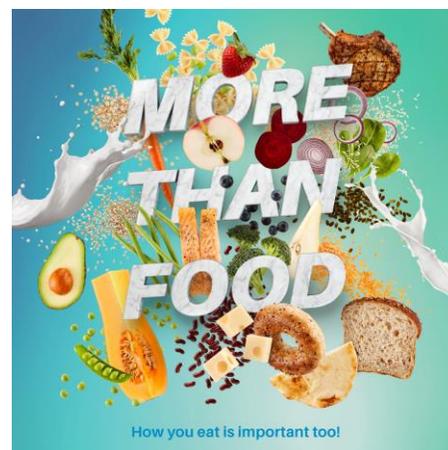


Nutrition Month 2020: More than Food - Toolkit for Educators

March is Nutrition Month, and this year's theme is *More than Food*, focusing on the New Canada Food Guide, healthy eating habits: being mindful of your eating habits, cooking more often, enjoying your food, and eating with others.

This toolkit was developed to support educators and practicum students to teach nutrition and provide positive food experiences with school aged kids. The resources in this toolkit can be used during Nutrition Month in March or anytime of the year. You can use some or all of the activities as appropriate. If you have any further questions please contact:

Chelsea Brown, RD - Chelsea.brown@saskhealthauthority.ca – 306-766-7157
Saskatchewan Health Authority - Health Promotion - Regina Area.



This package was put together by 4th year Nutrition student Stephanie Bearman

This package contains:

| | |
|--|-------|
| Classroom Activities K – Grade 3 Learning objectives and curriculum connections | p. 2 |
| Activity 1 – Discover the Potential of Food with Canada’s Food Guide | p. 3 |
| Food Experience Ideas | p. 5 |
| Activity 2 – My Food Guide Placemat | p. 6 |
| Classroom Activities Grades 4-8 – Learning objectives and curriculum connections | p. 7 |
| Activity 1 – Food Guide Scavenger Hunt | p. 9 |
| Activity 2 – Setting S.M.A.R.T. Goals | p. 9 |
| Whole School Initiative ideas | p. 10 |
| Take Home BINGO Activity | p. 11 |
| Additional Resources and Appendices | p. 13 |
| a. Highlights of the New Canada Food Guide | p. 13 |
| b. Tips for Teaching Nutrition to children and youth | p. 15 |
| c. My Food Guide Placemat Template | p. 16 |
| d. Scavenger hunt worksheet, answers and discussion guide | p. 19 |
| e. Developing and Implementing SMART Goals | p. 25 |
| f. S.M.A.R.T. Goal Planner | p. 26 |
| g. Non-Food Rewards for Kids | p.27 |

Background information:

Learn more about Canada's Food Guide before facilitating these activities by following these key links (information in French and English):

- [Eat a Variety of Healthy Foods: Vegetables and Fruit, protein foods and whole grains](#)
- [Be mindful of your eating habits \(take time to eat, notice your hunger cues\)](#)
- [Cook more often](#)
- [Enjoy your food – include culture and food traditions](#)
- [Eat Meals with others](#)

For highlights about the new 2019 Food Guide see [Appendix A](#) on page 14

For Tips on teaching nutrition to children and youth see [Appendix B](#) on page 16

CLASSROOM ACTIVITIES - Kindergarten – Grade 3

Learning Objectives:

- Students will be familiar with Canada's Food Guide
- Students will be exposed to different types of healthy foods
- Students will be able to describe how different foods taste, look, smell, feel and sound
- Students will be able to describe how their bodies feel when they are hungry and full
- Students will hear about others' and share their own family and cultural food traditions
- Students will discuss manners around eating
- Students will discuss where food comes from

Health Education Curriculum Connections:

[USCK.1](#) - Develop basic habits to establish healthy relationships with self, others, and the environment.

[USCK.3](#) - Explore that who I am includes more than my physical self.

[DMK.1](#) - Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

[USC 1.1](#) – Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

[USC 1.5](#) – Explore the association between a healthy sense of self and one's positive connection with others and the environment.

[DM 1.1](#) – Examine initial steps (Stop, Think, Do) for making basic choices regarding healthy behaviours and a healthy sense of self.

[USC 2.1](#) – Demonstrate a basic understanding of how thoughts, feelings and actions influence health and well-being.

