

# The School Healthy Eating Toolkit



Prince Edward Island



Developed by the *Healthy EATS (Eating at School)* Project—an initiative of the PEI Healthy Eating Alliance. This project was made possible through financial contributions from the Public Health Agency of Canada, Canadian Diabetes Strategy.

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### Greetings

Promoting a healthy school environment which provides access to healthy food choices and nutrition education is an excellent way to help ensure that our children will make healthy choices and do well at school.

We, at the PEI Healthy Eating Alliance, are pleased to share with you the *School Healthy Eating Toolkit*. The Toolkit is a great source of information that has been prepared to support schools as they prepare to implement the School Healthy Eating Policy. The Toolkit provides schools with resources and materials to assist them in promoting a healthy eating environment. The development of the Toolkit was made possible through financial contribution from the Public Health Agency of Canada, Canadian Diabetes Strategy.

The Toolkit includes the newly adopted Eastern School District School Nutrition Policy (and will include similar policies from the Western School Board and the Commission scolaire de langue française when adopted), as well as some frequently asked questions relating to the policy. Supportive documents such as Fundraising Alternatives, Safe Food Handling, Peanut Alternatives, Microwave Safety, and School Nutrition Program Ideas can be found in the Toolkit.

Also included in the Toolkit are past issues of the Healthy Eating Alliance Newsletters and Healthy Eating Tips, as well as samples of fun resources and lesson plans to help schools engage students in nutrition education. For more information about the Healthy Eating Alliance or resources available, please visit our website at [www.healthyeatingpei.ca](http://www.healthyeatingpei.ca).

**All materials in the Toolkit can be reproduced and most will be available for download from the Healthy Eating Alliance website.** We hope to send out additional information for the Toolkit from time to time, so keep a watch out.

We would like to thank the PEI Department of Health for their generous financial support to the PEI Healthy Eating Alliance.

Let us know what you think of the School Healthy Eating Toolkit.

Sincerely,

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## Healthy EATS (Healthy Eating at School) Project Summary

This toolkit was developed as part of the **Healthy EATS Project** (short for “Healthy Eating at School”), an initiative of the PEI Healthy Eating Alliance’s School Healthy Eating Policy Working Group. The project took place from January to March 2005. The purpose of the project was to provide support to schools as they make changes to promote healthy eating at school.

The four main objectives of this project were as follows:

- 1) Develop a “**School Healthy Eating Toolkit**” meant to provide useful information for schools as they make changes to promote healthy eating. This toolkit has been provided to all Island elementary and consolidated schools in the spring of 2005.
- 2) Develop “**Healthy EatS Newsbites**” - a newsletter to inform schools regarding progress in the development and implementation of Healthy Eating Policies in all school boards. Newsbites will provide opportunities for schools to share their success stories and challenges as they implement new healthy eating policies.
- 3) Facilitate networking and sharing through **networking meetings** which bring lead schools together to share ideas and provide feedback on the first draft of the Toolkit and Newsbites.
- 4) Develop and pilot a **peer education project in healthy eating**: This component of the project involved working with 4 UPEI Foods and Nutrition students and 6 high school students to develop and implement a healthy eating peer education pilot on healthy eating for grades 3/4. We worked closely with Laura Lee Noonan at the Department of Education to develop a training and resource manual called “Food Smart for Life!”. This manual will be used by the Department of Education as part of the Active Healthy School Communities initiative.

Funding for this project was provided by the Public Health Agency of Canada, Canadian Diabetes Strategy, with Dr Jennifer Taylor and Wendy MacDonald (Co-Chair, Healthy Eating Alliance) as co-applicants. The project was housed at the University of Prince Edward Island, Department of Family and Nutritional Sciences, the sponsors for the project.

A special thanks to Mary Acorn, coordinator for the overall project, and Charmaine Campbell, coordinator of the peer education project.

The School Healthy Eating Toolkit was developed by the Healthy EATS (Eating at School) Project - an initiative of the PEI Healthy Eating Alliance. This project was made possible through financial contributions from the Public Health Agency of Canada, Canadian Diabetes Strategy.

The working group that guides the progress of the Healthy Eating at School Project consists of the following partners:

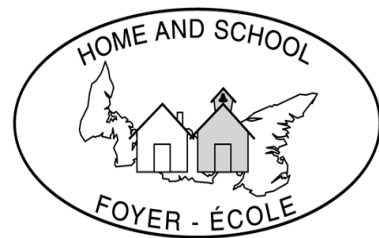


Department of Health and Social Services  
Department of Education

La Commission scolaire de langue française



Eastern School District



## Acknowledgements

The following individuals and organizations deserve thanks and recognitions for their contributions during the development of the School Healthy Eating Toolkit.

Alberton Elementary  
Belfast Consolidated  
Central Queens Elementary  
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École Évangéline  
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École française de Prince-Ouest  
École François-Buote  
École St-Augustin  
École-sur-Mer  
Eliot River Elementary  
Ellerslie Elementary  
Grand Tracadie Elementary  
Gulf Shore Consolidated  
O'Leary Elementary  
St. Louis Elementary  
West Kent Elementary  
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PEI Department of Health and Social Services  
PEI Home and School Federation  
University of Prince Edward Island  
Western School Board

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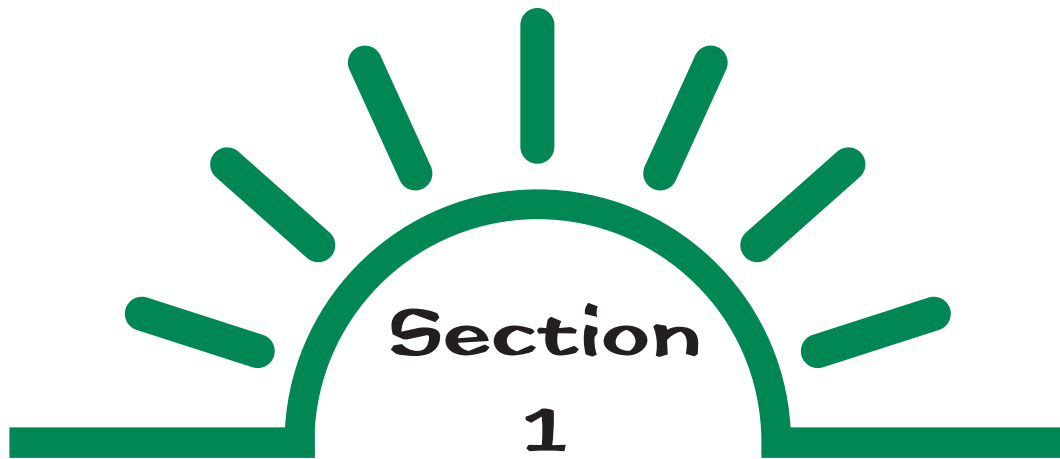
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# School Healthy Eating Toolkit

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# School Healthy Eating Policy and Administrative Regulations





## EASTERN SCHOOL DISTRICT

## POLICY STATEMENT

SUBJECT: **School Nutrition**

DATE OF ADOPTION: January 12, 2005

EFFECTIVE DATE: **January 12, 2005**

SUPERSEDES: October 8, 1997 (Policy EF)

REVIEW DATE:

CROSS REFERENCE:

PAGE: 1 of 2

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The Eastern School District Board of Trustees believes that nutrition has a significant impact on the health and academic achievement rates of students. Good nutrition is essential for healthy growth and development, and reduces the risk of diseases such as heart disease, cancer, diabetes and osteoporosis. In Prince Edward Island, the incidence of these preventable nutrition related diseases is higher than in many other areas of Canada. It is therefore critical to establish healthy eating behaviours in childhood and provide children and youth with the opportunity to develop healthy eating behaviours for life. Healthy eating behaviours begin at home in early childhood and later become a cooperative effort between the home and the school. Since students spend more time in school than in almost any other environment and may consume 40% of their daily intake at school, the school setting can have a tremendous and positive impact on student health and learning.

The Board encourages schools to maintain supportive environments which promote healthy food choices, both in the foods available at school and through educational programs. The Board provides regulations to assist schools in achieving the objectives of this policy. This policy will be regularly reviewed in accordance with usual Board procedures.

The Eastern School District and administrators will improve student access to food by:

- improving access by all students to healthy, safe, reasonably priced, attractively presented food choices; and
- reducing hunger among children living with food insecurity, through enhanced access to healthy foods within the school setting, provided in a non-stigmatizing manner.

The Eastern School District and administrators recognize that the quality of food available at school is an important determinant of healthy eating in children. Enhanced healthy eating will be achieved by providing healthy food and beverage choices in vending machines, canteens, and school food programs and using healthy food choices, or non-food items, for fundraising campaigns. The regulations are not meant to be used by teachers and administrators as a tool to evaluate students' lunches from home.

The Eastern School District believes that nutrition education is important and is most effective if a comprehensive approach involving the school and broader community is used. Teachers and school staff are a valuable resource in helping students understand the relationship between nutrition, health and physical activity and developing the knowledge, positive attitudes and skills necessary to make healthy food choices for life.

While recognizing that parents are ultimately responsible for their child's nutritional health, schools should work with their parent groups and other community partners such as the PEI Healthy Eating Alliance to encourage and support parents to:

- ensure that their children eat a healthy breakfast;
- pack healthy lunches; and
- eat healthy meals at home.

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## EASTERN SCHOOL DISTRICT

## ADMINISTRATIVE REGULATION

**SUBJECT:** **School Nutrition**  
(For Elementary and Consolidated Schools Without Cafeterias)

**EFFECTIVE DATE:** **May 12, 2005**

**SUPERSEDES:** January 13, 2005

**REVIEW DATE:**

**CROSS REFERENCE:**

**PAGE:** 1 of 8

### Implementation Schedule

Schools will have support for the remainder of the 2004-2005 school year to prepare to implement most of the provisions of these regulations during the 2005-2006 school year, and the provisions regarding fund-raising campaigns will be implemented for the beginning of the 2006-2007 school year.

Therefore:

January-June 2005	Preparation for implementation
September 2005 - June 2006	Implementation of all provisions except those regarding fund-raising campaigns
September 2006	Implementation of provisions regarding fund-raising campaigns

### Regulations

The following regulations are set out to assist schools to achieve the objectives of the Eastern School District Nutrition Policy. These were identified in consultation with lead schools in the Eastern School District. There are several documents available to support schools with these regulations; these are listed at the end of the "Regulations" section.

Three sections follow: 1) Student Access to Food; 2) Quality of Food Available at School; and 3) Nutrition Education.

#### 1. Student Access to Food

##### Programming

All schools will continue to participate in and promote the PEI School Milk Program.

All schools are encouraged to stock an emergency food cupboard with healthy choices for students in need.

Schools are encouraged to provide breakfast or snack programs when a need is identified, which will:

- 1) Be open to all students but will not be promoted as a replacement for breakfast eaten at home; and will
- 2) Follow Best Practice Standards from Breakfast for Learning.

#### Pricing

Schools will support healthy food choices by pricing approaches which encourage students to choose healthy foods over less healthy foods when food is sold at school.

#### Promotion

Schools will work to develop an environment that promotes healthy eating by:

- 1) Promoting and/or advertising only healthy food choices (those in the “Foods to Serve Most Often” and “Foods to Serve Sometimes” lists in the *Guide to Food Choices* (appendix) ).
- 2) Not accepting advertising of food products for unhealthy food choices (those in the “Foods to Serve Least Often” list (appendix) ).
- 3) Displaying attractive, current promotional materials (e.g. posters, displays, etc) related to healthy eating throughout schools.
- 4) Carrying materials that support the Nutrition Policy and Regulations in school resource centres (e.g. books, videos, pamphlets).
- 5) Participating in PEI Healthy Eating Alliance and Nutrition Month activities, where possible.

#### Time to Eat

Schools shall:

- 1) Allow a minimum of 20 minutes for students to eat lunch;
- 2) Encourage that foods are eaten after outside play, whenever possible.
- 3) Assure that lunch is eaten in a calm positive atmosphere.

#### Student Choice

- 1) Administrators and parent groups should involve students in planning school food choices.
- 2) Students should be encouraged to choose food from the “Foods to Serve Most Often” and “Foods to Serve Sometimes” lists (appendix).
- 3) When possible, schools should provide microwaves in classrooms to broaden the range of food choices for students.

## 2. Quality of Food Available at School

#### Criteria for Food and Beverages Available in Vending Machines, Canteens, School Lunch, Breakfast Programs, and Snack Programs

- 1) Foods and beverages sold or made available at school for lunch, canteen, and snack programs will be selected from the “Foods to Serve Most Often” or “Foods to Serve Sometimes” lists (appendix) and will emphasize vegetables and fruit; lower fat white and chocolate milk; whole grain products; lean meats; foods prepared with little or no fat; and foods low in salt, sugar, and caffeine.

- 2) All food and beverages in vending machines which are accessible to students will be selected from the “Healthy Vending Machine and Canteen Foods” list (appendix). Vending machines will not be used to sell carbonated soft drinks, fruit drinks, fruit juices with less than 100% juice, or sports drinks.
- 3) Schools will manage and operate vending machines in accordance with the terms of this Policy.
- 4) Teachers and administrators will encourage students to drink water and can facilitate their doing so by allowing water bottles in the classroom.
- 5) Schools should try to use local products first, where possible.

#### Special Functions

- 1) Although healthy foods should be promoted for daily consumption, as well as on celebration days, it is recognized that schools need to be flexible for celebration days.
- 2) Schools should not offer less healthy foods (e.g. candy, soft drinks, chips) as a reward to students for good behaviour, achievement, or participation in fundraising activities.

#### Fundraising

- 1) Fundraising activities by schools and parent groups should emphasize non-food products or healthy food choices from the “Foods to Serve Most Often” or “Foods to Serve Sometimes” lists (appendix).

#### Food Safety

- 1) Administrators will ensure that school staff and parent volunteers are familiar with safe food handling practices.
- 2) Schools will adhere to the Provincial Anaphylaxis Policy.
- 3) Students should wash their hands before eating.

### 3. Nutrition Education

#### Curriculum

- 1) The Eastern School District will work with the Department of Education and community partners to promote the further development and enhancement of a current, relevant nutrition education curriculum and enhance the resources available to teachers to support their nutrition education activities.
- 2) Schools should use a comprehensive approach to nutrition education involving the whole school community (families, individuals and organizations in the community) in nutrition education activities to positively influence students’ nutrition knowledge, attitudes, skills and eating habits.
- 3) When possible, schools should incorporate nutrition education into other subject areas and outside classroom activities.
- 4) Schools will support opportunities for staff development and training for effective delivery of nutrition curriculum.

Role Models

Recognizing the importance of role modelling in promoting healthy eating:

- 1) Teachers, administrators, and school staff should act as positive role models to promote healthy eating within the classroom and school environment.

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## Appendix 1 - Guide to Food Choices

This *Guide to Food Choices* accompanies the Eastern School District Healthy Eating Regulations. It consists of 3 food lists which have been developed based on Canada's Food Guide to Healthy Eating.

They are 1) *Foods to Serve Most Often*; 2) *Foods to Serve Sometimes*; and 3) *Foods to Serve Least Often*. A list of Healthier Vending Machine and Canteen Foods is also included. These lists are meant to assist schools in selecting healthy choices for when food is available (e.g. canteen, lunch program, snack program, breakfast program, emergency food cupboard, etc.). These food lists can also be used as a guide for parents when selecting foods for lunches.

Note: The food lists are not meant to be used by teachers and administrators as a tool to evaluate students' lunches from home.

### ***Foods to Serve Most Often: Serve These Foods Daily***

These foods should be the main focus in a healthy diet, with special emphasis on Grain Products and Vegetables and Fruit. Foods on this list tend to be rich in essential nutrients (vitamins, minerals, protein, carbohydrates, etc.), as well as low in fat.

<b>Grain Products</b>	<b>Vegetables and Fruit</b>	<b>Milk Products</b>	<b>Meat and Alternatives</b>
<ul style="list-style-type: none"> <li>&lt; Whole wheat or multi-grain bread, rolls, bagels, English muffins, waffles, pancakes, pita bread, or tortillas</li> <li>&lt; Low fat, high fibre muffins with vegetables or fruit</li> <li>&lt; Cookies (made with oatmeal or dried fruit and whole wheat flour)</li> <li>&lt; Crackers (low fat)</li> <li>&lt; Unsweetened or low-sugar cereal (e.g. Corn Flakes®, Shreddies®, etc.)</li> <li>&lt; Rice cakes, plain popcorn</li> <li>&lt; Corn bread</li> <li>&lt; Whole wheat noodles or pasta</li> <li>&lt; Brown rice</li> <li>&lt; Noodle or rice soup (homemade or canned low fat/low salt)</li> <li>&lt; Pasta salad</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Fresh vegetables and fruits</li> <li>&lt; 100% vegetable or fruit juice</li> <li>&lt; Canned fruit (packed in juice or water)</li> <li>&lt; Applesauce or applesauce blend products</li> <li>&lt; Frozen fruit (without added sugar)</li> <li>&lt; Frozen vegetables (without added fat)</li> <li>&lt; Vegetable soups (homemade or canned low fat/low salt)</li> <li>&lt; Vegetables (stir-fried)</li> <li>&lt; Baked potatoes</li> <li>&lt; Salads (without high fat dressing)</li> </ul>	<ul style="list-style-type: none"> <li>&lt; White or chocolate milk (2%, 1%, or skim)</li> <li>&lt; Yogurt, frozen yogurt (2% milk fat or less)</li> <li>&lt; Cheese</li> <li>&lt; Cheese strings</li> <li>&lt; Milk-based soups and chowders (homemade or canned low fat/low salt)</li> </ul>	<ul style="list-style-type: none"> <li>&lt; i Chicken or turkey</li> <li>&lt; Fish, Seafood (fresh or frozen)</li> <li>&lt; Lean or extra lean beef or pork</li> <li>&lt; Canned fish (packed in water)</li> <li>&lt; Beans, lentils, dried peas (e.g. baked beans, lentil or split pea soup, chili with beans)</li> <li>&lt; Eggs</li> <li>&lt; Tofu</li> <li>&lt; Peanut butter</li> <li>&lt; Soya beverages</li> <li>&lt; Nuts and seeds (unsalted)</li> <li>&lt; Cottage cheese</li> </ul> <p>i choose baked or broiled meat and fish; not battered or fried</p>

***Foods to Serve Sometimes***  
**Serve These Foods 2-3 Times Per Week**

The foods featured on this list are also healthy choices, but they may be higher in calories, fat, salt or more processed than the foods found on the “Foods to Serve Most Often” list

Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives
<ul style="list-style-type: none"> <li>&lt; <i>White</i> bread, rolls, bagels, English muffins, waffles, pancakes, pita bread, or tortillas</li> <li>&lt; Loaves (vegetable or fruit)</li> <li>&lt; Sweetened Cereal made with oats or whole grains (e.g. Instant Oatmeal, Honey Nut Cheerios®, etc)</li> <li>&lt; Cereal and granola bars (low fat)</li> <li>&lt; Cereal snack mix</li> <li>&lt; Graham wafers</li> <li>&lt; Fruit bars (e.g. fig newtons)</li> <li>&lt; Date squares</li> <li>&lt; Noodles or noodle soup (canned or instant “baked type”)</li> <li>&lt; Biscuits, bannock</li> <li>&lt; Scones</li> <li>&lt; Pretzels</li> <li>&lt; Rice cereal squares</li> <li>&lt; Cheese, veggie or Hawaiian pizza</li> <li>&lt; White rice or pasta</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Canned fruit (in light syrup)</li> <li>&lt; Dried fruit *</li> <li>&lt; Frozen fruit bars (100% fruit juice)</li> <li>&lt; Fruit crisps</li> <li>&lt; Canned vegetables</li> <li>&lt; Vegetables in sauces (e.g. cheese sauce)</li> <li>&lt; Vegetable soup (canned, regular)</li> <li>&lt; Cheese, veggie or Hawaiian pizza</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Milk (whole)</li> <li>&lt; Ice milk</li> <li>&lt; Processed cheese products (e.g. slices, spreads)</li> <li>&lt; Yogurt drinks</li> <li>&lt; Milk based puddings</li> <li>&lt; Flavoured milk drinks</li> <li>&lt; Custards</li> <li>&lt; Cheese, veggie or Hawaiian pizza</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Lean cold cuts</li> <li>&lt; Lower fat hot dogs</li> <li>&lt; i Lower fat veggie hot dogs, burgers or nuggets</li> <li>&lt; Baked ham</li> <li>&lt; Nuts and seeds (salted)</li> <li>i choose baked or broiled vegetarian products; not battered or fried</li> </ul>

\* Although dried fruit like raisins are nutritious, children should be encouraged to brush their teeth after eating them since they are sticky and naturally sweet and can promote tooth decay.



***Foods to Serve Least Often***  
**Serve These Foods Infrequently**  
**(1-2 times per month or less)**

The foods on this list tend to be quite high in fat, sugar, calories or offer little nutritional value. The foods on this list should be avoided most of the time, but can fit once in a while in a healthy diet.

<b>Grain Products</b>	<b>Vegetables and Fruit</b>	<b>Milk Products</b>	<b>Meat and Alternatives</b>	<b>Others</b>
<ul style="list-style-type: none"> <li>&lt; Muffins (cake-like, commercially prepared)</li> <li>&lt; Sugary breakfast cereal</li> <li>&lt; Crackers (not low fat)</li> <li>&lt; Granola bars (dipped, not low fat)</li> <li>&lt; Cookies (commercial or higher fat regular recipe)</li> <li>&lt; Noodles or noodle soup (canned or instant "fried type")</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Fried vegetables</li> <li>&lt; French fries, all commercial types</li> <li>&lt; Sweetened fruit juice</li> <li>&lt; Fruit pies</li> <li>&lt; Fruit leather</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Cream soups</li> <li>&lt; Milkshakes</li> <li>&lt; Regular ice cream</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Regular fat processed meats (e.g. Pepperoni, salami, bacon, bologna, etc)</li> <li>&lt; Pizza with processed meats</li> <li>&lt; Hot dogs, regular</li> <li>&lt; Sausages, regular</li> <li>&lt; Fried fish and chicken (e.g. chicken nuggets)</li> <li>&lt; Regular ground beef</li> <li>&lt; Sesame snaps</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Potato or nacho chips</li> <li>&lt; Chocolate bars</li> <li>&lt; Cakes</li> <li>&lt; Doughnuts</li> <li>&lt; Squares (e.g. brownies)</li> <li>&lt; Candy</li> <li>&lt; Pop</li> <li>&lt; Iced tea</li> <li>&lt; Sweetened fruit drinks</li> <li>&lt; Sports drinks</li> <li>&lt; Gravy</li> </ul>

### ***Healthier Vending Machine and Canteen Foods***

The foods included on this list are healthy choices that can be included in vending machines or school canteens.

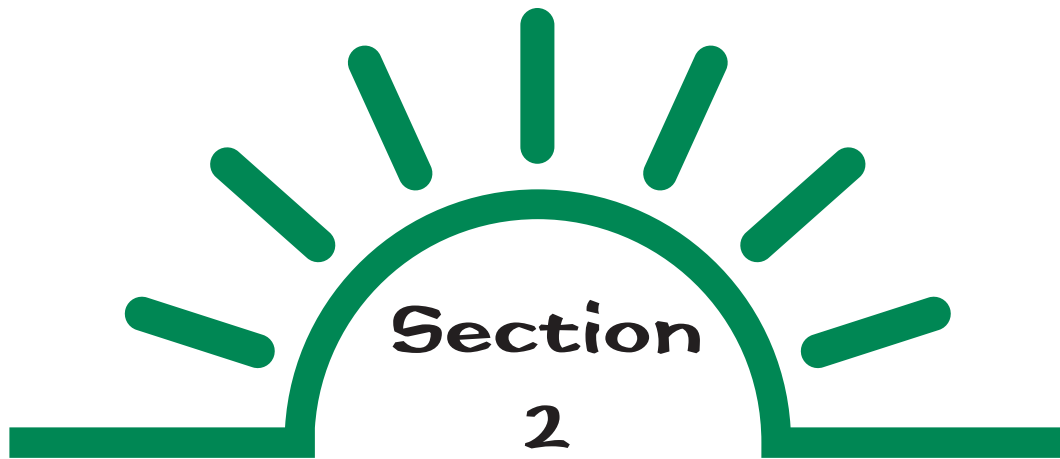
<b>Beverages</b>	<b>Snacks</b>
<ul style="list-style-type: none"> <li>&lt; Milk</li> <li>&lt; Chocolate Milk</li> <li>&lt; 100% juice</li> <li>&lt; Water</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Raw vegetables and dip (refrigeration required)</li> <li>&lt; Fresh fruit - whole, pre-cut with dip, or fruit salad (refrigeration required)</li> <li>&lt; Fruit cups</li> <li>&lt; Applesauce or applesauce blend cups</li> <li>&lt; Yogurt or yogurt tubes (refrigeration required)</li> <li>&lt; Raisins and other dried fruit (e.g. apricots, apple slices, cranberries, pineapple, etc.)</li> <li>&lt; Fruit bars (e.g. fig newtons)</li> <li>&lt; Breadsticks and cheese</li> <li>&lt; Bagels</li> <li>&lt; Pretzels</li> <li>&lt; Rice cakes or rice crisps</li> <li>&lt; Cereal snack mix</li> <li>&lt; Crackers &amp; Topping (e.g. cheese, peanut butter, jam, etc.)</li> <li>&lt; Granola bars (low fat, not dipped)</li> <li>&lt; Nuts &amp; seeds (peanuts, sunflowers, pumpkin seeds, almonds, soy nuts, etc.)</li> <li>&lt; Trail mix (combination of dried cereal, dried fruit, nuts and seeds)</li> </ul>

## School Healthy Eating Policy in the Western School Board

At the time of printing, the Board of Trustees of the Western School Board was considering the Draft Language of the School Healthy Eating Policy that was developed with the PEI Healthy Eating Alliance. Once this policy passes it will be placed in this section of the toolkit.

## School Healthy Eating Policy in the Commission scolaire de langue française

At the time of printing, the Draft Language for the Commission scolaire de langue française's School Healthy Eating Policy was in the process of being finalized. The Draft Policy was developed in collaboration with the PEI Healthy Eating Alliance. Once the Draft Policy is adopted it will be placed in this section of the toolkit.

A green graphic of a sun with a semi-circular base and several rays of varying lengths extending upwards.

Section  
2

# The Policy Explained

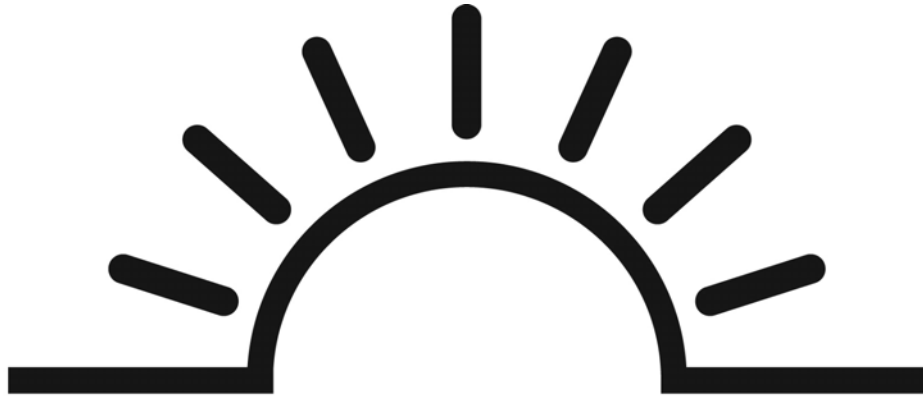


## Section 2 The Policy Explained

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March 2005



What Role Can Policy  
Partners Play?



# Key Points

## What Role Can Policy Partners Play?

- Policy partners include the Healthy Eating Alliance (HEA), the school board/district, school administrators, teachers, staff, parents and students. All are very important to the success of the policy.
- Partner roles are:
  - **HEA:** to provide support to schools by providing this toolkit, information on healthy eating and conducting healthy eating activities.
  - **School Board/District:** to be responsible for developing an implementation plan for the policy, ensuring that schools comply with the policy and regulations, and supporting schools as they implement the policy.
  - **School Administrators:** to ensure that the policy is implemented in their school; communicating to staff, parents and children that healthy eating matters and that the policy is important.
  - **Teachers:** to act as positive role models by discussing why healthy eating is important for them personally, taking healthy choices for their snacks and lunches. Involve children in learning activities which encourage healthy eating.
  - **Parents:** to make healthy choices available at home and send healthy foods for school snacks and lunches from the Guide to Food Choices. Have positive attitude towards healthy eating.
  - **Students:** to learn about the policy and try their best to follow it, have positive attitudes towards healthy eating, help educate their parents/guardians and other family members.



# What Role Can Policy Partners Play?

## Overview

No one person or partner has sole responsibility for helping children to eat healthy. Everyone- the school board/district, school administrators, teachers, staff, parents and students-are “policy partners” in that they can help make this happen and are vitally important to the success of the policy. The roles that each of these “policy partners” can play are described in the following pages.

In Prince Edward Island, rates of obesity and preventable nutrition related diseases like heart disease, cancer and diabetes are higher than in many other areas of Canada. It is therefore very important to help children establish healthy eating habits by making healthy choices available and educating children about the importance of healthy eating. Healthy eating policies at school provide PEI children and youth with opportunities to develop life long healthy eating habits.

## PEI Healthy Eating Alliance

Since June 2003, the PEI Healthy Eating Alliance (HEA) has worked with 17 “lead” elementary and consolidated schools to develop draft healthy eating policies in each of three school boards/districts in PEI.

Now that the draft language has been developed and has been adopted (or is being considered for adoption) at the school district level, the School Healthy Eating Policy Working Group of the HEA will be providing support to schools as they implement the new policies by providing this toolkit, other information on healthy eating, conducting healthy eating activities and by facilitating communication among schools with our Healthy EatS Newsbites newsletter. We also hope to support the PEI Department of Education as they develop and implement a revised nutrition component of the health curriculum.

## School District/Board

The school district/board has adopted (or is considering the adoption of) a healthy eating policy and regulations for children attending elementary and consolidated schools. This sends a clear message to schools, parents, students and the broader community that they believe healthy eating is important for children’s growth and development and for optimal learning in the classroom. Good nutrition and exercise in childhood is also essential to reduce the risk of diseases such as heart disease, cancer, diabetes and osteoporosis. The school district/board is responsible for developing an implementation plan for the policy, and for ensuring that schools comply with the policy and regulations. It is also important that the board/district support schools as much as possible in obtaining resources to help them implement the policy.

## School Administrators (Principals and Vice Principals)

Once children go to school, establishing healthy eating habits in children requires a cooperative effort between the home and the school. Since students spend more time in school than in almost any other environment and may consume 40% of their daily food intake at school, the school setting can have a tremendous and positive impact on the foods children eat, student health and learning. It has been the practice that principals and vice principals are responsible for ensuring that all school district/board policies are implemented in their school, and the healthy eating policy is no exception. School administrators are vital to the success of the policy in that they play a key leadership role. They can increase its effectiveness by communicating to staff, parents and children that healthy eating matters and that the policy is important. This may involve many activities that are already taking place in schools, such as making some changes to foods sold at school, distributing education and other supportive materials from the PEI Healthy Eating Alliance and other sources, and encouraging staff to set a good example by carrying out their own healthy eating activities and eating healthy themselves.

## School Staff (Teachers and other staff)

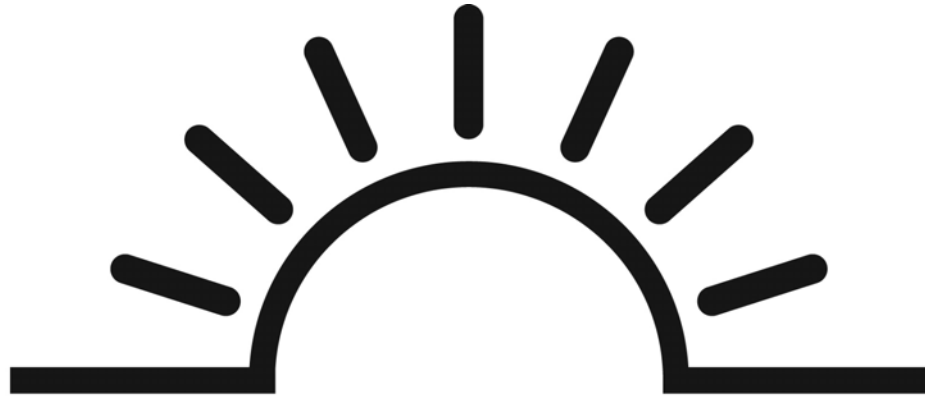
Teachers have more contact with children than anyone except parents, and their role in encouraging and supporting healthy eating is of utmost importance. Teachers can be positive role models by discussing why healthy eating is important for them personally and by taking healthy choices for their snacks and lunches. They can also involve children in learning activities which encourage healthy eating (see Section 6 “Nutrition in the Classroom: Teacher Resources” in this toolkit for suggestions). It is also a great idea to use positive reinforcement in the classroom when children make healthy choices, and to use non-food or healthy foods for rewards. Finally, when opportunities arise, teachers can encourage parents to help their children eat better.

## Parents

Parents are the first and the most important influence in shaping childrens’ eating habits from infancy onward. Parents are key to the success of the policy by making healthy food choices available and encouraging their consumption at home and sending healthy foods for school snacks and lunches. The Guide to Food Choices which accompanies the policy is a useful tool to use in choosing foods for children to eat at home and school. It is important that parents eat healthy too, so children can see that healthy eating matters at home, and can be delicious and fun. Learning about how to eat well and having positive attitudes towards healthy eating are also very important. The Healthy Eating Alliance will be working to provide information and tips for parents through presentations, the media and other means.

## Students

Students are the centre of attention in our healthy eating policy, and it is very important that they learn about the policy and try their best to follow it. The Healthy Eating Alliance is willing to work with schools to educate students about the policy and identify programs and other incentives to help make this happen. They can also act as positive role models with their peers by discussing why healthy eating is important for them personally and by taking healthy choices for their snacks and lunches. Having positive attitudes towards healthy eating, and learning about how to eat well is also very important. Students can also play a valuable role in educating their parents/guardians and other family members.



Frequently Asked  
Questions and  
Common Concerns



# Key Points

## Frequently Asked Questions and Common Concerns

- Schools, parents, students and community members may have questions about the Healthy Eating Policy. We have tried to anticipate some of these questions and common concerns, and have included answers in the following section.
- Examples of questions included in this section are:
  - Why have a healthy eating policy at school? Aren't parents responsible for feeding their children?
  - What's wrong with selling chocolate bars? It's only once a year.
  - How can we start a breakfast or snack program at our school?
  - Where do we find healthy eating resource materials?

## Frequently Asked Questions and Common Concerns

Schools, parents, students and community members may have questions about the Healthy Eating Policy. We have tried to anticipate some of these questions and common concerns, and have included answers in the following section.

Q1: Why have a healthy eating policy at school? Aren't parents responsible for feeding their children?

A: We agree that parents are the first and most important influence on children's eating habits. However, once children go to school, cooperation between home and school is important in order to establish healthy eating patterns in children. Since students spend more time in school than in almost any other environment and may consume 40% of their daily food at school, schools can play a very important role in helping children to eat healthy. We recognize that parents are key to the success of the policy by making healthy choices available and encouraging their consumption at home and sending healthy foods for school snacks and lunches. A healthy school policy can also serve to remind and educate parents about the important role of nutrition in their children's health and well being.

Q2: Aren't you banning unhealthy foods at school?

A: Foods are not banned in this policy. This is because dietitians have always maintained that "all foods can fit" into a healthy diet as long as we eat healthy foods *regularly* and we eat less healthy foods in *moderation*. Research also shows that when we restrict foods from children and enforce the consumption of only healthy foods, they often end up liking the less healthy food more and the healthy food less.

Therefore, the policy specifies that foods sold or made available for breakfast, lunch, canteen and snack programs will be selected from lists of *Foods to Serve Most Often* (daily) and *Foods to Serve Sometimes* (2-3 times per week). These lists include healthy choices such as vegetables, fruit, low fat milk, whole grain products, lean meats, foods prepared with little or no fat, and foods low in sugar, salt and caffeine.

The policy also includes less healthy foods which tend to be high in fat, sugar, calories or offer little nutritional value in a *Foods to Serve Least Often* list, which means that they should be sold or made available infrequently (no more than 1-2 times per month). These foods should be avoided most of the time, but can fit once in a while in a healthy diet.

Q3: They usually have healthy food at home. What is wrong with having chicken nuggets or hot dogs for lunch or a treat at school?

A: It is important to remember that not all children have access to healthy foods at home. Making healthy choices available at school is a good way to reinforce the message that healthy eating is important and helps ensure that students will establish healthy eating habits for their entire life. Hot dogs and chicken nuggets typically served in Island elementary schools are high in fat and sodium. These foods therefore fall into the *Foods to Serve Least Often* list (see Q2). Healthier versions of these foods are available, and some schools are trying these out.

Q4: Isn't it contradictory to have less healthy choices for celebrations?

A: The policy recognizes the reality that food and celebrations are part of our culture. It is acceptable for schools to have flexibility to offer treats on special days as long as they offer healthy choices too.

Q5: What's wrong with selling chocolate bars? It's only once a year.

A: Fundraising activities are another tool to show students that healthy choices can be easy to make. Fundraising sales without unhealthy items can be as successful and will be consistent with the message taught in nutrition class and in the school environment. (See Section 3 for a list of fundraising ideas).

Q6: It is hard to make money selling nutritious foods because students won't buy them.

A: Both research studies, and experience with schools, have shown that students will purchase healthy foods when they are offered, particularly if they are not competing with less expensive unhealthy foods, and that profits can be maintained and even increased when healthy foods are sold. Promoting healthy foods (taste tests, specials, theme days) can also help you to sell them.

Q7: What's wrong with using candy and other less healthy foods as a reward for good behaviour or academic achievement?

A: When unhealthy foods are being used as treats or rewards, it makes these foods seem more desirable, and children like them more. Healthy foods, extra activity or recess time, or story time can also be used as rewards for good behaviour or academic achievement.

Q8: What does it mean by "pricing approaches which encourage students

to choose healthy foods over less healthy foods”?

A: This means that healthy foods are not more expensive than less healthy foods. Research suggests that lowering the price of healthy foods (e.g. vegetables and dip) and increasing prices of less healthy foods (potato chips) will increase sales of the healthy choices, decrease sales of the less healthy choices and will encourage students to choose healthy foods more often.

Q9: Why is it important to limit ads for less healthy foods?

A: Advertising in schools comes along with an implied product endorsement from the school. When these products are advertised and sold in schools, students get the message that these products are acceptable to schools and are okay to include in their daily diets.

Q10: Why is a minimum of 20 minutes for students to eat lunch specified in the policy?

A: 20 minutes is considered by leaders in school health issues in the United States and Canada as the minimum amount of time for children to eat a healthy lunch. We understand that some children may finish lunch in less than 20 minutes. See below how eating after outside play can help schools achieve the 20 minute minimum lunch time.

Q11: Why eat after outside play? What about children who are hungry or those with diabetes?

A: Eating after outside play is one strategy to reduce children rushing through their lunch in order to play outside. Research suggests that playing outside first can improve children’s appetite and the amount eaten at lunch. Some schools find that using a silent reading period once children return can ensure that all children have the minimum 20 minutes for lunch. This recommendation does not apply to children who have special needs such as diabetes: they should eat at regular times which have been established in consultation with the child’s parents.

Q12: Students have the right to choose whatever foods they want.

A: Yes, students have the right to choose, and can choose what they take to school in their lunches and snacks. However, schools have the responsibility to make sure there is a real choice when foods are sold at school. If only unhealthy foods are being sold, or healthy foods are too expensive, students are not being given real options. Healthy choices need to be available, attractive and affordable in order to encourage students to make wise choices. We need to limit how often less healthy choices are offered, and the number of unhealthy choices which are available.



Q13: What about safety and microwave use? Aren't microwaves encouraging the use of unhealthy convenience foods?

A: Not all schools have microwaves, and microwaves are not required in classrooms under this policy. While we have included guidelines for microwave safety for those schools who do, schools are ultimately responsible for ensuring safety when using microwaves in the classroom. It is true that not all microwave foods are created equal: some soups are quite healthy; other foods such as some pasta or noodle dishes can be high in fat and salt. It is important to educate parents, students and teachers about reading labels and making healthy microwave choices.

Q14: What is an "emergency food cupboard"? Why is it important for schools to stock an "emergency food cupboard"?

A: Many elementary schools in PEI have non-perishable foods on hand to give to children who come to school without enough food for the day. This may be because the child forgot their recess and/or lunch; they spilled, upset or lost their lunch; or did not come with enough lunch because of the family's financial situation. Foods may include cheese and crackers, fruit, juice, peanut butter (if allowed), and other non-perishable foods. This food does not solve the overall problem of hunger in schools, but can help out an individual child and make them more ready to learn.

Q15: What is "Breakfast For Learning"?

A: Breakfast for Learning is a national charitable organization whose mission is to ensure that all children attend school well-nourished and ready to learn. They are a major funder of school food programs in Canada.

Q16: How can we start a breakfast or snack program at our school?

A: Contact the provincial coordinator, Charmaine Campbell at [cecampbell@edu.pe.ca](mailto:cecampbell@edu.pe.ca) for information and funding sources.

Q17: What does it mean "when a need is identified" for breakfast programs?

A: In order to avoid programs being started unnecessarily and ensure that programs can make a difference in the number of children who eat breakfast, experts recommend that schools do not begin a breakfast program without first establishing that there is a need for the program. This may be as simple as school administrators and staff seeing breakfast skipping as a problem in their students based on their observations. It could involve estimating how many children are missing breakfast regularly: the Healthy Eating Alliance has some short surveys which have been used for this

purpose. It is also important to find out if members of the school community, including parents, are supportive, since their involvement is critical in order for a program to be successful.

