium			√	
	Iron		√		√

Adapted from: Eating Well with Canada's Food Guide: A Resource for Educators and Communicators (2007).

(continued . . .)

Vitamins, Minerals and Immunity (continued)

Vitamin and Mineral Supplements

Most healthy people are able to get the nutrients needed by following the recommendations of Canada's Food Guide. Some people, such as those over the age of 50, women of childbearing age and those with medical conditions may require a vitamin and mineral supplement. Individuals who are unable to or choose not to eat certain foods may be at risk for not getting enough vitamins and minerals and a supplement might be recommended. Vitamin and mineral supplements do not contain carbohydrates, protein or fat so do not provide energy.

Vitamin and mineral supplements can be dangerous when taken in large amounts. For example vitamin A, vitamin D, niacin, calcium, and iron are toxic when taken in high doses.

It is best to get all vitamins and minerals needed through the food instead of a supplement.

References:

1. Eat Right Ontario. *Vitamins and Minerals* FAQ. Accessed May 14, 2012 from: www.eatrightontario.ca/en/Articles/Frequently-Asked-Questions/Vitamins-and-Minerals-FAQs.aspx
2. TeensHealth.org. *Vitamins and Minerals*. Accessed May 14, 2012 from: kidshealth.org/teen/food_fitness/nutrition/vitamins_minerals.html

Family Meals

Children and parents can benefit from eating meals together. Family meals have been associated with enhancing family relationships and supporting healthy choices and improving school performance.

Eating together can promote conversation and laughter that allow families to reconnect each day. This becomes even more important as children get older. Research has shown that families who eat together have stronger relationships and communication. By enjoying meals together and sharing conversations, children can learn important family values and traditions. As families come together to eat, it provides the child with a sense of belonging and security.

Research has shown that children who partake in family meals are less likely to engage in risky behaviors such as the use of alcohol, tobacco, and other drugs. This may be due to the relationship between participating in family meals and children's ability to resist negative peer pressure. Participating in family meals has also been linked to positive mental health.

Children who eat meals with their families are more likely to develop healthy eating habits that can continue into adulthood. Family meals have been associated with children eating more foods with fiber, calcium, iron, and essential vitamins and drinking less soft drinks.

Eating together as a family can be a great opportunity for parents to demonstrate healthy behaviours to their children. Including children in meal preparation and clean up allows the child to feel included and learn valuable lifelong skills. Information for families can be found at:

- bettertogetherbc.ca/
- UnlockFood.ca - Family Meals with no T.V.
- Heart and Stroke - [Eating at Home](#)

References:

1. Better Together (2013). *A Hands on Approach to Family, Food and Fun: The Modern Psychology of Family Meals*. Accessed May 20, 2013 from: www.interiorhealth.ca/YourHealth/ChildrenYouth/Documents/EatTogetherEatBetter.pdf
2. British Columbia Medical Association. *Eat Together, Eat at Home*. Accessed May 20, 2013 from: www.bcma.org/files/Eat_Together.pdf
3. The J.M Smucker Company. *The Power of Family Meals*. Accessed May 20, 2013 from: poweroffamilymeals.com/Mealtime%5FMatters/
4. Kids Health (2013). *Family Meals*. Accessed May 20, 2013 from: kidshealth.org/parent/nutrition_center/healthy_eating/family_meals.html#
5. Interior Health. *Eat Together and Eat Better*. Accessed May 20, 2013 from: www.interiorhealth.ca/YourHealth/ChildrenYouth/Documents/EatTogetherEatBetter.pdf

Taking Action on Healthy Eating

As part of the *Inquiry for Healthy Decision Making* process in the in the Provincial Health Education Curricula, students will have the opportunities to enhance their personal health. Students will need to decide on actions that are unique to their needs.

The focus on healthy eating actions should be positive (i.e. eating more vegetables, fruits, milk or yogurt) instead of restrictive (i.e. limiting high fat and high salt foods). By focusing on the positive, the hope is children will consume less healthy options less frequently.

Canadian survey data indicate many children are not eating adequate amounts of vegetables, fruits and milk products: (nourishing minds page 7 (Garriguet, July 2006)

- Seven out of 10 children aged 4 to 8 years of age do not meet the minimum recommended five daily servings of vegetables and fruit.
- More than a third (37%) of children aged 4 to 9 years do not consume the recommended two daily servings of milk products.

Below are ways children can take action for healthier eating and ways classroom education can support those actions:

- If a student is currently consuming only one serving of Milk Alternatives per day, he/she could take action by adding one more serving of Milk Alternatives every day for 1 week. Have students brainstorm specific ideas to increase their intake (e.g., drink milk with dinner, bring yogurt or cheese for a snack). If your school doesn't have a milk program, consider starting one. Selling milk at school is a great way to offer a nutritious and refreshing drink to students at school and to raise money for school programs and extra-curricular activities.
- For school-aged children, *Eating Well with Canada's Food Guide* recommends 5 to 8 servings of vegetables and fruit per day, depending on age and gender. A student could decide to try tasting two new vegetables or fruit. In the classroom, try highlighting a vegetable or fruit each month and encourage students to try something new.
- Since there is a strong link between eating breakfast and learning, student actions can focus on breakfast. Students could aim to include 3 out of the 4 food groups at breakfast for 5 days. Have students list quick breakfast ideas (e.g., yogurt, fruit, and cereal) or encourage students to attend your school's breakfast program if available. If your school doesn't have a breakfast program, consider keeping a snack basket in the school office for students who come to school without breakfast.

When asking students to take action on healthy eating, it is important to consider students may not be able to control the types or amounts of foods that are available to them.

References:

1. Bright Bites. [Tips for Teaching Nutrition](#). Accessed May 30, 2018.
2. Healthy U Alberta. 2007. [Healthy Eating and Active Living for ages 13 to 18 Years](#). Accessed May 30, 2018.