[USC 2.2](#) – Determine how healthy snacking practices influence personal health.

[USC 3.1](#) – Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body and immune system.

[USC 3.4](#) – Use the understandings, skills, and confidences related to healthy food and physical activity, and helpful and harmful substances.

Activity 1: Discover the Potential of Food through Canada’s Food Guide - Grades K-3

Description: Introduce the Canada Food Guide 2019 Snapshot to students by exploring the different types of foods found on the Eat Well plate on page 1, as well as other important healthy eating habits as described on page 2 (e.g. eating with others, enjoying food, etc.).

Time: 1 hour

Materials: Printed copies of the Canada Food Guide Snapshot (one per two students).

Instructions:

1. Hand out the new Canada Food Guide snapshot to students, and/or show it on a smartboard or projector screen.
2. Start a discussion about the different types of food seen on page 1: Eat a Variety of Healthy Foods Each Day. Share that the foods are split up into 3 categories: *Protein foods*, *Vegetables and Fruit*, and *Whole Grains*. Whole grains foods help us to ‘go’ (give us the energy we need to play, move around and think). Protein foods help us to ‘grow’ and be strong (strong teeth, bones and muscles). Vegetables and Fruit help us to ‘glow’ (help our skin heal, our hair stay shiny and protect us from getting sick).
3. Explore the different foods shown on the plate by asking questions such as:
 - a. What *vegetables and fruit* do you see on the plate that you recognize?
 - b. What *protein* foods do you see on the plate that you recognize?
 - c. What *whole grain* foods do you see on the plate that you recognize?
 - d. Which foods have you tried before?
 - e. Which foods on the plate do you really like the taste of?
 - f. Which foods come from animals? (e.g. meat, eggs, dairy)
 - g. Which foods on the plate *crunch* when we bite them? (e.g. carrots, nuts, toast, apples)
 - h. Which foods on the plate do we often eat warm? And Cold?
 - i. Which food on the plate comes from a cow? From a chicken?
 - j. Which foods on the plate taste sweet?
 - k. Is there a food you can see on the plate that you’ve never tried before?
 - l. Is there one food on the plate that you often eat with another food on the plate? (i.e. yogurt and berries, eggs and toast)
 - m. Are there any foods that you do not see on the plate?
 - n. What drink do you see? (water, because it should be our main drink that we have every day)
 - o. Which foods do you commonly eat at breakfast? Lunch? Dinner? Snacks? (Reminder that it is okay to eat any foods anytime of the day.)

Facilitator Tips: Order French or English copies of the Food Guide Snapshot from Health Canada here: www.hc-publication-sc.hc-sc.gc.ca/paccb-dgapcc/cmcd-dcmc/webpubs.nsf/3?ReadForm&lang=eng

Have snapshots laminated to reuse with new groups of students to save on paper waste and printing.

1. Turn the snapshot over or project it on a screen and begin a discussion about page 2 of the Canada Food Guide around: *being mindful of your eating habits, cooking more often, enjoying your food, and eating meals with others.* Include questions such as:
 - a. **What does it mean to be *mindful of our eating habits*? (Listening to our body and how it tells us we feel hungry and when we feel full, and paying attention to how our food tastes, smells, feels and sounds when we eat it.)**
 - ***How does your body feels when it is hungry? How does it tell you it's time to eat something?*** (Possible answers: stomach grumbles, hurts a little, feels empty, you might be grumpy, feel tired or have no energy, hard to concentrate, have a headache)
 - ***How does your body feels when it's full? How does your body tell you it's time to stop eating?*** (Possible answers: you don't feel hungry anymore – all the feelings of hunger as described above are gone, stomach feels full, you may have more energy. If you ate too much, you may have a stomach ache or feel sick, you may also feel sluggish).
 - b. **It is a healthy habit to learn cooking skills and *cook more often*.**
 - ***Who does the cooking in your home? Do you ever help out with cooking (at home, at school or in the community)? If yes, what did you help make and what did you help with (e.g. stirring, measuring ingredients, chopping vegetables, etc.)?***
 - ***What is your favourite meal someone may cook for you at home? Why is this meal special?*** (e.g. lasagna, because my grandma or kokum always makes it when we come over for dinner)
 - ***Have you ever been to a grocery store? Did you help out with the shopping? Can you think of any other places you can get food from?*** (Farmer's market, your garden, a farm, lakes - e.g. fishing, hunting, convenience stores, restaurants, dollar store)
 - c. **It is not only important to eat to be healthy, but it is also important to *enjoy your food*.**
 - ***How many of you enjoy eating? Why?*** (E.g. tastes good, I get to spend time with family and friends, usually lots of laughs and good conversations, I usually get to help make it, reminds me of special occasions, a time where I get to learn more about my culture, etc.)
 - ***Would anyone like to name and describe one cultural food your family eats. On what occasion do you enjoy this food? Has anyone tried any foods from different cultures?*** (e.g. sushi, Dahl, burrito, pho).
 - d. ***Eating meals with others* is another important healthy habit.**
 - ***Who do you usually eat your meals with at home? What do you like to talk about when you are having your meal? Can you think of any other places where you eat meals with other people?*** (e.g. school, daycare, camp, etc.)
 - ***Have you ever heard of "mealtime manners?" Can you name one, and why it is important?*** (Possible answers: turning off the TV, phones and tablets and instead talking to each other; not chewing with your mouth open; saying please and thank you or no thank you when you ask for something or if you don't want something; if you have to spit something out because you don't like it, doing it quietly in a napkin to throw in the garbage; not saying that things are 'gross' or 'yuck,' just being quiet about it if you don't care for it).