Q18: Why does the program need to be open to all students? Wouldn't it be more affordable if it was only for students who can't afford breakfast?

A: Breakfast For Learning requires that programs be universally available to all students as a condition of funding. This is because studies show that when students are selected for programs based on financial need, the program is viewed as something for "poor children", which can cause children who do go to feel ashamed or to be teased. Not surprisingly, participation rates are low for these types of programs, and they are viewed as less effective. This is too high a price to pay, even though it may be initially less expensive to offer the program only to students from low income families.

Q19: Why should we have breakfast programs? It takes responsibility away from parents, where it should be.

A: As noted in Q1, we recognize that it is important for parents to provide healthy food for their children, and breakfast is no exception to that. However, children miss breakfast for a variety of reasons, such as a lack of time, scheduling problems or for financial reasons. Breakfast programs are intended for any child in the community who wants to drop by for a meal, regardless of the reason. Having a breakfast program helps ensure that every child attends school well nourished and ready to learn. Families who are able routinely contribute to school food programs through donations of time and/or money.

Q20: Where do we find healthy eating resource materials?

A: There are some resource materials included in this toolkit - Section 6 and Section 7 have some great examples. The PEI Healthy Eating Alliance has lists of websites and also has some printed resource materials available, which can be accessed through Mary Acorn ([macorn@upei.ca](mailto:macorn@upei.ca)), 894-2819 or through the HEA Website at [www.healthyeatingpei.ca](http://www.healthyeatingpei.ca). These materials, however, cannot substitute for a current effective healthy eating curriculum, which we hope will be available in the near future.

Q21: What kinds of activities does the Healthy Eating Alliance have? How do I find out about them?

A: Every year, the activities of the HEA are summarized in a progress report. Activities are accomplished through working groups, which include Nutrition Education and Promotion, Access to Safe and Healthy Food, School Healthy Eating Policy and Research and Evaluation. The 2004 progress report is available through Pat Charlton ([pccharlton@ihis.org](mailto:pccharlton@ihis.org)) or online at [www.healthyeatingpei.ca](http://www.healthyeatingpei.ca).

For information on current activities, you can visit our website or contact Pat Charlton or Co-chairs Bob Gray ([rjgray@edu.pe.ca](mailto:rjgray@edu.pe.ca)) or Wendy MacDonald ([wendymac@isn.net](mailto:wendymac@isn.net))

Q21: How do I find out more about safe food handling?

A: Contact Environmental Health Services at The Department of Health and Social Services at 1-800-954-6400 or [www.gov.pe.ca/environmentalhealth](http://www.gov.pe.ca/environmentalhealth). There are also very good resources at: Fight Bac!™ from [www.canfightbac.ca](http://www.canfightbac.ca).

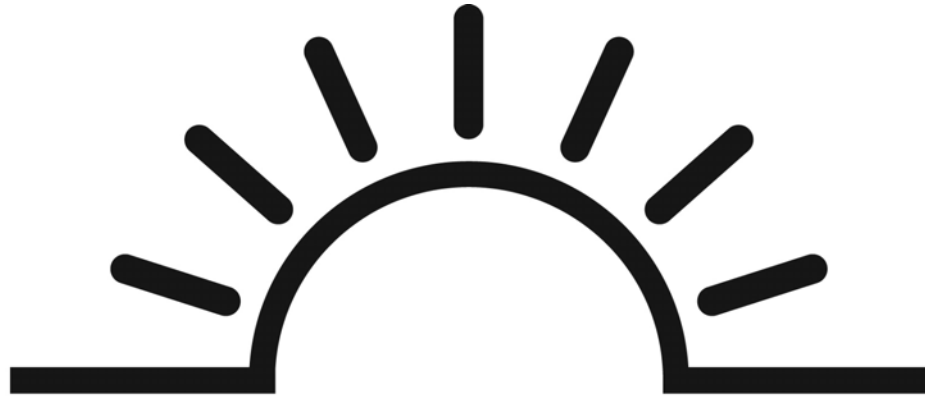
Q22: Where do I get the Information Handbook on Anaphylactic Shock?  
How can I get more information?

A: The handbook is available through the Department of Health and Social Services or electronically at [http://www.gov.pe.ca/photos/original/ed\\_anaphylactic.pdf](http://www.gov.pe.ca/photos/original/ed_anaphylactic.pdf). At the time of printing, the handbook was under review.

Some material adapted from:

“How to Deal With Arguments” by the School Nutrition Advisory Coalition, Feeding the Future: School Nutrition Handbook

“Dealing With Opposition” by the Public Health Nutritionists of Saskatchewan Working Group, Nutrition Guidelines for Schools, August 2004



Letter to Parents  
Explaining Policy



# Letter to Parents Explaining Policy

Dear Parents,

Our school has begun to change some of the foods and beverages that we are offering to students so that they can eat healthily at school. We want to make sure that our children are as healthy and ready to learn as possible. We know that in order for students to make healthy food choices and to be more active, we need to work with parents so that our students can be the best that they can be.

We are following the policy that the school board/district (has passed/is considering) for school nutrition. This healthy eating policy was made by parents, teachers, and principals from across the (board/district), working with the PEI Healthy Eating Alliance. It includes lists of foods which can be served most often (daily), which are healthy choices, foods which can be served sometimes (2-3 times per week), which are nutritious but higher in fat or sugar, and foods which can be served least often (1-2 times per month or less), because they are not very nutritious and are high in fat and/or sugar.

The foods that we will be offering regularly at school will be healthy foods from the “daily” and “sometimes” lists. You will be noticing that we are no longer offering some foods like \_\_\_\_\_ that are higher in fat and salt. Together, we will be trying to make sure that our students get into the habit of eating healthy foods every day at school. Once in a while, we will certainly have treats for celebrations (like Halloween and Valentine’s Day) and we will make sure that there will be some healthy foods offered as well as traditional cookies and candy.

At school we will be supporting your efforts to send healthy foods to school for your children. However, the policy says that teachers will not be “food police” who check the lunches that come from home. Also, no foods are ‘banned’ from school because people have found that when children aren’t allowed to have a food, they want it even more. Instead, we’ll be trying to get them into the habit of eating healthy choices most of the time.

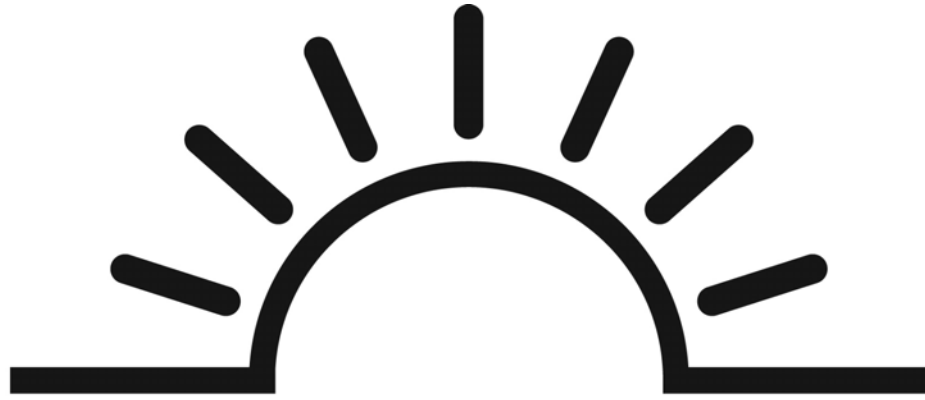
This will be a learning experience for students, teachers, and parents alike as we make this change together. We will be happy to use our connections with the PEI Healthy Eating Alliance to help parents, teachers, and students learn as much as we can about healthy eating.

Thank you for your support, help, and cooperation as we make this important change together. Please feel free to contact the school at any time with questions or comments.

Sincerely

March 2005



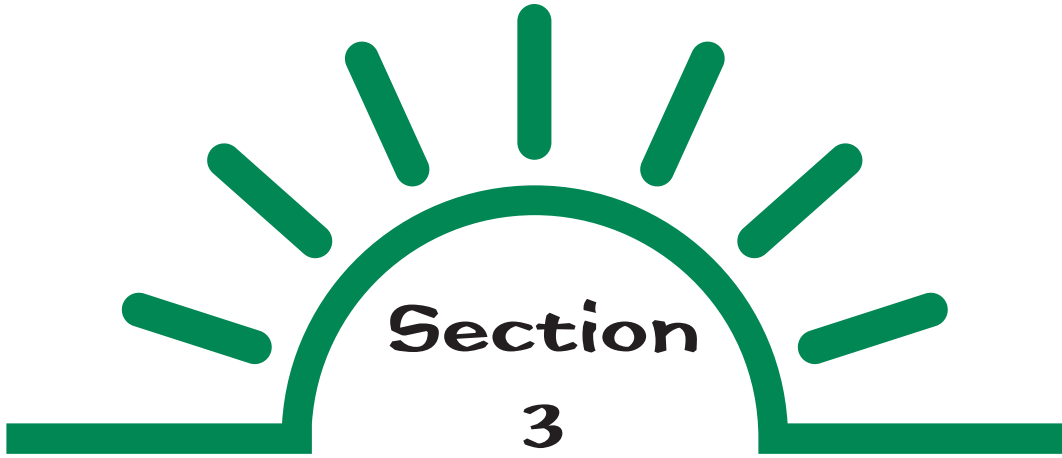


Summary of Policy  
for School  
Newsletters and  
Handbooks



## Summary of Policy for School Newsletter and School Handbooks

We will be following the new School Healthy Eating Policy which (has been passed/is under consideration) by the School (Board/District). You will notice a change in the foods that are offered every week by the school for lunch or snacks. We will be trying to offer healthy foods so that our students are as healthy and ready to learn as they can be, and so that our children can learn to eat healthy at school as well as at home. This will be a learning experience for students, teachers, and parents alike as we make this change together. We appreciate your questions and comments, and look forward to working with you.

A green sunburst graphic with a semi-circular base and several rays of varying lengths extending upwards. The text "Section 3" is centered within the semi-circle.

Section  
3

# Fundraising





## Key Points

### School Fundraising Activities

- It is important that fundraising activities are consistent with the healthy eating policies of schools.
- Fundraising suggestions have been grouped into 3 categories:
  1. *Fundraising with Healthy Food* (e.g. citrus fruit, fish, frozen meats, selling healthy snacks at school events, etc.)
  2. *Fundraising with Non-Food Items* (e.g. flower bulbs, cookbooks, giftware, etc.)
  3. *Fundraising with Community Events* (e.g. walk-a-thon, craft fairs, concerts, dinners, etc.)
- Some fundraising activities require more organization than others.
- Marketing an event is very important for the success of the campaign.

# School Fundraising Activities

Fundraising to support school activities is very important. However, raising funds is also a way to educate children about healthy eating and to promote a healthy school image.

Fundraising in PEI schools has traditionally involved selling food items that are high in fat and low in nutrients, such as chocolate bars. This is contradictory to the nutrition messages taught in the classroom and in the school environment. So it makes sense that fundraising activities should reflect the School Healthy Eating Policy. This policy is not just for food available for sale at school but also for food sold outside of the school.

One of the biggest challenges in fundraising activities is to find new and innovative fundraising ideas that will create interest among consumers and result in an acceptable profit. This section explores new alternatives to existing fundraising activities. These ideas have been classified into three categories:

- 1. Fundraising with Healthy Food**
- 2. Fundraising with Non-Food Items**
- 3. Fundraising with Community Events**

For each category, the “Success Stories” are from PEI schools. There is a list of ideas and some tips to help carry out fundraising activities.

This section is by no means an exhaustive review of fundraising activities and we would be very pleased to hear about any successes and challenges, so we can add them to this section. For detailed advice on how to organize a fundraising event check out the book “Raising Funds For Your Child’s School” by Cynthia Gensheimer, available at the Teacher Resource Centre (Located at St. Jean Elementary School, Charlottetown).

There are also websites that have information about running a successful fundraising campaign and many have a free newsletter. Check out:

[www.fundraising.com](http://www.fundraising.com)

[www.fundraiser.com](http://www.fundraiser.com)

[www.fundraising-ideas.org](http://www.fundraising-ideas.org)

[www.wowfundraising.com](http://www.wowfundraising.com)

Also, check out the accompanying document in this section that provides a listing of potential fundraising companies.

## General Tips

These tips have been proven successful by other fundraisers. Try some of these:

- ⇒ Form a fundraising committee which involves the whole school community in the activities: school staff, teachers, parents and students.
- ⇒ When attempting to sell items, marketing is half of the job: use eye catching ads and take pictures during the fundraising events and use them the following year to show what was done and that it was fun.
- ⇒ Let people know what the goal of the fundraising activity is: e.g. trips, school team uniforms. Also let people know what has already been done. People may give more easily when they know where their money is going and what kind of success the campaign has had in the past.
- ⇒ Helps parents and the community understand that the school supports healthy eating.
- ⇒ Whenever it is possible, try to work with local suppliers.

## 1 - Fundraising with Healthy Food

### Success Story:

At **École Évangéline**, the “Leadership” class has sold ADL products (frozen products) for a fundraiser for the past seven years. They sell products such as chicken breasts, cheese sticks, frozen mixed fruit, etc.

The sales are organized by the students. They have to raise enough money to fund their activities for the year. A committee of 4 students contacted ADL to have the list of the products available and the prices. The students also take care of the marketing for the products and fundraiser.

The profit per item is between \$5.00 and \$6.00. Although the ADL products are high quality, some people may find that the prices don’t fit within their budget. However, the community does support this fundraising activity and will pay more to help the students. Schools should decide what suits them best.

### Examples of Foods to Sell:

*Healthy foods for fundraisers:*

- Citrus fruit and other fresh fruit
- Spices
- Dried or roasted beans, lentils and peanuts
- Nuts and seeds
- Canned or dried fruit

- Cheese
- Soup-making kits (bag of various vegetables, such as cabbage, carrots, turnip, and potatoes. This is great, especially during the winter.)
- Pasta and sauce kits
- Frozen food items (e.g. skinless chicken breasts, vegetables)
- Coffee beans
- Different varieties of tea
- Low fat muffin mix
- Fruit-to-Go

*Healthy foods that can be sold during an event* (See Fundraising with Community Events on page 3-6):

- Fresh vegetables with low fat dips
- Air popped popcorn
- Cookies: oatmeal, low fat
- Cheese sticks
- Applesauce
- Baked items lower in fat and sugar
- 100% fruit juice boxes
- Milk (white or chocolate)
- Coffee
- Tea
- Hot chocolate

**Note:** If your school is a voluntary peanut aware school, make sure that the products sold are peanut safe. For more information, see the document called “Voluntary Peanut Aware Schools” on page 4-12 in Section 4 of this toolkit.

### Tips for selling healthy foods:

- ☞ Promote healthy foods with attractive ads and pictures
- ☞ Offer samples of nutritious items
- ☞ When displaying food, put the nutritious food in the front
- ☞ Sell nutritious food at an affordable price (e.g. water, 100% fruit juice, milk for \$1 per serving versus soft drinks and fruit drinks at \$2)
- ☞ Try to keep the unit price low, especially when you sell packages of food, so everybody will be able to participate. You can also use offers such as “Buy 2 get the 3<sup>rd</sup> item free”
- ☞ Food used for fundraising should come from the *Serve Most Often* or *Serve Sometimes* categories (see Appendix of the Healthy Eating Regulations in Section 1 of this toolkit)

## 2 - Fundraising with Non-Food Items

### Success Story:

**West Kent Elementary School** has raised money by selling tulip bulbs for about 5 years. The bulb sale campaign usually takes place during the Fall. It is done through Vesey's Seeds, and the bulbs are chosen from their catalogue. The school is supplied with catalogues and order forms. The students take the catalogues home for two weeks and return the order on a specified date. The orders are then compiled and placed with Vesey's. The bulbs are delivered to the school within 10 - 14 days. Organization of the larger campaigns does require between 8 and 10 volunteers to sort orders.

West Kent has had great success with this fundraiser, with profits of about 50% of sales and the community has been very responsive any time the school has done it.

However, one of the challenges that schools may face is that this is often a one time fundraising activity because of the long life of the bulbs. West Kent suggests that it is important for schools to always be on the look out for new fundraising ideas!

### Ideas:

- Raffle tickets, raffle gift baskets with different themes (Italian, kitchen, bathroom baskets, etc.)
- Cookbooks (collect recipes from families and compile)
- Other compilation books (children's stories...)
- Garbage bags: blue bags for recyclable items and biodegradable bags for compost
- Bulbs, bedding plants, fresh flowers, flowers baskets, Christmas baskets, Easter baskets (try to approach local suppliers)
- Greeting cards designed by students (consider having them printed professionally)
- Singing telegrams, balloon-o-grams, flower grams
- Take pictures of students and sell the pictures to their families
- Clothing or other merchandise (cups, pens, etc.) with school logo
- Candles
- Gift wrap
- Temporary tattoos
- First aid kits (make your own or buy some)
- Bookmarks
- Collect cans/bottles, or empty printer cartridges
- Agendas on different themes or with pictures of school activities
- Items from a catalogue (e.g. Regal)

## Tips:

- ⇒ Before deciding to sell a new item, do a short survey to see if people are interested in your idea
- ⇒ Try to ensure that prices are comparable to store prices, but high enough to earn a reasonable profit
- ⇒ Sell quality products (“your reputation is on the line!”)

## 3 - Fundraising with Community Events

### Success Story:

**St. Louis Elementary School** has been organizing a Run-A-Thon for 18 years. The event takes place at the beginning of the school year in September.

Their gym teacher organizes most of the event but has some help from other members of the school community. The students get pledge sheets and the top individuals and classes are awarded prizes. During the event, students run or walk 5 km, and the whole community is invited to participate. After the run-a-thon, a BBQ is often held. Most of the students in grades 2 to 6 participate and raise a good sum of money (\$4 000 +), so that the school does not need to seek major community support for the remainder of the year.

The community supports the activity both financially and through participation. The run-a-thon is important for the school because many of their students are training for Cross Country at this time and are in the running/training frame of mind. The huge level of participation in running activities during September and October set the groundwork for the activity level of their students for the rest of the year. This event is part of their school community and people look forward to the run-a-thon.

### Ideas:

- Community dinners (e.g. spaghetti, ham and scalloped potatoes, BBQ, etc.)
- Theme dinners (traditional Acadian food, Scottish, Italian, etc.)
- Dinner theatres (with school band performing)
- Athletic marathons: walkathons, jogathons, field days, etc.
- Academic marathons: readathons, spellingathons, etc.
- Book fairs
- Dances
- Auctions (or a silent auction combined with another event, such as craft fair, talent show)
- Rummage and garage sales

- Sport tournaments
- Talent shows and concerts (Christmas carols, theatre, etc) - can charge admission or ask for free will donation
- Bingo nights
- Children's fun fair, craft fair
- Car wash
- Odd jobs for the community: cut the grass, walk dogs, water plants, etc.
- Penny drives
- Bottle drives
- Challenge events
  - ▶ male teacher will wax legs if a certain amount of money is raised or
  - ▶ three high profile members of the community or school community commit to a stunt (e.g. one person will dye hair purple, one person will sing in public, and one person will wear a silly hat). People can vote for the stunt they would most like to see and the stunt that receives the most money will be done.

#### Tips:

- ⇒ Take care of your volunteers: make sure they have fun and that they have what they need (such as refreshments), and do not forget to thank them publicly at the event. It is a good way to keep your volunteers for the next time. If possible, also send your volunteers a personal thank you card to show how much they are appreciated.
- ⇒ Promote and serve healthy foods during the event (see Fundraising with Healthy Food on page 3-3)
- ⇒ Advertise in local paper, local radio, school newsletter, etc. Put posters up around your community at least one month ahead. Ask students to help put the posters up.
- ⇒ Involve the students in the organization
- ⇒ Ask for donations from the community (foods, advertisement, place, location space, etc.)

## References and Acknowledgments

### Source:

“Fundraising for Schools” from the Community Nutritionists Council of BC

“School Nutrition Advisory Coalition. Feeding The Future: School Nutrition Handbook” from Calgary Health Region

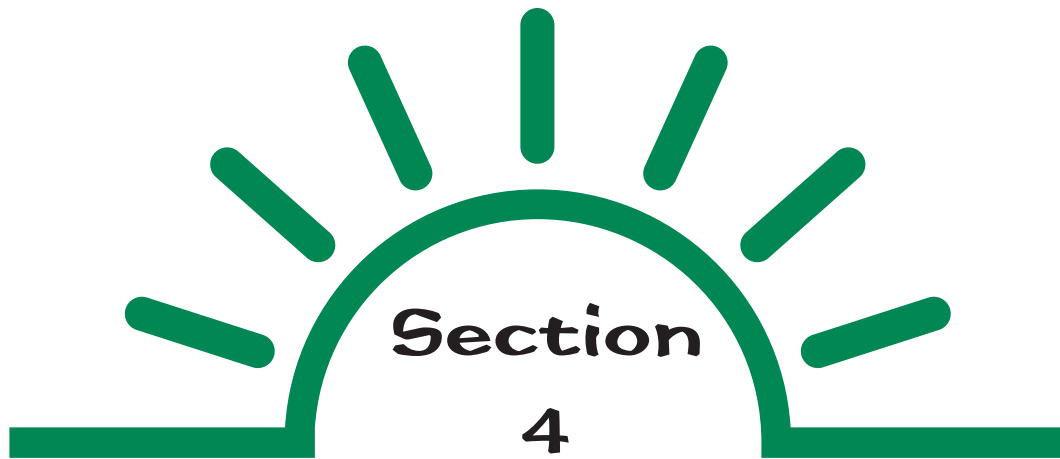
### Acknowledgments:

Jason Arsenault from École Évangéline

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Principal Charles Murphy from St. Louis Elementary School



A green sunburst graphic with a semi-circular base and several rays of varying lengths extending upwards. The text "Section 4" is centered within the semi-circle.

**Section  
4**

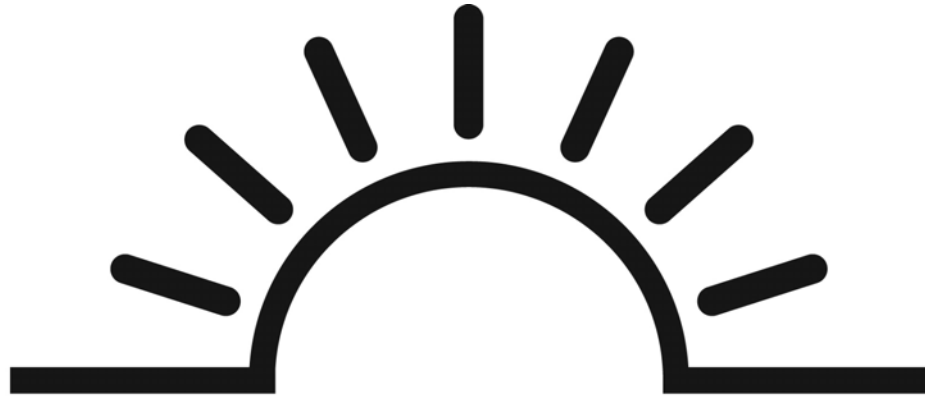
**Guidelines and Procedures  
for Offering Healthy and  
Safe Food at School**



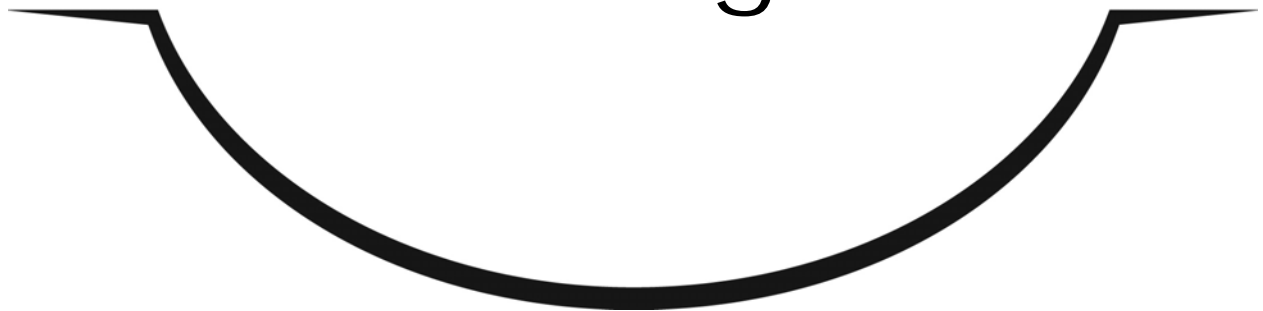
Section 4  
Guidelines and Procedures for Offering Healthy and  
Safe Food at School

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Rules for Safe Food  
Handling for School  
Food Programs



# Key Points

## Rules for Safe Food Handling

- **Avoid Contamination**
  - Wash hands often when handling food
  - Gloves should be changed as often as you would wash your hands
- **Prevent Food Poisoning**
  - Foods served at school that are not prepared by a licensed food establishment, should be prepared at the school
  - Keep potentially hazardous foods separate from other food
  - Make sure that meats are cooked to the correct internal temperature
  - Food should be stored at either below 4°C (40°F) or above 60°C (140°F) to avoid food poisoning
  - Thoroughly clean and sanitize all work surfaces
- **Storage and Pest Control**
  - Do not store food on floor
  - Rotate food in order of purchase - first in, first out
  - Store cleaning materials separately from food
  - Check refrigerator and freezer temperatures regularly
- **Personal Safety**
  - Use pot holders or oven mitts when handling hot pans
  - Provide first-aid and fire safety equipment

# Rules for Safe Food Handling for School Food Programs

Food-borne illnesses are always a possibility when food is served. Listed here are rules that will greatly reduce the risk of food-borne illnesses. Those involved with food handling at school should attend a **Food Safety Seminar** provided by Environmental Health (Department of Health and Social Services) free of charge (further information regarding Food Safety Seminars will be sent to schools).

## Avoid Contamination

- Wash hands with soap and warm water before starting work (a minimum of 20 seconds), after using the toilet, after smothering a sneeze or cough, using a handkerchief to blow your nose, after eating, drinking, or smoking, after handling money, or after any other chance of contamination.
- Use a paper towel to dry hands after washing. Do not use a cloth towel.
- Wear plastic gloves and change gloves often - gloves should be changed as often as you would wash your hands. This is especially important if the food handler has a bandaged hand or finger or an open cut/sore (such as a hangnail).
- Avoid serving food with fingers. Use tools such as tongs, ladles, lifters and scoops whenever possible.
- Do not dip fingers into food or lick fingers when preparing food. Do not reuse a spoon for tasting.
- Do not touch hair, face or other parts of the body with your hands and then touch food. Confine hair in hat or net while on duty.
- Do not assist with food preparation or serving when ill.
- Keep potentially hazardous and cooked and/or ready-to-eat foods separate (e.g. raw hamburger separate from raw vegetables).
- Use clean utensils and dishes for mixing and serving cooked food.
- Food should be prepared in an area where people have easy access to wash their hands.
- Portioning and delivery of food to classrooms should be done in a manner so as to prevent contamination of the food. Remember to keep food covered and handle ready-to-eat food with gloves or utensils.
- Foods available for self-serve should be covered or individually wrapped. It is recommended that students use tongs to pick-up the food (e.g. muffins).

## Prevent Food Poisoning

- Foods served at school food programs, that are not prepared by licensed food establishments, should be prepared at the school.
- Store all potentially hazardous foods (meat, eggs, fruit, vegetables and dairy products) in a

- refrigerator. Raw meat should be stored on the bottom shelf.
- Purchase perishable foods with “best before” dates or spoilage time in mind. Remember that once opened, some foods can spoil quickly regardless of the best before date (milk, yogurt, luncheon meats, etc.). Follow the “first in, first out” rule.
- Make sure that cooked delivered food is hot when it arrives (e.g. pizza, soup, pasta, etc.). A probe thermometer can be used to ensure that hot foods are above 60°C (140°F).
- Frozen foods should be thawed in the refrigerator or under cold running water. Microwaves can be used for thawing smaller items.
- Ensure that meat (especially ground meats), fish, poultry and eggs are completely cooked to an internal temperature of 74°C (165°F). A probe thermometer can be used to check temperature.
- Food should be prepared as close to serving time as possible. If not serving immediately, store either below 4°C (40°F) or above 60°C (140°F). Do not allow prepared foods to sit at room temperature.
- When reheating cooked food, ensure that it reaches an internal temperature of 74°C (165°F) - a probe thermometer can be used.
- Thoroughly clean and sanitize all work surfaces (for example, chopping boards) before and after each use. Wash, then sanitize by spraying a solution of 5 ml (1 tsp) bleach to 1L (4 cups) water or using another approved sanitizer. An approved sanitizer contains 100PPM chlorine or 200PPM quarternary ammonium (Quat.).
- When washing dishes by hand, follow the “Manual Dishwashing Procedure” outlined in the Environmental Health Handout “Safe Food” - found in the plastic sleeve following this document.

## Storage and Pest Control

- When buying foods that are normally stored at room temperature, such as rice or cereals, transfer immediately to insect and rodent-proof containers with tight-fitting lids.
- Food should be stored at least 6" off the floor or in a cupboard. Do not store food on the floor.
- Keep storage areas dry, well ventilated, lighted and thoroughly clean.
- Rotate food in order of purchase - first in, first out.
- Store cleaning, disinfecting agents, insecticides, mops and brooms separately from food.
- Keep all utensils and dishes in enclosed cupboards. Store glasses and cups upside down on a clean surface.
- Regularly monitor refrigerator and freezer temperatures. The temperature of a refrigerator should be less than 4°C (40°F) and the temperature of a freezer should be less than -18°C (0°F). Have equipment repaired immediately or report any problems to custodial staff immediately for their attention.
- Store garbage in a separate area from food-service area. Remove garbage daily.
- Attend to presence of insects or rodents immediately.

## Personal Safety

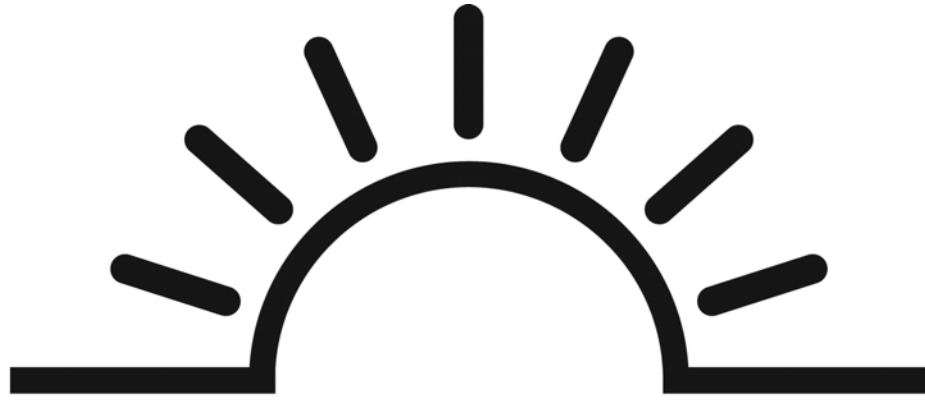
- Use dry pot holders or oven mitts when handling hot pans. Do not use dish towels or cloths as a substitute for pot holders.
- For safety, wear rubber-soled closed shoes that protect the feet.
- Provide first-aid and fire safety equipment. Demonstrate use.
- Ensure pot handles are turned inward to prevent accidents.

For more information on safe food handling check out the Fight Bac!™ website at [www.canfightbac.org](http://www.canfightbac.org) or check out the “Safe Food” handout from Environmental Health, Department of Health and Social Services. The “Safe Food” handout and additional resources from Environmental Health can be found in the plastic sleeve following this document. An Environmental Health Officer can be reached at 902-368-4970 or 1-800-958-6400 or in writing to PO Box 2000, Charlottetown, PE, C1A 7N8.

### Sources:

Breakfast for Learning, Canadian Living Foundation

Environmental Health, Department of Health and Social Services



# Emergency Food Cupboards





## Key Points

### Emergency Food Cupboards

- Emergency Food Cupboards are important for preventing students from being hungry during the school day.
- The foods stocked in the Emergency Food Cupboard should be consistent with what is recommended in the Healthy Eating Policy.
- Those who provide donations to a school's Emergency Food Cupboard should be made aware of the preference for healthy foods.
- There are a variety of healthy non-perishable and perishable foods that would be appropriate.
- Depending on a school's kitchen facilities, it may be feasible to have foods that require minimal preparation available to students using the Emergency Food Cupboard.

# Emergency Food Cupboards

Most schools already stock an Emergency Food Cupboard, although it may be called something different from school to school. The purpose of an Emergency Food Cupboard is to ensure that students do not go hungry during the school day. Some students may come to school without a lunch on a regular basis and others may occasionally forget their lunch. Regardless of the student's situation, there may be a time when they need to make use of the school's Emergency Food Cupboard.

The food in the Emergency Food Cupboard may be donated by parents, the PEI Home and School Federation, community groups (such as the I.O.D.E.), or by the school itself. In keeping with the efforts to promote healthy eating within the school environment, it is important to stock the Emergency Food Cupboard with healthy choices. It is a good idea to emphasize foods that are non-perishable or that do not require refrigeration. Since school staff are already very busy, it also makes sense to select foods that require minimal or no preparation.

It can be a challenge to ensure that only healthy foods are stocked since schools rely on donations. One can suggest that people try to donate healthy foods. The following lists are meant to guide schools when stocking their Emergency Food Cupboard. Please note that not all choices are appropriate for voluntary peanut aware schools.

## Non-perishable Ready to Serve Foods:

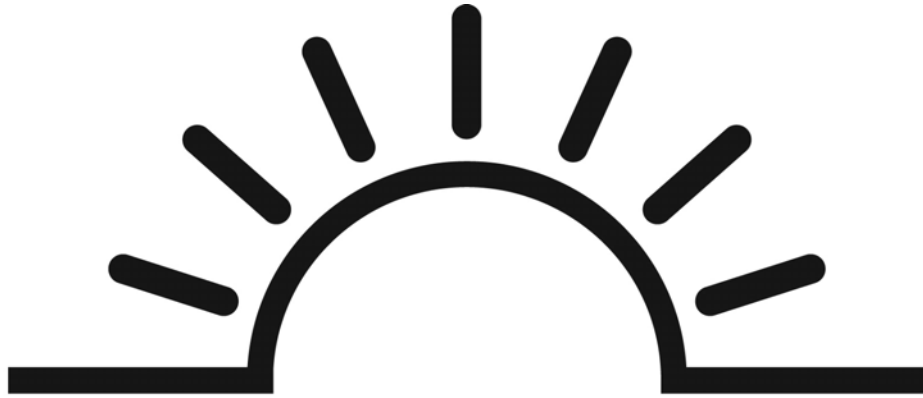
- ▶ Canned fruit in water or juice
- ▶ Dried fruit (such as raisins, cranberries, apples, bananas)
- ▶ 100% fruit juice (in boxes, cans, bottles)
- ▶ Crackers (lower fat variety such as saltines - available in 4 packs)
- ▶ Whole grain bread sticks
- ▶ Unsweetened and/or whole grain cereal
- ▶ Nuts, seeds, or trail mix (except where there are nut allergies)
- ▶ Granola or cereal bars (lower fat and sugar; no chocolate or marshmallows)
- ▶ Prepared pudding made from milk
- ▶ Peanut butter (except where there are nut allergies)

## Perishable Ready to Serve Foods:

- ▶ Milk or chocolate milk (2% milk fat or lower)
- ▶ Yogurt or yogurt tubes
- ▶ Cheese or cheese strings
- ▶ Fresh whole fruit
- ▶ Baby carrots

## Foods that require preparation

Schools might consider stocking individual portions of casseroles, pasta dishes, or chili. Frozen dinners that are lower in fat can also be considered. Another idea is to keep sandwich ingredients on hand, such as whole wheat bread or buns and canned meats or fish (e.g. chicken, turkey, ham, tuna, salmon) or lean sandwich meat or peanut butter (if school is not nut free). Even simpler are canned or packaged soups (e.g. vegetable, tomato, chicken noodle, etc.) that can be heated up in the microwave. These can be higher in salt. It's also possible to freeze a batch of nut free muffins and defrost them as needed.



# Microwave Safety



# Key Points

## Microwave Safety

- This document will not be relevant for schools who do not have microwaves available for student use.
- Classroom Microwave Rules:
  - Students should ask for permission to use the microwave
  - Read microwave directions on food packages
  - Do not turn microwave on for longer than one minute at a time
  - Do not heat beverages
  - Students should ask for help when handling liquid foods
  - Students should stand at least one metre away from the microwave when it is in use to avoid crowding
- Spills should be cleaned up immediately.
- Only use microwave-safe containers.
- Suggestions of leftover foods that can be reheated in the microwave.
- Avoid microwave dinners and foods that are high in fat and low in nutrients.

# Microwave Safety

Please note: The information in this document will not be relevant for schools who choose not to have microwaves available for student use.

The use of microwaves has allowed for an expansion of lunch choices and are often found in Island classrooms. However, it is important to consider the potential dangers associated with microwave use and to follow the “Classroom Microwave Rules” and “General Microwave Safety Guidelines”. Students and staff should be instructed about the proper use of the microwave. As well, “Classroom Microwave Rules” should be posted next to the microwave - see page 4-11 for an enlarged, student-friendly version of the rules. It is a good idea to laminate the “Classroom Microwave Rules” before posting.

## Classroom Microwave Rules

- ▶ Students should ask for permission from a teacher before using the microwave to allow for adequate supervision.
- ▶ Students and teachers should read and follow the microwave directions on food packages carefully. If directions are not followed, it may result in packages bursting, spills, or fires.
- ▶ The microwave should not be turned on for more than one minute at a time regardless of the package directions. Each microwave is different - some are far more powerful than others. Checking the food being heated at one minute intervals should reduce the risk of overheating foods, spills, and fires.
- ▶ Do not microwave beverages in the classroom.
- ▶ Students should be supervised and/or assisted when handling liquid foods (e.g. soups) heated in the microwave, because of the high potential for burns.
- ▶ Students should stand at least one metre away from the microwave when it is in use to avoid crowding.

## General Microwave Safety Guidelines:

- ▶ Spills in the microwave should be cleaned up immediately to prevent fires.
- ▶ The microwave should only be used for heating edible items. Cloth (e.g. mittens) should not be heated in the microwave.
- ▶ The microwave should be turned on only when something is in it. Never turn it on when it is empty, since this may cause a fire.
- ▶ Metal products should NEVER be put in the microwave. This includes aluminum foil, cutlery, twist ties, and juice boxes.
- ▶ Paper bags should not be put in the microwave, they may cause fires.
- ▶ Oven mitts should be provided next to the microwave for safe removal of hot foods.
- ▶ Only unsealed, microwave-safe containers should be used in the microwave. Plastic containers such as margarine or yogurt tubs may melt under the heat of the microwave.
- ▶ The microwave should be kept away from wet surfaces.

- ▶ The air vents of the microwave should be kept clear to prevent fire.
- ▶ Even though there is little risk of leaked radiation in the microwave, a damaged or rusting microwave should NEVER be used.

## Healthy Lunch Ideas for the Microwave

Leftovers from home are great for reheating in the microwave for lunch. Leftovers are far cheaper than microwave dinners and they taste great too. The possibilities are endless:

- ▶ stir fried vegetables and lean pork on egg noodles
- ▶ spaghetti with tomato sauce or any combination of pasta and a low fat sauce
- ▶ soups (e.g. chicken noodle, lentil and vegetable, black bean and ham, etc.)
- ▶ stews (beef, turkey, etc.)
- ▶ chowders (e.g. clam, corn, etc.)
- ▶ chili
- ▶ burritos or soft tacos
- ▶ casseroles
- ▶ veggie and ham pizza
- ▶ roasted chicken, mashed potatoes and veggies
- ▶ rice, beans and corn

## What about Packaged Foods?

Some packaged foods are better than others. In terms of frozen dinner, there is a good variety of lower fat dinners - most of these will have a low-fat claim on the package. There are some frozen microwave dinners that are marketed directly for children. Unfortunately, these dinners tend to be high in fat and low in overall nutrient value. These higher fat microwave dinners should be avoided most of the time.

Other high-fat microwaveable foods which should also be avoided most of the time include deep fried foods (such as french fries, chicken nuggets, battered fish, etc), dried chinese instant noodle packages, and regular microwave popcorn.

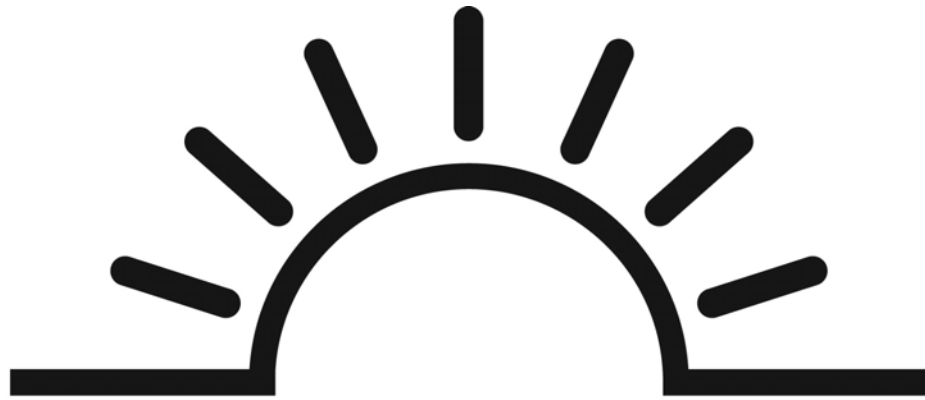
Canned, broth-based soups can be a healthy choice, although they can be high in salt. Some packaged and instant macaroni and cheese dinners can be high in fat and salt and are best served once in a while (1-2 times per month).

**Adapted from: DASH! Directory of Agencies for School Health. British Columbia, 2004.**

## Classroom Microwave Rules

1. Ask your teacher before you use the microwave.
2. Read the microwave directions on your food package and follow them carefully.
3. Follow package instructions for the total amount of heating time. For safety's sake, do not turn the microwave on for more than one minute at a time.
4. Do not microwave beverages in the classroom.
5. Ask an adult to help take liquid foods (like soup or chili) out of the microwave since these get very hot and spill easily.
6. Stand at least one metre away from the microwave when it is turned on.





Voluntary Peanut  
Aware Schools



# Key Points

## Voluntary Peanut Aware Schools

- Peanut allergies are very sensitive - microscopic traces of peanut residue can trigger an allergic reaction.
- Traces of peanut products can be found in foods that one would not expect to find peanuts.
- It is very important to read food labels - look for peanut warnings and check the ingredient list carefully.
- There are a variety of nut free spreads that can be used instead of peanut butter.
- Suggestions of peanut aware lunch and snack options.

# Voluntary Peanut Aware Schools: Exploring Safe, Healthy Food Choices

## Peanut Allergies

Peanut allergies have become a major concern in schools across the country. A student with a peanut allergy can experience an anaphylactic reaction within minutes of being exposed to even trace amounts of peanuts or peanut products, depending on the severity of the allergy. Children who have peanut allergies may also have an allergic reaction from just touching or smelling a peanut product. The peanut product does not have to be eaten. Symptoms of an anaphylactic reaction can include hives, swelling, stomach cramping, nausea, diarrhea, difficulty breathing, trouble swallowing, dizziness, low blood pressure, panic, and anaphylactic shock. The best form of treatment recommended is avoidance of peanut products. As a result many schools have chosen to become “voluntary peanut aware”. In this document, you will find tips for keeping children healthy and happy in voluntary peanut aware schools.

## Can't an allergic child just avoid peanuts?

It is often assumed that an allergic child should just avoid peanuts. Unfortunately, when children can have an allergic reaction from microscopic amounts of peanut residue, the task of avoiding peanuts is more difficult than it sounds. Peanuts and peanut products are found in many unsuspected foods. For example, peanut products may be used to hold together the filling of an egg roll or to hide a burnt taste in spaghetti sauce. A list of products that may contain peanut products can be found below.

Peanuts and peanut products can leave residues everywhere that they touch - on cooking utensils, containers, counter tops, food production machinery, etc. This results in a risk of cross contamination. Cross contamination is the passing of bacteria, microorganisms, or other harmful substances indirectly from one object/person to another through improper or unsterile equipment, procedures, or products. For example, using the same knife to make a peanut butter sandwich then wiping it off to make a jam sandwich can result in a reaction in an allergic child. In a food processing plant the same machinery may be used to make a “banana nut granola bar” and then used to make an “oat and honey granola bar”. Even after the machinery is cleaned, there is still a risk that the machine contains peanut residues. This is why we see the warning on many packaged foods that they “may contain traces of peanuts”.

## What about other nuts?

Peanuts do not belong to the same family as other nuts, as peanuts are considered “legumes” or “ground nuts”. Many people who are allergic to peanuts are not allergic to tree nuts, but it is often

recommended that tree nuts and seeds be avoided due to the risk of cross contamination. Tree nuts include almonds, brazils, cashews, pecans, pine nuts, pistachios, and walnuts. Even though peanuts are a legume, people with a peanut allergy are not usually allergic to other legumes, such as soy, lentils, dried peas and beans.

## Foods to avoid

Some foods that should be avoided when a person has a peanut allergy are easy to identify. Such as:

- goober nuts or goober peas
- ground nuts
- mandalona nuts (peanuts soaked in almond flavouring)
- mixed nuts
- nut spreads - e.g. almond butter, cashew butter, hazelnut butter, sesame butter (tahini), sunflower seed butter, Mystery butter (spread made from almonds and cashews), chocolate hazelnut spread (Nutella®)
- peanut butter
- peanut sauce
- peanuts

Other foods that contain peanuts or peanut residues are not always easily identified. Below is a list of foods have been found to contain peanuts in the past. Although some brands of the foods listed here have been found to contain traces of peanuts or peanut products in the past, it should not be assumed that these foods are always contaminated. One of the best ways to determine if a product contains peanuts is to read the label carefully.

Foods that have been found to contain peanuts in the past include:

- African, Chinese, Indonesian, Mexican, Thai dishes
- Baby formula
- Bakery products
- Candies (M&M's®)
- Cereals (Frosted Flakes®)
- Chili
- Chocolate bars
- Cookies (Oreo's®, Macdonald's cookies®, Lassy Mogs®)
- Curry (powder, paste, sauce)
- Dried soup mix
- Egg rolls
- Frozen desserts
- Granola/cereal bars (Nature Valley®, Quaker Chewy®)
- Gravy
- Ice creams (ADL®, Farmer's®)
- Marinades
- Marzipan (almond paste)
- Packaged pastries (Jos Louis®, May West®)
- Pie crusts
- Prepared soups
- Sauces (e.g. satay, plum, thai)
- Spaghetti sauce
- Veggie burgers

## Label Reading

Some foods will carry a clear warning to indicate the possible presence of peanuts or peanut products. Look for statements such as:

- May contain peanuts
- May contain peanut products
- May contain peanut extracts
- May contain ground nuts
- May contain mixed nuts
- May contain peanut flour or peanut oil

Not every company will print warnings on food packages, so it is always a good idea to check the ingredient list for evidence of peanuts. The following ingredients indicate the presence of peanuts or peanut products:

- arachide
- arachis oil
- artificial nuts
- beer nuts
- goober nuts or seeds
- ground nuts
- hydrolyzed peanut protein
- hydrolyzed plant protein
- mandalona nuts
- mixed nuts
- nut-flavoured products
- Nu-Nut flavoured nuts<sup>®</sup>
- peanuts
- peanut butter
- peanut flour
- peanut meal
- peanut oil (cold-pressed, expelled, expeller pressed, pure-pressed, unrefined)
- peanut protein

It is recommended to use caution around imported foods, especially chocolate, and to avoid foods that do not have an ingredient list (such as bulk foods and bakery items). There is also the option of contacting food manufacturers to ask questions or voice a concern. Most manufacturers will have their contact information listed on the food package. If there is doubt regarding the safety of a food product, the best advice is to avoid it.

## Nut Free Alternative Spreads

Peanut butter has become a staple in Island homes. With peanut butter sandwiches a thing of the past in school lunches, many parents are looking for alternative sandwich spreads. Here are a few.

Type	Description/Use	Where Available
Peabutter	<ul style="list-style-type: none"> <li>• Made from brown peas</li> <li>• Spreads like regular peanut butter</li> <li>• Used as a spread</li> </ul>	Atlantic Superstore Sobeys Nature's Harvest
Hummus	<ul style="list-style-type: none"> <li>• Made from chickpeas, sesame tahini and spices</li> <li>• Tahini may contain traces of peanut products, but hummus can be prepared at home without tahini</li> <li>• Used as a dip with pita bread</li> <li>• Used as a spread on sandwiches</li> </ul>	Atlantic Superstore* Sobeys*  * The products available here will likely contain tahini which may contain traces of peanut products. For safety, it is best to prepare hummus at home or check ingredient list carefully.
Apple butter	<ul style="list-style-type: none"> <li>• Made from apples and spices</li> <li>• Keep refrigerated after opening</li> <li>• Can be used as a spread on bread or to top ice cream</li> </ul>	Atlantic Superstore Bulk Barn (choose bottled, not from the bucket due to possible cross contamination) Sobeys Nature's Harvest
Marmite	<ul style="list-style-type: none"> <li>• Made from yeast extract</li> <li>• Used as a spread -spread thinly as it has a strong flavour</li> </ul>	Atlantic Superstore Sobeys
Vegemite	<ul style="list-style-type: none"> <li>• Made from yeast extract and vegetables</li> <li>• Used as a spread - spread thinly as it has a strong flavour</li> </ul>	Atlantic Superstore Sobeys
Soynut butter	<ul style="list-style-type: none"> <li>• Made from roasted soybeans</li> <li>• Available in original, honey and chocolate flavours</li> <li>• Used as a spread</li> </ul>	Atlantic Superstore Sobeys Nature's Harvest

## Peanut Aware Lunch and Snack Ideas

There are plenty of peanut-aware lunch and snack options that are student approved. A well balanced lunch should contain selections from 3-4 food groups and snacks should contain selections from 2 or more food groups. Some options are healthier than others. Balanced lunch and snack ideas listed below have been grouped by “Choices to Serve Most Often” and “Choices to Serve Sometimes”. Peanut-aware lunch and snack items from the “Choices to Serve Least Often” have also been listed. **The following suggestions may be safer choices, but it’s a good idea to always check food labels for peanut products.**

<b>Peanut-Aware Choices to Serve Most Often: Serve These Daily</b>	
<b>Lunch Ideas</b>	<b>Snack Ideas</b>
<ul style="list-style-type: none"> <li>• Homemade vegetable soup with corn bread, 100% fruit juice</li> <li>• Bagel with egg and cheese, piece of fresh fruit, chocolate milk</li> <li>• Tortillas with chicken, fresh or stir-fried vegetables, cheese, milk</li> <li>• Low fat, high fiber fruit muffins with yogurt and 100% fruit juice</li> <li>• Chili with beans and low-fat crackers, milk, applesauce</li> <li>• Whole wheat spaghetti with lean beef and tomato sauce, cheese, 100% fruit juice</li> <li>• Brown rice with stir-fried vegetables and chicken, white or chocolate milk</li> <li>• Homemade milk based soup with salad and low-fat crackers, 100% fruit juice</li> <li>• Veggie dogs with fresh vegetables and cheese in whole wheat bun, milk</li> <li>• Tuna sandwich with fresh vegetables and low-fat mayonnaise on whole wheat bread, 100% fruit juice</li> <li>• Pita pocket stuffed with lean roast beef, romaine lettuce, &amp; cheese, veggies &amp; dip, banana, milk</li> </ul>	<ul style="list-style-type: none"> <li>• Rice cakes with cheese, 100% fruit juice</li> <li>• Whole wheat English muffin with fresh fruit</li> <li>• Fresh vegetables with cheese and low-fat dip or yogurt-based dip</li> <li>• Unsweetened or low-sugar cereal with cut up fresh fruit and milk</li> <li>• Cottage cheese and yogurt with low-sugar cereal or granola mix</li> <li>• Cottage cheese and fresh fruit</li> <li>• Canned fruit packed in juice or water</li> <li>• Pita bread with hummus dip</li> <li>• Plain air-popped popcorn</li> <li>• Waffles with fresh fruit and yogurt</li> <li>• Hard-boiled eggs with fresh vegetables and low-fat dip</li> <li>• Yogurt with mixed fruit</li> <li>• Whole grain bread spread with soynut butter</li> <li>• Applesauce (or applesauce blend) cup and whole wheat toast</li> <li>• Cheese strings and crackers</li> </ul>

<b>Peanut-Aware Choices to Serve Sometimes: Serve These 2-3 Times Per Week</b>	
<b>Lunch Ideas</b>	<b>Snack Ideas</b>
<ul style="list-style-type: none"> <li>• Cheese pizza with apple sauce and milk</li> <li>• Canned chicken noodle soup with corn bread, milk</li> <li>• Reduced fat hot dogs on whole wheat bun with salad and low-fat dressing, chocolate milk</li> <li>• Pancakes with fresh fruit, milk</li> <li>• Baked ham and mashed potatoes, apple sauce, milk</li> <li>• Grilled cheese sandwich with canned tomato soup, 100% fruit juice</li> <li>• Canned milk-based soup with biscuits, 100% fruit juice</li> <li>• Beef stew, biscuit, yogurt drink</li> </ul>	<ul style="list-style-type: none"> <li>• Pretzels</li> <li>• Dried fruit</li> <li>• Sweetened cereal made with oats or whole grains with milk and fresh fruit</li> <li>• Oatmeal raisin cookies</li> <li>• Banana bread with skim milk</li> <li>• Frozen fruit bars (100% fruit juice)</li> <li>• Frozen yogurt with 2% milk fat or less</li> <li>• Milk-based puddings</li> <li>• Rice Krispie squares</li> </ul>

<b>Peanut-Aware Choices to Serve Least Often: Serve These Infrequently (1-2 Times Per Month or Less)</b>	
<b>Lunch Ideas</b>	<b>Snack Ideas</b>
<ul style="list-style-type: none"> <li>• Chicken ceasar salad</li> <li>• French fries</li> <li>• Chicken nuggets</li> <li>• Poutine (french fries served with cheese and gravy)</li> <li>• Pizza with pepperoni</li> <li>• Bologna sandwich</li> <li>• Sausages</li> <li>• Cream soups</li> <li>• Regular hot dogs</li> <li>• Fried fish</li> </ul>	<ul style="list-style-type: none"> <li>• Muffins (cake-like, commercially prepared)</li> <li>• Sugary breakfast cereal with milk</li> <li>• Home-made cookies or brownies</li> <li>• Fruit leather</li> <li>• Regular ice cream</li> <li>• Sesame snaps</li> <li>• Potato chips</li> <li>• Nachos with salsa and cheese</li> <li>• Chocolate bars</li> </ul>

For more information, refer to the Information Handbook on Anaphylactic Shock (available online at [http://www.gov.pe.ca/photos/original/ed\\_anaphylactic.pdf](http://www.gov.pe.ca/photos/original/ed_anaphylactic.pdf)) issued by the Prince Edward Island Department of Education and Department of Health and Social Services. This handbook is currently under review .The Allergy/Asthma Information Association can also be contacted for more information - by phone (506-459-4475) or by email ([atlantic@aaia.ca](mailto:atlantic@aaia.ca)) or check out their website at [www.aaia.ca](http://www.aaia.ca).



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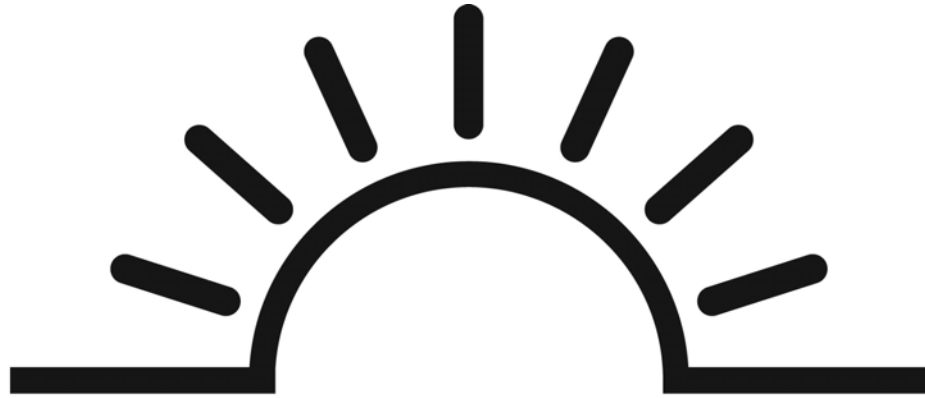
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Breakfast for  
Learning: Best  
Practices - Program  
Standards



## ***best practices* - Program Standards**

“*best practices*” are quality standards put in place for school food programs (i.e. breakfast or snack programs). “*best practices*” ensure that school food programs are: universally accessible, supported through parental involvement, supported by coordinators and volunteers, provide quality and nutritious food, provide a safe and positive environment, financially accountable, and evaluated annually (See following page for more details on “*best practices*”).

By adopting “*best practices*”, you can help bring consistency and ensure quality in the delivery of your food program.

“*best practices*” were developed by BREAKFAST FOR LEARNING, a national charitable organization dedicated to supporting child nutrition programs in Canada. Their mission is to ensure that all children attend school well-nourished and ready to learn. They are a major funder of school food programs in Canada - including PEI.

# *best practices*

## Program Standards

### **EFFECTIVE PROGRAM MANAGEMENT- *Parental Involvement, Consent, Partnerships & Collaboration***

- ✓ **Parental involvement** every step of the way - from planning to the day-to-day functions.
- ✓ **A coordinating program committee** reflecting community collaboration and diverse partnerships made up of parents, community members, students and volunteers. In addition the committee must also include the participation of the principal, vice-principal or a teacher.

### **MEASURING SUCCESS - *Evaluation***

- ✓ Ongoing and **yearly evaluation** of the program.

### **WHO IS SERVED - *Access/Participation***

- ✓ **Universally accessible** program allowing any child in the community to participate.
- ✓ **Program operates** 3 to 5 days per week during the school year.
- ✓ **A minimum of 45 children or 20% of the school population** participating in the program.
- ✓ **Language services** available to allow ethnic and cultural diversity.

### **STAFF & VOLUNTEERS - *Inclusive and Efficient***

- ✓ **A qualified coordinator that is compensated accordingly** - to play the central role of organizing volunteers, managing budgets and acting as a consistent community liaison.
- ✓ **Resources** in place to **attract, train and support staff and volunteers.**
- ✓ **A system** in place to recognize volunteers and other supporters in the community.

# *best practices*

## **Program Standards**

### **MENU FOR LEARNING- *Food Quality***

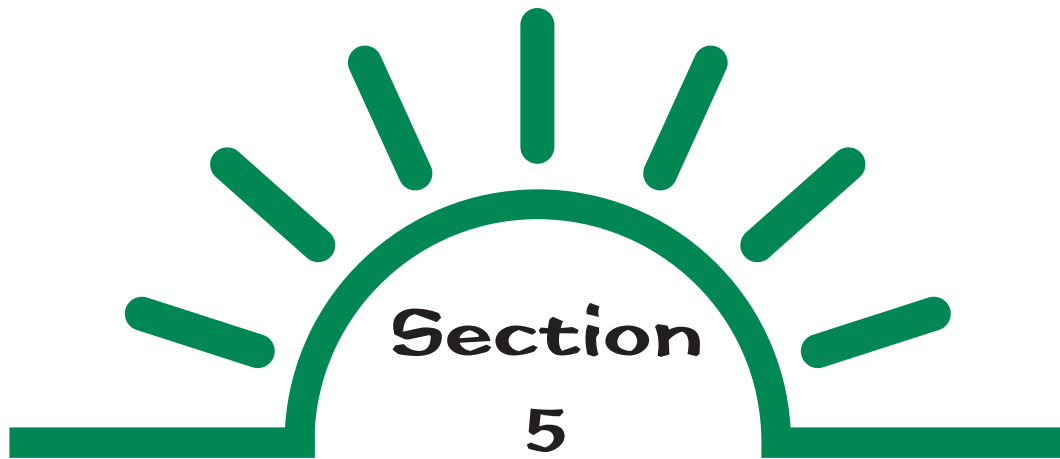
- ✓ **Nutritious food**, in sufficient quantities, available to meet the needs of the children. A breakfast must provide foods from at least three different food groups of Canada's Food Guide to Healthy Eating.
- ✓ **Quality assurance** regarding nutrition and food safety, provided by registered dietitians and public health inspectors along with training provided for the following:
  - **Safe food handling practices** - to prevent food poisoning
  - **Menu planning** - to ensure adequate calories and nutrients in menus
- ✓ **Nutrition education support** within program sites that promotes life-long healthy eating habits for children
- ✓ **Multicultural content** - to reflect the cultural diversity of the community

### **MONEY MATTERS - *Financial Accountability***

- ✓ **Parental financial** support, including contributing toward the cost of the program.
- ✓ Effective **accounting system** in place and training provided for the following:
  - **Budgeting** - to efficiently utilize funds
  - **Bookkeeping & financial management** - to ensure fiscal accountability
  - **Effective purchasing** - to ensure dollars are spent most effectively

### **CREATING A POSITIVE ENVIRONMENT FOR CHILDREN - *Safety***

- ✓ **A safe, hygienic, welcoming, and well-supervised environment** - there should be a minimum of one adult for every 15 children.
- ✓ **First aid training**, provided to the coordinator, to assist in handling injuries.
- ✓ **Appropriate facilities** provided at no cost to the program by a school or community center.
- ✓ A letter of agreement is to be **signed by the principal** of the school outlining all aspects of the program and the responsibilities of each party.

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**Section  
5**

**Resources for  
School Food Programs**

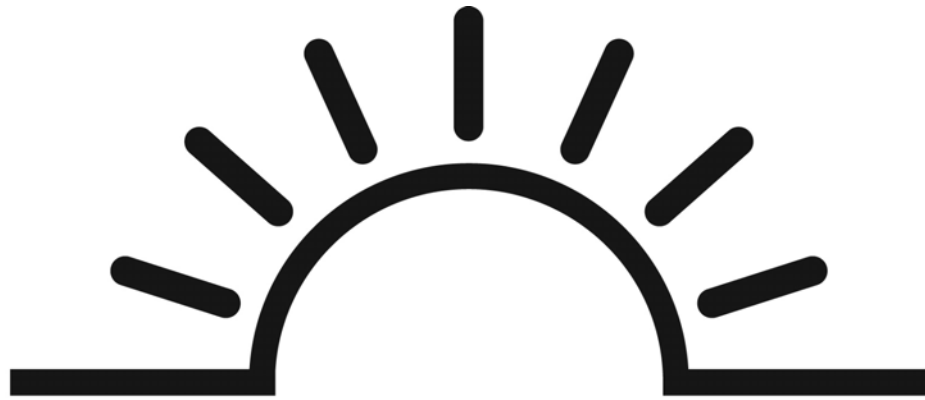


Section 5  
Resources for School Food Programs

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# School Food Program Ideas





## Key Points

### School Food Program Ideas

- To successfully introduce new foods at school this requires planning and marketing.
- Strategies to introduce new foods include:
  - Taste testing
  - Involving students in food preparation and/or distribution
  - Surveying students to determine what food to serve
  - Presenting healthy food in an attractive manner
- Provides various suggestions for foods to serve as part of a snack/canteen program, breakfast program, or lunch program.

# School Food Program Ideas For Schools With No Cafeteria

All schools serve food at some time during the school year - whether in a canteen, breakfast program, weekly lunch choices or a snack program. In the past less healthy food choices have been popular, but healthier options can be just as popular.

There are plenty of healthy food choices available for school food programs. Introducing new food choices in the school environment requires some planning and management for gaining students' acceptance. Here are some ideas to make healthy choices the popular choice.

## Introducing new foods in your school

### Taste testing

- ▶ Before adding a new food selection to your menu, offer students the opportunity to sample the food first. Young people often think they do not like a food because they have never tried it before. By giving them the opportunity to try a food without pressure to buy it can help students realize that they actually like the food. It's also important to remember that students often need to be exposed repeatedly to a food before they will accept it - sometimes between 8 to 15 times.

### Students involved in preparing or distributing food

- ▶ Students are more likely to accept food choices when they are involved in preparing the food or even in helping to distribute the food. The food service arrangements in each school will determine how involved students can be.

### Surveying students to help decide what food to serve

- ▶ It is important for students to be involved in selecting food choices, and it is key to successfully adding healthy food options to your menu. Asking students what healthy foods they would like served at school keeps them involved and more likely to select the new food choices. However, it is a good idea to provide guidance for students. Instead of asking students what foods they want sold at school, provide a list of possible healthy options and have students rank their favourites.

### Presenting healthy foods in an attractive manner

- ▶ Use baskets, interesting arrangements, colourful food choices, garnishes and place healthy options in a prominent area. If food looks attractive and appetizing people are more likely to choose it.

It is important to remember that making major changes all at once can backfire, and kids may be resistant to try new things. Changing traditional school food options should be done gradually.

## Other ways to create interest in healthier options

- ▶ Have promotional healthy eating messages during morning announcements (like “kids healthy tip of the day”). Invite students to create these messages and deliver them: e.g. “I like to drink milk”
- ▶ “Frequent purchase cards” for healthy foods (e.g. buy 5 fruit cups and get the 6<sup>th</sup> for free)
- ▶ Hold a random draw for those purchasing healthy foods

## Operating your school food program

- ▶ Make a list of items that are needed on a regular basis to operate your school food program. Make it available to members of your school community (e.g. parents, grandparents, community groups, local businesses, etc). These individuals/organizations may be able to make a donation (e.g. napkins or juice) if they are not able to donate their time.
- ▶ Create a School Food Committee to help decide on the menu and prepare food if you don't have paid staff for this responsibility. There are plenty of people within your school community that may not be able to volunteer their time daily or weekly, but would be willing to help out once a month with a specific task. For example, a grandmother may feel comfortable knowing she is needed to come in for an hour on the first Monday of the month to prepare fruit smoothies, but she may not be comfortable with participating in fundraising events. Volunteer burnout is always a concern. By having a separate “Food Committee” with volunteers who may or may not have other volunteer obligations can help reduce the risk of volunteer burnout.

## School Canteen or Snack Program Suggestions

The following suggestions are from the “Guide to Food Choices” - the appendix of the School Healthy Eating Regulations. **Note:** Some of the following suggestions may not be appropriate if your school is voluntary peanut aware.

<u>Ideas from the Foods to Serve Most Often list:</u>	<u>Ideas from the Foods to Serve Sometimes list:</u>
<ul style="list-style-type: none"><li>▶ Fresh whole fruit or canned fruit</li><li>▶ Fruit salad cup</li><li>▶ Fruit, yogurt, granola parfait</li><li>▶ Veggie sticks and dip</li><li>▶ Muffins (whole grain, lower fat)</li><li>▶ Yogurt</li><li>▶ Whole grain bagel &amp; cream cheese</li><li>▶ Applesauce or applesauce blend cups</li><li>▶ Smoothies</li><li>▶ Low Fat Loaves (e.g. zucchini, banana)</li><li>▶ Rice cakes</li><li>▶ Milk or Chocolate Milk</li><li>▶ Hummus &amp; Pita Wedges</li><li>▶ Whole grain bread sticks</li><li>▶ Crackers and cheese</li><li>▶ 100% Fruit Juice</li><li>▶ Plain air-popped popcorn</li><li>▶ Cheese Strings</li></ul>	<ul style="list-style-type: none"><li>▶ Cereal &amp; Pretzel Snack Mix</li><li>▶ Cookies (Oatmeal, Gingersnaps, Digestives, Arrowroot, Fig Newtons)</li><li>▶ Frozen Yogurt</li><li>▶ Puddings</li><li>▶ Salsa and Baked Tortilla chips</li><li>▶ Rice Krispie™ Squares</li></ul>

## School Breakfast Program Suggestions

<u>Ideas from the Foods to Serve Most Often list:</u>	<u>Ideas from the Foods to Serve Sometimes list:</u>
<ul style="list-style-type: none"><li>▶ Whole Wheat or Multi-grain Toast, Bagels, English Muffins</li><li>▶ Unsweetened or Low Sugar Cereals - Corn Flakes®, Shreddies®, Rice Krispies®</li><li>▶ Low Fat, High Fibre Muffins with vegetables or fruit - blueberry, carrot, apple, etc</li><li>▶ Fresh Fruit - apples, oranges, bananas, melons, etc</li><li>▶ Yogurt - 2% milk fat or less</li><li>▶ Smoothies</li><li>▶ Milk or Chocolate Milk</li><li>▶ 100% Fruit Juice - apple juice, orange juice</li></ul>	<ul style="list-style-type: none"><li>▶ White Toast, Bagels, English Muffins</li><li>▶ Sweetened Cereal made with oats or whole grains - Instant Oatmeal, Honey Nut Cheerios®, etc</li><li>▶ Low Fat Loaves - zucchini, banana, etc</li><li>▶ Cereal and Granola bars</li></ul>

Condiments - soft margarine, jam, cheese spread, cream cheese, peanut butter

# School Lunch Suggestions

## Sandwiches, Wraps, Subs, Pita Pockets

- ▶ Made with whole grain breads; lean meats (e.g. turkey, chicken, roast beef, ham); other fillings (e.g. tuna, salmon, egg); cheese (lower fat cheese available); veggies (e.g. lettuce, tomato, cucumber, pepper rings or strips, onion); condiments (e.g. mustard, barbeque sauce, salsa, reduced fat mayo). If time allows, try a sandwich bar where sandwiches are custom made to order.

## Pasta Dinners

- ▶ Spaghetti with tomato sauce; lasagna; macaroni and cheese. Experiment with different shapes of pastas, protein (it doesn't have to be just ground beef - try ground poultry or pork, chicken cubes, shrimp, ham, or low fat sausage), veggies, and sauces (avoid the cream based ones).

## Baked Potato with topping

- ▶ Some toppings to consider include grated cheese, cole slaw, chili, egg salad, salsa, sour cream and chives, broccoli and cheese, tuna salad, margarine, etc.

## Chili

- ▶ With whole wheat garlic bread or chili on rice.

## Soups or Chowders

- ▶ With whole grain roll, biscuit, or bread sticks- homemade is best as it can be prepared with lots of veggies and beans and can be low in salt. Canned tomato or broth-based soups can be served sometimes. Canned broths can also be used as a soup base - add cooked chicken, turkey, ham, or beef and some vegetables. Try to avoid cream-based soups, such as cream of mushroom or chicken.

## Casseroles

- ▶ Shepards Pie, chicken & rice.

## Salad Bar

- ▶ Allow students to prepare their own salad from a variety of pre-cut vegetables, fruit, cheese, chicken, turkey, ham, hard boiled egg, nuts, seeds, etc. This option is more work than other options and requires adequate space, but it is very popular with students.

## Burritos, Quesadillas, Tacos

- ▶ Fill with lots of veggies (onions, green or red peppers, tomatoes, etc.); lean beef, chicken, or turkey; beans; reduced fat cheese; salsa.

### Veggie Burger or Veggie Dog

- ▶ Most taste very similar to real meat, but with far less fat. A large variety of brands are available at most major grocery stores

### Brown Bag Lunch

- ▶ Fruit (e.g. banana), crackers, cheese string, yogurt, and arrowroot cookies. This type of lunch is proving to be very popular with students in elementary schools, but would require more food if it was for older students as they have higher calorie needs.

### Pizza

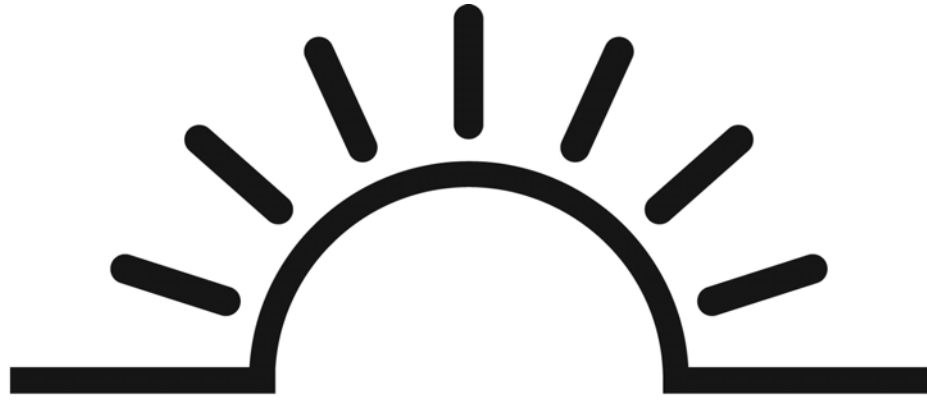
- ▶ With veggies, reduced fat cheese, lean meats, or veggie pepperoni. Limit processed meats such as pepperoni & salami. \*

### Lean Hamburger \* or Grilled Chicken Burger

- ▶ Serve with a side salad

\* Serve these choices less often

There are plenty of possibilities not listed here. Consider foods that are healthy, as well as popular with students and go from there. Also, for voluntary peanut aware schools, make sure that the ingredients are peanut safe.



Useful Websites for  
Healthy Meal and  
Snack Ideas



# Useful Websites for Healthy Meal and Snack Ideas

## **Dietitians of Canada:**

[www.dietitians.ca](http://www.dietitians.ca)

The Eat Well, Live Well section of this website has lots of practical and fun features. Some of the features include EatTracker, Nutrition Challenge, FAQs, Fact Sheets, Virtual Kitchen, Virtual Grocery Store Tour, and many more.

## **Canadian Living:**

<http://www.canadianliving.com>

Based on the popular Canadian magazine, this website contains an extensive section of health and well being articles for the entire family. Busy families will be particularly interested in the *Make it Tonight* selection of recipes that can be prepared in 30 minutes or less and the *Step by Step* cooking lessons - not sure how to cook a turkey? This section assists even the most timid cook!

## **Kraft Canada:**

<http://www.kraftcanada.ca>

This site contains a large library of articles on a variety of nutrition topics including: antioxidants, calcium, fiber, fat, iron, sodium and much more. *Kid Friendly Side Dishes*, *Top 10 Fruit and Veggie Packed Recipes* and a comprehensive 'encyclopedia' of vegetables - *Vegetables 101* will help your family learn more about new vegetables and fruits while introducing new recipes.

## **Home Made Simple:**

[http://www.homemadesimple.com/kitchen/nourishing\\_nibbles.shtml](http://www.homemadesimple.com/kitchen/nourishing_nibbles.shtml)

If you have run out of ideas for school lunches check this site for articles on *Looking Forward to Lunch*, *Packable Lunch* and *Easy Living Tips for Back to School*. Children will be interested in the kid friendly recipes on this website such as the *Banana Dog* and the *Pear Pal* while parents will find a well organized index of recipe ideas for entrees, soups, salads, side dishes, and dessert items.

## **Just Add Milk:**

<http://www.justaddmilk.ca/recipes/index.php>

What is 'ice cream in a bag'? That's just one of many recipes on this website. Visitors can also try the 'milk recipe of the week' or download the yearly milk calendar. You can 'ask a dietitian' your nutrition questions, learn more about *what's in milk* or view a set of articles on women's health issues on this site.

## **American Dietetic Association:**

[www.eatright.org](http://www.eatright.org)

If you have ever wanted more information on the latest books on nutrition this site's *Good Nutrition Reading List* provides a guide to help you decide which books to invest in. Frequent visitors to this site can also access the healthy eating *Tip of the Day* and a variety of booklets and nutrition fact sheets designed to help parents teach children healthy food habits including: *Kid's Nutrition Needs*, *Start Healthy: The Guide to Teaching Your Little One Good Eating Habits*, *Making the Most Out*



of *Family Mealtimes* and many more.

**The Food Network:**

<http://www.foodnetwork.ca>

The Food Network offers a series of *handy printable* guides and reference charts for your kitchen such as: measurement conversion charts, temperature conversions, steak doneness charts while the *food glossary* will help you sort out your bananas from your plantains. Curious about your daily calorie and nutritional intake? Try the *nutrition calculator* tool to discover more about your food intake.

**The Childcare Nutrition Resource System:**

<http://www.nal.usda.gov/childcare/recipes>

This website contains a variety of links to recipes sites while offering monthly *Food, Family and Fun: A new recipe to cook with kids each month*. Want to involve your child in meal preparation? Check the *Kids Can Cook* newsletter.

**National Network for Child Care:**

<http://www.nncc.org/nutrition/recipe.kid.html>

The archives of the National Network for Child Care includes articles on a variety of nutrition topics including: childhood obesity, meals and snacks, mealtime behaviour, food safety and other topics. Parents will be particularly interested in titles such as *There's a Picky Eater at Home; Winning Ways to Grocery Shop with Young Children; Making the Most of Family Mealtimes* and the *ABCs of Feeding Preschoolers*.

**Kids Health:**

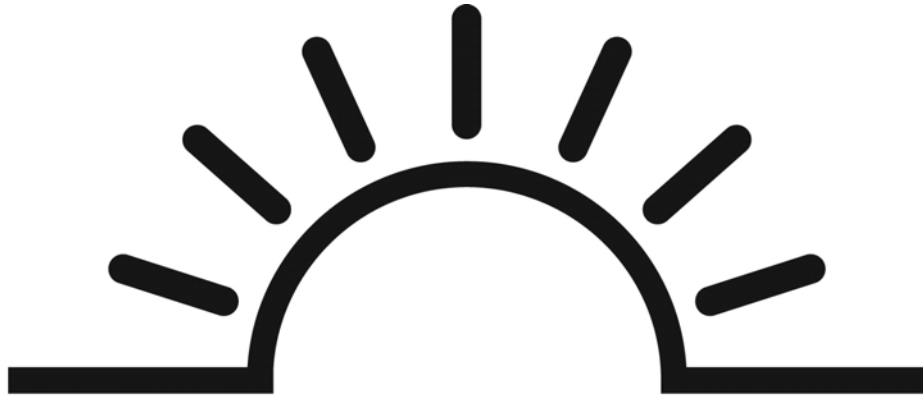
<http://www.kidshealth.org>

This site is sub-divided into sections especially for children, parents and a site for teens. Parents and children of all ages will enjoy pages specially designed to meet their areas of interest. One highlight of this site is a series of short movies designed to teach children about the human body.

**Kidnetic:**

<http://www.kidnetic.com>

The brightly colored entrance to this site is designed to catch the interest and attention of children but parents will also be interested in the 'recipe round up' that includes *brown bag specials, smart snacks, gross out delights* and *super sides*. Concerned about your child's health? This site also contains an *Ask an expert* on-line forum where you can pose questions to a pediatric nutritionist, an exercise physiologist, a child psychologist and a public health professor.



# Funding for Food Programs



# Key Points

## Summary of Funding For School Food Programs

- School food programs include breakfast and snack programs that are offered to all students free of charge
- There are 2 main sources of funding:
  - Breakfast For Learning
  - Children's Emergency Foundation
- Building community partnerships with local businesses and community groups can also assist in the operation of your program

# Summary of Funding For School Food Programs

## BREAKFAST FOR LEARNING (BFL)

Located in Toronto, Canada

BREAKFAST FOR LEARNING is the only national non-profit organization solely dedicated to supporting child nutrition programs in Canada. Their mission is to ensure that every child in Canada attends school well nourished and ready to learn. In 1992, BFL helped to start 20 nutrition programs; now they support programs in over 6,900 communities, in every province and territory in Canada.

BFL has provided a grant to hire a Provincial Coordinator for School Healthy Eating Programs on Prince Edward Island. Part of this role includes assisting school food programs with grant applications and the adjudication of these grants from BFL for the province. The provincial coordinator for the PEI Healthy Eating Alliance works out of the Eastern School District (space donated by the Eastern School District).

Criteria: Breakfast For Learning supports breakfast and snack programs which are offered a minimum of 2 days/week, feature nutritious foods, demonstrate an ability to deliver services and to secure financial, in-kind, and volunteer support from their local community, and are available for ALL children to attend free of charge. Programs are encouraged to follow “*best practices*” (program standards) from Breakfast For Learning. These standards ensure that programs are consistent and they ensure quality in program delivery.

For more information about BREAKFAST FOR LEARNING, please visit their website at: [www.breakfastforlearning.ca](http://www.breakfastforlearning.ca).

## Children’s Emergency Foundation (CEF)

Located in Toronto, Ontario

The Children’s Emergency Foundation is a federally incorporated non-profit organization and a registered charity which raises and distributes funds to assist programs which help children in need across Canada and across the world. They support more than 360 child nutrition programs across Canada.

Criteria: Programs must already be in operation, feature nutritious foods, demonstrate an ability to

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deliver services and to secure financial, in-kind, and volunteer support from their local community, and programs must be available for ALL children to attend free of charge.

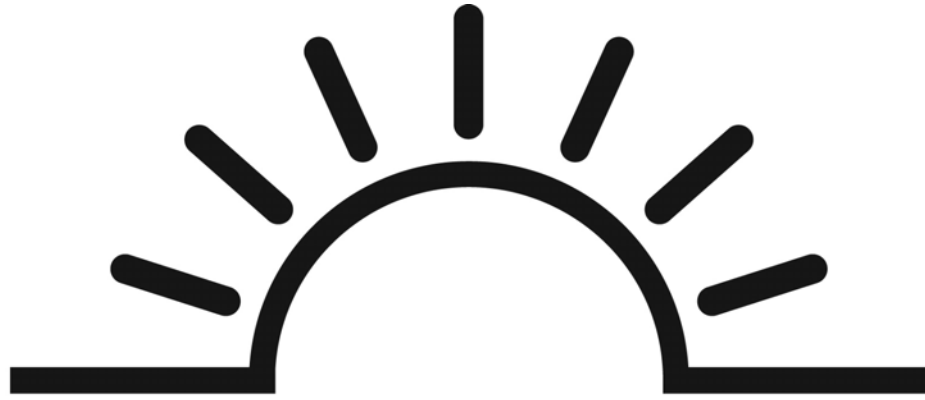
For more information about the Children's Emergency Foundation, please visit their website at: [www.childremergency.org](http://www.childremergency.org).

## Community Partnerships

Many programs have established partnerships with local businesses and community groups to assist in the daily operation of breakfast and/or snack programs. Some businesses have contributed financially, while others have provided their support by donating a food product or supplies (i.e. napkins, cups, plates, utensils, etc), or by volunteering their time at a program.

Visit local businesses for donations, both financial and food product or supplies. Try grocery stores, restaurants, bulk food stores, restaurant supply stores, food suppliers, etc. Other donations may be found by approaching local service groups, churches, professional associations and unrelated businesses which may have a charitable donation fund. If you are unable to visit local businesses, try sending a letter or telephoning the manager/supervisor.

Volunteers are key to your program. It is important to try to get parents involved in your program. Other sources of volunteers include: local volunteer centres, seniors clubs, and churches. You can often advertise for free in newspapers and on local television.



# Survey on School Food Programs



# Survey on School Food Programs

When considering changing a service or starting a new service it is important to get input from those who will use the service. Surveying parents and/or students is one way to get input on school food programs.

The following survey has been adapted from a survey developed by West Kent Elementary School. There are four sections to the survey: 1) Lunch Program, 2) Snack Program, 3) Breakfast Program, and 4) Other Questions about Food Programs. Not all sections will apply to your school so you are encouraged to modify the survey to meet your needs. The parts of the survey in *italics* should be modified by you. And the **highlighted** parts should be used when the food program already exists in your school.

You will be able to download the survey from the PEI Healthy Eating Alliance website at [www.healthyeatingpei.ca](http://www.healthyeatingpei.ca) or contact Mary Acorn (Co-ordinator, School Healthy Eating Policy Project) at 902-894-2819 or [macorn@upei.ca](mailto:macorn@upei.ca).