For more ideas on how to turn ‘page two’ of the snapshot recommendations into **fun food experiences**, and for information to send home to parents, try some of these ideas:

Be Mindful of your Eating Habits

Food Experience Idea: Lead the class through a mindful eating exercise as outlined HERE: www.mindfulschools.org/personal-practice/mindful-eating/. Use their daily snack or bring some cut up fruit.

Parent Handout: [Mindful Eating](#)

Eat Meals with Others

Food Experience Idea: As a class eat a snack together and pull from some of [these conversation starters](#). Encourage students to try this at home.

Parent Handouts: [Family Meals Benefits](#) and [Family Meals - Conversations and Recipe](#) and [Family Dinner Conversations](#)

Enjoy your Food

Food Experience ideas:

- Taste test foods from different cultures
- Bring in spices that are commonly used in different cultures to smell and taste
- Have students interview a grandparent or elder about a family food tradition and share with the class

Parent Handout: [Positive Food Experiences](#)

Cook More Often

Food Experience Ideas: Practice cooking skills like measuring ingredients, reading simple recipes, peeling vegetables, identifying kitchen tools and equipment, learning cooking terms, e.g. boil, bake, stir, etc., prepare a simple snack together.

Parent Handout: [Kids in the Kitchen](#)

For more on doing Food Experience activities with kids see [Teaching Nutrition in SK: Grades 1-3, p. 17](#) or click here: www.rqhealth.ca/service-lines/master/files/9238179_8_FOOD%20EXPERIENCE%20ACTIVITIES.pdf



Activity 2: My Food Guide Placemat Art Activity – Grades K-3

Description: Following the discussion about the Canada Food Guide snapshot, have students create their own food guide by filling in the *My Food Guide Placement* (see [appendix C](#) on page 17). Have students cut out pictures or colour in their favourite foods in each section, and have them draw or write out what each directional statement means to them. When placemats are finished either display the finished placemats, or laminate, and allow children to take them home.

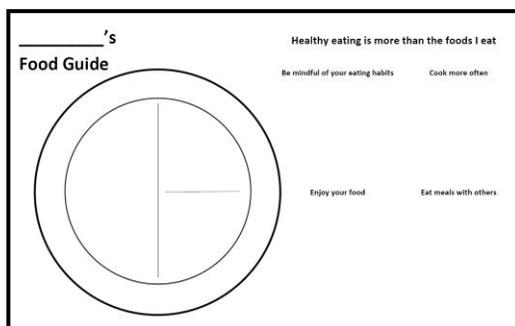
Time: One hour

Materials:

- Canada Food Guide Snapshot (printed or on a screen)
- Markers, crayons or pencil crayons
- Grocery Store Flyers
- Magazines
- Scissors
- Glue
- My Food Guide Placemat – [Appendix C](#)

Instructions:

1. Print and distribute the *My Food Guide Template* to students. Print on legal size paper.
2. Have students either cut out pictures of or colour their favourite *vegetables and fruits, whole grain and protein foods*, and also pictures of water. Encourage students to draw or choose cultural foods and foods they often eat and enjoy.
3. Encourage students to think about the directional statements (Be mindful of your eating habits; Cook more often; Enjoy your food; Eat meals with others) and write down words or use pictures for what each of these statements means to them. Give students some ideas and brainstorm words and pictures together based on discussions had in [Activity 1](#), (example - *enjoy your food*: pictures of smiling faces, cultural dress, traditional food practices like fishing or gardening, etc.; words: happy, culture, tradition, family, yum, tasty, bannock, pho, etc.)
4. When placemats are finished, display them publicly in the school or classroom.
5. Option to laminate and send home with students to use.



ACTIVITIES: GRADE 4 – 8

Health Education Curriculum Connections:

[USC 4.1](#) – Assess what healthy eating and physical activity mean for pre/adolescence.

[DM 4.1](#) – Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity.

[AP4.1](#) - Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

[USC 5.1](#) – Analyze personal eating practices.

[DM 5.1](#) – Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices.

[USC 6.1](#) – Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

[USC 6.4](#) – Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

[USC6.7](#) – Assess how health promotions and advertising influence personal standards and behaviours and determine how and why certain groups of consumers are targeted.

[DM 6.8](#) – Assess the role of personal standards in decision making related to body image and health promotions.

[DM 6.9](#) – Examine health opportunities and challenges to establish personal goal statements related to body image and health promotions.

[USC 7.5](#) – Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).

[DM 7.8](#) – Examine and demonstrate personal commitment in making health decisions related to food choices

[DM 7.9](#) – Examine health opportunities and challenges to establish personal commitment goal statements related to food choices

[USC 8.1](#) – Analyze and establish effective strategies of support for purposes of helping others increase health enhancing behaviours.

Learning Objectives:

- Students will be familiar with Canada’s Food Guide online web tool
- Students will be exposed to different types of healthy foods
- Students will begin to think about their current healthy habits, and others they could include
- Students will take responsibility for their own health by creating SMART goals

Activity 1: Discover the Potential of Food through Canada’s Food Guide Scavenger Hunt, Grades 4-8 (can be done with high school grades as well)

Description: Introduce the 2019 Canada Food Guide by having students complete an online scavenger hunt. Follow the activity with a discussion about some key findings.

Time: 1 hour

Materials:

- Canada Food Guide Snapshot
- Computers or tablets with access to the internet (one per two students) OR printed off pages to look at OR information projected on a smartboard or wall.

Instructions:

1. Group students to allow all to have computer access for the scavenger hunt OR provide groups of students with the printed off pages as needed OR have the computer projected to the appropriate pages.
2. Print and hand out the Food Guide Scavenger hunt [Appendix D](#) page 17. One page per student.
3. Have students find the food guide by searching “Canada’s Food Guide” or using this link: <https://food-guide.canada.ca/en/> OR show them on the projector.
4. Have students complete the scavenger hunt. Once the scavenger hunt is complete, discuss the answers together. The scavenger hunt answer key and discussion guide can be found in [Appendix E](#) on page 20.

If printing or projecting pages:

- 1 and 2: Canada’s Food Guide Snapshot pages 1 and 2: food-guide.canada.ca/en/
- 3: Be Mindful of your eating Habits: food-guide.canada.ca/en/healthy-eating-recommendations/be-mindful-of-your-eating-habits
- 4: Take time to eat: food-guide.canada.ca/en/healthy-eating-recommendations/be-mindful-of-your-eating-habits/take-time-to-eat
- 5: Cook more often: food-guide.canada.ca/en/healthy-eating-recommendations/cook-more-often
- 6: How to enjoy your food: food-guide.canada.ca/en/healthy-eating-recommendations/enjoy-your-food/#section-2
- 7: Eat meals with others: food-guide.canada.ca/en/healthy-eating-recommendations/eat-meals-with-others
- 8: Use food labels: food-guide.canada.ca/en/healthy-eating-recommendations/using-food-labels
- 9: Limit Highly processed foods: food-guide.canada.ca/en/healthy-eating-recommendations/limit-highly-processed-foods
- 10: Be aware of food marketing: food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices
- 11: Recipes: www.canada.ca/en/health-canada/services/canada-food-guide/tips-healthy-eating/meal-planning-cooking-healthy-choices/recipes.html
- 12: Healthy Eating and the environment: food-guide.canada.ca/en/tips-for-healthy-eating/healthy-eating-and-the-environment

Activity 2: S.M.A.R.T. Goal Setting with Canada’s Food Guide - Grades 4-8

Description: This activity can be completed following the Food Guide Scavenger Hunt. Use this activity to explore the potential of food to heal and prevent, and have students think of three ways they can use the information from Canada’s Food Guide to create healthy living goals.