**Not Satisfied At All**                      **Very Satisfied**  
   1            2            3            4            5

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ **If the school could offer lunch alternatives, what would you like to see offered?**

\_\_\_\_ *Homemade Soup*                      \_\_\_\_ *Pita sandwich (vegetable, tuna, etc.)*  
\_\_\_\_ *Healthy tortilla wraps*                      \_\_\_\_ *Homemade Pasta*  
\_\_\_\_ *Vegetarian Pizza*                      \_\_\_\_ *Sub*

**Additional Suggestions** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ **How much would you be willing to pay for each additional lunch alternative?**

\_\_\_\_ Under \$3.00      \_\_\_\_ \$3.00      \_\_\_\_ \$4.00      \_\_\_\_ \$5.00      \_\_\_\_ More

➤ **What did your child/you like most about our Lunch Program?** \_\_\_\_\_  
\_\_\_\_\_

➤ **What did your child/you like least about our Lunch Program?** \_\_\_\_\_  
\_\_\_\_\_





➤ **What did your child/you like most about our Breakfast Program?** \_\_\_\_\_

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➤ **What did your child/you like least about our Breakfast Program?** \_\_\_\_\_

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Part 4 - Other Questions about Food Programs

➤ **What would your family find most useful? Please check all you are interested in.**

	<b>Not Useful At All</b>				<b>Very Useful</b>
Breakfast Program	1	2	3	4	5
Lunch Program	1	2	3	4	5
Snack Program	1	2	3	4	5

➤ **Would you be able/willing to volunteer for these programs if required?**

Yes       No

**If Yes, how often and which one?** \_\_\_\_\_  
\_\_\_\_\_

➤ **Would you support/participate in fund-raising efforts to subsidize an expanded food program?**

Yes       No

**Your comments and suggestions are important. Please feel free to make any additional comments that may be useful to the school regarding food choices at our school.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

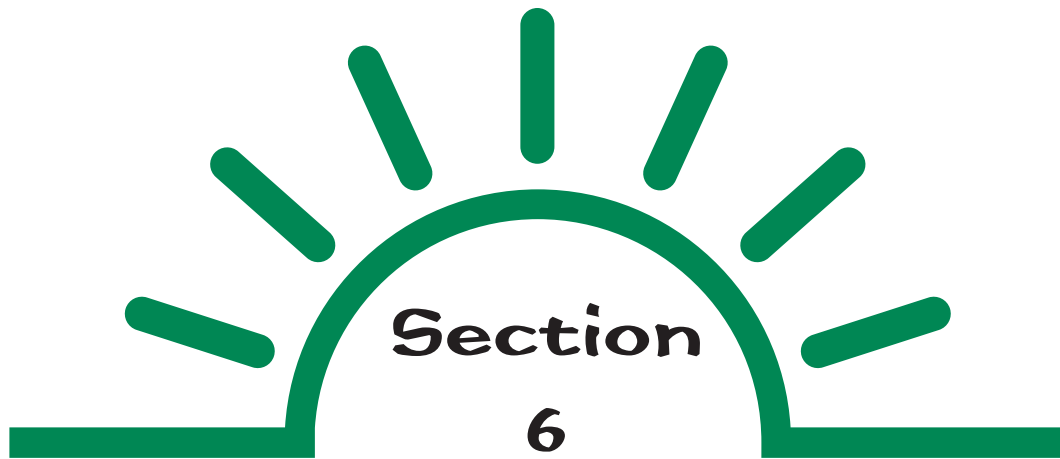
Name (optional) \_\_\_\_\_

*Contact Information:*

Adapted from: the West Kent Elementary School Survey

March 2005





**Section**

**6**

# **Nutrition in the Classroom: Teacher Resources**



# Section 6

## Nutrition in the Classroom: Teacher Resources

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• Build a Lunch ( <i>Annapolis Valley Health Promoting School Project</i> )	
• Build a Day of Activity ( <i>Annapolis Valley Health Promoting School Project</i> )	
• Food Bingo ( <i>BC Dairy Foundation</i> )	

## Learning Activity Sheets - Grades 4-6: 6-11

Examples of available classroom resources - sources noted at the bottom of each sheet and most of the sources are found in the document “Where to Find More Activities” on page 6-13

- Canada’s Guidelines For Healthy Eating (*Discover Healthy Eating*)
- What’s the Serving Size? (*Discover Healthy Eating*)
- Six kinds of Nutrients (*Discover Healthy Eating*)
- Vitamin and Mineral Match (*Mission Nutrition*)
- My Food Choices (*Mission Nutrition*)
- Food Math Problems (*Freggie Tales*)
- Edible Plants (*Freggie Tales*)

## Learning Activity Sheets - Grades 7-9: 6-12

Examples of available classroom resources - sources noted at the bottom of each sheet and most of the sources are found in the document “Where to Find More Activities” on page 6-13

- Crossword Puzzle (*Dole*)
- Word Search (*Dole*)
- Healthy Lifestyle Fill in the Blanks (*Discover Healthy Eating*)
- Canada’s Food Guide to Healthy Eating Check List (*Discover Healthy Eating*)
- TV Unplugged (*Discover Healthy Eating*)
- Cheddarville Chokes on Food Quiz (*Dairy Farmers of Ontario*)

## Where to Find More Activities 6-13



## **Information Sources**

### **Canada's Food Guide to Healthy Eating and Accompanying Documents**

- contains the Food Guide and the booklets "Using the Food Guide", Focus on Children Six to Twelve Years", and "Food Guide Facts Background for Educators and Communicators"
- *Source:* Health Canada; source identified on materials

### **Nutrition Labelling**

- *Source:* Healthy Eating is in Store for You (Canadian Diabetes Association and Dietitians of Canada); source and permission to reproduce noted on materials

### **Active Living and Healthy Eating Student Song Sheet**

- *Source:* PEI Provincial Government, Active Living Alliance, and PEI Healthy Eating Alliance; source and permission to reproduce noted on materials

### **Colouring Sheets**

- *Source:* PEI Healthy Eating Alliance, the PEI Active Living Alliance and the PEI Healthy Child Development Initiative; source and permission to reproduce noted on materials

### **Mission 3: Take off with Breakfast**

- *Source:* Mission Nutrition; source and permission to reproduce noted on materials

### **Build a Lunch**

- *Source:* Annapolis Valley Health Promoting School Project; source noted on materials.
- Permission was received to reproduce this document.

### **Build a Day of Activity**

- *Source:* Annapolis Valley Health Promoting School Project; source noted on materials.
- Permission was received to reproduce this document.

### **Bingo**

- *Source:* BC Dairy Foundation; source noted on materials.
- Available for free download.

### **Canada's Guidelines for Healthy Eating**

- *Source:* Discover Healthy Eating!; source noted on materials
- Available for free download.

### **What's the Serving Size?**

- *Source:* Discover Healthy Eating!; source noted on materials
- Available for free download.

### **Six Kinds of Nutrients**

- *Source:* [Discover Healthy Eating!](#); source noted on materials
- Available for free download.

### **Mission 2: Vitamin and Mineral Match**

- *Source:* [Mission Nutrition](#); source and permission to reproduce noted on materials

### **Mission 5: My Food Choices**

- *Source:* [Mission Nutrition](#); source and permission to reproduce noted on materials

### **Math Problems**

- *Source:* [Freggie Tales](#); source not noted on materials
- Available for free download.

### **Edible Plants: Science Problems**

- *Source:* [Freggie Tales](#); source not noted on materials.
- Available for free download.

### **Spencer Sweet Potato's Jazzy Crossword Puzzle**

- *Source:* [Dole 5 a Day](#); source noted on materials
- Available for free download

### **Kurt and Casey Collard Greens' Leafy Greens Word Search**

- *Source:* [Dole 5 a Day](#); source noted on materials
- Available for free download.

### **Healthy Lifestyles Fill in the Blanks**

- *Source:* [Discover Healthy Eating!](#); source noted on materials
- Available for free download.

### **Canada's Food Guide to Healthy Eating Check List**

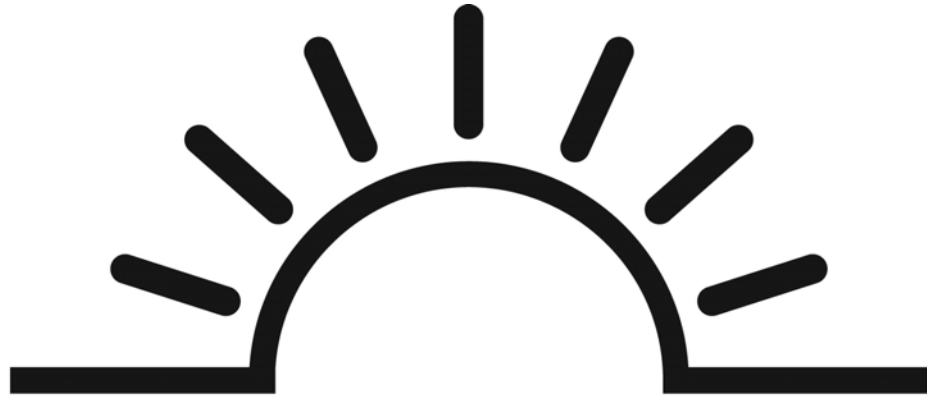
- *Source:* [Discover Healthy Eating!](#); source noted on materials
- Available for free download.

### **TV Unplugged**

- *Source:* [Discover Healthy Eating!](#); source noted on materials
- Available for free download.

### **Cheddarville Chokes on Food Quiz**

- *Source:* [Dairy Farmers of Ontario](#); source not noted on materials.
- Available for free download.



Nutrition Matters!  
Why Teach Nutrition  
to Children?

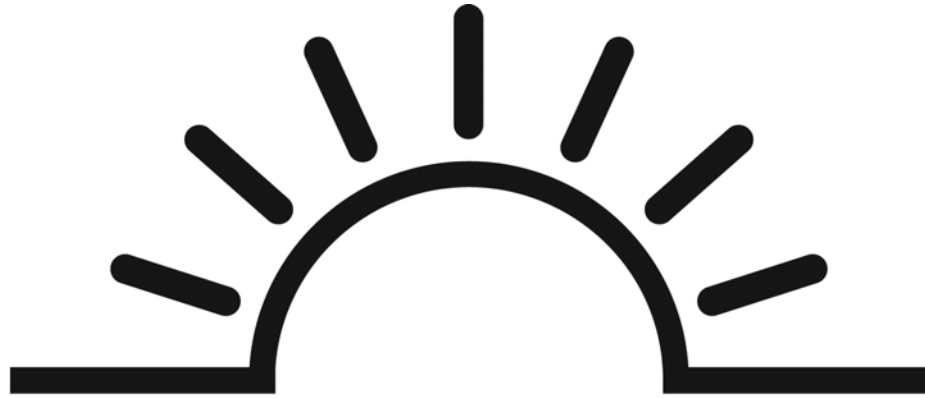


# Nutrition Matters!

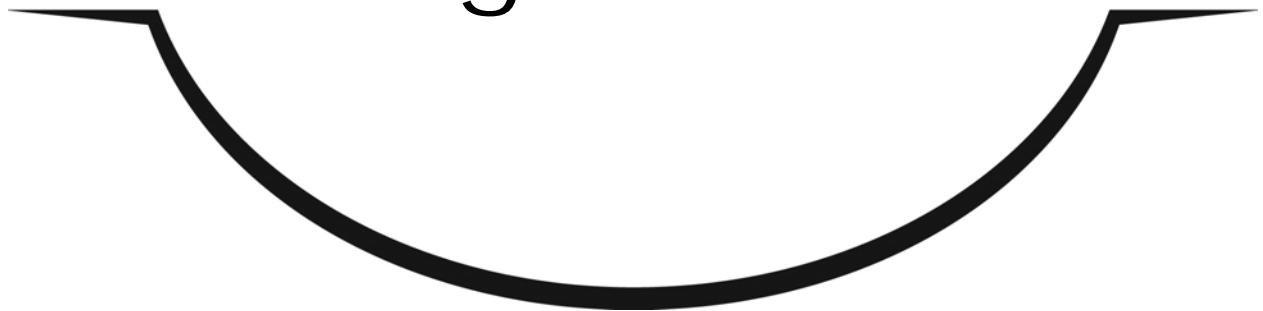
Schools are an ideal place for children to learn about and practice good nutrition. The classroom, and the whole school environment itself, provides a wonderful opportunity for you to make an impact on a child's health.

## Why Teach Nutrition to Children?

- Poor eating habits are contributing to the rising rates of childhood overweight and type 2 diabetes. Poor eating habits are also likely to continue into adulthood and increase the risk of developing chronic diseases such as cancer and cardiovascular disease.
- Nutrition concerns and low activity levels put children at risk of health problems. Island studies tell us that:
  - ▶ Less than 50% of children drink enough milk and milk products.
  - ▶ Less than 1 in 5 children get enough servings of vegetables and fruit.
  - ▶ 10% of elementary students do not consume breakfast on a daily basis. As children get older, breakfast skipping increases.
  - ▶ Rates of childhood overweight and obesity have increased dramatically.
  - ▶ More than 50% of Canadian children and youth are not active enough to meet their needs for optimal growth and development.
- Teachers are important role models.
  - ▶ Next to parents, teachers are children's most important role models. You can be a powerful and positive influence on your students' eating habits.
  - ▶ Set an example by eating nutritious foods, and trying new and exciting foods yourself.
- Nutrition and learning go hand in hand.
  - ▶ Well-nourished children tend to have higher test scores, better school attendance, and fewer behavior problems in the classroom.
  - ▶ Under-nourished children may have difficulty focusing on task, have lower self-esteem, and are absent more often from school.



Activities for  
Promoting Healthy  
Eating at School



## Key Points

### Activities For Promoting Healthy Eating at Schools

- There are many ways to create interest and educate students about healthy eating. Some of the suggested activities include:
  - Posters and Displays
  - Wellness Days/Health Fairs
  - Celebrate Nutrition Month
  - Healthy Eating Announcements
  - Brown Bag Olympics
  - Healthy Eating Goals
  - Student Leaders
  - Peer Educators
  - Taste Testing
  - Mystery Food
  - Farm-to-School Projects
  - Parent Education Seminars
  - Healthy Eating Tips in School Newsletters

# Activities For Promoting Healthy Eating at Schools

## Posters and Displays (classroom or school)

- ▶ have students develop posters based on the food groups from Canada's Food Guide to Healthy Eating - either one poster with all food groups or separate posters for each food group. Students can draw or find pictures in fliers, magazines, or online of foods that fit into each food group (mural or collage format)
- ▶ have students develop posters that show foods that are considered 'everyday foods' and 'sometimes foods'
- ▶ have students develop posters of foods that fit into a healthy breakfast (including non-traditional breakfast foods)
- ▶ have students develop posters or displays explaining serving sizes
- ▶ have students develop healthy media messages and advertisements
- ▶ have students identify healthy foods that start with each letter of the alphabet
- ▶ have students develop posters that identify foods from a particular country
- ▶ display food guides from different countries
- ▶ display existing nutrition-related posters (e.g. Nutrition Month Posters, Milk Posters, etc)

## Wellness Days/Health Fairs

- ▶ displays/booths can be developed by students and/or health professionals
- ▶ potential participants may include: government departments (Department of Education, Department of Health and Social Services, Department of Community and Cultural Affairs, Public Health Units), community groups, health alliances (Healthy Eating Alliance, Active Living Alliance, etc) and non-government organizations (Heart and Stroke Foundation, Canadian Cancer Society, etc).

## Celebrate 'Nutrition Month' , "Health Eating Week" or any other Health Awareness Month

- ▶ refer to the "Health Promotion Calendar"

## Healthy Eating Announcements

- ▶ during morning announcements have a student broadcast a tip about healthy eating.

## Brown Bag Olympics

- ▶ for a set period of time (1-4 weeks) the class evaluates their lunch to see if it meets Olympic criteria (based on Canada's Food Guide to Healthy Eating). The class will be awarded a bronze, silver, or gold "medal" depending on the percentage of the class with an Olympic Lunch.
- ▶ all students who participate get a small token (such as a pencil or sticker)

## Healthy Eating Goals

- ▶ class or whole school can set a goal for # of vegetables or fruit eaten
- ▶ competitions between classes or between students and teachers can be held to see which group meets the recommendations of Canada's Food Guide to Healthy Eating

## Student Leaders

- ▶ one student is assigned for a week to act as a class leader in encouraging and promoting healthy eating among classmates

## Peer Educators

- ▶ have older students teach younger students about healthy foods
- ▶ as part of a nutrition lesson have older students prepare nutritious snacks which can either be taken to a younger class or be used for a sampling session within their own class

## Taste Testing

- ▶ before introducing a new item to the canteen or lunch program have a taste test for students to help them decide what products should be sold
- ▶ other taste testing activities can be incorporated into classroom lesson plans such as introducing new foods from various cultures or trying exotic fruits and vegetables.

## Mystery Food

- ▶ class or school can participate. Each day/week announce a small fact about a mystery food (eg. this food is oval in shape and the skin is covered in a fine fur and is a high source of Vitamin C. Answer: A kiwi).
- ▶ students have the opportunity to guess what the mystery food is (a ballot box could be used) and the student(s) who guess(es) correctly wins a small prize (perhaps the mystery food).

## Farm-to-School Projects

- ▶ schools buy fresh, seasonal produce from local farmers that use environmentally sustainable farming methods
- ▶ foods are then sold at the school
- ▶ field trips, school gardening, composting, taste testing, assemblies, and guest speakers are all example of activities that can be used as part of a Farm-to-School Project

## Parent Education Seminars

- ▶ one time only or a series of seminars can be provided to parents on a variety of relevant topics (e.g. basics of healthy eating, lunch packing tips, etc)
- ▶ survey parents to find out what topics they are interested in and to find the most appropriate time/place to hold such events



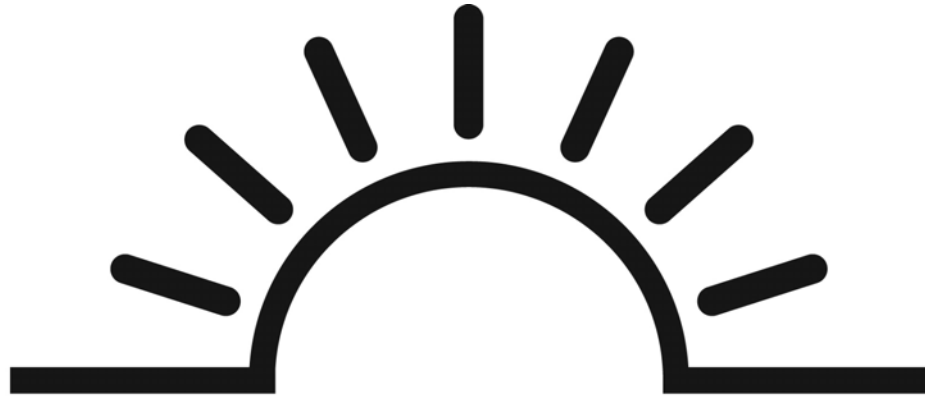
## Healthy Eating Tips in School Newsletters

- ▶ insert monthly healthy eating tips from the Healthy Eating Alliance in school newsletters

## Health Promotion Calendar September 2004 - August 2005

September 2004	October 2004	November 2004	December 2004
National Arthritis Month Breakfast For Learning Month Terry Fox Run - Sept 19 World Alzheimer's Day - Sept 21 AIDS Walk Canada - Sept 22	National Child Abuse Prevention Month Breast Cancer Awareness Month Autism Awareness Month Celiac Awareness Month Fire Prevention Week - Oct 3-9 National Family Week - Oct 4-10 National School Safety Week - Oct 17-23 Healthy Workplace Week - Oct 25-31 International Walk to School Day - Oct 6 World Food Day - Oct 16	Diabetes Month Osteoporosis Month Crohn's and Colitis Awareness Month C.P.R. Awareness Month National Seniors Safety Week - Nov 6-12 Universal Children's Day - Nov 20	Safe Driving Week - Dec 1-7 World AIDS Day - Dec 1 Int'l Day of Disabled Persons - Dec 3 National Day of Remembrance and Action on Violence Against Women - Dec 6 Human Rights Day - Dec 10
January 2005	February 2005	March 2005	April 2005
Alzheimer's Awareness Month National Non-Smoking Week - Jan 16-22 Weedless Wednesday - Jan 19 Family Literacy Day - Jan 27	National Heart Month Eating Disorders Awareness Week Feb 6-12 White Cane Week - Feb 7-11	National Nutrition Month National Epilepsy Month National Kidney Month Learning Disabilities Awareness Month Red Cross Month Healthy Eating Week - Mar 7-11 National Farm Safety Week - Mar 14-20 International Women's Day - Mar 8	National Cancer Month Dental Health Month Parkinson's Awareness Month National Volunteer Week - April 17-23 World Health Day - April 7 Earth Day - April 22
May 2005	June 2005	July 2005	
Speech and Hearing Month Medic-Alert Month Cystic Fibrosis Month Multiple Sclerosis Awareness Month National Physiotherapy Month Allergy Awareness Week - May 1-7 National Summer Safety Week - May 1-7 Occupational Safety & Health Week - May 1-7 Mental Health Week - May 2-8 National Nurses Week - May 9-15	National Road Safety Week - May 16-22 Aboriginal Awareness Week - May 24-27 World Asthma Day - May 3 World Red Cross Day - May 8 Canada Health Day - May 12 International Day of Families - May 15 National Missing Children's Day - May 25 World No Tobacco Day - May 31	Seniors Month Stroke Awareness Month Sun Awareness Week - May 30 - June 5 National Water Safety Week - June 1-8 World Environment Day - June 5 World Blood Donor Day - June 14 National Aboriginal Day - June 21	Canada's Parks Day - July 17 National Drowning Prevention Day - July 23 <hr/> <b>August 2005</b> <hr/> First Aid Month International Youth Day - Aug 12 Camps for Kids

Adapted from: [www.hc-sc.gc.ca/english/calendar.html](http://www.hc-sc.gc.ca/english/calendar.html)



Non-Food  
Suggestions for  
Classroom Rewards



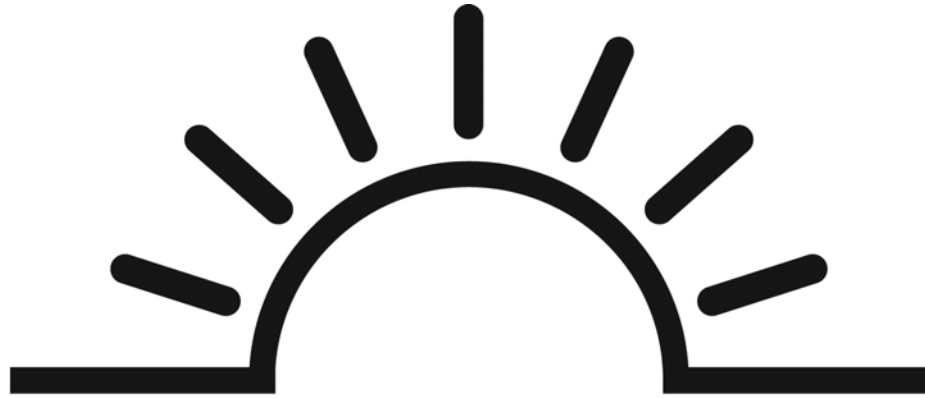
# Non-Food Suggestions For Classroom Rewards

Offering food as a reward can set up habits and attitudes towards foods that may be unhealthy in the long run. For example: Kids may be encouraged to overeat if they are rewarded with food for doing well on a test, or by offering a sweet treat as a reward for eating vegetables makes one food seem better than another food, etc.

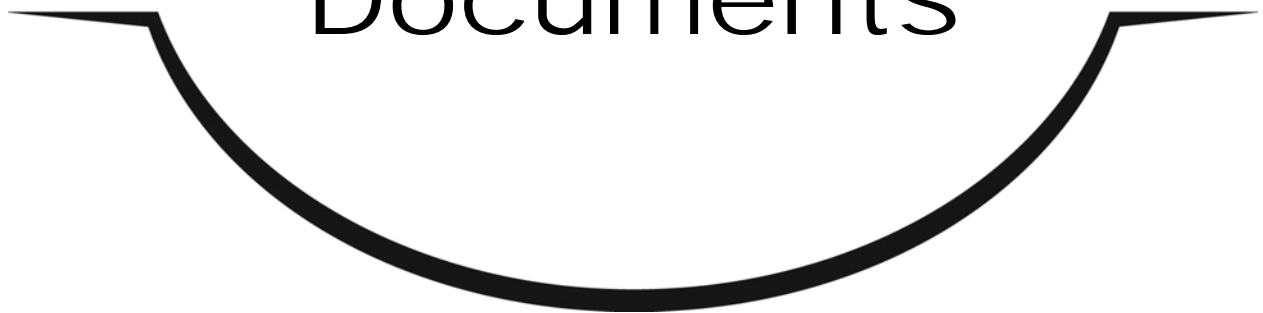
If you reward your students for good behaviour, use non-food rewards instead.

Some non-food rewards include:

- ★ Free Time
- ★ Extra Gym Time
- ★ Extra Computer Time
- ★ Homework Pass
- ★ Teacher's Helper For The Day
- ★ Eat Lunch With The Teacher
- ★ Stickers
- ★ Stamp Hand or Piece of Paper
- ★ Erasers
- ★ Pencils/Pens
- ★ Magnets



Canada's Food Guide  
and Accompanying  
Documents



**Canada's Food Guide to Healthy Eating** can be found online at:

[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food\\_guide\\_rainbow\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html)

**Using the Food Guide** can be found online at:

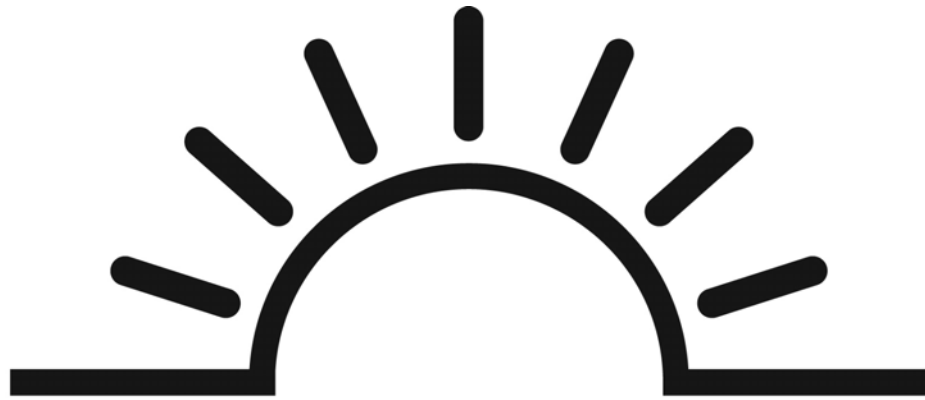
[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using\\_food\\_guide\\_e.pdf](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using_food_guide_e.pdf)

**Focus on Children Six to Twelve Years** can be found online at:

[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/focus\\_child\\_e.pdf](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/focus_child_e.pdf)

**Food Guide Facts Background for Educators and Communicators** can be found online at:

[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food\\_guide\\_background\\_intro\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_background_intro_e.html)



# Nutrition Labelling



# Nutrition Labelling

Nutrition labelling is a key factor in helping consumers make informed food choices. In January 2003, Health Canada announced new and improved mandatory nutrition information on food labels. Some manufacturers chose to start placing the nutrition information (or the *Nutrition Facts* table) on the label immediately, but companies have up to 3 years to comply with the regulations (Small businesses have until December 2007).

The improved labelling system reinforces healthy eating practices and enhances the nutritional health and well-being of Canadians.

Check out the following resources from *Healthy Eating is in Store For You* to help you (and your students) interpret and apply the nutrition information on packaged food labels. The resources should be appropriate for grades 4 and up.

To learn more about nutrition labelling visit the following websites:

- Health Canada - <http://www.healthcanada.ca/nutritionlabelling/>
- Healthy Eating is in Store For You - <http://www.healthyeatingisinstore.ca/>  
(An instructors guide is available)



# Look at the label

## Nutrition information on food labels...

- Helps you make informed food choices
- Helps you follow Canada's Food Guide to Healthy Eating
- Is required on most packaged foods
- Is based on Health Canada's regulations



### Nutrition claims

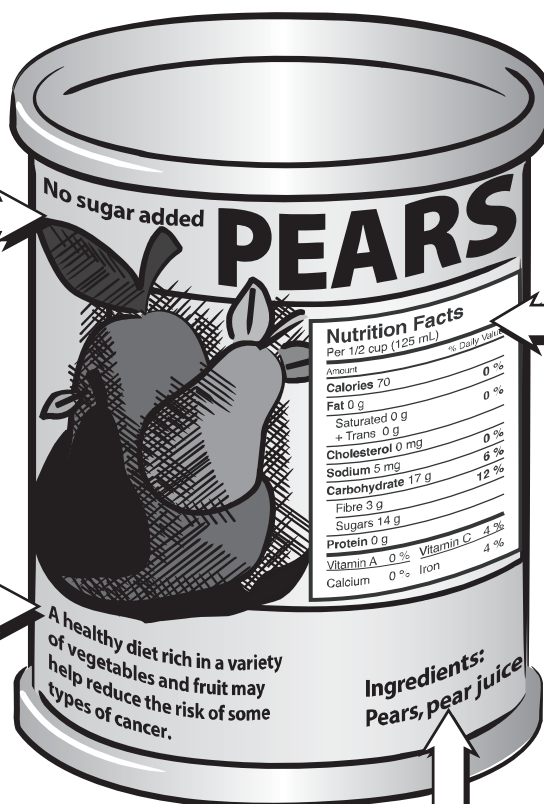
There are two types of nutrition claims:

#### 1) Nutrient content claims

tell you about one nutrient such as sodium, fat or sugar.

#### 2) Health claims

tell you how your diet can affect your health.



### Nutrition Facts table

The Nutrition Facts table provides you with information on the Calories and 13 nutrients for the serving size shown.

#### Nutrition Facts

Per 1/2 cup (125 mL)

Amount	% Daily Value
<b>Calories 70</b>	
<b>Fat 0 g</b>	<b>0 %</b>
Saturated 0 g	0 %
+ Trans 0 g	0 %
<b>Cholesterol 0 mg</b>	
<b>Sodium 5 mg</b>	<b>0 %</b>
<b>Carbohydrate 17 g</b>	<b>6 %</b>
Fibre 3 g	12 %
Sugars 14 g	
<b>Protein 0 g</b>	
Vitamin A 0 %	Vitamin C 4 %
Calcium 0 %	Iron 4 %

### Ingredient list

The ingredient list tells you what ingredients are in a packaged food.



Healthy Eating is in Store for You™  
Faites provision de saine alimentation™

Fact Sheet # 1

[www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca)



#### ADVISORY COMMITTEE:

- Canadian Council of Grocery Distributors
- Canadian Home Economics Association
- Canadian Public Health Association
- Consumers' Association of Canada
- Food and Consumer Products Manufacturers of Canada
- Kraft Canada Inc.
- Heart and Stroke Foundation of Canada - Health Check™ Program
- National Institute of Nutrition
- Shop Smart Tours Inc.



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# All about nutrients

## Why are the nutrients on the Nutrition Facts table important for your health?

### Fat

Fat provides energy and nutrients for your body. However, if you eat *too much* fat or *too much of certain kinds* of fat, such as saturated fat and trans fat, you could develop heart disease or type 2 diabetes.

### Cholesterol

Your body makes *most* of its own cholesterol, but also gets *some* cholesterol from foods that you eat. Cholesterol builds the cells and hormones in your body. Too much cholesterol in your blood can lead to heart attacks or strokes.

### Sodium

Sodium is another name for salt. Salt helps to balance the fluids in your body, but for some people, eating *too much* salt may be harmful.

### Carbohydrate

Carbohydrate provides energy for your muscles and your brain. Sugar and fibre are two types of carbohydrate shown on the Nutrition Facts table.

If you have diabetes, you can help control your blood glucose by:

- Dividing carbohydrate evenly into meals and snacks throughout the day
- Eating foods high in fibre

### Protein

Protein builds your muscles, bones and teeth.

### Vitamins

Vitamin A keeps your skin and eyesight healthy. Vitamin C helps your body fight infections.

### Minerals

Calcium gives you strong bones and teeth and may prevent osteoporosis. Iron helps your red blood cells carry oxygen throughout your body.

**Eat a variety of foods to get the nutrients your body needs.**



### Nutrition Facts

Per 1 tablespoon (15 g)

Amount	% Daily Value
<b>Calories</b> 100	
<b>Fat</b> 8 g	<b>12 %</b>
Saturated 1 g + Trans 1 g	<b>10 %</b>
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 76 mg	<b>3 %</b>
<b>Carbohydrate</b> 3 g	<b>1 %</b>
Fibre 2 g	<b>8 %</b>
Sugars 0 g	
<b>Protein</b> 4 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 1 %	Iron 0 %



Healthy Eating is in Store for You  
Faites provision de saine alimentation



Fact Sheet # 2

[www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca)

#### ADVISORY COMMITTEE:

- Canadian Council of Grocery Distributors • Canadian Home Economics Association • Canadian Public Health Association
- Consumers' Association of Canada • Food and Consumer Products Manufacturers of Canada • Kraft Canada Inc.
- Heart and Stroke Foundation of Canada - Health Check™ Program • National Institute of Nutrition • Shop Smart Tours Inc.

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# Take 5 to read the facts

Got 5 minutes? Follow these 5 easy steps to read the Nutrition Facts table.

## 1 Serving size

If you eat the serving size shown on the Nutrition Facts table, you will get the amount of Calories and nutrients that are listed. Always compare the serving size on the package to the amount that you eat.

## 2 Calories

Calories tell you how much energy you get from one serving of a packaged food.

## 3 Percent Daily Value (% Daily Value)

% Daily Value puts nutrients on a scale from 0% to 100%. This scale tells you if there is a *little* or a *lot* of a nutrient in one serving of a packaged food.

## 4 Get less of these nutrients:

- Fat, saturated fat and trans fat
- Cholesterol
- Sodium

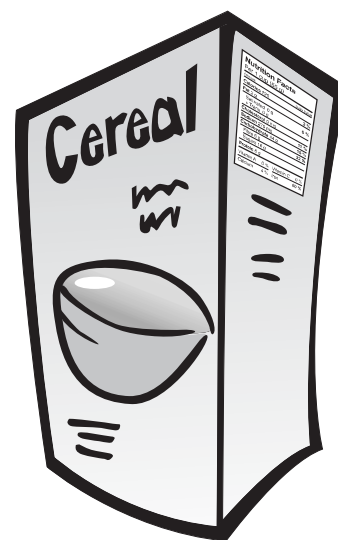
Choose packaged foods with a *low* % Daily Value of fat and sodium, especially if you are at risk for heart disease or diabetes.

Nutrition Facts	
Per 1 cup (55 g)	
Amount	% Daily Value
<b>Calories</b> 220	
<b>Fat</b> 2 g	<b>3 %</b>
Saturated 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 270 mg	<b>11 %</b>
<b>Carbohydrate</b> 44 g	<b>15 %</b>
Fibre 8 g	<b>32 %</b>
Sugars 16 g	
<b>Protein</b> 6 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 4 %	Iron 40 %

## 5 Get more of these nutrients:

- Carbohydrate
- Fibre
- Vitamin A and Vitamin C
- Calcium
- Iron

Choose packaged foods with a *high* % Daily Value of these nutrients. If you have diabetes, watch how much carbohydrate you eat as this will affect your blood glucose levels.



Healthy Eating is in Store for You™  
Faites provision de saine alimentation™

Fact Sheet # 3

[www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca)



### ADVISORY COMMITTEE:

- Canadian Council of Grocery Distributors
- Canadian Home Economics Association
- Canadian Public Health Association
- Consumers' Association of Canada
- Food and Consumer Products Manufacturers of Canada
- Kraft Canada Inc.
- Heart and Stroke Foundation of Canada - Health Check™ Program
- National Institute of Nutrition
- Shop Smart Tours Inc.

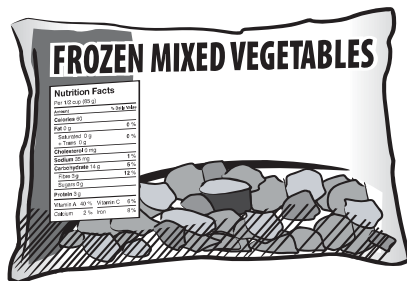
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# Using percent Daily Value (% Daily Value)

Use % Daily Value to find out if there is a little or a lot of a nutrient in one serving of a packaged food.

## What is % Daily Value?

% Daily Value puts nutrients on a scale from 0% to 100%. This scale tells you if there is a *little* or a *lot* of a nutrient in one serving of a packaged food.

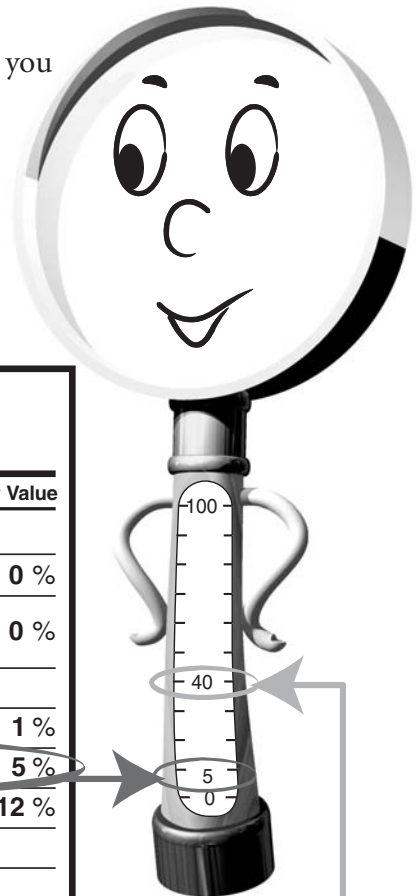


## What is a *little* and what is a *lot*?

Let's look at the % Daily Value on the Nutrition Facts table for this package of vegetables:

- One serving has 5% Daily Value for carbohydrate. This is a *little* because it is *low* on the scale.
- One serving has 40% Daily Value for Vitamin A. This is a *lot* because it is *high* on the scale.

Nutrition Facts	
Per 1/2 cup (85 g)	
Amount	% Daily Value
<b>Calories</b> 60	
<b>Fat</b> 0 g	<b>0 %</b>
Saturated 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 35 mg	<b>1 %</b>
<b>Carbohydrate</b> 14 g	<b>5 %</b>
Fibre 3 g	<b>12 %</b>
Sugars 0 g	
<b>Protein</b> 3 g	
<b>Vitamin A</b> 40 %	<b>Vitamin C</b> 6 %
<b>Calcium</b> 2 %	<b>Iron</b> 8 %



Make healthy food choices by using % Daily Value.



Fact Sheet # 4

[www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca)



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# Serving up nutrition facts

## Why is the serving size on packaged foods important?

The serving size tells you how much food you need to eat to get the amount of Calories and nutrients shown on the Nutrition Facts table.

## How is the serving size shown on the Nutrition Facts table?

There are two types of information that tell you about the serving size:

- **Household measurements**  
Look for familiar words like *cup* and *pieces*.
- **Metric measurements**  
Look for metric measurements like *mL (millilitres)* and *g (grams)*.

## What if you eat less? What if you eat more?

If you eat *less* than the serving size shown on the Nutrition Facts table you will get *less* of the Calories and nutrients listed. If you eat *more* than the serving size shown, you will get *more* of the Calories and nutrients listed.

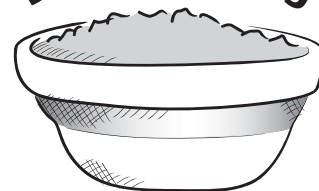
In this example, if you eat a double serving of this cereal, you will get double the Calories and double of all the nutrients, such as fibre.



Single serving



Double serving



### Nutrition Facts

Per 1 cup (55 g)

Amount	% Daily Value
<b>Calories 220</b>	
<b>Fat 2 g</b>	<b>3 %</b>
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol 0 mg</b>	
<b>Sodium 270 mg</b>	<b>11 %</b>
<b>Carbohydrate 44 g</b>	<b>15 %</b>
Fibre 8 g	<b>32 %</b>
Sugars 16 g	
<b>Protein 6 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 4 %	Iron 40 %

### Nutrition Facts

Per 2 cups (110 g)



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Fact Sheet # 5

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# Figure out the facts

## What does the Nutrition Facts table tell you about this packaged food?

1. What is the serving size? \_\_\_\_\_
2. How many Calories are in one serving? \_\_\_\_\_
3. How many grams of fat are in one serving? \_\_\_\_\_

4. Circle one nutrient on the Nutrition Facts table that is important to you. Circle the % Daily Value for this nutrient.

5. Decide if you want to get *less* or *more* of the nutrient you have circled:

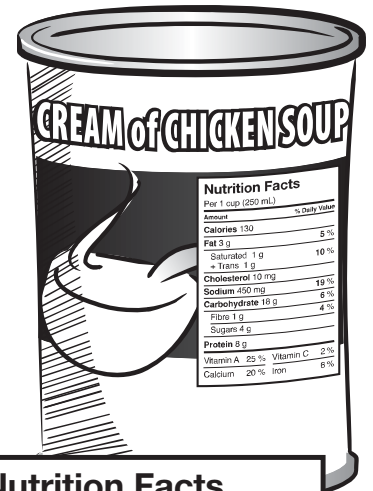
**Get less of this nutrient**  
(Hint: Choose packaged foods with a *low* % Daily Value.)

**Get more of this nutrient**  
(Hint: Choose packaged foods with a *high* % Daily Value.)

6. Is this food a good choice for you?

Yes - Why? \_\_\_\_\_

No - Why? \_\_\_\_\_



Nutrition Facts	
Per 1 cup (250 mL)	
Amount	% Daily Value
<b>Calories 130</b>	
<b>Fat 3 g</b>	<b>5 %</b>
Saturated 1 g + Trans 1 g	<b>10 %</b>
<b>Cholesterol 10 mg</b>	
<b>Sodium 450 mg</b>	<b>19 %</b>
<b>Carbohydrate 18 g</b>	<b>6 %</b>
Fibre 1 g	<b>4 %</b>
Sugars 4 g	
<b>Protein 8 g</b>	
Vitamin A 25 %	Vitamin C 2 %
Calcium 20 %	Iron 6 %



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Activity Sheet #1

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# Figure out the facts

## What does the Nutrition Facts table tell you about this packaged food?



1. What is the serving size? \_\_\_\_\_
2. How many Calories are in one serving? \_\_\_\_\_
3. How many grams of fat are in one serving? \_\_\_\_\_
4. Circle one nutrient on the Nutrition Facts table that is important to you. Circle the % Daily Value for this nutrient.
5. Decide if you want to get *less* or *more* of the nutrient you have circled:
  - Get less** of this nutrient  
(Hint: Choose packaged foods with a *low* % Daily Value.)
  - Get more** of this nutrient  
(Hint: Choose packaged foods with a *high* % Daily Value.)
6. Is this food a good choice for you?
  - Yes - Why? \_\_\_\_\_
  - No - Why? \_\_\_\_\_

### Nutrition Facts

Per		
Amount		% Daily Value
<b>Calories</b>		
<b>Fat</b>	g	%
Saturated + Trans	g	%
<b>Cholesterol</b>	mg	
<b>Sodium</b>	mg	%
<b>Carbohydrate</b>	g	%
Fibre	g	%
Sugars	g	
<b>Protein</b>	g	
Vitamin A	%	Vitamin C %
Calcium	%	Iron %



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Activity Sheet #2

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# Serve it up or serve it down!

**If you eat the serving size shown on the Nutrition Facts table, you will get the amount of Calories and nutrients that are listed.**



**What happens if you eat less or more than the serving size shown?**

1. Choose one packaged food.
2. Choose a nutrient on the Nutrition Facts table that is important to you. Write the name of this nutrient on the chart shown below.
3. Write the serving size, Calories and % Daily Value (or g/mg) shown on your package in the "Serving size on the package" column on the chart.
4. Fill in the new serving size, Calories and % Daily Value (or g/mg) for "Half a serving" and for a "Double serving" on the chart.
5. Which serving size is the best choice for you? Why?

**Serving size on the package**



**Half a serving**



**Double serving**



Nutrient _____	Serving size on the package	Half a serving (Hint: Divide by 2)	Double serving (Hint: Multiply by 2)
Serving size	_____	_____	_____
Calories	_____	_____	_____
% Daily Value	_____ %	_____ %	_____ %
Amount in g or mg	_____ g or mg	_____ g or mg	_____ g or mg



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Activity Sheet #5

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## Frequently-asked questions about:

# Nutrient content claims



Words used in nutrient content claims	What the words mean	Examples
<b>Free</b>	A nutritionally insignificant amount	Sodium free (less than 5 mg sodium per serving)
<b>Low</b>	Always associated with a very small amount of a nutrient	Low fat (3 g fat or less per serving)
<b>Reduced</b>	At least 25% less of a nutrient compared with a similar product	Reduced in Calories (At least 25% less energy than the food to which it is compared)
<b>Source</b>	Always associated with a significant amount	Source of fibre (2 g fibre or more per serving)
<b>Light</b>	If it is referring to a specific nutrient, it is only allowed on foods that are either reduced in fat or reduced in energy (Calories).	Light in fat Light in Calories
	"Light" can also be used to describe a feature of the food such as "light in colour."	Light in colour (An explanation on the label will explain what makes the food light, even if it is light in colour.)



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FAQ Sheet #1

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# Frequently-asked questions about: Words to watch for

What other words will you see on the ingredient list for fat, saturated fat, sodium and sugar?



Nutrient	Words to watch for on the ingredient list
<b>Fat</b>	<ul style="list-style-type: none"> <li>• Glycerides</li> <li>• Glycerol</li> <li>• Esters</li> <li>• Shortening</li> <li>• Oil</li> </ul>
<b>Saturated fat</b>	<ul style="list-style-type: none"> <li>• Tallow or beef fat, lard, suet, chicken fat, bacon fat</li> <li>• Butter</li> <li>• Coconut or coconut oil</li> <li>• Hydrogenated fats and oils</li> <li>• Cocoa butter</li> <li>• Palm or palm kernel oil</li> <li>• Powdered whole milk solids</li> </ul>
<b>Trans fat</b>	<ul style="list-style-type: none"> <li>• Hydrogenated fats and oils</li> </ul>
<b>Sodium (salt)</b>	<ul style="list-style-type: none"> <li>• Salt</li> <li>• Monosodium glutamate</li> <li>• Baking powder, baking soda</li> <li>• Disodium phosphate</li> <li>• Sodium bisulfate</li> <li>• Brine</li> <li>• Garlic salt, onion salt, celery salt</li> <li>• Soy sauce</li> <li>• Sodium alginate, sodium benzoate, sodium hydroxide, sodium propionate</li> </ul>
<b>Sugars</b>	<ul style="list-style-type: none"> <li>• Fructose, sucrose, maltose, lactose, honey</li> <li>• Liquid sugar, invert sugar, liquid invert sugar, syrup</li> <li>• Galactose, dextrose, dextrin, corn syrup solids, molasses, raisin syrup</li> </ul> <p>Hint: Watch for words ending in "ose."</p>
<b>Sugar alcohols</b>	<ul style="list-style-type: none"> <li>• Isomalt (also known as Palatinit)</li> <li>• Lactitol</li> <li>• Mannitol</li> <li>• Maltitol</li> <li>• Sorbitol</li> <li>• Xylitol</li> </ul> <p>Hint: Watch for words ending in "ol."</p>



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FAQ Sheet #2

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## Frequently-asked questions about:

# The importance of nutrients

Nutrient	What foods supply us with this nutrient?	How does this nutrient help our bodies?
<b>Fat</b>	<ul style="list-style-type: none"> <li>• Butter, margarine, oils</li> <li>• Baked goods (cookies, donuts, pastries)</li> <li>• Milk, cheese, ice cream, yogurt</li> <li>• Processed meats</li> <li>• Beef, pork, lamb, veal, chicken</li> <li>• Nuts</li> </ul>	<ul style="list-style-type: none"> <li>• Provides Calories or energy</li> <li>• Carries and stores vitamins A, D, E, K</li> <li>• Insulates the body against cold</li> <li>• Cushions the skin, bones and internal organs</li> </ul>
<b>Saturated fat</b>	<ul style="list-style-type: none"> <li>• Butter, cheese, whole milk</li> <li>• Sour cream</li> <li>• Ice cream</li> <li>• Lard, shortening</li> <li>• Palm oil, coconut oil</li> <li>• Red meat</li> </ul>	
<b>Trans fat</b>	<ul style="list-style-type: none"> <li>• Hydrogenated fats, oils, deep-fried foods and baked goods</li> </ul>	
<b>Cholesterol</b>	<ul style="list-style-type: none"> <li>• Dairy products</li> <li>• Egg yolks</li> <li>• Meat</li> <li>• Organ meats</li> </ul>	Helps to make: <ul style="list-style-type: none"> <li>• Some hormones</li> <li>• Vitamin D</li> <li>• Cell membranes</li> <li>• Bile salts used to digest foods</li> </ul>
<b>Sodium</b>	Sodium or salt occurs naturally in many foods but it is also added to some processed foods such as bacon, soups, and potato chips.	<ul style="list-style-type: none"> <li>• Balances body fluids</li> <li>• Helps transmit electrical signals through nerves</li> </ul>



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# Frequently-asked questions about: The importance of nutrients

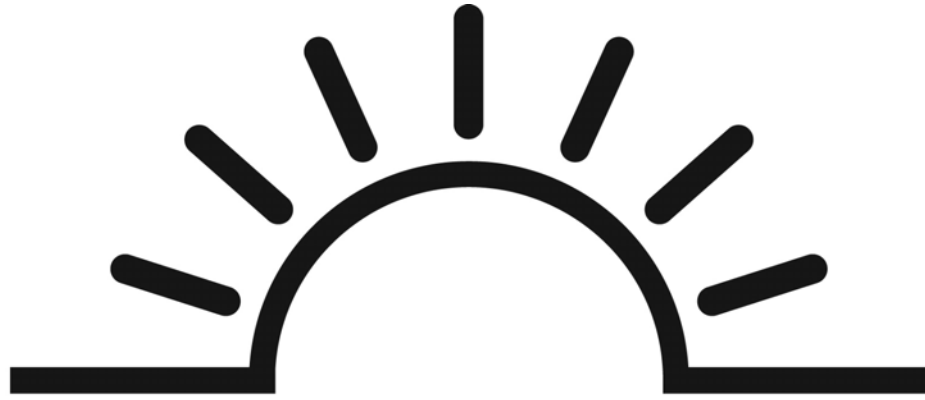
Nutrient	What foods supply us with this nutrient?	How does this nutrient help our bodies?
<b>Carbohydrate</b>	<ul style="list-style-type: none"> <li>• Breads</li> <li>• Pastas</li> <li>• Vegetables</li> <li>• Fruit</li> <li>• Honey</li> <li>• Sugar</li> <li>• Milk</li> </ul>	Provides Calories or energy ready for your muscles and your brain to use
<b>Fibre</b>	<ul style="list-style-type: none"> <li>• Whole-grain breads, cereals and pastas</li> <li>• Vegetables and fruit</li> <li>• Legumes</li> </ul>	<ul style="list-style-type: none"> <li>• Aids in bowel regularity</li> <li>• Reduces risk of colon cancer</li> <li>• Lowers blood cholesterol</li> </ul>
<b>Sugars</b>	<p><b>Foods with naturally occurring sugars:</b></p> <ul style="list-style-type: none"> <li>• Milk</li> <li>• Fruits</li> <li>• Vegetables</li> </ul> <p><b>Foods with added sugars:</b></p> <ul style="list-style-type: none"> <li>• Sweetened juices</li> <li>• Sweetened soft drinks</li> <li>• Candy</li> </ul>	Provides Calories or energy ready for your muscles and your brain to use
<b>Protein</b>	<ul style="list-style-type: none"> <li>• Milk, cheese, yogurt</li> <li>• Eggs</li> <li>• Meat, poultry, fish</li> <li>• Nuts, peanut butter</li> <li>• Baked beans</li> </ul>	Builds and repairs body tissues
<b>Vitamin A</b>	<ul style="list-style-type: none"> <li>• Carrots</li> <li>• Squash</li> <li>• Dark green leafy vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains healthy skin</li> <li>• Provides good night vision</li> </ul>
<b>Vitamin C</b>	<ul style="list-style-type: none"> <li>• Citrus fruits</li> <li>• Strawberries</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and maintains connective tissues</li> <li>• Heals wounds</li> <li>• Fights infections</li> </ul>
<b>Calcium</b>	<ul style="list-style-type: none"> <li>• Milk</li> <li>• Cheese</li> <li>• Yogurt</li> </ul>	<ul style="list-style-type: none"> <li>• Builds healthy bones and teeth</li> </ul>
<b>Iron</b>	<ul style="list-style-type: none"> <li>• Red meat</li> <li>• Raisins</li> <li>• Whole-grain breads and cereals</li> </ul>	<ul style="list-style-type: none"> <li>• Produces red blood cells that carry oxygen throughout the body</li> </ul>



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# Learning Activity Sheets: Grades 1-3



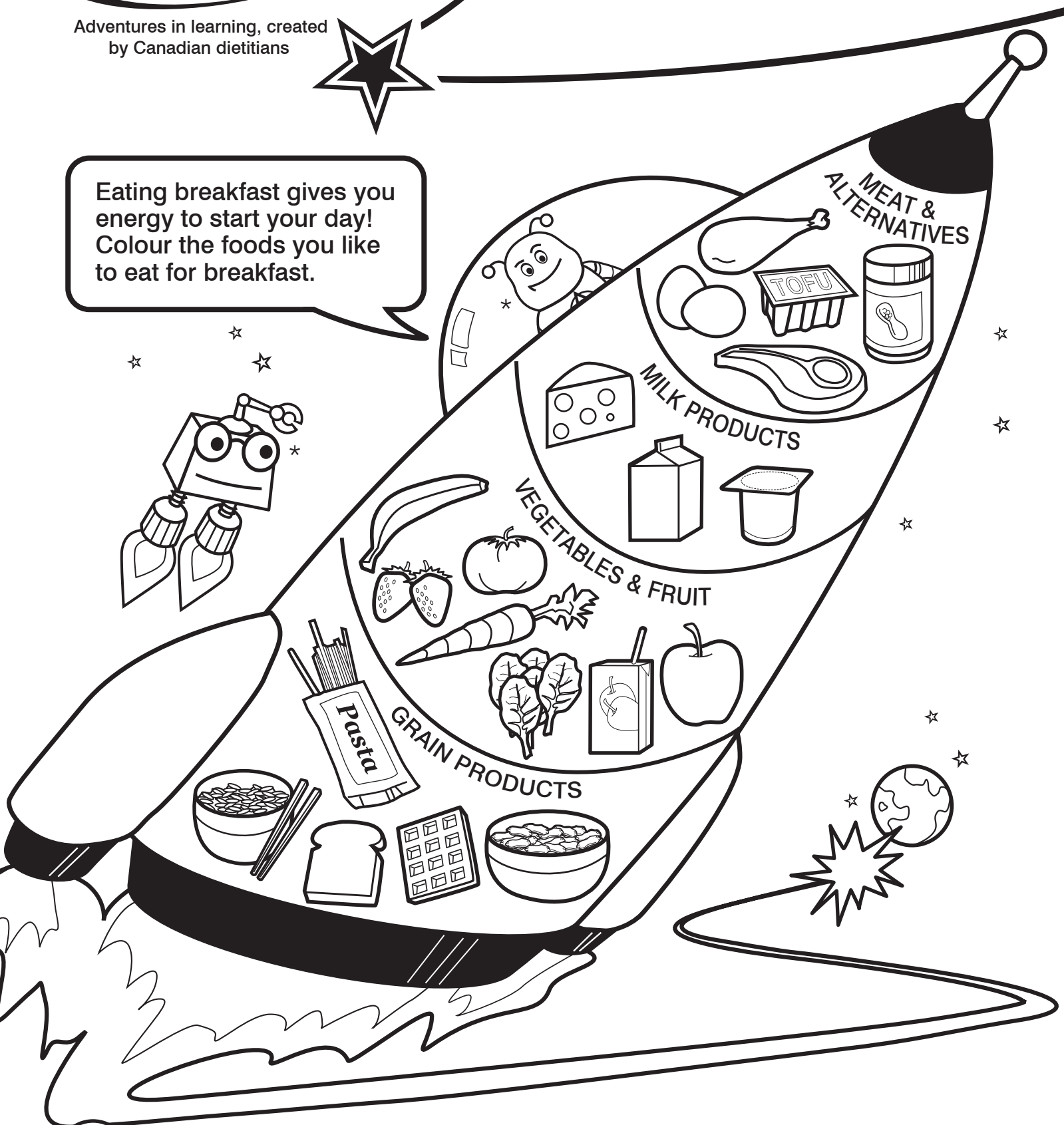
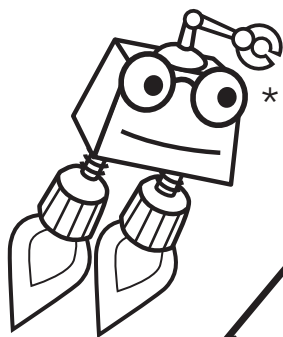
healthy foods taste great!





**be active be healthy!**

Eating breakfast gives you energy to start your day!  
Colour the foods you like to eat for breakfast.





School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

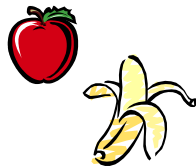


## BUILD A LUNCH

Pick the 4 foods you would most like to eat for lunch,  
by drawing a line from the food to the lunch box.



Soda pop



Apple or Banana



Hot Dog



Water



Bagel



Cheese



Chips



Cookies



Pizza



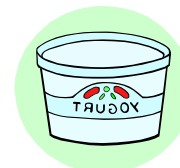
Sandwich



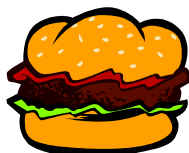
Cake



Veggies & Dip or Salad



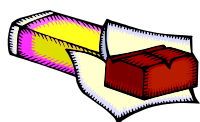
Yogurt



Hamburger



French Fries



Chocolate Bar



Juice



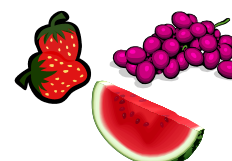
Muffin



Candy



Milk



Other Fruit

# BUILD A DAY OF ACTIVITY

Pick the 4 things you would most like to do by drawing a line from the activity to the person.



Computer Time



Watch a movie



Biking



Play Video games



Hiking/Walking



Swimming



Play Cards or Board Games



Listen to Music



Playing with Friends



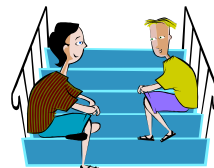
Play Outside



Martial Arts



Play a Musical Instrument



Talk with Friends



Watch TV



Dance



Rollerblading/  
Skateboarding



Reading



Crafts



Playing on a team



Horseback Riding

# Bingo

## Materials:

- Food pictures (collect your own, or use the pictures provided in the Food Classification Games activity)
- Class set of Bingo Cards (template on next page)
- BINGO chips (you can use beans or pennies instead of chips)

## Procedures:

- Collect a set of food pictures. Your set should include several foods from each food group and some from the Other Foods category.**
- Have students develop their BINGO card by drawing or writing in the name of foods for each square. Students must select from among the set of food pictures**

### iii. Play Bingo

- Assign one student to be the caller.
- Place the food pictures in a box.
- The caller selects a food picture and calls it out to the class.
- Students with a matching picture on their BINGO card mark off the matching square.
- The first student with a complete row either across or diagonally wins a Balanced Meal BINGO. A student who completes a Food Group column can also be a BINGO winner.
- Have the class verify that all the foods in a row or column are correctly classified.

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

# Four Food Group Bingo

Grain Products	Vegetables & Fruit	Other Foods	Milk Products	Meat & Alternatives



**Peanut Butter**



**Apple**



**Kool Aid**



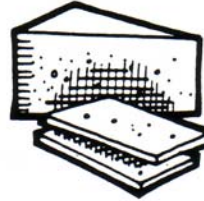
**Cereal**



**Ketchup**



**Baked Beans**



**Cheese**



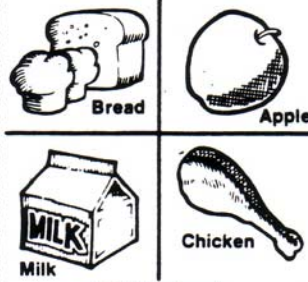
**Strawberry Jam**



**Potato**



**Jello**



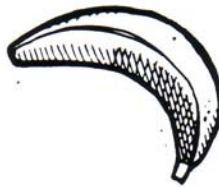
**Wild Card**



**Popsicle**



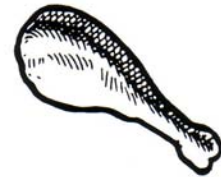
**Milk**



**Banana**



**Potato Chips**



**Chicken**



**Chocolate Bar**



**Toast**



**Carrot**



**Ice Cream**



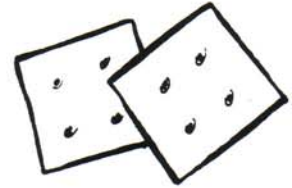
**Butter**



**Yogurt**



**Roll**



**Crackers**



**Spaghetti**



**Noodles**



**Hot Cereal**



**Hot Chocolate**



**Rice**



**Pork Chop**



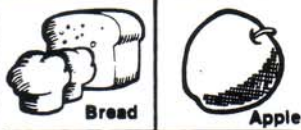
**Tomato**



**Chocolate Milk**



**Round Steak**



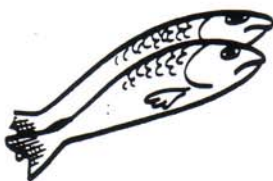
**Wild Card**



**Nuts**



**Ice Cream Cone**



**Fish**



**Cabbage**



**Tuna**



**Milkshake**



**Milk Pudding**



**Corn**



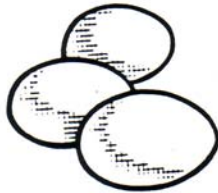
**Grapes**



**Bran Muffin**



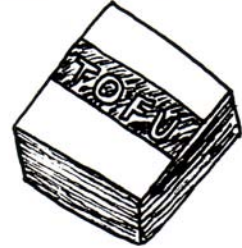
**Fruit Juice**



**Eggs**



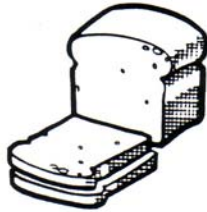
**Milk**



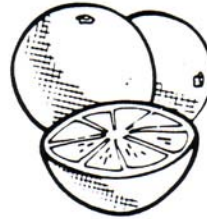
**Tofu**



**Candy**



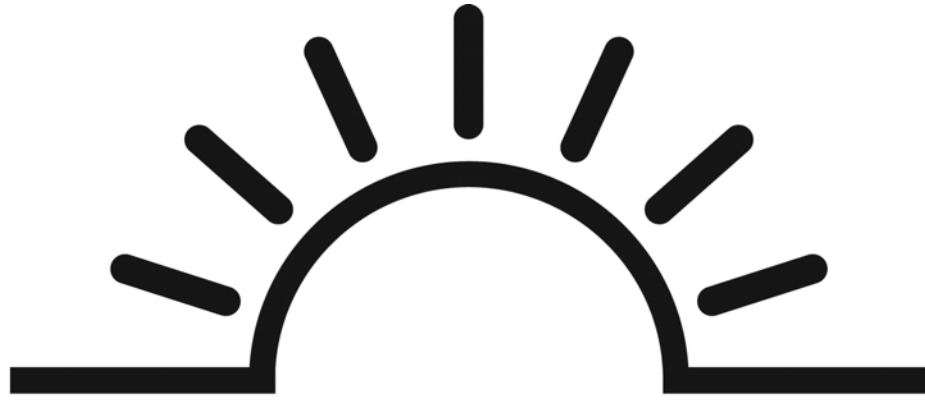
**Bread**



**Orange**



**Pop**



Learning Activity  
Sheets: Grades 4-6





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

# Canada's Guidelines For Healthy Eating

Fill in the blanks with the words below and give examples of how you can achieve each of the guidelines.

caffeine      fat      grain products      physical activity      variety

1. Enjoy a \_\_\_\_\_ of foods.  
I can achieve this by: \_\_\_\_\_.
2. Emphasize cereals, breads, other \_\_\_\_\_, vegetables and fruit.  
I can achieve this by: \_\_\_\_\_.
3. Choose lower fat dairy products, leaner meats and foods prepared with little or no \_\_\_\_\_  
I can achieve this by: \_\_\_\_\_.
4. Achieve and maintain a healthy body weight by enjoying regular \_\_\_\_\_ and healthy eating.  
I can achieve this by: \_\_\_\_\_.
5. Limit salt, alcohol and \_\_\_\_\_  
I can achieve this by: \_\_\_\_\_.

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

## What's the Serving Size?

Using *Canada's Food Guide to Healthy Eating*, determine the food group or Other Foods category to which each food belongs. Then determine the amount of one serving for each of the foods.

FOOD	FOOD GROUP OR CATEGORY	ONE SERVING EQUALS
bread	e.g., Grain Products	e.g., 1 slice
carrot		
peanut butter		
corn flakes		
chocolate milk		
butter		
salad		
pita bread		
cheese slices		
canned tuna		
pear		
cantaloupe pieces		
potato chips		
apple juice		
water		
French fries		
lentils		
rice		
eggs		

# What's the Serving Size?

## Answer Key

Using *Canada's Food Guide to Healthy Eating*, determine the food group or Other Foods category to which each food belongs. Then determine the amount of one serving for each of the foods.

FOOD	FOOD GROUP OR CATEGORY	ONE SERVING EQUALS
bread	Grain Products	1 slice
carrot	Vegetables & Fruit	1 medium
peanut butter	Meat & Alternatives	30 mL or 2 tbsp
corn flakes	Grain Products	30 grams
chocolate milk	Milk Products	250 mL or 1 cup
butter	Other Foods	no recommended size
salad	Vegetables & Fruit	250 mL or 1 cup
pita bread	Grain Products	½ pita
cheese slices	Milk Products	2 slices or 50 grams
canned tuna	Meat & Alternatives	1/3-2/3 can or 50-100 grams
pear	Vegetables & Fruit	1 medium
cantaloupe pieces	Vegetables & Fruit	125 mL or ½ cup
potato chips	Other Foods	no recommended size
apple juice	Vegetables & Fruit	125 mL or ½ cup
water	Other Foods	no recommended size
French fries	Vegetables & Fruit	125 mL or ½ cup or 10 fries
lentils	Meat & Alternatives	125-250 mL or ½ -1 cup
rice	Grain Products	125 mL or ½ cup (250 mL or 1 cup=2 servings)
eggs	Meat & Alternatives	1-2

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

# Six Kinds of Nutrients

Food is made up of kinds of nutrients (NOO-tree-ents) which are needed to help people grow, be active, and stay healthy. Below, you see the names of the kinds of nutrients. The picture shows foods that contain that kind of nutrient. Decide what food group each food belongs to. Put its abbreviation on the line under the food.

## FOOD GROUP

- Grain Products
- Vegetables & Fruit
- Milk Products
- Meat & Alternatives

## ABBREVIATION

- G
- VF
- MP
- MA

### Carbohydrates

(kahr-buh-HYE-drayts)

Carbohydrates give the body energy.



\_\_\_\_\_

### Water

Much of the body is water. It carries the other nutrients to all parts of the body. It carries waste from all parts of the body.



\_\_\_\_\_

### Proteins

(PROH-tee-ins)

Proteins help the body build and take care of all its parts- muscles, bones, nerves, skin and blood. Proteins can also supply energy.



\_\_\_\_\_

### Vitamins

Vitamins do many things to help the body grow and stay healthy.



\_\_\_\_\_

### Fats

Fats supply lots of energy-more than twice as much as the same weight in proteins or carbohydrates.



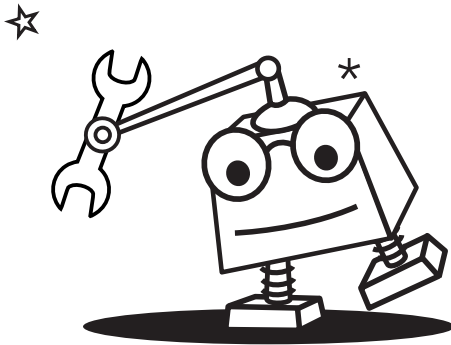
\_\_\_\_\_

### Minerals

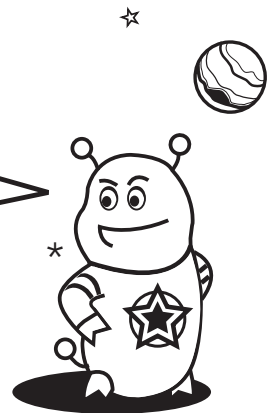
Minerals help the body in many ways. They help build bones and teeth. Minerals help muscles work the way they should.



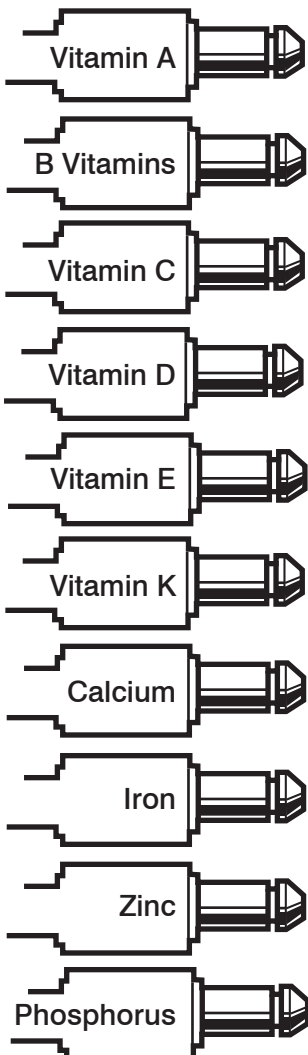
\_\_\_\_\_



The wires on our spaceship have come loose. Can you help *Handy-Bot*\* reconnect them? Match each vitamin and mineral with the awesome jobs they do to keep your body healthy.



### Vitamins & Minerals

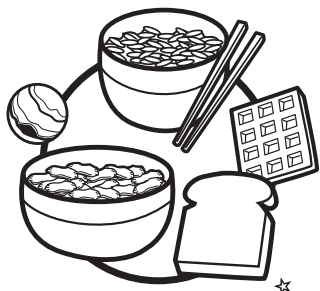


### How They Work To Keep You Healthy

1. This mineral found in red meats and cereals helps carry oxygen in your blood and helps your body and brain make use of energy from food.
2. This "sunshine" vitamin found mainly in milk helps your body absorb the calcium and phosphorus you need for strong bones and teeth.
3. This vitamin is needed to help you stop bleeding when you are cut and is mainly found in dark green leafy vegetables like spinach.
4. Milk, meat, dried peas and beans are some of the foods which provide this mineral that you need to grow and to help fight infections.
5. This mineral found in milk products and meats works with calcium to build and maintain strong bones and teeth.
6. This vitamin in orange fruits and dark green and orange vegetables helps your cuts heal and helps your teeth and gums stay healthy.
7. Cereals are a source of some of these vitamins that help you use the energy from the foods you eat.
8. This vitamin from orange vegetables like carrots, pumpkins and sweet potato keeps your skin healthy and helps you see at night.
9. Milk products are the best source of this mineral that works with vitamin D and phosphorus to build and maintain strong bones and teeth.
10. This vitamin found mainly in vegetable oils helps your body maintain healthy cells and fight infections.

## MISSION 5 MY FOOD CHOICES

Adventures in learning, created  
by Canadian dietitians



### Grain Products

5-12 servings per day

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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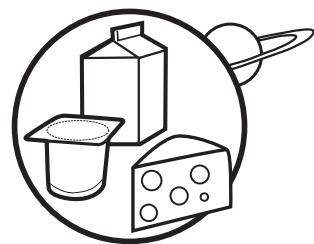
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### Milk Products

3-4 servings per day

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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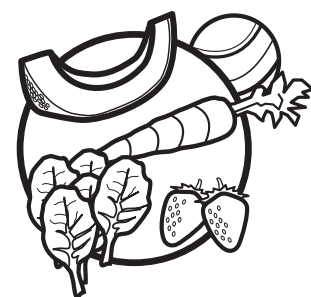
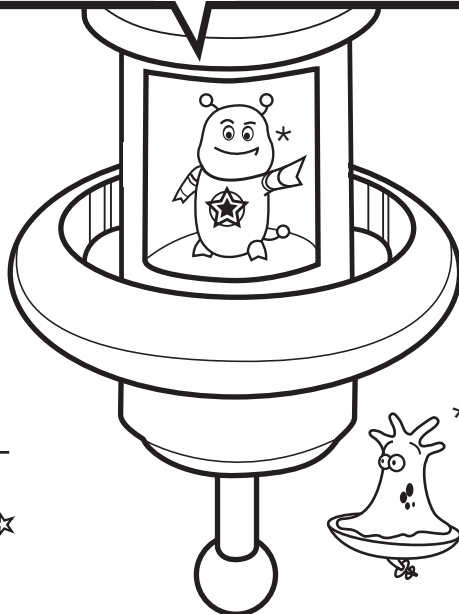
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Healthy eating gives you energy and helps you grow and learn! Check out your food choices. Keep track of everything you eat and drink for a whole day. Write down how much you eat too. Check off one box for each serving you eat.



### Vegetables & Fruit

5-10 servings per day

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Meat & Alternatives

2-3 servings per day

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Write down all the "Other Foods" you eat that don't belong to a food group here:

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Hint: Remember to count juice as a Vegetable and Fruit serving and milk as a Milk Product serving. Fruit beverages, fruit drinks and pop count as Other Foods.

# Problems

**Grade Level:** 3-4

**Skill:** Math

## **Objective:**

The students will solve addition, subtraction, multiplication, and division problems that focus on serving size and counting "5 to 10 a day".

## **Description:**

### Materials:

- Fruits and Vegetables Problem Sheet
- Nutrition Information - "Produce Information" at [www.freggietales.com](http://www.freggietales.com)

### Introduction:

- Students may need to review addition, subtraction, multiplication, and division skills, especially when regrouping or renaming is involved.
- Students may also need to review basic problem solving skills such as identifying the needed operation, excluding extraneous information, and determining if the actual question has been answered.

### Group/Individual Activity:

- Have students solve the word problems on the 'Problem Solving' sheets.
- If problem solving sheets are used in a group setting, students may be asked to solve all or a designated number of problems, asking for assistance from group members as needed. After the set number of problems have been solved, group members should compare answers and try to reach a consensus as to the correct answers. The teacher may intervene when a consensus cannot be reached.

### Related Activities:

Have students create their own fruit and vegetable word problems. Problems may be shared on the board or overhead, or the teacher can make a booklet of the class' problems.

## Fruits and Vegetables Problem Sheet

1. Tom ate a salad for lunch. His salad had 3 servings of his "5 to 10 a day." Fill in the blanks to tell how much of each item he could have eaten to get 3 servings. [HINT: There is more than one correct answer.]

\_\_\_\_\_ mL lettuce leaves  
\_\_\_\_\_ mL spinach leaves  
\_\_\_\_\_ g carrots  
\_\_\_\_\_ g tomatoes

2. The salad Tom ate for lunch contained 3 servings of fruits and vegetables. If he had a small glass of 100% juice for breakfast with his cereal, how many servings of fruits and vegetables does he need to eat for supper to get his "5 to 10 a day"?
3. Juanita loves Carrot & Mango salad. At lunch she ate salad that contained 80 g of shredded carrots, 104 g of mango and 250 mL of lettuce leaves. How many servings of fruits and vegetables did she get from the salad?
4. Jerry loves Fruit 'N' Juice Shakes for an afternoon snack. To make the shake, he used 1 banana, 190 mL of 100% orange juice, 250 mL of low fat vanilla yogurt, and 150 g of strawberries. How many servings of fruit are in this recipe? If the recipe makes enough for 2 glasses, how many servings of fruits will Jerry have if he and his friend Chad each have a shake?
5. Evelyn helped with dinner by cooking both broccoli and carrots in the microwave. She ate 100 g of broccoli and 80 g of carrots. How many servings of vegetables did she get from her dinner that night?
6. Have you ever stopped to measure your salads? Well, Glenys decided it would help her figure out her "5 to 10 a day", so she began to measure the salads she made for her family. She makes salads for 4 like this: 500 mL of spinach, 112 g of romaine lettuce, 160 g of carrots, 300 g of tomatoes, 100 g of cauliflower florets, and 100 g of broccoli florets. Add up the total number of servings for this salad, and figure out how many servings each person will get if all 4 people at the table get the same amount.
7. Dorum loves fruit salads, and decided to help make one for dinner. He is making a salad for 6 people. The salad contains 750 mL of watermelon chunks, 250 mL of grapes, 310 g of pineapple chunks, and 480 g of apples. He divides the salad into 6 bowls. How many servings of fruit salad will each person get?
8. Fernando and Omar made Musical Fruit Melodies for their school project. They made enough for 4 bowls. How many servings of fruits can you get if you have one bowl of their Musical Fruit Melodies. Here's the fruit they used in their recipe.

310 g chunked fresh pineapple	= 2 servings
125 g of banana	= 1 serving
250 mL of grapes	= 1 serving
160 g of orange	= 1 serving
160 g of apple	= 1 serving
508 g of carambola	= 4 servings
268 g of cantaloupes	= 2 servings



## Problems Answer Sheet

1. There can be any combination of the four ingredients to reach 3 servings:

mL lettuce leaves	250 mL/serving
mL spinach leaves	250 mL/serving
g carrots	80 g/serving
g tomatoes	150 g/serving

2. To reach 5 to 10 servings Tom needs 1 to 6 servings with his lunch.

$$10 (3 + 1) = 6$$

$$5 (3 + 1) = 1$$

3. Juanita had 3 servings of fruits and vegetables in her salad.

Item	Serving size		Number of servings
80 g carrots	80 g/serving	80 g/80 g/serving	1 serving
104 g mango	104 g/serving	104 g/104 g/serving	1 serving
250 mL lettuce	250 mL/serving	250 mL/serving	<u>1 serving</u>
<b>Total</b>			3 servings

4. Jerry and Chad will each have 2 servings of fruit if they share the 4 servings shake equally.

Item	Serving size		Number of servings
1 banana	1 medium banana		1 serving
190 mL orange juice	190 mL/serving	190 mL/190 mL/serving	1 serving
250 mL yogurt	250 mL/serving	250 mL/250 mL/serving	1 serving
150 g of strawberries	150 g/serving	150 g/150 g/serving	<u>1 serving</u>
<b>Total</b>			4 servings

5. Evelyn consumed 2 servings of vegetables.

Item	Serving size		Number of servings
80 g carrots	80 g/serving	80 g/80 g/serving	1 serving
100 g broccoli	100 g/serving	100 g/100 g/serving	<u>1 serving</u>
<b>Total</b>			2 servings

6. Glenys has prepared a total of 10 servings which would be 2.5 servings/person if all 4 people shared equally in the salad.

Item	Serving size		Number of servings
160 g carrots	80 g/serving	160 g/80 g/serving	2 servings
500 mL spinach	250 mL/serving	500 mL/250 mL/serving	2 servings
112 g romaine lettuce	56 g/serving	112 g/56 g/serving	2 servings
100 g cauliflower	100 g/serving	100 g/100 g/serving	1 serving
300 g tomatoes	150 g/serving	300 g/150 g/serving	2 servings
100 g broccoli	100 g/serving	100 g/100 g/serving	<u>1 serving</u>
<b>Total</b>			10 servings

7. Each of the 6 people will get 1.5 servings of fruit salad.

Item	Serving size		Number of servings
750 mL watermelon	250 mL/serving	750 mL/250 mL/serving	3 servings
250 mL grapes	250 mL/serving	250 mL/250 mL/serving	1 servings
310 g pineapple	155 g/serving	310 g/155 g/serving	2 servings
480 g of apples	160 g/serving	480 g/160 g/serving	<u>3 servings</u>
		<b>Total</b>	9 servings

8. Fernando and Omar have made a fruit salad with a total of 12 servings of fruit. If an equal amount is placed in each bowl one bowl will have 3 servings ( $12/\text{servings}/4\text{bowl}$ ) of fruit salad.

310 g chunked fresh pineapple	2 servings
125 g of banana	1 serving
250 mL of grapes	1 serving
160 g of orange	1 serving
160 g of apple	1 serving
508 g of carambola	4 servings
268 g of cantaloupes	<u>2 servings</u>
Total	12 servings

# Edible Plants

**Grade Level:** 3-4

**Skill:** Science

## **Objective:**

Edible Plant Parts -- What part of the plants are we eating, anyway?

The students will determine what part of the plant they are eating when they eat different fruits and vegetables. This can be a one day lesson or an experiment that runs until the plant matures. The easiest plants to work with are beans and should be done in the spring of the year. Depending on the variety it will take 4 to 6 weeks for the plant to reach maturity.

## **Description:**

### Materials:

- Ask the children to share one fruit or vegetable from their lunch or bring a fruit or vegetable from home.
- "What Part of the Plant Are We Eating, Anyway?" sheets.
- Bean seeds
- Potting soil and two 6" pots with bases

### Introduction:

- Begin a discussion by asking students about the part of the plant they eat when they eat a carrot, a potato, broccoli.
- Plant 3 bean seeds per pot and water thoroughly, place the pots in bright sunlight.
- Take names of student volunteers for watering the plants.
- Prior to planting the bean seeds explain that we eat the seeds of the bean plant. As the plants begin to grow and reach a height of 15-20 cm pull one from the pot to show the students the roots that the plant uses to absorb water and nutrients from the soil. Also explain the different parts of the plant to the students starting with the roots and moving up to the stem and then the leaves.
- Students have a chance to demonstrate what they already know about this topic by filling in their guesses on the 'What Part of a Plant Do We Eat' sheet. This should be done before any answers are looked up.

### Group/Individual Activity:

- Make a collage of fruit and vegetable pictures that are seeds, leaves, stems, roots, and flowers.
- Ask the children to make a list of root crops that we eat, seeds that we eat, leafy crops that we eat, pods that we eat, stems that we eat and flowers that we eat.