Materials:

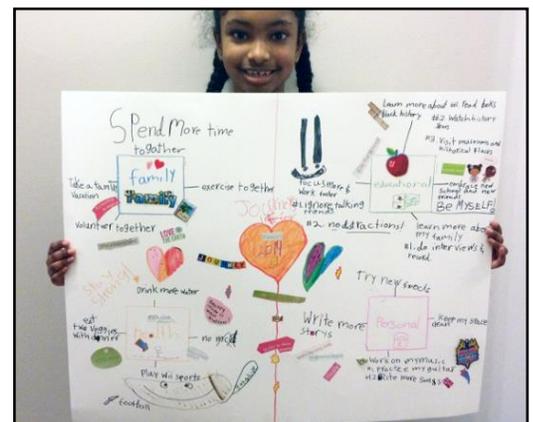
- My SMART Goal setting plan ([Appendix G](#) on p. 26)
- Canada’s Food Guide Snapshot
- Optional: magazines, scissors, glue, pencil crayons or markers

Time: 1 hour

Background: S.M.A.R.T. goal setting means creating goals that are Specific, Measurable, Achievable, Realistic and Time-oriented. Review [Appendix F](#) for more information on S.M.A.R.T. goal setting.

Instructions:

1. Brainstorm with students what living a healthy lifestyle means to them, and record answers on a whiteboard or flipchart paper (e.g. eating healthy – including everything learned from the food guide scavenger hunt activity, being active, having good self-esteem, being happy, spending time in nature, having good relationships - with family and friends, not smoking, learning new things, etc.).
2. Discuss with students some of the things getting in the way for them to living a healthy lifestyle, and brainstorm together different ways of getting around them (e.g. haven’t found a sport I really like – try being active doing things like dancing with friends or walking or biking to school; I don’t like vegetables – try preparing them in different ways, try different vegetables you may not have tried before, have tasting parties with your friends; it’s too cold in the winter and there’s nothing to do outside – put on your warmest clothes and try new and fun winter activities like skating, tobogganing, snowshoeing, making snow forts, etc.).
3. Go over with students how to set SMART goals (See [Appendix F](#) on p. 25 for discussion points)
4. With the help of their [SMART Goal planner](#) (Appendix G on p. 26), have students develop one healthy eating goal and one other health goal in areas they would like to improve their health. Ideas could include healthy eating related goals such as, “I will eat two vegetables every day this week,” or “I will eat without distractions from a screen at one meal every day this week.” Physical activity related goals such as, “I will walk the dog for 10 minutes, three times this week,” or a self-esteem building goal, “I will write down one thing I did well before I go to bed each night this week.” Encourage students to use themes from Canada’s Food Guide, including page two of the snapshot – *Healthy eating is more than the foods you eat*.
5. Option: Have Students create a *vision board* using magazine cut outs, drawings and/or words posted onto a poster board including images that help show their goals. Also include hopes and dreams for a healthy life.
6. Check in with students periodically about how they are doing with their SMART goals. If you choose to reward students for completing their goals, use verbal or non-food rewards (See [Appendix H](#) on p. 27 for ideas). You may have students write a reflection after the week is up for how it went.



Ideas for the Whole School

Healthy Eating is more than the foods we eat. Use nutrition month activities to celebrate cooking, eating together, enjoying food, and eating mindfully as a whole school community.