## What Part of the Plants Are We Eating, Anyway?

Item	Part of the plant
Asparagus	_____
Banana	_____
Broccoli	_____
Cabbage	_____
Green Beans	_____
Peas	_____
Pinto Beans	_____
Radishes	_____
Spinach	_____
Tomato	_____

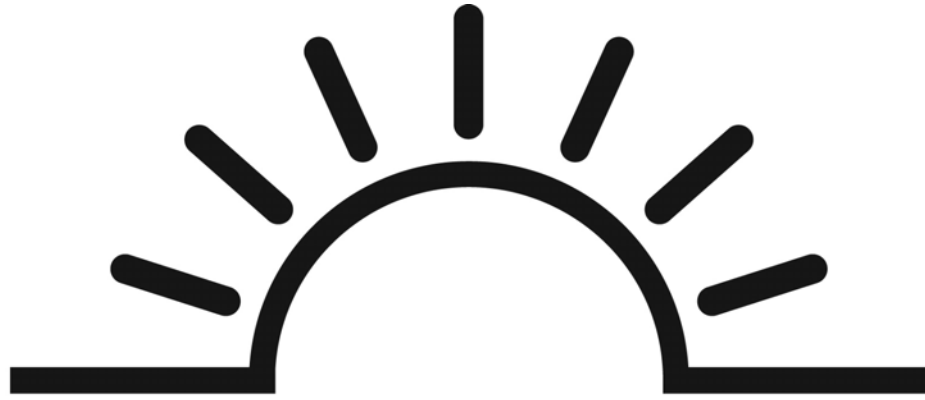
root crops	seeds	leafy crops	Pods	fruits	flowers	stems

## Edible Plants Answer Sheet

### What Part of the Plants Are We Eating, Anyway?

Item	Part of the plant
Asparagus	Stem
Banana	Fruit
Broccoli	Stem
Cabbage	Leaves
Green Beans	Pod
Peas	Seed
Pinto Beans	Seed
Radishes	Roots
Spinach	Leaves
Tomato	Fruit

root crops	seeds	leafy crops	Pods	fruits	flowers	stems
beets carrots garlic onions parsnips peanuts potatoes radishes rutabagas scallions turnips yams	peas pumpkin seeds sunflower seeds	beet greens brussels sprouts cabbage chard cilantro endive kale lettuce okra parsley spinach	Chili peppers green beans snow peas wax beans	apples apricots artichoke avocado banana berries cranberries cucumber figs grapefruit kiwi kumquat lemons mangos orange papaya peach pineapple plums pomegranate strawberries tangerines tomatoes	Marigold Nasturtium	asparagus bamboo shoots broccoli celery leeks mushrooms



Learning Activity  
Sheets: Grades 7-9



# Spencer Sweet Potato's Jazzy Crossword Puzzle



*When I'm not playing my saxophone  
I love to do crossword puzzles.  
Here's a crossword puzzle about sweet potatoes  
that I created just for you!*

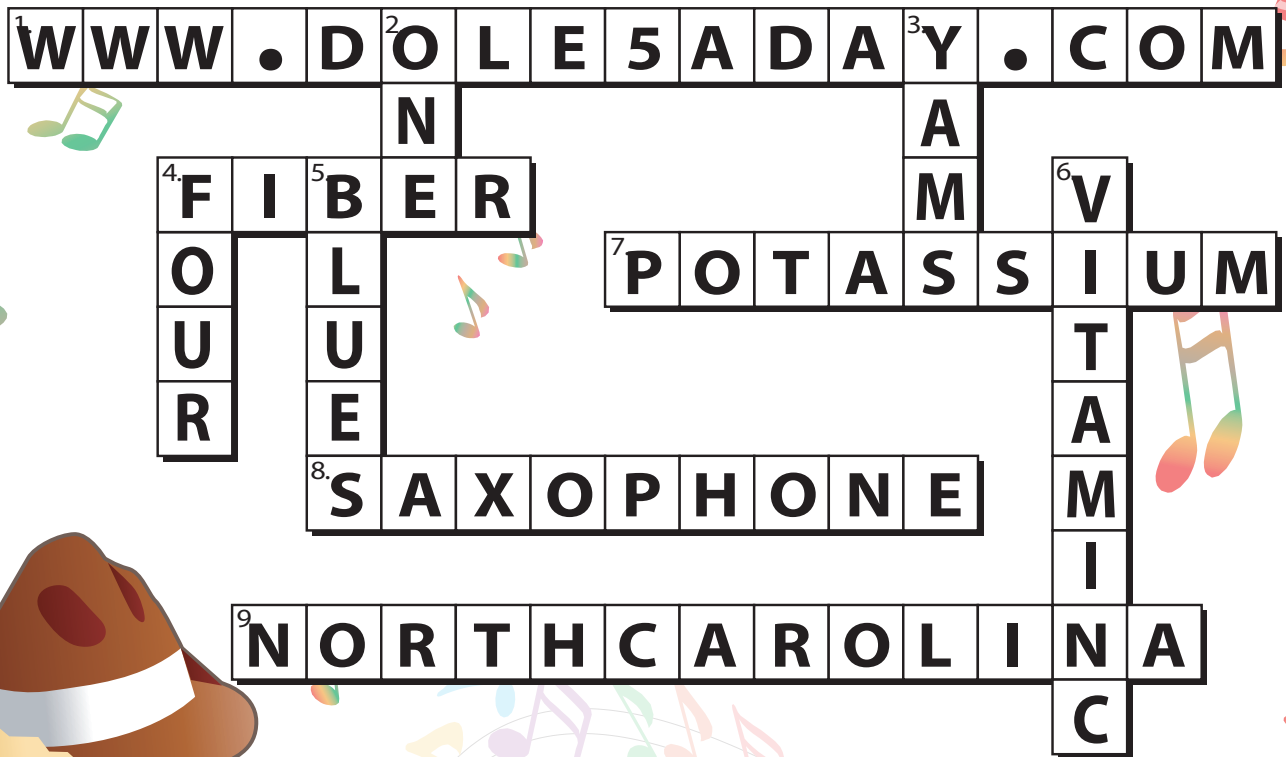
## ACROSS

1. A website where you can learn more about sweet potatoes and 5 A Day.
4. Sweet potatoes are a good source of \_\_\_\_\_, which helps maintain a healthy digestive tract.
7. Sweet potatoes are a good source of \_\_\_\_\_, a mineral that helps maintain healthy blood pressure levels.
8. Musical instrument that Spencer loves to play.
9. U.S. state that grows the most sweet potatoes.

## DOWN

2. One medium sweet potato counts as \_\_\_\_\_ serving of your 5 A Day.
3. A tuber that is commonly confused with sweet potatoes, which are root vegetables.
4. One medium sweet potato contains over \_\_\_\_\_ times your daily vitamin A.
5. Spencer's favorite type of music (*Hint: rhymes with "clues"*).
6. Sweet potatoes are an excellent source of \_\_\_\_\_, which helps maintain a healthy immune system.

# Spencer Sweet Potato's Jazzy Crossword Puzzle Answers



## ACROSS

1. A website where you can learn more about sweet potatoes and 5 A Day.
4. Sweet potatoes are a good source of \_\_\_\_\_, which helps maintain a healthy digestive tract.
7. Sweet potatoes are a good source of \_\_\_\_\_, a mineral that helps maintain healthy blood pressure levels.
8. Musical instrument that Spencer loves to play.
9. U.S. state that grows the most sweet potatoes.

## DOWN

2. One medium sweet potato counts as \_\_\_\_\_ serving of your 5 A Day.
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5. Spencer's favorite type of music (*Hint: rhymes with "clues"*).
6. Sweet potatoes are an excellent source of \_\_\_\_\_, which helps maintain a healthy immune system.



# Kurt & Casey Collard Greens' Leafy Greens Word Search



Howdy, partner  
My name is Kurt, and here, in the red boots, is my dance partner Casey. When we're not out dancing, we love to create word search puzzles. We created this leafy greens word search puzzle just for you! Have fun finding words that describe these delicious vegetables and the nutrients they contain.

All the words in the list below are in the puzzle. You can find them spelled horizontally, vertically, diagonally, forward or backward...but they will always be in a straight line. Circle each word or phrase.



F	O	O	D	G	K	O	D	S	T	Z	X	S	S	K
I	O	F	O	L	I	C	A	C	I	D	W	N	N	M
B	N	J	C	U	F	L	N	W	S	F	H	E	E	U
E	D	O	Q	A	A	D	D	A	V	C	Q	E	E	S
R	K	I	R	D	L	Y	E	R	A	P	W	R	R	T
G	N	Y	U	I	V	C	L	N	A	B	O	G	G	A
S	N	E	E	R	G	P	I	N	R	U	T	D	Y	R
I	N	R	Q	N	Y	P	O	U	T	C	V	R	F	D
T	O	T	S	Z	S	P	N	R	M	N	I	A	A	G
A	R	U	G	U	L	A	G	E	F	I	T	L	E	R
G	V	N	X	P	D	X	R	W	F	M	A	L	L	E
E	C	U	T	T	E	L	E	N	I	A	M	O	R	E
T	T	S	U	X	Z	L	E	E	X	T	I	C	T	N
E	L	A	K	W	M	G	N	V	K	I	N	A	M	S
R	I	W	F	D	R	D	S	X	B	V	A	Z	E	D

- Spinach
- Romaine Lettuce
- Collard Greens
- Arugula
- Dandelion Greens
- Turnip Greens
- Kale
- Mustard Greens
- Calcium
- Fiber
- Iron
- Vitamin A
- Vitamin C
- Folic Acid
- Raw
- Salad
- Leafy Greens



# Answers to Kurt & Casey Collard Greens' Leafy Greens Word Search



F	O	O	D	G	K	O	D	S	T	Z	X	S	S	K
I	O	F	O	L	I	C	A	C	I	D	W	N	N	M
B	N	J	C	U	F	L	N	W	S	F	H	E	E	U
E	D	O	Q	A	A	D	D	A	V	C	Q	E	E	S
R	K	I	R	D	L	Y	E	R	A	P	W	R	R	T
G	N	Y	U	I	V	C	L	N	A	B	O	G	G	A
S	N	E	E	R	G	P	I	N	R	U	T	D	Y	R
I	N	R	Q	N	Y	P	O	U	T	C	V	R	F	D
T	O	T	S	Z	S	P	N	R	M	N	I	A	A	G
A	R	U	G	U	L	A	G	E	F	I	T	L	E	R
G	V	N	X	P	D	X	R	W	F	M	A	L	L	E
E	C	U	T	T	E	L	E	N	I	A	M	O	R	E
T	T	S	U	X	Z	L	E	E	X	T	I	C	T	N
E	L	A	K	W	M	G	N	V	K	I	N	A	M	S
R	I	W	F	D	R	D	S	X	B	V	A	Z	E	D

- Spinach
- Romaine Lettuce
- Collard Greens
- Arugula
- Dandelion Greens
- Turnip Greens
- Kale
- Mustard Greens
- Calcium
- Fiber
- Iron
- Vitamin A
- Vitamin C
- Folic Acid
- Raw
- Salad
- Leafy Greens

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

# Healthy Lifestyle Fill in the Blanks

enjoyable	genes	parents	bad	stomachs
worrying	good	body	fitness	nutrients
body image	feel better	legs	well being	food intake
muscles	exercise			

1. Heredity refers to qualities or traits we receive from our \_\_\_\_\_.
2. There are no “\_\_\_\_\_” foods or “\_\_\_\_\_” foods. All foods can fit into a healthy diet.
3. Physical activity can be an \_\_\_\_\_ part of life.
4. Self-esteem is probably the biggest factor that influences our \_\_\_\_\_.
5. Most pictures of models in magazines have computer changes making their \_\_\_\_\_ look longer, their \_\_\_\_\_ look flatter, and their \_\_\_\_\_ look bigger.
6. During your pre-teen and teen years your \_\_\_\_\_ is changing quickly.
7. Eating according to *Canada's Food Guide to Healthy Eating* will give your body the \_\_\_\_\_ it needs.
8. The \_\_\_\_\_ that we inherit from our mother and father determine approximately 70% of our body weight and shape.
9. Regular physical activity improves a person's \_\_\_\_\_, body shape and size, self-esteem and sense of \_\_\_\_\_.
10. Many people find comfort in eating certain types of food to help make them \_\_\_\_\_.
11. Some people with a negative body image restrict their \_\_\_\_\_ or \_\_\_\_\_ excessively.
12. Adolescents who spend hours \_\_\_\_\_ over their “imperfect” bodies are missing out on the things in life that really matter.



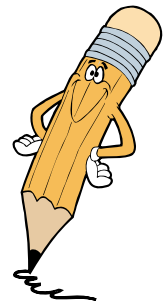
# Healthy Lifestyle Fill in the Blanks

## Answer Sheet

1. Heredity refers to qualities or traits we receive from our parents.
2. There are no “good” foods or “bad” foods. All foods can fit into a healthy diet.
3. Physical activity can be an enjoyable part of life.
4. Self-esteem is probably the biggest factor that influences our body image.
5. Most pictures of models in magazines have computer changes making their legs look longer, their stomachs look flatter, and their muscles look bigger.
6. During your pre-teen and teen years your body is changing quickly.
7. Eating according to Canada’s Food Guide to Healthy Eating will give your body the nutrients it needs.
8. The genes that we inherit from our mother and father determine approximately 70% of our body weight and shape.
9. Regular physical activity improves a person’s fitness, body shape and size, self-esteem and sense of well being.
10. Many people find comfort in eating certain types of food to help make them feel better.
11. Some people with a negative body image restrict their food intake or exercise excessively.
12. Adolescents who spend hours worrying over their “imperfect” bodies are missing out on the things in life that really matter.



# Canada's Food Guide to Healthy Eating Check List



Food Group	Number of Servings	Total
Grain Products (5-12 servings/day)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Vegetables & Fruit (5-10 servings/day)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Milk Products (3-4 servings/day)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Meat & Alternatives (2-3 servings/day)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Other Foods		

Note: Shaded area indicates minimum number of servings in each food group.

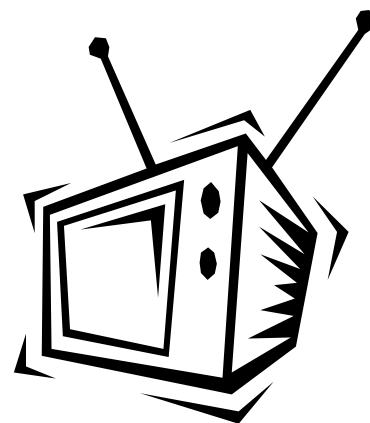
Name: \_\_\_\_\_

# TV Unplugged

When we watch television or read magazines or newspapers, it is important to be able to look at them critically in order to understand the messages that they are trying to give us.

Choose a fictional television show (e.g., sitcom) that you like. As you watch it, answer the questions listed below. You may want to watch the show more than once.

1. Name of show:
2. Does the female character(s) portray any stereotypes about food choices, or body shape and size (e.g., thin, attractive girl is popular)? If yes, describe.
3. Does the male character(s) portray any stereotypes about food choices, or body shape and size (e.g., heavy boy eats lots of high fat foods)? If yes, describe.
4. What message(s) about food choices, body image, body shape/size or the standard of beauty are reflected by the character(s) (e.g., words, actions).
5. How do you feel about the messages of body image, body shape/size or the standard of beauty reflected by the character(s)?
6. Do the characters in the show reflect individuals in real life? Describe.



# Cheddarville Chokes on Food Quiz

## Cheddarville Daily

Think you know what healthy eating is all about? Well, if you're anything like the kids at Cheddarville Middle School, maybe you'd better think twice.

According to a recent survey in the student 'zine, only a few got all the food quiz questions right.

Sure everybody's heard of Canada's Food Guide. They know it's the basis for healthy eating. But for many Cheddarville-ites that's where it ended. Survey takers could find only a handful of kids who knew why eating well is such a big deal. And only a few could plan a

nutritious three-day menu.

Hard to believe? Are Cheddarville students really so far behind the curve? Or could all of us use a nutrition tune-up?

Try this quiz yourself. How much do YOU know about *Canada's Food Guide to Healthy Eating*?

1. Name the food groups and state the range of servings recommended for each. (2 points each)  
To score points, the correct names must be used.

**Food Group**

**Range of Servings Recommended**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8

2. What are the two key messages of the food guide? (5 points each)

a) \_\_\_\_\_

b) \_\_\_\_\_

10

3. Identify the food group to which each of the following foods belong. (1 point each)

- Ice cream \_\_\_\_\_
- Chocolate chip cookies \_\_\_\_\_
- Baked beans \_\_\_\_\_
- Water \_\_\_\_\_
- Popcorn \_\_\_\_\_
- Potato chips \_\_\_\_\_

- Butter \_\_\_\_\_
- Peanut butter \_\_\_\_\_
- Juice \_\_\_\_\_
- Chocolate Milk \_\_\_\_\_
- French fries \_\_\_\_\_
- Corn \_\_\_\_\_

12

4. Circle the correct serving size in each of the following statements. (2 points each)

- A serving of milk is 125 mL; a pail-ful; 250 mL; 375 mL; a litre.
- A serving of rice is 50 mL; 250 mL; 125 mL; too much; 375 mL.
- A serving of salad would be a big bowl; 125 mL; as much as you want; 250 mL; one lettuce leaf smothered in salad dressing.
- A serving of eggs would be whatever a chicken lays in a day; 5 eggs; 2-3 eggs; 1-2 eggs; as many as you like.
- A serving of potato chips is a large bag; a 120 g bag; there is no serving size for Other Foods; a 350 g bag.

10

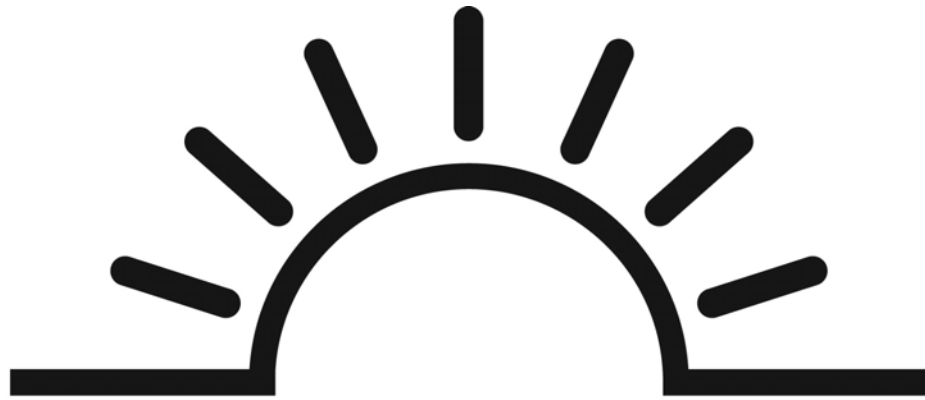
# Answers to Food Quiz

1. **Food Group** **Range of Servings Recommended**
- |                                |                      |
|--------------------------------|----------------------|
| <b>Grain Products</b>          | <b>5-12</b>          |
| <b>Vegetables &amp; Fruit</b>  | <b>5-10</b>          |
| <b>Milk Products</b>           | <b>3-4 for teens</b> |
| <b>Meat &amp; Alternatives</b> | <b>2-3</b>           |
2. The two key messages of the food guide are:
- *Choose a variety of foods from each food group every day.*
  - *Choose lower fat foods more often.*
- 3.
- Ice cream (*Milk Products*)
  - Chocolate chip cookies (*Grain Products*)
  - Baked beans (*Meat & Alternatives*)
  - Water (*Other Foods*)
  - Popcorn (*Grain Products*)
  - Potato chips (*Other Foods*)
  - Butter (*Other Foods*)
  - Peanut butter (*Meat & Alternatives*)
  - Juice (*Vegetables & Fruit*)
  - Chocolate milk (*Milk Products*)
  - French fries (*Vegetables & Fruit*)
  - Corn (*Vegetables & Fruit*)
- 4.
- A serving of milk is **250 mL**
  - A serving of rice is **125 mL**
  - A serving of salad would be **250 mL**
  - A serving of eggs would be **1-2 eggs**
  - A serving of potato chips is **there is no serving size for Other Foods**

## Scoring

- If you scored 30-40    Excellent! You have a good handle on the food guide!  
The rest should be a breeze.
- If you scored 20-30    Great work! Now let's see how you can put your knowledge to work...
- If you scored 10-20    Not bad...if you grew up on another planet.
- If you scored 0-10    Oh-oh. We've got some work to do here.





Where to Find More  
Activities



## Where to Find More Activities: Useful Nutrition Websites for Educators

### **PEI Healthy Eating Alliance:**

Lots of information for educators, parents, and kids alike!

[www.healthyeatingpei.ca](http://www.healthyeatingpei.ca)

### **Health Canada:**

Includes Canada's Food Guide to Healthy Eating and other resources.

[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/healthy\\_eating\\_e.html#general](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/healthy_eating_e.html#general)

### **Dietitians of Canada:**

Great nutrition information and games everyone.

<http://www.dietitians.ca>

### **Mission Nutrition:**

Excellent site for educators. Activities and lessons are tailored for the K- grade 8 audiences.

<http://www.missionnutrition.ca>

### **Discovery Healthy Eating:**

Excellent site for educators. Activities and lessons are tailored for the grades 1-8 audiences.

[http://www.city.toronto.on.ca/health/dhe\\_index.htm](http://www.city.toronto.on.ca/health/dhe_index.htm)

### **The Dairy Farmers of Canada - Maritimes:**

Recipes and activities.

<http://www.justaddmilk.ca>

### **Breakfast For Learning:**

Great resource! Research about the benefits of consuming breakfast and connection between breakfast and learning in children.

<http://www.breakfastforlearning.ca>

### **Fight Bac!:**

Fun and educational information about food safety for students, parents and teachers.

<http://www.canfightbac.org>

### **Food and Nutrition Information Center:**

Food and nutrition topics from A-Z. Useful and comprehensive.

<http://www.nal.usda.gov/fnic/etext/fnic.html>

March 2005



**Health Finder:**

Nutrition games and activities online for students.

[http://www.healthfinder.gov/scripts/kids\\_games.asp](http://www.healthfinder.gov/scripts/kids_games.asp)

**Produce for Better Health Foundation:**

Focus on fruits and vegetables. Activities and lessons are tailored for the K - grade 6 audiences.

<http://www.5aday.org>

**Kid Health:**

Nutrition games and health information online for students.

<http://www.kidshealth.org/kid/closet/>

**Dole 5 A Day:**

Very kid friendly site with resources for educators.

[http://www.dole5aday.com/Teachers/T\\_Index.jsp](http://www.dole5aday.com/Teachers/T_Index.jsp)

**Freggie Tails:**

Very kid friendly site with resources for educators.

<http://www.freggjetales.com>

**A to Z Teacher Stuff:**

Designed to help teachers find online resources more quickly and easily. Offer lesson plans, thematic units, teacher tips, teacher discussion forums, and downloadable teaching materials.

[http://atozteacherstuff.com/Themes/Food\\_Nutrition/index.shtml](http://atozteacherstuff.com/Themes/Food_Nutrition/index.shtml)

**Teach-Nology:**

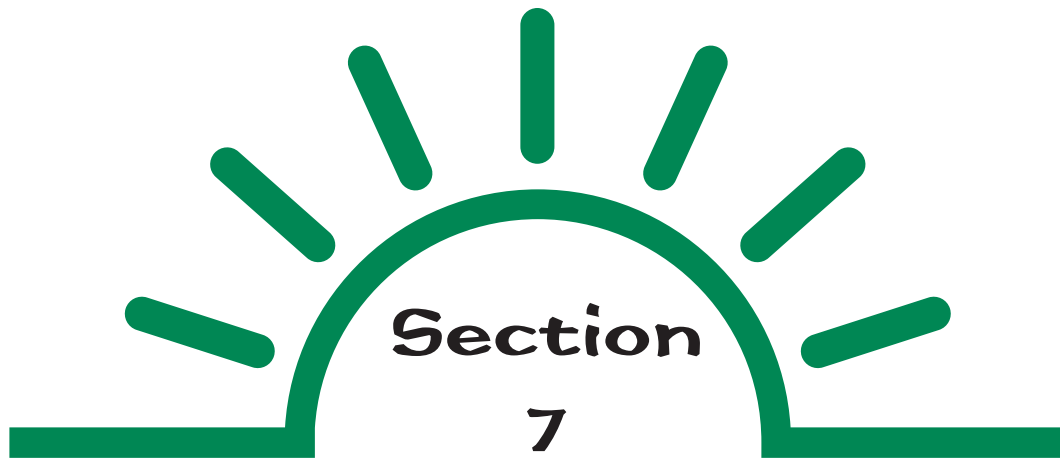
Searchable directory of free online lessons plans and resources for all grades/ subjects.

[http://www.teach-nology.com/teachers/lesson\\_plans/health/nutrition/](http://www.teach-nology.com/teachers/lesson_plans/health/nutrition/)

**Lesson Planz:**

Searchable directory of free online lessons plans and resources for all grades/ subjects.

<http://www.lessonplanz.com>



# Additional Healthy Eating Resources

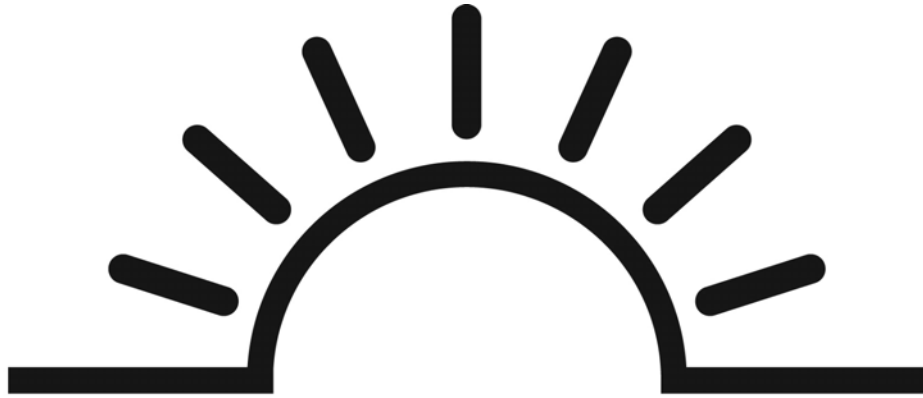


# Section 7

## Additional Healthy Eating Resources

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• Breakfast	7-5
• Snacks	7-13
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# Meal Planning



## Key Points

### Meal Planning

- This section may be useful for parent/community volunteers who work with nutrition programs at your school, or teachers who teach nutrition/health.
- Meal planning can help you choose healthy meals, save you money, and save you time.
- Try to include foods from 3 of the 4 food groups for every meal, and 2 of the 4 food groups for snacks.
- “Shop Smart!” tips can help make shopping easy.
- The “Grocery Shopping List” and “Weekly Meal Planner” can be used to plan healthy meals and snacks.

# Meal Planning

## Plan Ahead

By planning ahead you can choose healthy foods, save time when grocery shopping and save money by buying only what you need. Planning can also save you time from making extra trips to the grocery store.

For planning, choose what works best for you - one day, a few days, or a week at a time.

Use your plan to help make your shopping list (See Grocery Shopping List).

## How Does Meal Planning Benefit You?

- Ensures you get a variety of different foods and nutrients.
- Reduces repetition of meals
- Helps prevent overweight and poor nutrition
- Healthy meals and snacks help improve attention span, learning, and overall behaviour in children.

## Let Canada's Food Guide to Healthy Eating Be Your Guide

- Meals should include foods from atleast 3 of the 4 food groups, while snacks should include 2 of the 4 food groups
- Use a variety of colors, flavours, and textures
- Balance higher fat choices with lower fat vegetables and fruit

## Use the *Weekly Meal Planner*:

- To plan a weeks worth of healthy meals and snacks, and
- To see if you have reached your goal of eating well everyday



## Meat and Alternatives

Nutrient-rich choices include:

- beef, pork
- chicken, turkey
- kidney beans
- chickpeas
- black beans, lentils
- tofu and other soya products
- hummus
- fish such as: halibut, pike, salmon, snapper and trout
- shellfish such as: shrimp and scallops
- calamari (squid)
- nuts and seeds such as: almonds, walnuts, sunflower seeds and peanut butter
- eggs



The best meal is a balanced meal, with foods from 3 or 4 of the Food Groups in Canada's Food Guide to Healthy Eating.

## Grain Products

Choose whole grains often.

- rye bread
- multi-grain bagels or pitas
- bran and whole-grain muffins
- oatmeal
- whole grain cereals (i.e.: bran flakes)
- rice: basmati, jasmine, wild, sweet and brown
- barley
- pasta: tortellini, orzo, linguini and fettuccini
- couscous
- buckwheat pancakes
- noodles



## Milk Products

Choose milk every day:

- milk
- buttermilk
- chocolate milk
- lactose-reduced milk

Other milk products to boost your calcium include:

- yoghurt
- kefir
- cheeses such as: Cheddar, Brie, Edam, Feta, Mozzarella, and Swiss
- milk & fruit smoothies
- cream soups such as tomato, leek, mushroom and broccoli
- café au lait (half coffee, half milk), café latte
- ice cream, custard, pudding

## Other Foods

These add taste and variety but they lack important nutrients, so use them in moderation.

- chocolate bars and candies
- tea, coffee
- pop, fruit drinks
- alcohol
- condiments: relishes, ketchup, pickles
- salad dressing, sauces and gravy
- chips, and other snack foods such as pretzels
- spices
- vegetable oils, margarine and butter
- jams



## Vegetables and Fruit

Choose dark green and orange vegetables and fruits more often.

- peaches, cantaloupe
- navel oranges, clementines and tangerines
- apples, grapes
- plantain, avocado
- mango, lychee
- red and white potatoes
- Chinese long beans, bok choy
- Brussels sprouts, broccoli, cabbage
- romaine lettuce, endive
- fennel, zucchini, turnip
- portobello mushrooms
- okra, eggplants
- sweet potatoes
- vegetable and fruit juices



## Take-out Tips

Today, many families eat out or pick up fast food fairly often. Include these healthy choices:

- ✓ wraps and pitas
  - ✓ stuffed baked potatoes
  - ✓ falafels
  - ✓ grilled chicken sandwich
- and choose milk as your beverage.

## Snappy Snacks

Snacks are great to fill in the gaps between meals and add variety. Choose snacks from the 4 Food Groups, like these: chocolate milk, slice of pizza, milk & fruit smoothie, vegetable sticks and dip, devilled eggs, fruit and cheese kebobs, tortilla banana wrap, and plain popcorn.

## Freezer Flavour Savers

To maximize their flavour and nutritional values, foods should be stored in the freezer no longer than:

milk	6 weeks
yoghurt	1 month
breads	1 month
cooked poultry	1 to 3 months
fatty fish ( <i>salmon etc.</i> )	2 months
uncooked ground meat	2 to 3 months
cooked meat	2 to 3 months
cheese	3 months
soups	4 months
lean fish ( <i>sole etc.</i> )	6 months
uncooked poultry ( <i>cut up</i> )	6 months
uncooked beef ( <i>roast</i> )	10 to 12 months
herbs	1 year
fruits and vegetables	1 year

(Source: Agriculture Canada)

## How do "mixed dishes" fit in?

Pizza (that's a mixed dish), chocolate milk and an apple for lunch?

Here's how to write down the main ingredients and put them into the 4 Food Groups:



Ham

Pizza crust

Green peppers, mushrooms, Apple (dessert) tomato sauce

Mozzarella cheese  
Chocolate milk



Nutrition Communications  
Dairy Farmers of Ontario

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Printed in Canada DFN9992E



# Weekly Menu Planner

*Save Time and Eat Healthy*

- Use Canada's Food Guide to Healthy Eating.
- Try to include foods from 3 to 4 food groups in every meal.
- Include a variety of healthy choices from day to day.
- Choose healthy snacks to fill any gaps and add variety.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Breakfast</i>						
<i>Lunch</i>						
<i>Dinner</i>						
<i>Snacks</i>						

# SHOP SMART!

Here are a few tips to help you make food shopping easy.

- ✓ Plan your meals and shop from a list
- ✓ Shop when stores are least crowded
- ✓ Shop when you're not hungry
- ✓ Aim to buy foods from all four food groups
- ✓ Buy foods only in the amount you can store properly. Ask for meats to be packaged in smaller packages, if they aren't already
- ✓ Become familiar with regular prices and then watch for specials
- ✓ Buy less expensive store brands or "no name" items if they suit your needs
- ✓ Take advantage of coupons, but don't buy anything you don't need
- ✓ Avoid dented, rusted cans
- ✓ Compare cost using unit-pricing
- ✓ Read food labels

Adapted From The Ontario Milk Marketing Board

March 2005

PEI Healthy Eating Alliance  
**Grocery Shopping List**

Choose a balanced diet by eating a variety of foods  
from Canada's Food Guide to Healthy Eating



**Meats and Alternatives**

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**Milk Products**

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**Fruits and Veggies**

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**Beverages**

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**Breads and Cereals**

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**Frozen Foods**

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**Other**

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**PEI Healthy Eating Alliance**

*Dedicated to improving the eating habits of school-aged children  
in Prince Edward Island*

PEI Healthy Eating Alliance  
**Grocery Shopping List**

Choose a balanced diet by eating a variety of foods  
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**Meats and Alternatives**

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**Milk Products**

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**Fruits and Veggies**

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**Beverages**

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**Breads and Cereals**

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**Frozen Foods**

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**Other**

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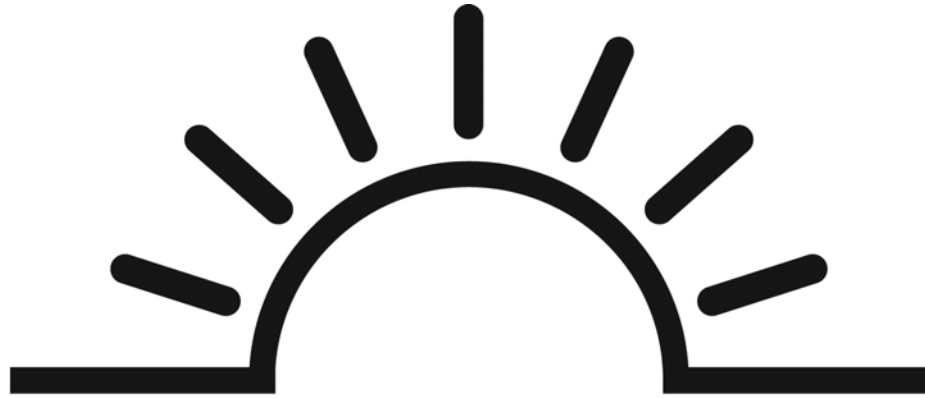
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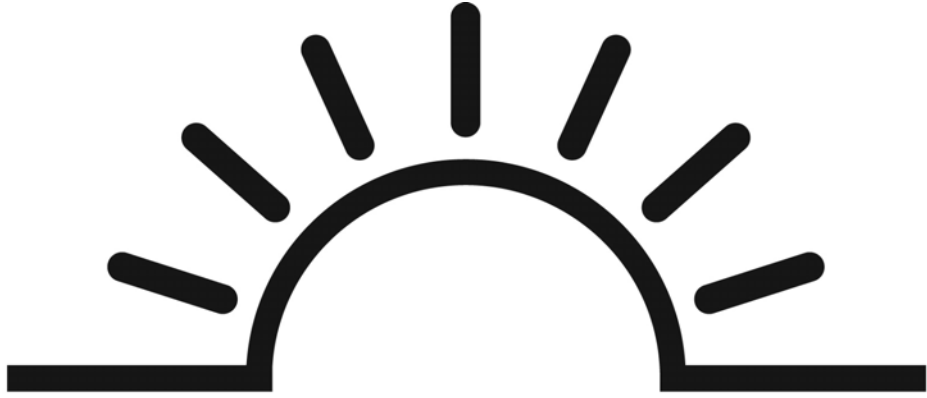
What's Available and  
When: Canadian Fresh  
Fruit and Vegetables



What's Available and When: Canadian Fresh Fruits and Vegetables													
Peak	Good	Low											
Peak	Good	Low	XX	Not Available									
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	
Apples	Good	Good	Good	Good	Good	Low	Low	Low	Good	Good	Good	Good	
Apricots							Low	Low	Low				
Asparagus					Peak	Peak	Low						
Beans							Good	Low	Good	Low	Low		
Beets	Good	Good	Good	Low	Low	Low	Good	Low	Low	Low	Good	Good	
Blueberries							Good						
Broccoli							Good	Low	Low	Low	Low	Low	
Brussel Sprouts							Low	Good	Low	Low	Low	Good	
Cabbage	Good	Good	Good	Low	Low	Good	Good	Good	Good	Good	Good	Good	
Cantaloupe								Low	Low	Low			
Carrots	Good	Good	Good	Good	Low		Low	Good	Good	Good	Good	Good	
Cauliflower						Low	Good	Low	Low	Low	Low	Low	
Celery							Good	Low	Low	Low	Low	Low	
Cherries						Low	Low	Low					
Corn (Sweet)							Good	Low	Good	Low	Low		
Cranberries								Low	Low	Low	Low	Good	
Cucumbers			Low	Good	Good	Good	Low	Low	Low	Low	Low	Low	
Eggplant							Low	Good	Low	Low	Low	Low	
Endive	Low	Low	Low	Low		Low	Low	Low	Low	Good	Good	Low	
Fiddleheads					Peak	Good							
Grapes (Table)								Low	Low	Good			
Leeks	Good	Low	Low	Low	Low	Low	Low	Good	Good	Low	Low	Good	

What's Available and When: Canadian Fresh Fruits and Vegetables												
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Lettuce				✕	■	■	■	■	✕	✕		
Mixed Melons								■	■	✕		
Mushrooms	■	■	■	■	■	■	■	■	■	■	■	■
Onions	■	■	■	✕	✕	✕	✕	■	■	■	■	■
Parsley	✕	✕	✕	✕	✕	✕	■	■	■	■	✕	✕
Parsnips	■		■	■	✕	✕		✕	■	■	■	■
Peaches							✕	■	■			
Pears	■	■	✕	✕				■	■	■	■	■
Peppers							✕	■	■	■		
Plums and Prunes							✕	■	■	✕		
Potatoes	■	■	■	■	■	✕	✕	■	■	■	■	■
Pumpkins								■	■	■	✕	
Radishes				✕	✕	■	■	■	■	✕	✕	
Raspberries							■	■	✕	✕		
Rhubarb	✕	■	■	✕	■	■	✕	✕				
Rutabaga (Turnip)	■	■	■	■	■	✕	✕	■	■	■	■	■
Spinach					✕	■	■	■	■	■	✕	✕
Squash	✕	✕					✕	■	■	■	■	✕
Strawberries						■	■	■				
Tomatoes				✕	■	■	■	■	■	■	✕	

Chart adapted: Agriculture Canada, 1983



Recipes





## Recipes

Breakfast:	7-5
Apple Cinnamon Hot Oatmeal	7-6
Cinnamon Vanilla French Toast	7-7
Whole Wheat Pancakes with Strawberry Purée	7-8
Muesli Mix	7-9
Anything-goes Muffins	7-10
Banana Bran Muffins	7-11
Mixed Berry and Banana Smoothie	7-12
Snacks:	7-13
Icy Grapes	7-14
Frozen Banana Pops	7-14
Yogurt Pops	7-15
15 Minutes Fruit Nachos	7-16
Carrot Raisin Rounds	7-17
Bahama Bagels	7-18
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On-The-Go Snack Bars	7-20
Cranberry Oatmeal Cookies	7-21
Lunch/Supper:	7-22
Curried Chicken Salad Wraps	7-23
Italian Pasta, Beef, and Bean Soup	7-24
Tomato-Dill Grilled Cheese Sandwiches	7-25
Healthy Chicken Nuggets & Pineapple-Orange Dipping Sauce	7-26
Spunky Vegetable Pizza	7-27

# BREAKFAST

March 2005

## Apple Cinnamon Hot Oatmeal

2 cups (500 ml)	water
1 1/3 cup (325 ml)	quick cooking rolled oats
1 cup (250 ml)	apple juice
1/2 tsp (2 ml)	cinnamon
1/4 tsp (1 ml)	salt
1	large apple, peeled and sliced

### Directions:

In a saucepan, combine water, rolled oats, apple juice, cinnamon, and salt; bring to a boil. Reduce heat to a simmer and stir in apple; cook, covered and stirring occasionally, for 5 minutes or until thickened.

For microwave: In an 8-cup (2 L) measure, combine all ingredients and cook at High for 6-8 minutes, stirring once, until thickened.

Yields: 6 servings

### *Nutrient Analysis Per Serving*

*113 Calories*

*21g Carbohydrates*

*4g Protein*

*1g Fat*

Source: Breakfast For Learning *Breakfast Program Kit*

# Cinnamon Vanilla French Toast

4	eggs
1 cup (250 ml)	vanilla fortified soy beverage
2 tsp (10 ml)	cinnamon
8	slices of whole wheat bread
	canola oil

## Directions:

1. In a shallow dish, beat together eggs, soy beverage and cinnamon.
2. Heat a large non-stick frying pan over low-medium heat.
3. Soak bread in the egg mixture, one slice at a time.
4. Lightly grease the hot pan with canola oil.
5. Cook each slice of French toast on both sides until browned. Serve with maple syrup.

Yields: 4 servings

## ***Nutrient Analysis Per Serving***

*144 Calories*

*18g Carbohydrates*

*6g Protein*

*5g Fat*

Source: Soya World Inc. ([www.sogoodbeverage.com](http://www.sogoodbeverage.com))

## Whole Wheat Pancakes with Strawberry Purée

1⅓ cups (325 ml)	whole-wheat flour
3 tbsp (45 ml)	brown sugar
1 tbsp (15 ml)	baking powder
1 tsp (5 ml)	ground cinnamon
¼ tsp (1 ml)	salt
1¼ cup (300ml)	milk, 2%
1	egg, beaten
3 tbsp (45 ml)	vegetable oil
½ tsp (2 ml)	vanilla
	vegetable oil (optional)

### **Strawberry Purée**

2 cups (500ml)	fresh strawberries or 1pkg (10oz/300g) frozen unsweetened strawberries, thawed
	granulated sugar (optional)

### Directions:

1. In a bowl, mix together flour sugar, baking powder, cinnamon, and salt.
2. In a separate bowl, beat together milk, egg, oil, and vanilla. Add liquid ingredients to dry, mixing until almost smooth (disregard small lumps).
3. Heat skillet or griddle over medium heat; brush with oil (optional for non-stick pans). For each pancake, pour ¼ cup (50 ml) batter into skillet. When underside is brown and bubbles break on top (after 1 ½ - 2 minutes), flip over and cook for 30-60 seconds or until second side is golden brown. Serve hot.
4. *Strawberry Purée:* Wash fresh strawberries; remove hulls. In saucepan, cook fresh or thawed strawberries gently over low heat until softened; cool. In a food processor or blender, purée until smooth. Taste and add sugar, if desired. Serve warm over pancakes. Makes approximately 1 cup (250ml).

Yields: 8 pancakes

### ***Nutrient Analysis Per Serving***

*170 Calories*

*24g Carbohydrates*

*5g Protein*

*7g Fat*

Source: Dietitians of Canada *Cook Great Food* Cookbook

## Muesli Mix

4 cups (1L)	quick-cooling rolled oats
½ cup (125 ml)	flax seeds
½ cup (125ml)	wheat germ
½ cup (125ml)	oat bran
½ cup (125ml)	wheat bran
1 cup (250 ml)	dried cranberries

### Directions:

Mix together all ingredients and pour into an airtight container. Store in a cool, dry place.

Eat on it's own or try serving it with peaches and blueberries, topped with yogurt.

Yields: 14 servings

### ***Nutrient Analysis Per Serving***

*169 Calories*

*30g Carbohydrates*

*7g Protein*

*4g Fat*

Source: Dietitians of Canada *Cook Great Food* Cookbook

## Anything-goes Muffins

2 cups (500 ml)	all-purpose flour
¾ cup (175 ml)	packed brown sugar
2 tsp (10 ml)	baking powder
½ tsp (2 ml)	baking soda
½ tsp (2 ml)	cinnamon
¼ tsp (1 ml)	salt
2	eggs
1 cup (250 ml)	milk
¼ cup (50 ml)	vegetable oil
1 tsp (5 ml)	grated orange rind
1 tsp (5 ml)	vanilla
1 cup (250 ml)	blueberries*

### Directions:

1. In a large bowl, stir together flour, brown sugar, baking powder, baking soda, and salt.
2. In a separate bowl, whisk together eggs, milk, oil, orange rind, and vanilla; stir into dry ingredients until only a few streaks remain. Gently stir in blueberries.
3. With large spoon or scoop, drop batter into greased or paper-cup lined muffin cups.
4. Bake in pre-heated oven, 350°F (180°C), for 20-25 minutes or until golden and tops are firm to the touch. Let cool in pan for 10 minutes. Transfer to rack; let cool completely.

\*Variations: You can substitute one of the following add-ins for the blueberries: raisins, dried cranberries, or chocolate chips.

Yields: 12 muffins

### ***Nutrient Analysis Per Serving***

*204 Calories*

*33g Carbohydrates*

*4g Protein*

*6g Fat*

Source: Canadian Living Magazine

## Banana Bran Muffins

1 cup (250 ml)	bran cereal
1 cup (250 ml)	milk
1	egg
2 tbsp (30 ml)	brown sugar
1	large ripe banana
2 tbsp (30 ml)	soft margarine
1¼ cup (300 ml)	self rising flour
¼ tsp (1 ml)	cinnamon

### Directions:

1. Place cereal in a mixing bowl.
2. Then combine milk, eggs, and sugar to mixing bowl.
3. Allow to stand for 10 minutes.
4. Mash banana with margarine and stir into bran mixture.
5. Add sifted flour and cinnamon.
6. Mix with a wooden spoon until almost combined.
7. Spoon into greased or paper-cup lined muffin cups.
8. Bake in pre-heated oven, 350°F (180°C), for 20 minutes or until golden brown.

Yields: 12 muffins

### ***Nutrient Analysis Per Serving***

*108 Calories*

*18g Carbohydrates*

*3g Protein*

*3g Fat*

Source: Food Watch ([www.foodwatch.com.au](http://www.foodwatch.com.au))



## Mixed Berry and Banana Smoothie

1 cup (250 ml)	frozen mixed berries
1	frozen ripe banana
½ cup (125 ml)	low fat yogurt
¼ cup (50 ml)	orange juice
1 tsp (5 ml)	honey (optional)

### Directions:

Combine all ingredients together in a blender and puree until smooth.

Yields: 2 servings

### *Nutrient Analysis Per Serving*

*130 Calories*

*28g Carbohydrates*

*4g Protein*

*0g Fat*

Source: Food Network ([www.foodnetwork.com](http://www.foodnetwork.com))

# SNACKS

March 2005

## Icy Grapes

Wash single serving bunches of grapes. Place in freezer bags and freeze for a cool snack anytime.

### *Nutrient Analysis Per Serving (1 cup grapes)*

*120 Calories*

*29g Carbohydrates*

*1g Protein*

*0g Fat*

## Frozen Banana Pops

Cut bananas into chunks about 4 inches (10 cm) long and insert wooden sticks for handles. Roll in plain yogurt and then in crushed cereal (or coconut). Freeze on a foil-lined pan until firm; wrap in plastic wrap to store.

### *Nutrient Analysis Per Serving (1/3 banana)*

*64 Calories*

*11g Carbohydrates*

*4g Protein*

*1g Fat*

## Yogurt Pops

3 cups (750 ml)	plain or flavoured yogurt
1 can (12.5 ounces/355ml)	frozen orange juice concentrate, thawed
1/3 cup (75 ml)	liquid honey
1 tbsp (15 ml)	vanilla

1. In a medium bowl, mix yogurt, juice, honey and vanilla.
2. Pour into 3 oz paper cups, filling 2/3 full. Freeze for 1 hour.
3. When almost frozen, insert wooden stir sticks.
4. When completely frozen, peel off paper and enjoy.

Yields: 25-30 servings

### ***Nutrient Analysis Per Serving***

*40 Calories*

*8g Carbohydrates*

*1g Protein*

*0g Fat*

Source: Unknown

## 15 Minute Fruit Nachos

1 pkg instant pudding (Make as directed on package)  
Graham crackers  
Fruit (bananas, strawberries, pineapple, grapes, raisins etc)

Directions:

1. Place graham crackers onto plates.
2. Add 2 tbsp (30 ml) of pudding on top of crackers.
3. Place fruit on top of pudding and serve.

### ***Nutrient Analysis Per Serving***

*79 Calories*

*16g Carbohydrates*

*1g Protein*

*1g Fat*

Source: Kraft Canada, 2003

## Carrot Raisin Rounds

1	carrot grated
¼ cup (50 ml)	raisins
2 tbsp (30 ml)	mayonnaise
2 tbsp (30 ml)	plain yogurt
1 tbsp (15 ml)	lemon juice
4 slices	raisin/plain English muffins (can be toasted)

### Directions:

1. Clean carrot and shred into small pieces.
2. Mix all ingredients except English Muffins.
3. Spread on English muffins. Serve.

Yields: 4 servings

### *Nutrient Analysis Per Serving*

*140 Calories*

*27g Carbohydrates*

*3g Protein*

*2g Fat*

Source: NNCC Snacks For School Age Children, 1996

## Bahama Bagels

1/3 cup (75 ml)	low fat cream cheese
1 tbsp (15 ml)	chopped nuts
1 tbsp (15 ml)	crushed pineapple
2	bagels, sliced in half

### Directions:

Mix cream cheese, pineapple, and nuts into small bowl. Spread on each half of the bagel. Serve

Yields: 4 servings

### *Nutrient Analysis Per Serving*

*163 Calories*

*23g Carbohydrates*

*1g Protein*

*8g Fat*

Source: NNCC Snacks For School Age Children, 1996

## English Muffin Pizza Melts

12	English muffins
1½ cups (375 ml)	pizza or tomato sauce
1½ cups (375 ml)	ground beef*
1	green bell pepper, chopped*
¾ cup (175 ml)	sliced mushrooms*
3 cups (750 ml)	shredded part-skim mozzarella cheese

### Directions:

1. Cut muffins in half horizontally; place on baking sheet.
2. Spread pizza sauce over muffins.
3. Sprinkle with ground beef, green pepper, and mushrooms
4. Sprinkle with cheese.
5. Bake in pre-heated oven, 425°F (220°C), for 15 minutes or until cheese is melted.

Yields: 12 servings

### \* Variations:

Mexican Melts: Substitute mild salsa for the pizza sauce, refried beans for the ground beef and corn kernels for the mushrooms.

Hawaiian Melts: Substitute chopped ham and pineapple tidbits for the ground beef, green pepper and mushrooms.

### ***Nutrient Analysis Per Serving***

*246 Calories*

*33g Carbohydrates*

*14g Protein*

*6g Fat*

Source: Canadian Living Magazine



## On-The-Go Snack Bars

1⅓ cup (325 ml)	all purpose flour
1 cup (250 ml)	quick -cooking rolled oats
½ cup (125 ml)	sugar
2 tsp (10 ml)	baking powder
1 tsp (5 ml)	ground cinnamon
½ tsp (2 ml)	nutmeg
½ cup (125 ml)	raisins
½ cup (125 ml)	apple sauce
1 cup (250 ml)	mashed ripe banana
¼ cup (50 ml)	low fat milk
1	egg
1	egg white
1 tsp (5 ml)	vanilla

### Directions:

- 1) Stir together first 7 ingredients in large bowl.
- 2) Add remaining ingredients and mix until smooth
- 3) Spread batter evenly in a non-stick 9 x 13 inch pan (or one lightly sprayed with vegetable oil)
- 4) Bake at 350°F (180° C) until is golden brown and just begins to pull from pan side, 35-40 minutes.
- 5) Serve warm or cool, cut into 2 - inch squares, to store, wrap each bar tightly with plastic wrap and keep frozen for use as needed.

Yields: 24 bars

### ***Nutrient Analysis Per Serving***

*78 Calories*

*16g Carbohydrates*

*2g Protein*

*0.5g Fat*

Source: [www.personalbest.com](http://www.personalbest.com)

## Cranberry Oatmeal Cookies

1 cup (250 ml)	all-purpose flour
¼ cup (50 ml)	wheat bran
½ tsp (2 ml)	baking powder
½ cup (125 ml)	margarine
½ cup (125 ml)	granulated sugar
½ cup (125 ml)	packed brown sugar
1	egg
1 tsp (5 ml)	vanilla
1 cup (250 ml)	quick-cooking oats (not instant)
½ cup (125 ml)	dried cranberries

### Directions:

1. In a small bowl, combine flour, wheat bran and baking powder. Set aside.
2. In a medium bowl, cream together margarine, granulated sugar and brown sugar until light and fluffy. Add egg and mix well; stir in vanilla. Add flour mixture and blend thoroughly. Stir in oats and cranberries.
3. Drop heaping teaspoon (5 ml) of the cookie onto prepared cookie sheets, about 2-inches (5 cm) apart. Bake in pre-heated oven, 350° F (180°C), for 10-12 minutes or until edges are lightly browned.

Yields: Approximately 36 cookies

### ***Nutrient Analysis Per Serving***

*83 Calories*

*13g Carbohydrates*

*1g Protein*

*3g Fat*

Source: Dietitians of Canada *Great Food Fast* cookbook

# LUNCH/SUPPER

March 2005

## Curried Chicken Salad Wraps

3 cups (750 ml)	cubed cooked chicken
1 cup (250 ml)	chopped celery
1 cup (250 ml)	halved seedless red or green grapes
½ cup (125 ml)	toasted slivered almonds
1 tbsp (15 ml)	lemon juice
¾ tsp (4 ml)	curry powder
⅔ cup (150 ml)	light mayonnaise
	salt and pepper to taste
10	lettuce leaves
10	large (10-inch/25cm) flour tortillas

### Directions:

1. In a large bowl, stir together chicken, celery, grapes, almonds, lemon juice, curry powder, mayonnaise, salt, and pepper.
2. Place 1 lettuce leaf on each tortilla. Divide chicken mixture evenly along center of each lettuce leaf. Fold up bottom and roll up tortilla.

Yields: 10 wraps

### ***Nutrient Analysis Per Serving***

*366 Calories*

*38 g Carbohydrates*

*19 g Protein*

*15 g Fat*

Source: Dietitians of Canada *Cook Great Food* Cookbook

## Italian Pasta, Beef and Bean Soup

1 lb	lean ground beef
1 cup (250 ml)	sliced carrots
½ cup (125 ml)	chopped celery
2	garlic cloves, minced
½ tsp (2 ml)	salt
1 (19-oz) can	navy beans, drained, rinsed
1 (15-oz) can	red kidney beans, drained, rinsed
1 (14.5-oz) can	diced tomatoes with basil, garlic and oregano, undrained
1 (14.5-oz) can	ready-to-serve beef broth
6 cups (1.5 L)	water
¼ cup (50 ml)	chili sauce
4 oz (1 cup)	uncooked elbow macaroni

### Directions:

Brown ground beef in large non-stick skillet over medium-high heat until thoroughly cooked, stirring frequently. Drain.

Reduce heat to medium. Add carrots, onion, celery, garlic, and salt; mix well. Cook 5-8 minutes or until vegetables are crisp-tender, stirring occasionally.

Add all remaining ingredients except macaroni; mix well. Bring to a boil. Reduce heat to medium-low; simmer 15 minutes to blend flavours.

Add uncooked macaroni; cover and cook 8-10 minutes or until macaroni is of desired doneness, stirring occasionally.

Yields: 8 (1½ cup) servings

### ***Nutrient Analysis Per Serving***

*275 Calories*

*35g Carbohydrates*

*18g Protein*

*7g Fat*

Source: Unknown

## Tomato-Dill Grilled Cheese Sandwiches

4 tsp (20 ml)	Margarine
4 slices	bread
4 slices (1-oz each)	dill Havarti cheese
4 slices	tomato

### Directions:

Spread margarine on one side of each slice of bread. On 2 bread slices, margarine side down, layer cheese, tomato slices and another slice of cheese. Top with remaining bread slices, margarine side up.

Heat large skillet over medium heat until hot. Add sandwiches; cook 2-3 minutes or until golden brown. Turn; cover and cook an additional 2-3 minutes or until golden brown and cheese is melted.

Yields: 2 sandwiches

### *Nutrient Analysis Per Serving*

*373 Calories*

*35g Carbohydrates*

*19g Protein*

*18g Fat*

Source: Unknown

# Healthy Chicken Nuggets & Pineapple-Orange Dipping Sauce

1	egg
2 tbsp (30 ml)	milk
3½ cups	cornflakes, crushed
1 pound	boneless, skinless chicken breast, cut into nugget size pieces

## Directions:

1. Whisk the egg and milk together in a small mixing bowl.
2. Place cornflakes in a plastic bag.
3. Dip chicken pieces in egg mixture; place chicken in plastic bag and shake.
4. Place coated chicken pieces on baking sheet.
5. Bake in 400°F (200°C) oven for 15 minutes.
6. Serve chicken nuggets with warm pineapple-orange dipping sauce (recipe below)

## Dipping Sauce

1 can (8 ounces)	sliced or crushed pineapple in juice
1 tbsp (15 ml)	cornstarch
¼ cup (50 ml)	orange juice
¼ cup (50 ml)	barbeque sauce

## Directions:

1. Pour undrained pineapple into blender. Secure lid and process until it's a thick puree.
2. Pour pineapple into the saucepan and add cornstarch; blend.
3. Add orange juice and barbeque sauce; blend.
4. Bring to a boil, then reduce heat and simmer; stirring until sauce thickens, about 3 minutes
5. Remove from heat and set aside.

Yields: 4 servings

## *Nutrient Analysis Per Serving*

256 Calories

34g Carbohydrates

23g Protein

3g Fat

Source: Dole 5 A Day ([www.dole5aday.com](http://www.dole5aday.com))

# Spunky Vegetable Pizza

¾ cup (175 ml)	pizza sauce
1	12-inch (30 cm) pizza shell
1 cup (250 ml)	chopped broccoli
1 cup (250 ml)	shredded carrots
½ cup (125 ml)	sliced red or green bell pepper
1 cup (250 ml)	shredded part-skim mozzarella cheese

## Directions:

1. Place pizza shell on non-stick baking sheet or pizza pan.
2. Spread pizza sauce over crust
3. Arrange vegetables over sauce.
4. Sprinkle on the cheese.
5. Bake in 450°F (230°C) oven for 10 minutes
6. When baked, cool pizza for 3 minutes before slicing. Cut into 8 wedges.

Yields: 8 servings

## *Nutrient Analysis Per Serving*

*240 Calories*

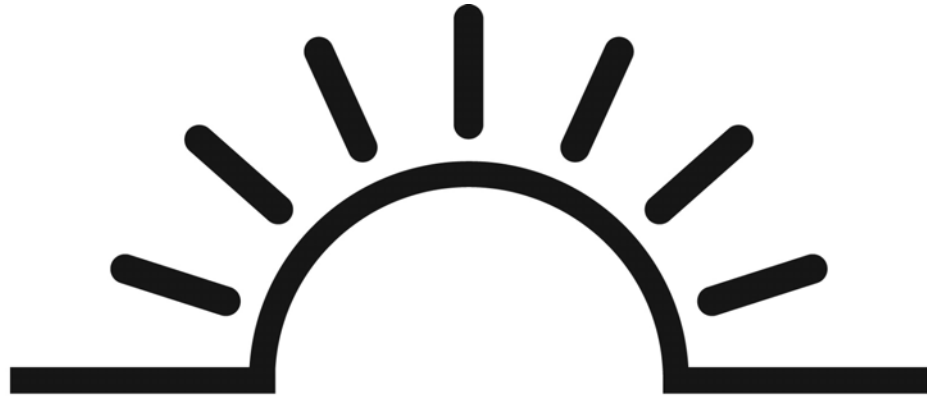
*29g Carbohydrates*

*13g Protein*

*8g Fat*

Source: Dole 5 A Day ([www.dole5aday.com](http://www.dole5aday.com))





Monthly Healthy  
Eating Tips for  
School Newsletters



## Healthy Eating Tips from the Healthy Eating Alliance for 2004/2005

### September - Packing Healthy Lunches

Summer time is over for another year. It's now time for kids to go back to school. Start the school year off right with healthy and creative lunch ideas. Here are some helpful tips from the Healthy Eating Alliance.

- ✓ Make sure those drink boxes say 100% fruit juice NOT drink. If it's a punch, cocktail, drink or blend it has a lot more sugar and less nutrients than a juice.
- ✓ Sports drinks (e.g. drinks that end with "-ade" such as "Gatorade"® or "Powerade"®) are for athletes who exercise a lot, not for children. They contain a lot of sugar and salt, as well as unneeded calories.
- ✓ Freeze five juice boxes on Sunday night. Pack one each day and they will keep lunches cold and will be refreshing at lunchtime.
- ✓ Get kids involved in packing their lunch. They are the ones who are going to eat it so make sure to get their input.
- ✓ Pack foods they like. Things like cereal, raw or cooked vegetables, eggs or anything that is nutritious and they like, try to find a way to put it in their lunch.

This Trail Mix is an excellent after school snack (adapted from a recipe in the [Dietitians of Canada Great Food Fast](#) cookbook). You can make it your own by throwing in whatever you have around the house or family favourites. Kids should brush their teeth after eating this because dried fruit can stick to teeth and cause dental caries.

#### **Trail Mix**

- ½ cup (125ml) Yogurt covered raisins
- ½ cup (125ml) Nuts (soy nuts, peanuts, walnuts, pecans) *\*caution around nut allergies\**
- 1 cup (250ml) Pretzels
- 1½ cups (375ml) Dried fruit (pineapple, cranberries, apple, apricots, banana)
- 4 cups (1L) Cereal (cheerios, chex, shreddies, life, corn squares)
- ¼ cup (50ml) Sunflower seeds
- ¼ cup (50ml) Mini M&M's

Mix ingredients together and store in a airtight container to keep fresh.

## October - Trying New Foods

We're all guilty of getting into a rut with our food choices. Tuna sandwich for lunch again? By eating the same foods all the time means we may be missing out on certain nutrients - this is true for both children and adults. That's why one of the key messages of Canada's Food Guide is to eat a variety of foods from all four food groups. Here are some ways to encourage variety by introducing new foods to children.

### Introducing New Foods

- ✓ Let children help pick out foods at the grocery store or local market. If they choose the foods they will be more likely to eat them.
- ✓ Let children help prepare meals and snacks.
- ✓ Be a good role model! Adults should eat the same foods that they are encouraging children to try.
- ✓ Make trying new foods a regular thing for the whole family - every Tuesday is "New Food" day.
- ✓ Serve only one new food at a time.
- ✓ Serve new foods with familiar foods or with sauces and dips (e.g. cauliflower with ranch dip).
- ✓ Make an adventure out of exploring where foods come from - visit an apple orchard, go berry picking or join a community garden project.
- ✓ Repeat exposure is key! A child may need to be exposed to a new food up to 15 times before accepting it.

Hummus is a low-fat, high-fibre dip. You can buy it already prepared, but this is a really simple recipe that the whole family will love. Tahini can be found in major grocery stores and stores that specialize in bulk products. This recipe is from [Dietitians of Canada](#) Cookbook *Great Food Fast*.

### **Hummus Dip** (Makes 2 cups)

- ⇒ 19oz (540ml) can chickpeas, drained and rinsed
- ⇒ 2 tbsp (25ml) tahini (sesame paste)
- ⇒ 3 tbsp (45ml) lemon juice
- ⇒ ½ tsp (2ml) salt
- ⇒ 2 cloves garlic
- ⇒ white part of 1 green onion
- ⇒ ¼ cup (50ml) boiling water

Blend until smooth and top with chopped green part of green onion. Serve with veggies or pita wedges.

## November - 5 to 10 a Day During the Winter Months

Winter is quickly approaching. It can be challenging to get affordable, good quality, fresh vegetables and fruit during the winter months. Consider these tips to help you and your family get your 5 to 10 servings a day.

- ✓ Buy fresh vegetables and fruit when they are in season and then freeze or bottle them for the winter months.
- ✓ Buy frozen vegetables and fruit without any added sauces or sugar. In terms of nutrient value, frozen vegetables and fruit are almost identical to fresh vegetables and fruit.
- ✓ Check out local farm markets that stay open during the winter months. The vegetables and fruit available are reasonably priced and helps to keep business local.
- ✓ Watch the flyers for vegetables and fruit that are on special in a supermarket.
- ✓ Buy frozen 100% juices.
- ✓ Choose canned fruit packed in juice.
- ✓ Take advantage of schools, sports teams, and other organizations that sell citrus fruit for fundraisers. You'll be supporting a great cause while getting excellent quality fresh fruit.

Sweet potatoes are packed with nutrients and fibre. White potatoes can also be used in this recipe, which is from [The Ultimate Healthy Eating Plan](#).

### **Oven Roasted Sweet Potatoes** (Serves 4)

- 2 sweet potatoes, peeled and sliced into ¼ inch coins
- 1½ tbsp (22ml) vegetable oil
- 1 tsp (5ml) of onion powder
- 1 tsp (5ml) of garlic powder
- 1 tsp (5ml) of paprika
- ¼ tsp (1ml) cumin (or chili powder)

Preheat oven to 425°F/220°C. Line a cookie sheet with parchment paper or foil. Combine oil and spices and toss the sweet potatoes in the oil mixture. Spread sweet potatoes out in the prepared sheet. Roast for 15 minutes. Flip over. Continue roasting for another 15 minutes or until cooked through.

## December - Holiday Eating

During the holiday season sweets and treats are often at hand. Here are some healthy holiday eating tips to get you and your family through the holiday season.

### Healthy Holiday Eating Tips

- ✓ Plan several healthy meals and have healthy snacks ready to grab.
- ✓ Include daily physical activity as part of holiday gatherings (skiing, skating, sledding, carolling).
- ✓ Instead of denying yourself during the holiday season, have smaller portion of your favourite dish or dessert.
- ✓ Balance high fat, high calorie choices with lower calorie choices.
- ✓ Have a snack before going out shopping or to a party.

### Recipe Substitutions

- ✓ Use skim milk or 1% milk instead of whole milk.
- ✓ Use evaporated skim milk instead of heavy cream.
- ✓ Use yogurt instead of sour cream.
- ✓ Use 2 egg whites instead of 1 whole egg.
- ✓ Use applesauce instead of oil in baking recipes.

Nothing sets the mood for holiday celebrations like the smell of freshly baked ginger cookies. The recipe is from the All Recipes website ([www.allrecipes.com](http://www.allrecipes.com)).

#### **Big Soft Ginger Cookies** (Makes 24)

- 2¾ cups (550ml) flour
- 2 tsp (10ml) ground ginger
- 1 tsp (5ml) baking soda
- ¾ tsp (3ml) ground cinnamon
- ½ tsp (2.5ml) ground cloves
- ¼ tsp (1ml) salt
- ¾ cup (175ml) non-hydrogenated margarine
- 1 cup (250ml) white sugar
- 1 egg
- 1tbsp (15ml) water
- ¼ cup (50ml) molasses
- 2 tbsp (25ml) white sugar

Preheat oven to 350°F/175°C. Sift together flour, ginger, baking soda, cinnamon, cloves, and salt; set aside. In a large bowl cream together the margarine and 1 cup white sugar until light and fluffy. Beat in the egg, then stir in the water and molasses. Gradually stir the flour mixture into the molasses mixture. Shape dough into walnut sized balls and roll in the remaining sugar. Place cookies 2 inches apart onto an ungreased cookie sheet, and flatten slightly. Bake for 8 to 10 minutes. Allow cookies to cook on baking sheet for 5 minutes before removing to a wire rack to cool completely.

## January - Eating Out

Getting children to make healthy choices while eating out can be challenging. Children's special menus are often filled with high fat, high sugar foods. However, restaurants are starting to introduce more and more healthy choices to their menus. Here are some ways to make healthier choices when eating out with your children.

- ✓ Choose restaurants that provide healthier options on their menu (e.g. grilled chicken breasts, veggie burgers, side salads, baked potatoes, sandwiches with lean meats, milk, juice and lots of veggies).
- ✓ Select foods that are baked, broiled, steamed or barbequed.
- ✓ Ask for sauces on the side, they may be a high source of fat.
- ✓ Try lower calorie salad dressings and go sparingly.
- ✓ Ask if the kid's meal can come with rice, salad or potato instead of the fries.
- ✓ Drink water, 100% juice, or milk instead of pop.
- ✓ Watch portion sizes - avoid the jumbo size options.
- ✓ Added bacon, cheese, mayonnaise and special sauces greatly increase the fat content of the food item.
- ✓ Chicken and fish choices that are breaded and deep fried have higher fat content than most hamburgers.
- ✓ Also, children may choose a certain restaurant for reasons other than the food served - they may be more interested in the play area. If this is the case you may only want to stop for a snack rather than a high fat meal that the child isn't interested in eating.

These chicken burgers are better than anything you'll find at a restaurant. The recipe is from [The Ultimate Healthy Eating Plan](#).

### **Chicken Burgers** (Makes 6)

- 2 slices whole-wheat bread
- ¼ cup (50ml) ketchup
- 2 tbsp (25ml) vinegar
- 1 tbsp (15ml) brown sugar
- ¼ tsp (1ml) cayenne pepper
- 1 onion - minced
- 1 egg
- 1 lb (450g) lean ground chicken

Preheat barbeque or fry pan. Use food processor to make bread into crumbs. Mix crumbs and remaining ingredients together in large bowl. Shape into 6 burgers. Grill until cooked through. Serve on whole-wheat hamburger buns.

## February - The Most Important Meal of the Day!!

We've all heard that breakfast is the most important meal of the day. Studies have shown that children who eat breakfast are better able to concentrate and have less behaviour issues. They also have less trips to the nurse's office and are more likely to meet their daily nutrient needs.

Here are some quick, nutritious breakfast ideas to send our students off smiling.

- ⇒ Toasted waffles with strawberries or peanut butter and bananas.
- ⇒ Fruit smoothie (milk, yogurt, fruit and ice in a blender).
- ⇒ Muffins - try to choose those that are lower in fat and higher in fibre.
- ⇒ Make it a sandwich. You can put anything between two pieces of whole wheat bread. Try eggs with a slice of ham and some ketchup.
- ⇒ Add bananas, blueberries, strawberries or raisins to cereal.
- ⇒ Have it on hand. Prepare some breakfast food in advance. Have some pancake batter in the fridge ready to go in the mornings. Make a batch of muffins and keep them in the freezer ready to pop in the microwave.
- ⇒ Don't forget to add a glass of milk or 100% juice to wash it all down with.

Here's a great muffin recipe. A good idea is to make a double batch of muffins so that you can freeze some for later.

### **Apple Crunch Muffins** (Makes 12)

- 1½ cups (375ml) flour, sifted
- ½ cup (125ml) sugar
- 2 tsp (10ml) baking powder
- ½ tsp (2ml) salt
- 1½ tsp (7ml) ground cinnamon
- ¼ cup (50ml) vegetable oil
- 1 large egg, slightly beaten
- ½ cup (125ml) milk
- 1 cup (250ml) chopped tart apples, cored and grated

#### *Topping*

- ¼ cup (50ml) brown sugar
- ¼ cup (50ml) chopped pecans
- ½ tsp (2ml) ground cinnamon

For *topping*, mix sugar, pecans, and cinnamon together and set aside. For *muffins*, sift together flour, sugar, baking powder, salt and cinnamon into mixing bowl. Combine oil, egg and milk. Add to dry ingredients all at once, stirring just enough to moisten. Stir in apples. Spoon batter into paper-lined muffin cups, filling each about 2/3 full. Sprinkle with topping. Bake in preheated oven (375°F/190°C) for 25 minutes or until golden brown.

## March - Fabulous Fibre

March is Nutrition Month! This year the focus is on healthy weights. Physical activity and healthy eating are both important for maintaining healthy weights in children and adults. Eating fibre-rich foods is an important part of a balanced diet. A high-fibre diet can help reduce the risk of developing high cholesterol, diabetes, heart disease and colon cancer. It can also help to maintain a healthy weight. It is important for both children and adults to get plenty of fibre in their diets. By establishing healthy eating patterns as children they are more likely to continue them into adulthood.

### What foods contain fibre?

- Vegetables (broccoli, carrots, peas, celery, corn, potatoes)
- Fruit (apples, pears, raisins, oranges, bananas, strawberries)
- Grain Products - especially "whole grains" (brown rice, whole wheat pasta, whole wheat bread, whole wheat crackers, granola, bran, oatmeal)
- Meat and Alternatives (beans, lentils)

### Simple ideas to increase fibre intake...

- ⇒ Eat the skins on vegetables and fruit; they are a good source of fibre.
- ⇒ Eat more whole vegetables and fruit instead of 100% juices.
- ⇒ Eat whole grain products instead of white grain products.
- ⇒ Add granola to yogurt.
- ⇒ Sprinkle bran on top of cereal.
- ⇒ Choose muffin recipes that contain wheat germ, bran, oatmeal or flax seeds.
- ⇒ Add bran cereal to meatloaf or meatballs.

This burrito recipe is super quick and easy. Try freezing them individually for your own version of fast food. The beans in this recipe can be pureed for a different texture. This recipe is from Dietitians of Canada Cookbook *Great Food Fast*.

### **Hurry-Up Fill-Me-Up Burritos** (Makes 10)

- 1 cup (250ml) cooked rice
- 14oz (398ml) can kidney beans, drained and rinsed
- 1 cup (250ml) corn, canned or frozen
- ¾ cup (175ml) salsa
- 10 large (10 inch) flour tortillas, warmed
- 1½ cups (300ml) shredded cheddar cheese

In a non-stick pan over medium heat, stir together rice, beans, corn, and salsa. Cook for 3 to 4 minutes or until warmed through. Divide mixture evenly between tortillas. Sprinkle with cheese. Roll up tortillas.



## April - Milk Products for Life

Milk products are an excellent source of many important nutrients that work together to promote good health, including strong bones and teeth, for both children and adults. Canada's Food Guide recommends that children aged 4-9 get 2-3 servings of milk products daily and children aged 10-16 get 3-4 servings of milk products daily. Adults also need 2-3 servings daily.

### What counts as a serving?

- ✓ 1 cup (250ml) white or chocolate milk
- ✓ 1 cup (250ml) soy milk (calcium fortified)
- ✓ 2oz (50g) cheese (the size of a 1" cube)
- ✓ ¾ cup (175 ml) yogurt
- ✓ 1 cup (250ml) frozen yogurt

To add variety, consider other milk products or foods made with milk products, such as, ice milk, cottage cheese, pudding or milk-based soups (tomato, mushroom, chowder).

### Does chocolate milk really count?

Yes! Chocolate milk has the same amount of calcium and vitamin D as white milk. Chocolate milk has one third more calories than white milk and the same amount of sugar as 100% fruit juice.

Try this refreshing smoothie recipe from [Dairy Farmers of Canada](#).

### **Banana Split Smoothie** (Makes 3 cups)

- 1½ cups (375ml) chocolate milk
- 1 banana, peeled
- 1 cup (250ml) strawberries, washed and hulled
- 2-3 ice cubes

Place all ingredients in blender or food processor. Blend until smooth.

## May - Water: The Champion of Beverages!

You may have heard that adults need 8 cups (2L) of fluid a day to promote good health. Fluids are just as important for children, but they only need between 2-4 cups (0.5-1L) per day. If children and adults don't consume enough fluids they may become dehydrated. Dehydration can cause many problems such as headaches and fatigue. Also, dehydrated children tend to have trouble concentrating in the classroom.

Some of the signs of early dehydration include irritable behaviour; flushed face; dry, warm skin; dark yellow urine; cramping of muscles; headaches; dizziness; and extreme thirst.

### ***Simple Ways to Stay Hydrated***

Many studies have shown that very few children are drinking enough fluid throughout the day. The best way to stay hydrated is to drink lots of water. It's the cheapest, most accessible fluid and is effective at replacing lost fluids. Here are some ideas to make sure children are getting enough fluids.

- Have children carry a clean water bottle in their bag, for easy access to water throughout the day.
- Remember beverages other than water can also keep us hydrated too (e.g. milk, chocolate milk, 100% vegetable or fruit juice). Soups, stews, and chowders are also a source of fluids. It is a good idea to restrict juice to no more than 1 serving (½ cup/125ml) a day.
- Many vegetables and fruits also contain a lot of water to keep us hydrated (e.g. apples, grapes, watermelon, oranges, green peppers, broccoli, lettuce).
- Place a container of water filled with ice and slices of orange or lemon in the fridge; it gives the water a new great taste.
- Use caution around sweetened fruit drinks, iced tea and pop. These drinks contain a lot of added sugar which results in extra calories that many people don't need. Some of these drinks can even contribute to dehydration rather than prevent it. Even those added vitamins don't make these beverages a healthy choice.
- Don't be fooled into thinking that children need sports drinks to re-hydrate if they are physically active. Only endurance athletes (such as marathon runners) need sports drinks. They contain added sugar and salt. Children who take part in physical activities are best re-hydrated with plain old H<sub>2</sub>O.

## June - Healthy Snacking

Children have small stomachs, which can make it difficult for them to meet all of their nutrient needs in three meals. Snacks are a great way to help fill in the gaps. Some popular snack foods such as chips, cookies, chocolate bars, candy, fruit chews, some granola bars, pop and fruit drinks offer little more than empty calories. When battling these less healthy snack choices it is very important to make healthy snacks the easy choice.

### Tips on Healthy Snacking

- ✓ Have a “snack spot” in the cupboard or fridge, where the child can find healthy snacks quickly and easily.
- ✓ Let the child pick or prepare their own healthy snack, they will be more likely to eat it.
- ✓ Schedule snacks between meals, so their appetite is not spoiled.

### Healthy Snack Ideas

- ✓ Cut cheese and sandwiches into fun shapes with cookie cutters (e.g. hearts, stars).
- ✓ Make a mini pizza on an English muffin with veggies, cheese and tomato sauce.
- ✓ Have cut-up fruit and vegetables readily available and serve with dip.
- ✓ Freeze cube sized pieces of fruit! They make a great frozen treats (e.g. melons, watermelon, strawberries, grapes).
- ✓ Freeze 100% real fruit juice in popsicle holders (e.g. orange juice).
- ✓ Make muffins with different fillings (e.g. cream cheese, peanut butter, fruit) or make mini-muffins - the perfect size snack for little tummies!
- ✓ Make a “snack on a string” (string ‘O’ shaped cereal, popcorn, pretzels, dried fruit).
- ✓ Make shakes or smoothies from yogurt, milk and fruit.
- ✓ Let children make kabob’s out of vegetables, fruit and cheese.

Try this easy frozen fruit pop recipe for an after school snack - it’s from [www.freggjetales.com](http://www.freggjetales.com).

#### **Banana Fruit Pops** (Makes 6-8)

- 4 bananas, cut into chunks
- 1¼ cups (300ml) 100% fruit juice (pineapple, orange, cranberry, etc)

Blend bananas and juice together. Divide among 6-8 paper or plastic cups. Place in freezer and when partially frozen place a popsicle stick in the centre of each cup. Freeze until firm. Let stand for 5 minutes before removing cups and eating.

## Extra - 5 to 10 a Day for Health!

Children and adults need between 5 and 10 servings of vegetables and fruit everyday to stay healthy. Vegetables and fruit contain many vitamins, minerals and fibre that are needed for the body to work properly and to help prevent diseases from developing.

### 5 to 10 servings may sound like a lot, but what counts as a serving?

- ✓ 1 medium sized piece of fruit (the size of a tennis ball)
- ✓ ½ cup (125ml) of 100% juice
- ✓ ½ cup (125ml) of raw or cooked vegetables or fruit
- ✓ 1 cup (250ml) of salad
- ✓ ¼ cup (50ml) dried fruit

### It doesn't take long to add up, especially if you follow these tips!

- ✓ Top cereal with fruit (e.g. strawberries, bananas, blueberries).
- ✓ Add vegetables and fruit to muffins, cookies, stews, soup and casserole!
- ✓ Serve vegetables and fruit with dip (e.g. broccoli and ranch dip, peaches and vanilla yogurt).
- ✓ Drink 100% juice, but try to limit this to 1 serving per day.
- ✓ Keep washed fruit in easy to reach areas.
- ✓ Prepare snack-sized vegetables and store in fridge for easy snacking.
- ✓ Keep a mix of dried fruit on hand. Dried fruit is an excellent way to get vitamins and minerals, but be careful as it is also high in calories and can stick to teeth.

Here's a new twist on an old favourite. This recipe is from Dietitians of Canada Cookbook Great Food Fast. Try serving it with plain yogurt.

### **Apple Berry Crisp** (Serves 4)

- 3 large baking apples, cored and thinly sliced
- 2 cups (500ml) mixed berries
- 1 tbsp (15ml) cornstarch
- 3 large shredded wheat-type biscuits, crumbled
- ½ cup (125ml) packed brown sugar
- ¼ cup (50ml) butter or margarine
- 1 tsp (5ml) ground cinnamon

In a small bowl combine apples, berries, and cornstarch. In another bowl combine remaining ingredients until crumbly. Set aside 1 cup (250ml). Toss remaining crumble mixture with fruit and place in a baking dish. Sprinkle remaining crumb mixture over top. Cover and bake in a preheated 375°F/190°C oven for 20 minutes. Remove cover and bake for 10 minutes longer or until apples are tender.

## Extra - Safe Food Handling at Home

Food safety is as equally important in the home as it is in a restaurant or any other food service establishment. The food industry is responsible for ensuring food is safe when we buy our food, yet it is our responsibility to ensure that food remains safe by using safe food handling practises in the home. Food safety risks can occur in the home when there are: poor handling/preparation of foods, bacteria contamination of foods and poor storage and refrigeration of foods. Here are some ways to keep foods safe for you and your family.

### ***Did you know...***

- ✓ Thawing food at room temperature is a risk for food borne illness.
- ✓ Symptoms of food poisoning can take from 2 hours to a week to develop.
- ✓ Cutting the mould off of food does not make it safe to eat.
- ✓ Food that is contaminated may be colourless, odourless and tasteless.
- ✓ Bacteria grows well in places that are damp (e.g. mops, sponges, dishcloths).

### **Food safety tips for packed lunches**

- ✓ Wash hands before preparing the lunch.
- ✓ Clean and sanitize the working area where the lunch is being prepared.
- ✓ If using a reusable lunch container or water bottle keep it clean and sanitized.
- ✓ Wash all vegetables and fruit before packing them in a lunch.
- ✓ Do not use meat, chicken, seafood, eggs, mayonnaise and dairy products if the lunch can not be refrigerated or kept cold with an insulated lunch box with an ice pack.
- ✓ Keep lunch containers away from sunlight and direct heat.

Check out the Fight Bac! website ([www.canfightbac.org](http://www.canfightbac.org)) for more great info!

This homemade muesli mixture is a great breakfast for those on the run. The recipe is from Dietitians of Canada Cookbook *Great Food Fast*.

### **Muesli to Go** (Serves 2)

- 1 cup (250ml) large-flake or 3-minute oats
- 1 cup (250ml) lower-fat yogurt
- ½ (125ml) milk
- 2 tbsp (25ml) liquid honey or maple syrup
- 1 cup (250ml) assorted berries (fresh or frozen)
- 1 large banana, sliced

Combine oats, yogurt, milk and honey; gently fold in berries and banana.

## Extra - Sandwiches: Giving an Old Favourite a New Look

A sandwich is a great way to get three or four of the food groups in one. After years of eating the same sandwich it may be time for a new twist.

- ⇒ Instead of plain bread, try using wraps of different colors - purple, red or green. Bagels, pitas, English muffins, baguettes or herb breads can also add a new twist.
- ⇒ Mayonnaise and mustard aren't the only spreads allowed in sandwiches. Use a dill or vegetable cream cheese instead. Hummus also works nicely.
- ⇒ Try adding different veggies like shredded carrots, cucumber, mushrooms, red tipped lettuce, pepper rings, alfalfa sprouts or dill pickles.
- ⇒ Make sure those meats are lean or experiment with different flavoured tuna!
- ⇒ Now that you have a new school sandwich you gotta take care of it. Put the wrap, sandwich or pita in a plastic container so it doesn't become a pancake!

For an alternative to sandwiches, give this recipe a try. It's from [Dietitians of Canada Great Food Fast](#) cookbook.

### Lunch Box Chili Rice and Beans

- 1 cup (250ml) cooked rice
- ¾ cup (175ml) canned kidney beans, drained and rinsed
- ½ cup (125ml) frozen corn
- 1 medium tomato
- ¼ cup (50ml) diced green pepper
- 2 tbsp (25ml) finely chopped onion
- ¼ to ½ tsp (1 to 2ml) chili powder

Combine ingredients and stir until combined. To serve, eat cold or heat in microwave until hot.

**Healthy Eating Tips**  
**From the**  
**PEI Healthy Eating Alliance**  
**2003/04**

## **September**

Well, summer is over and it's back to school time and packing lunches! Need some ideas? The Healthy Eating Alliance (HEA) will once again be providing some helpful tips through your school newsletter to help you with this challenging task!

### ***Packing Healthy Lunches***

It's that time of year when lunches have to be made and we scramble for some new ideas that are nutritious and easy to prepare. Here are some tips for packing healthy lunches:

- Get kids involved in planning and preparing lunches. They are more likely to eat them.
- Go for color and variety! When planning your child's lunch, include 3 of the 4 food groups — fruits and vegetables, grain products, milk products, and meat and meat alternatives.
- Read food labels. Limit desserts or treats in lunches that are high in sugar as these foods can cause tooth decay. Any ingredient that ends in 'ose' such as sucrose or glucose, is a sugar. For example, many packaged fruit rolls/ fruit snacks contain little fruit but lots of sugar.
- Crunchy vegetables and fruit or a piece of cheese are great additions to a lunch and will help clean and protect kids teeth.
- Kids love dessert! Add some homemade desserts like oatmeal cookies or banana bread. Try to use ½ whole wheat flour to increase fibre. If you are purchasing dessert, try fig newtons, lower fat cookies, and granola bars.
- Add a fruit serving to the lunch by packing juice containers.

### ***Here's a sample menu that includes all four groups:***

**Chicken and Pineapple Sandwich** — Chop up left-over cooked chicken and mix with crushed pineapple and a little bit of low-fat mayonnaise. Make a sandwich with whole grain bread, pita or bagel. For variety, add lettuce, tomato or sprouts to the sandwich.

Also include an apple for a snack and some milk, and your child will have a healthy and balanced lunch.

# October

## *Packing Healthy Lunches*

Looking for some more ideas on packing healthy lunches? Try these:

- Tuna salad with sliced apples or celery, or egg salad with grated carrot or green pepper make delicious sandwiches
- Hot soups, stews or chili packed in a thermos
- Cheese strings or shredded cheese with pretzels, Cheerios or low-fat crackers
- Left over pizza makes a satisfying lunch
- Make a healthy trail mix with nuts and dried fruits like raisins, apricots, bananas, figs, and other fruits

*Here's an idea that is filled with fibre, and fun too.....*

### **Halloween Pumpkin Seeds**

When you're making Jack-O-Lanterns or cooking with fresh pumpkins, don't throw out the seeds. Roasted pumpkin seeds make great snacks that are rich in fibre, Iron, phosphorus and Vitamin A. Fibre helps keep the digestive system healthy and promotes regularity.

Preheat your oven to 300 degrees F. Clean the strings and pulp from the seeds. Place the seeds on a lightly greased cookie pan, sprinkle with a little bit of salt, and bake til golden brown, about 45 minutes. Other variations include sprinkling with garlic powder, cayenne pepper or seasoning salt. Your kids will love eating their Halloween seeds!



## November

### *Strive for Five To Ten!*

Fruits and vegetables are important foods for vitamins, minerals and fibre. Canada's Food Guide says we should eat 5-10 portions of fruits and vegetables each day. That may sound like a lot, but it's easier than you think. For example, here are some examples of one fruit or vegetable portion:

- one medium sized apple or an orange
- ½ cup of 100% fruit juice
- ½ cup raw or cooked vegetables such as carrots, red peppers or green peppers
- 1 cup green salad

Here are some ways that you can easily add these portions to your family's daily meals.

- Have a glass of 100% juice at breakfast.
- Put some fresh or canned fruit on cereal.
- Pack a piece of fruit in lunches.
- Scoop some berries on ice cream.
- Add vegetables to spaghetti sauce, chili, soup, or cooked rice, such as carrots or peppers or peas.
- Add vegetables to potatoes eg. broccoli to baked potato.
- Keep a bowl of washed fruit on the counter for a quick and handy snack
- Keep a tempting fruit salad or cut-up vegetables in the refrigerator at eye level and easy to reach.

Try this delicious vegetable soup recipe.

### **Lentil Vegetable Soup**

1 tbsp vegetable oil  
5 cups shredded cabbage  
2 cups shredded carrot  
1 cup chopped onion  
3 cups cubed turnip or rutabaga  
2 cups chopped celery  
1 cup red lentils, washed  
2 large cloves of garlic, minced  
2 bay leaves  
1 tsp dried marjoram

½ to 1 tsp chili powder  
3 cups beef broth  
1/3 cup tomato paste  
Salt and pepper to taste  
Low-fat plain yogurt

In a large pot, heat oil on medium-low heat. Add cabbage, carrot, and onion and cook for 15 minutes. Stir occasionally. Add turnip, celery, lentils, garlic, seasonings, beef broth and tomato paste. Cover and cook for about 1 ½ hours or until vegetables and lentils are tender. Stir occasionally. Taste and add salt and pepper as desired. Top each serving with 1 tbsp yogurt.

Recipe from 'Choice Menus' by M Hollands and M. Howard. Canadian Diabetes Association, 1993.

## December

### *Variety for Vitality!*

You've probably heard many times that we need to eat a variety of foods to keep healthy. In fact, we need over 40 vitamins and minerals every day for good health. Since there is no single food that contains all the nutrients we need, it is important to balance our daily choices.

How can you encourage a variety of foods for your family? Here are some tips:

- Go for color! Offer a variety of foods from the four food groups and foods with different colors and textures.
- Keep cut up raw vegetables in the refrigerator with healthy dips such as low-fat cottage cheese or yogurt.
- Encourage variety by letting children pick out a new fruit, vegetable, or pasta, rice or grain at the grocery store.
- Eat well yourself - show that you enjoy eating healthy foods by drinking milk and eating a variety of foods from the four food groups.

### *Holiday Breakfast*

Merry Christmas! The holiday season is upon us and soon the children will be on Christmas vacation. Make the holiday mornings a special family time with these nutritious pancakes.

#### **Oatmeal Pancakes**

1 cup whole wheat flour  
1 cup oatmeal  
2 teaspoon. baking powder  
1/4 cup frozen apple juice concentrate  
1 1/2 cups milk  
2 eggs  
1 teaspoon vanilla  
applesauce (optional)

Mix ingredients together and cook over medium heat in non-stick or lightly oiled pan or griddle until golden brown. Top with applesauce or maple syrup.

# January

## *Happy New Year!*

The holiday season is always filled with many temptations to eat sweets and treats. Now that the season has passed, many of us are ready to turn over a new leaf and get back to our regular healthy eating regime.

Growing children often need more food energy than they can easily eat at a single meal. Providing nutritious snacks can provide the nutrients they need to grow, play and learn. Remember to include a variety of different types of snacks to have a balanced diet.

- Include 2 out of the 4 food groups for a healthy snack
- Offer easy to make foods that kids love, such as cereal with milk, pretzels and string cheese and fresh fruit and fresh vegetables with dip.
- Make healthy snacks easy and convenient for kids e.g. apples, grapes, juice boxes, cheese and crackers, homemade frozen juice pops, or low-fat popcorn.

Here's a healthy snack idea sure to make your child happy.

### **Fruity Arrowroot Cookies**

Spread cream cheese on an arrowroot cookie and place a thinly sliced piece of apple or fruit on top of the cream. Put another cookie on top and eat like a sandwich. For an even healthier option, blend some vegetables such as carrots or tomatoes with the cream cheese.

This recipe idea were submitted by a reader of [www.canadianparents.com](http://www.canadianparents.com)

# February

## *Healthy Snacks*

Without snacks it is difficult for children to meet many of their nutrient needs to fuel their growing bodies. Unfortunately, many children often choose high calorie, low-nutrient snacks instead of more nutritious foods. Here are some easy to make snacks that are popular with kids:

- Offer peanut butter on whole wheat crackers and a glass of ice cold milk
- Try sliced peaches, bananas, or other fruit topped with milk or a spoonful of yogurt.
- Keep healthy snack choices up front in your cupboard and refrigerator. Cut up vegetables can be served with low-fat dressing or yogurt.

Here's a recipe for some healthy crunchy granola.

### Crunchy Granola

3 cups regular oatmeal  
2 tsp cinnamon  
1 cup wheat germ  
½ tsp. salt  
½ cup shredded coconut  
1/4 cup sesame seeds  
3/4 cup honey  
1/4 cup vegetable oil  
2 tsp. vanilla

Mix dry ingredients in a large bowl. Mix liquid ingredients to the dry ingredients. Mix. Put mixture into an electric frying pan set at medium heat. Stir for 5 minutes, or until oatmeal turns golden. Cool. Store in a glass jar or plastic container.

Recipe from the Ontario Milk Marketing Board.

# March

## *Go Big on Breakfast!*

Breakfast skipping is a problem in PEI among school children. A recent survey in PEI found that 10% of elementary school students are not eating breakfast on a daily basis. By high school, 66% of PEI students are not eating breakfast. Breakfast is an important meal especially for growing children. After a long night's sleep, the body's energy stores are running low and eating a good breakfast will provide children's bodies with the fuel and nutrients they need to grow, play, and learn. Kids that eat breakfast are more likely to get the daily recommended amounts of the nutrients they need. Those who skip breakfast have shorter attention spans and do poorly on tasks requiring concentration.

Try these ideas to help your child get the best start to the day:

- Aim for at least three of the four food groups at breakfast.
- Add apple or banana chunks or berries to cold cereal, oatmeal, or yogurt e.g. blueberries are nutritious and delicious!
- Serve fruit or vegetable juice with breakfast and send kids off to school with an apple to eat on the way.
- Whole wheat toast with peanut butter and sliced banana with some milk makes a quick and nutritious breakfast.
- If time is a problem in the morning, try getting up 15 minutes earlier or pack a breakfast to take on the bus. Some schools have school breakfast programs as well.

Here's a delicious and nutritious pita recipe with a Mexican flavour.

### **Breakfast Egg Pitas**

½ tsp. margarine or butter  
1 tsp. green onion, chopped  
2 large mushrooms, sliced  
4 eggs, beaten  
2 tbsp. shredded part-skim mozzarella or light cheddar cheese  
¼ tsp. dry mustard  
¼ tsp. dillweed  
Pinch of salt and pepper  
2 - 6 - inch whole wheat pita bread rounds, split in half  
4 leaves of lettuce  
4 tsp. Mexican salsa

In a non-stick skillet, melt margarine on medium heat. Add onion and mushrooms and cook for 2 minutes. Combine eggs, cheese, and seasonings. Add to skillet. Cook, stirring occasionally, for 3 to 4 minutes or until eggs are set and cheese is melted. Line pita halves with lettuce leaves. Divide cooked egg among four pita halves. Top each pita with 1 tsp salsa.

Recipe from 'Choice Menus' by M. Hollands and M. Howard. Canadian Diabetes Association, 1993.

## April

### *What's in a Serving?*

Canada's Food Guide to Healthy Eating is a great guide that provides us with information about the types of foods and number of servings we need to keep healthy.

Ever been confused about serving sizes? Its easy. Try this matching game to see if you can match the correct amounts to the diagrams. Draw a line to the correct answer.

Serving of meat, poultry, fish	half a baseball ( or size of small fist)
Serving of fruit, vegetables, pasta or rice	deck of cards
Serving milk products 1 ounce of cheese	small hand holding a tennis ball
Serving of chopped greens	size of a thumb

( Answers: serving of meat, fish or poultry = deck of cards; serving of fruit, vegetables, pasta or rice(½ cup) = half a baseball; serving of milk products , one ounce of cheese = size of a thumb; serving of chopped greens = small hand holding a tennis ball)

Have a serving of tasty Chili. Here is a great recipe.

### **Chili Con Carne**

1 lb lean ground beef  
1 cup chopped onion  
1 clove garlic, crushed  
3 cups finely shredded cabbage  
2 cups thinly sliced celery  
½ cup chopped green pepper  
1 -28 ounce can tomatoes  
1- 7.5 ounce tomato sauce  
1- 19 ounce can kidney beans, drained  
1 tbsp chili powder  
1 tsp. dried oregano  
1 tsp. salt  
1/4 tsp hot pepper sauce

In large nonstick skillet, cook beef over medium-high heat until brown and crumbly. Drain off fat. Add onion and garlic. Cook 5 minutes. Add cabbage, celery, green pepper, tomatoes with juice, tomato sauce, kidney beans, and seasonings. Cover and simmer over medium-low heat for 45 minutes or until vegetables are tender. Stir occasionally.

Recipe from 'Choice Menus' by M. Hollands and M. Howard. Canadian Diabetes Association, 1993.

# May

## *Beneficial Beverages!*

We all need to drink a lot of fluids to keep our bodies healthy. Children need about 8-12 cups of fluids each day. Healthy beverages include water, milk or 100% juice. Over the past number of years, milk intake has declined while pop intake has increased. Pop is a source of calories and little else in the way of nutrients. What is the best way to convince kids to make better choices? Here are some tips:

- Keep healthy beverages on hand. Kids will consume whatever you have in the house.
- Keep water readily accessible - keep a cold pitcher in the refrigerator.
- Serve milk at mealtimes. If your children will not drink white milk, try chocolate milk.
- For an after-school snack, make milk shakes or yogurt smoothies.
- Serve your kids 100% juice. Fruit drink, juice beverage, juice cocktail means the product contains less than 100% juice. Read labels carefully. Some may contain as little as 10% juice, and have added sugar and/or other sweeteners.
- Resist the urge to say yes to super sized pop drinks offered in restaurants and turn down free refills. The economic value does not translate into nutritional value.
- It is best not to make pop and other sweetened beverages forbidden. Research tells us that over-restricting certain choices may make them more desirable to children. Instead, let them have them occasionally. Just set a limit on how much and how often they can consume them.

Here's a beverage that your kids are sure to enjoy!

### **Polar Bear Special**

250 ml Chocolate Milk (1 cup)

1 Banana

3 Strawberries

Half-peel a banana. Put it on waxed paper and freeze it for approximately 30 minutes. Take the frozen banana out and peel completely. In a blender, combine the frozen banana (you may want to cut the banana into segments) with the chocolate milk. Top with a fresh strawberry. Makes 3 - 125 ml (½ cup) servings.

This recipe idea was submitted by the Milk~Dairy Farmers of Ontario

[www.canadianparents.com](http://www.canadianparents.com)



## June

### *Eating with the Family*

Eating together as a family is a great way to enjoy food and to catch up on the days activities. It can also be a good way to encourage healthy eating among your children and help ensure that they get the nutrients they need to grow, develop and learn. Research indicates that family meals are associated with higher quality diets and better choices.

Enjoy these recipes and have a happy summer!!

### **Homemade Popsicles**

For a healthy after school snack, substitute store bought popsicles for one of these healthier alternatives. Your child will enjoy making them and eating them too! If you don't have popsicle molds, just use a regular ice-cube tray.

#### **Peachsicles**

Canned peaches with some of their juice  
A little honey  
Blend together and freeze.

#### **Yogurt Popsicles**

2 cups plain yogurt  
1 frozen juice, grape or orange (Use 100% real fruit juice for the healthiest choice.)  
1 ½ cups milk  
Partially thaw the juice, mix all ingredients and freeze.

#### **Creamsicles**

1 ½ cups orange juice (Use 100% real fruit juice for the healthiest choice.)  
2 cups non-fat vanilla yogurt  
A little honey  
Blend together and freeze.

#### **Strawberry Pops**

Frozen strawberries (thawed a bit)  
Plain yogurt  
A little honey  
1 tsp. vanilla

These recipe ideas were submitted by readers of [www.canadianparents.com](http://www.canadianparents.com)

## **Healthy Strawberry Shortcake**

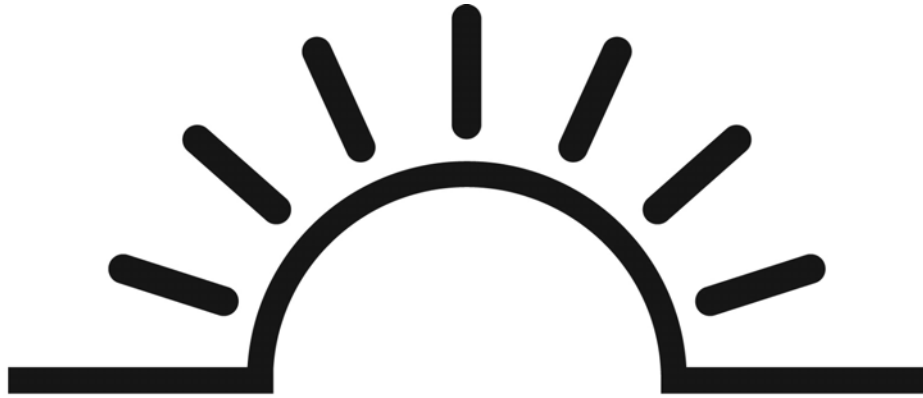
Summertime will soon be here, and with it strawberry season! But instead of piling your strawberries high with whipped cream, try this low fat version.

Cut up or puree 1 quart of strawberries and add 2 teaspoon of sugar.

### **Biscuit:**

1 cup whole wheat flour  
1 cup white flour  
3 teaspoon. baking powder  
½ teaspoon salt  
4 tablespoon margarine  
¾ cup of milk.

Put dry ingredients in a bowl, blend by stirring and then add margarine and with a fork cut in the margarine, until pea sized. Add milk. Mix lightly and knead for about 10 or 20 strokes on a floured board. Then cut as for biscuits and bake at 450F for about 12 minutes. To serve cut biscuit in half and pour a few tablespoon of strawberry mix over it. Add a tablespoon or two of fruited yogurt as topping. Enjoy. Yummy, easy and healthy!



# Nutrition Hot Topics



# Key Points

## Nutrition Hot Topics

- Provides a brief overview of some popular nutrition issues, including:
  - Drinking fluids
  - Chocolate milk
  - Fruit juice
  - Soft drinks and children
  - Sports drinks and children
  - The importance of breakfast
  - Healthy snacking
  - Fast food
  - Sugar and hyperactivity
  - Dieting and children
  - Butter vs margarine
  - Trans fat

# Nutrition *HOT* Topics

## Did you know...?

### **You need to drink eight glasses of fluid a day?**

You may have heard people say that you need to drink eight glasses of water a day, but really it's eight glasses of fluid a day that you need. Milk, juice, yogurt, fruits such as melon, oranges, grapes, and soups all contribute to our daily fluid intake (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

### **Chocolate milk is a healthy food choice for kids and adults?**

Chocolate milk is made from fresh white milk and it has all the nutrients you find in white milk, including calcium and vitamin D. Both white milk and chocolate are considered excellent sources of calcium. Chocolate milk contains about the same amount of sugar as you would find in an equal amount of most unsweetened fruit juices, and it has very little caffeine (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

### **Not ALL juice is good for you?**

To determine which juice is good for you, be sure to read the label. Look for 100% pure fruit juice or unsweetened fruit juice. This means that no sugar was added. Watch out for words such as “fruit drink”, “punch”, “cocktail”, “beverage” or “ade” (eg. Lemonade, PowerAde). These words indicate that there was sugar added, and that it contains very little fruit.

### **Kids drink more soft drinks while sitting in front of the TV?**

Sitting in front of the television not only takes away time when kids could be doing something active, it's also a time when they reach for a bottle of pop. Research has found a strong connection between kids drinking more soft drinks and more kids becoming obese. Drinking soft drinks on a regular basis can lead to extra calories and lead to weight gain. Soft drinks also take the place of better beverage choices such as milk or 100% fruit juice (Adapted from *Nutrition Buzz*- Breakfast For Learning Newsletter, Winter 2005).

### **Sports Drinks are not great beverage choices for children?**

Thirst quenching drinks, such as PowerAde and Gatorade, are not good beverage choices for kids unless they are preparing to do more than one hour of intense exercise. These types of drinks are made to replace the sugar and electrolytes such as sodium and potassium that are lost in the form of perspiration during intense exercising that lasts more than one hour. They contain sugar, coloring agents, and artificial flavours (Adapted from Ontario Child Nutrition Alliance).

### **Breakfast is the most important meal of the day?**

The word breakfast comes from break (meaning stop or interrupt) and fast (meaning go without food). By morning most people have not eaten for 8 to 12 hours - that's even longer than a school day! Eating a balanced breakfast helps refuel the body with energy after a nights sleep. That's why breakfast is often referred to as the most important meal of the day (Adapted from *Healthy Eating For a Healthy Start* Factsheet, Mission Nutrition)

### **Snacks can be good for you?**

Snacks help give kids the extra energy and nutrients they need. Snacks should include foods from 2 of the 4 food groups from *Canada's Food Guide To Healthy Eating*. Try to choose foods that are high in fat and sugar less often. Some snacks to choose less often include: candies, fruit roll-ups, cookies, chips, and pop. Remember, snacks can be fun and healthy.

### **Fast-food can be part of a healthy diet?**

In moderation, all foods can be part of a healthy diet. Try to balance a fast food meal with a lower-fat meal later in the day. And, when choosing a fast-food meal, try to make sure you cover each of the four food groups from *Canada's Food Guide To Healthy Eating*. For example, instead of having a pop as a beverage, try a carton of milk (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

### **Sugar doesn't make kids hyperactive?**

If the kids are bouncing off the walls, don't blame the gummi bears & lollipops. There is no scientific evidence to support a link between sugar intake and hyperactive behaviour in children.

Bouts of excess energy are most likely due to caffeine in soft drinks or chocolate, and the excitement associated with special events such as parties, holidays, and recess. Too much sugar can cause cavities and may displace healthier food choices. Current studies show that children are consuming more soft drinks and other high sugar drinks in place of milk (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

## **Dieting... not for children!**

Even if children are a little overweight, their diet should not be restricted. They need calories and fat to continue to grow and provide them with energy. It is not wise to restrict foods from the four food groups of *Canada's Food Guide To Health Eating* because of their fat content (e.g. higher fat cheeses, peanut butter, whole grain muffins) since they also provide valuable nutrients. The key to ensuring a healthy diet is providing a variety of foods from the four food groups is to balance higher fat and lower fat food choices (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

## **Which is the better choice? Margarine or Butter?**

Gram for gram margarine and butter contain the same number of calories and the same amount of fat. The difference between the two is the type of fat that they contain. Butter contains saturated fat and trans fat (see below) which raises blood cholesterol. Since butter and margarine both contain few nutrients, they should be used sparingly. A non-hydrogenated margarine is recommended, however when used lightly, butter is an acceptable choice of spread for most healthy people (Adapted from Dairy Farmers of Ontario - [www.milk.org](http://www.milk.org)).

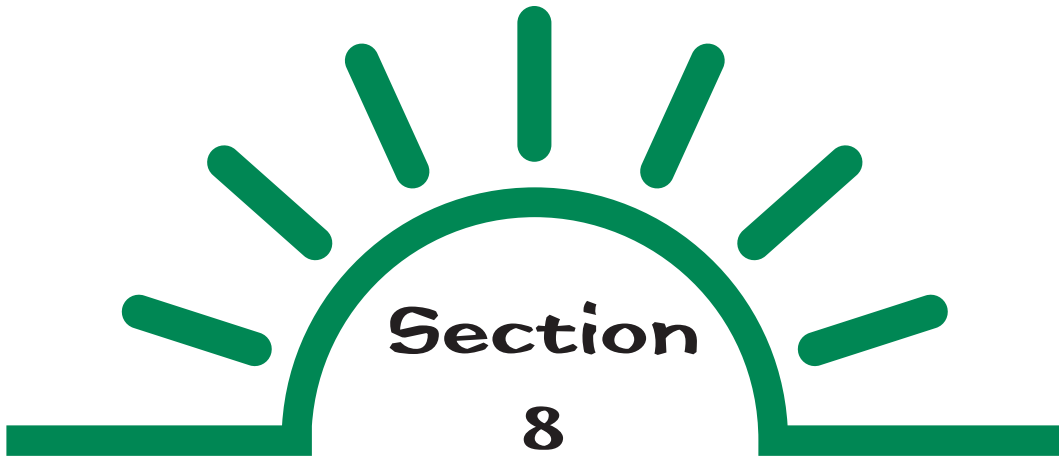
## **Trans fats affects your health?**

Trans fat is a type of fat that has been shown to raise blood cholesterol levels. They increase your “bad” cholesterol and decrease your “good” cholesterol. Trans fat is made when liquid oil is turned into partially solid fat, which is called “partial hydrogenation”. Trans fats also occurs naturally in some animal products like butter, whole milk, cheese, beef, and pork.

Some main sources of trans fats in the diet include:

- processed foods made with partially hydrogenated oil/shortening such as crackers, chips, cookies, fast food, and other snacks
- baked goods such as pastries, cookies, pies
- deep fried foods such as french fries, onion rings, fish n' chips

Efforts should be made to reduce your intake of trans fats as much as possible (Adapted from Heart Headlines, Winter 2004).

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Section  
8

# Active Living

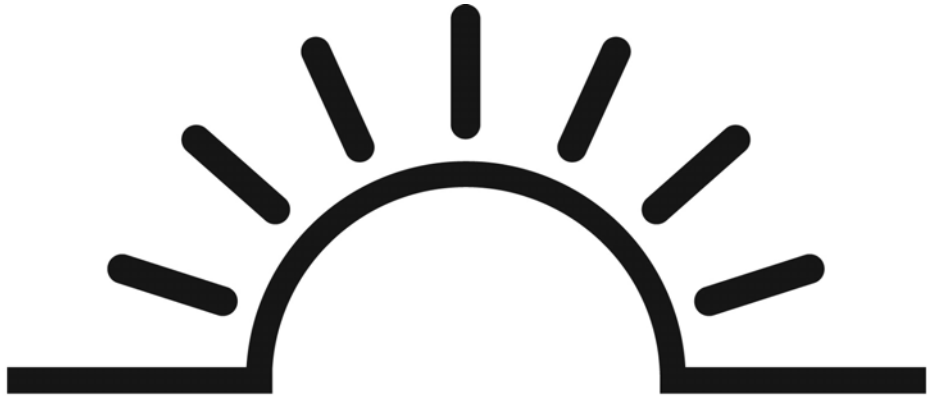




# Section 8 Active Living

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• Teacher's Guide to Physical Activity For Youth	



Active Living



## Key Points

### Active Living

- Active living stresses the importance of doing activities that feel good and that are moderate and fun
- There are a variety of health benefits of being active
- Some activities can build strength, while others develop skill, flexibility, or endurance. See list of activities.
- Learn how you can promote active living at your school
- Where to find more information about active living

# Active Living

Being active, like eating healthy, is essential for healthy growth and development. Regular physical activity in childhood develops cardiovascular fitness, strength, flexibility and bone density.

## What is “Active Living”?

Active living is more than just physical fitness or exercise. It means making physical activity a part of daily living, whether it's gardening or taking the dog for a walk. Active living encourages everyone, not just people who are young and fit, to get up and get moving.

Active living stresses the importance of doing activities that feel good and that are fun. This approach reflects *Canada's Physical Activity Guide to Healthy Active Living*.

## How Much Physical Activity Should Children Get?

*Canada's Physical Activity Guides for Children and Youth* provide a set of national guidelines designed to help children and youth improve their health through regular physical activity.

The Guides recommend children and youth:

- Increase the time currently spent on physical activity by 30 minutes per day in periods of 5-10 minutes. Over several months, children should try to accumulate over 90 minutes of physical activity per day.
- Reduce non-active time spent on sedentary activities like TV, video, computer games and surfing the Internet, starting with at least 30 minutes less per day.

## Endurance, Flexibility and Strength All Contribute to a Healthy Body.

Combine these three types of physical activity for best results:

- **Endurance:** activities that make you breathe deeper, your heart beat faster, and make you feel warm. For example: walking, jogging, taking the stairs, rollerblading, skating, etc.
- **Flexibility:** activities like bending and stretching and reaching that keep your joints moving. For example: bowling, gardening, yoga, curling, etc.
- **Strength:** activities that build your muscles and bones. For example: doing weights, carrying books or groceries, push-ups, etc.

## Statistics - Did you know....?

- PEI is the most inactive and obese province in Canada.
- Over half of Canadians aged 5-17 are not active enough for optimal growth and development.
- Girls are less likely than boys to be physically active
- As children age, there is a decline in levels of activity

Source: Health Canada, 2005

March 2005

# Benefits of Being Active

There are many ways children (and adults) benefit from active living.  
Here are a few reasons to get moving:

- ♥ Build strong bones and strengthen muscles
- ♥ Strengthen the heart
- ♥ Maintain/Improve flexibility
- ♥ Maintain/Achieve a healthy weight
- ♥ Promote good posture and balance
- ♥ Improve fitness
- ♥ Improve self-esteem
- ♥ Improve academic and cognitive performance
- ♥ Prevent chronic diseases such as coronary heart disease and type 2 diabetes
- ♥ Increase relaxation
- ♥ Reduces stress
- ♥ Meet new friends
- ♥ Feel better, have more energy
- ♥ Promote healthy growth and development

Source: Health Canada, 2005

March 2005

## List of Activities

The following activities are all different ways of living actively. Some activities can build strength, while others develop skill, flexibility or endurance. All are worthwhile - and fun.

Badminton	Hop scotch	Sit-ups
Ballet	Jazz dance	Skateboarding
Basketball	Jogging	Skating
Boxing	Jumping	Skiing
Canoeing	Lacrosse	Skipping
Chasing the dog	Marbles	Sliding
Cleaning your room	Modern dance	Snow boarding
Climbing trees	Mountain climbing	Soccer
Cross-country running	Mowing the lawn	Softball
Cross-country skiing	Playing catch	Stretch your muscles
Cycling	Playing at the playground	Square dancing
Dancing	Playing tag	Surfing
Delivering papers	Pushing a swing	Swimming
Exercising in water	Push-Ups	Synchronized swimming
Fencing	Racquetball	Tennis
Field hockey	Raking leaves	Toboggan
Fitness classes	Ride a scooter	Throwing a ball or frisbee
Figure skating	Rhythmics	Track and field
Floor hockey	Roller blading	Trampoline
Flying a kite	Roller skating	Vacuuming
Football	Rowing	Volleyball
Gardening	Rugby	Walking
Gymnastics	Running	Walking the stairs
Handball	Scuba diving	Water polo
Hide n' seek	Shooting baskets	Wrestling
Hiking	Short distance races	Wind surfing
Hockey	Shoveling snow	Yoga

Adapted From Project APEX, 2000

March 2005

# Activities For Promoting Active Living At School

## Posters and Display (classroom or school)

- ▶ have students develop posters about being active
- ▶ have students write active living messages and post them
- ▶ display physical activity guides
- ▶ display existing physical activity posters

## Wellness Days/Health Fairs

- ▶ displays/booths can be developed by students and/or health professionals

## Active Living Announcements

- ▶ during morning announcements have a student broadcast a tip about active living

## Active Living Goals and Competitions

- ▶ class or whole school can set a goal for the number of minutes of activity to do daily - Have different classes within the school estimate how much physical activity is done by the class on a daily basis and challenge another class to see which group can make the biggest improvement.
- ▶ hold school walks/runs (e.g. Annual Terry Fox Run)
- ▶ participate in the Stepping Out Program that is offered by the *PEI Active Living Alliance*

## Physical Education at Your School

- ▶ offer a quality physical education class
- ▶ encourage students to participate in physical education class
- ▶ offer intramurals at your school (before school, at lunch, or after school)
- ▶ encourage the school to offer a “late bus” for children who would like to stay after school for intramurals.
- ▶ encourage school gyms to be available to kids and families after school, on weekends, and holidays to provide more opportunities for activities
- ▶ encourage students to get out and be active at recess time
- ▶ classroom “motion” breaks - take 5-10 minutes to do an active activity during class time
- ▶ form a walking club for students
- ▶ organize a walking school bus
- ▶ invite a guest speaker to talk to students about Active Living
- ▶ involve youth in planning, developing, and implementing healthy living programs that are designed for them

## Parent Education Seminars

- ▶ invite a guest speaker to provide information to parents about active living



# Where to Find More Activities: Useful Active Living Websites For Educators

**Health Canada's Physical Activity Guide**

[www.paguide.com](http://www.paguide.com)

**PEI Active Living Alliance**

[www.peiactiveliving.com](http://www.peiactiveliving.com)

**Coalition for Active Living**

[www.activeliving.ca](http://www.activeliving.ca)

**Canadian Intramural Recreation Association of Ontario**

<http://www.mohawkc.on.ca/external/cira/>

**CAHPERD - The Canadian Association For Health, Physical Education, Recreation & Dance**

<http://www.cahperd.ca/>

**Canadian Society For Exercise and Physiology**

<http://www.csep.ca/>

**Activ8**

[www.activ8.org](http://www.activ8.org)

**Active Kids: Any Time, Any Place Active**

[www.ophea.org](http://www.ophea.org)

## Contact Information

For more information about Active Living, please contact the following organizations:

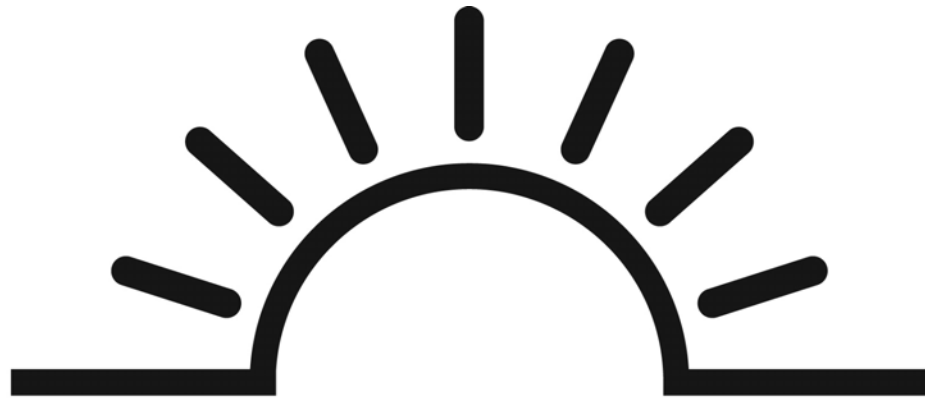
**Active Living Alliance**  
PO Box 1352, 40 Enman Crescent  
Charlottetown, PE  
C1A 7N1  
Tel: (902) 569-7688  
Fax (902) 569-7640  
E-mail: [info@peiactiveliving.com](mailto:info@peiactiveliving.com)  
Website: [www.peiactiveliving.com](http://www.peiactiveliving.com)

**Sport PEI**  
PO Box 302, 40 Enman Crescent  
Charlottetown, PE  
C1A 7K7  
Tel: (902) 368-4110  
Toll Free: 1-800-247-6412  
Fax: (902) 368-4548  
E-mail: [sports@sportpei.pe.ca](mailto:sports@sportpei.pe.ca)  
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C0B 1V0  
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**Regional Recreation/Sport  
Coordinator - Central**  
Francois Caron  
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Box 2063  
Summerside, PE  
C1N 5L2  
Tel: (902) 432-2706  
Fax: (902) 888-8023  
Email: [frcaron@gov.pe.ca](mailto:frcaron@gov.pe.ca)

**Regional Recreation/Sport  
Coordinator -Eastern**  
Sport & Recreation Section  
Community & Cultural Affairs  
P.O. Box 2000  
Charlottetown, PE  
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Tel: (902) 368-5509  
Fax: (902) 368-4663  
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Canada's Physical  
Activity Guide and  
Accompanying  
Documents



**Canada's Physical Activity Guide** can be found online at:

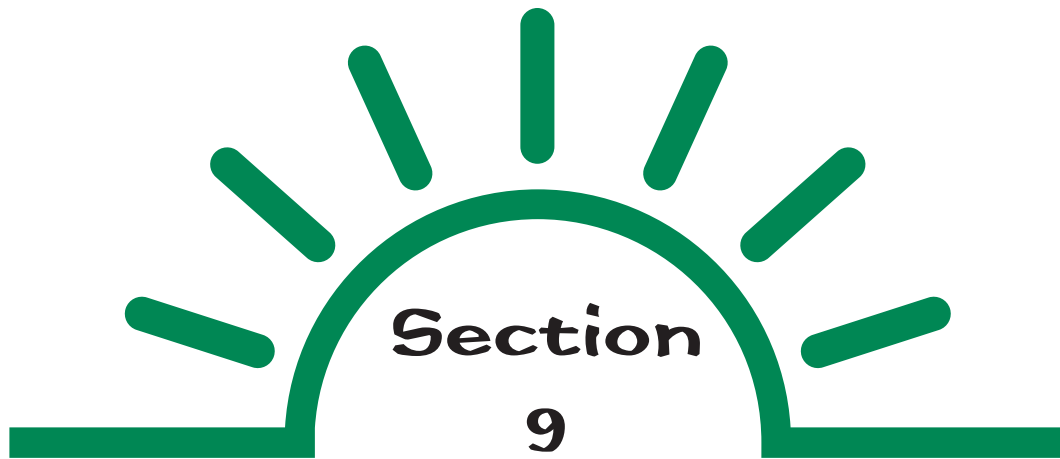
<http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/guideEng.pdf>

**Physical Activity Guide for Children** can be found online at:

[http://www.phac-aspc.gc.ca/pau-uap/paguide/child\\_youth/pdf/guide\\_k\\_en.pdf](http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/guide_k_en.pdf)

**Physical Activity Guide for Youth** can be found online at:

[http://www.phac-aspc.gc.ca/pau-uap/paguide/child\\_youth/pdf/guide\\_y\\_en.pdf](http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/guide_y_en.pdf)

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**Section  
9**

# Contact Information



# Contact Information

## **PEI Healthy Eating Alliance**

### **Co-chairs of the PEI Healthy Eating Alliance**

Bob Gray  
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C1A 8V7  
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Wendy MacDonald  
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E-mail: [jtaylor@upei.ca](mailto:jtaylor@upei.ca)

### **Coordinator For School Healthy Eating Policy Project**

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507 Dalton Hall, UPEI  
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**Provincial Coordinator For School Healthy Eating Programs**

Charmaine Campbell  
PO Box 8600  
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Fax: (902) 366-4065  
E-mail: [cecampbell@edu.pe.ca](mailto:cecampbell@edu.pe.ca)

**PEI School Boards**

**Eastern School District**

PO Box 8600  
Charlottetown, PEI  
C1A 8V7  
Tel: (902) 368-6990  
Fax: (902) 366-6960  
Website: [www.edu.pe.ca/esd](http://www.edu.pe.ca/esd)

**Western School Board**

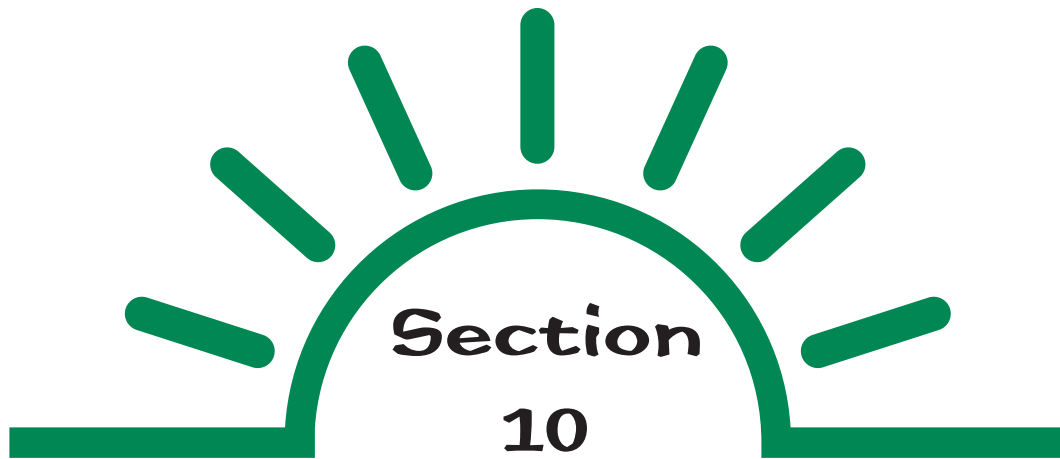
Main Office  
272 MacEwen Rd  
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C1N 2P7  
Tel: (902) 888-8400  
Fax: (902) 888-8449  
Website: [www.edu.pe.ca/wsb](http://www.edu.pe.ca/wsb)

**Elmsdale Office**

PO Box 57  
Elmsdale, PEI  
COB 1KD  
Tel: (902) 853-8602  
Fax: (902) 853- 8679

**La Commission scolaire de langue française**

PO Box 124, RR #1  
Abram-Village, PEI  
COB 2E0  
Tel: (902) 854-2975  
Fax: (902) 854- 2981  
Website: [www.edu.pe.ca/cslf](http://www.edu.pe.ca/cslf)

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**Section  
10**

# Evaluation





## Toolkit Evaluation

This toolkit was developed through the help of many partners, which are listed at the front of the toolkit. We are very interested in hearing your opinions on the toolkit so that we can make sure it meets the needs of schools.

Once you have had a chance to review the toolkit, ***please complete the attached Toolkit Evaluation Form and fax to the attention of Mary Acorn at 902-628-4367.***

We will be conducting a separate evaluation later to find out how useful the toolkit is in helping you to promote healthy eating in your school.

# Toolkit Evaluation

Rate your **overall impression** of the toolkit for:

	Not appropriate				Very appropriate
	1	2	3	4	5
Layout	1	2	3	4	5
Readability	1	2	3	4	5
Visual Appeal	1	2	3	4	5
User-friendly	1	2	3	4	5
Sections	1	2	3	4	5
Practical	1	2	3	4	5

**Comments:**

What **other information** would you like to be included in the toolkit?

What do you think are the **best sections** of the toolkit?

What sections do you think need **improvement**?

How do you see your school using this toolkit?

**Additional Comments:**

Please fax to the attention of **Mary Acorn** at **902-628-4367**