1. Encourage every class to complete the [My Food Guide placemat activity](#) (see p. 6). Display placemats all around the school during Nutrition Month, or have a contest for most creative or best decorated Food Guide, or do a draw with everyone who entered.
2. Have students create Nutrition Month Boards or murals outside their classroom, have a contest for most creative or do a draw with everyone who entered.
3. Encourage students to complete the [Nutrition Month Bingo](#) at home during the month of March. Offer recognition to the class who was able to complete the BINGO board collectively as a class.
4. Encourage classrooms to enjoy a nutritious meal or snack together (including adults), and use these conversations starters: thefamilydinnerproject.org/conversation/conversation-starters.

* If prizes or rewards are provided remember to use non-food rewards (see [appendix H](#) for ideas)

Nutrition Month Bingo - Take Home Activity

Description: Send this bingo board home with students. Encourage students to work with their families to complete as much of the bingo board as they can over the course of Nutrition Month. Check in with students at the end of the month to discuss.

Different ways to do the activity...

- Encourage students to complete as much of the bingo board as they can at home with their parents or guardians OR have them try to complete one square in each category, but understand individual barriers that may prevent some students from completion.
- Have weekly challenges for students, such as “try one new nutritious food you’ve never had before,” and then lead a classroom discussion around this including questions such as “what food did you try?” “How did this food taste?” (E.g. sweet, sour, bitter, spicy, good, etc.) And “even if you didn’t like the taste, what was one thing you liked about it?” (E.g. how it looked, how it felt, how it smelled, etc.)
- If it is not feasible for students to complete the BINGO on their own, try to complete the board as a class. Complete challenges right in the classroom together, such as, “plan out one meal or snack for the next day,” “Listen to your body, pay attention to what it feels like when you start to feel full.” As a class come up with some conversation starters and use them at one snack this week.”

Unlock the Potential of Food Bingo

| BE MINDFUL of your eating habits | COOK more often | Eat a VARIETY of healthy foods each day | ENJOY your food | Eat Meals WITH OTHERS |
|--|---|--|---|--|
| At one meal, pay attention to how your food tastes, smells and feels in your mouth. | Allow your child to choose a Canada's Food Guide recipe they would like to try. | Make one of your snacks mostly vegetables. | Be a good role model , eat a healthy snack together with your child | Use this conversation starter at one of your meals this week: "Something I am looking forward to..." |
| Notice where you may use food as a reward, and replace a food reward with a verbal or small non-food reward | Take your child grocery shopping with you. Involve them in the process where you can. | Replace the meat in one of your meals with lentils or beans (e.g. Hearty lentil tomato sauce). | Discuss or do some of your own cultural or family food traditions with your child. | Get the whole family together for a sit down meal. Phones and screens are not invited! |
| Listen to your body! Pay attention to what it feels like when you start to feel full. | Cook one meal together with your child. Allow them to help out with <u>age-appropriate activities</u> | Swap one sugary drink (such as juice, chocolate milk or pop), for water . | Try one new nutritious food you've never had before , and inspire someone else to do the same. | Host a theme night dinner party with friends or family. Have everyone bring a dish that goes along with the theme. |
| Have three meals in one day. | Teach your child one new food skill. Reference the Involving kids in planning and preparing meals page on Canada's Food Guide. | Try a whole grain food you have never tried before , e.g. quinoa, wild rice, whole grain couscous, etc. | Do something new to the dinner table at one meal this week. Add candles, put on background music, or try a nice table cloth. | Call up a friend or family member who you haven't seen in a while. Ask if they would like to share a meal with you. |
| Next time you grab a snack , put some into a smaller bowl instead of eating from the box or bag. | Help your child plan out one meal or snack for the next day. | Have fish at one of your meals. Look up the nutritional benefits of fish. | Think about where each item on your plate came from as you eat one meal. Where did each ingredient grow? Or where was it raised? | Attend a community event or celebration that involves a meal. |

Canada's Food Guide: can be found online here food-guide.canada.ca

Nutrition Month Recipes: www.dietitians.ca/Advocacy/Toolkits-and-Resources/Resources-N-S/Recipe-eBook-Nutrition-Month-2020

Conversation Starters: thefamilydinnerproject.org/conversation/conversation-starters

Additional RESOURCES

1. Nutrition Month Campaign Info – www.dietitians.ca/Advocacy/Nutrition-Month/Nutrition-Month-2020
2. Additional Nutrition Month Activity Ideas for schools – NEED TO UPDATE
3. Order a Nutrition Month Poster – www.dairynutrition.ca/resource/nutrition-month?utm_campaign=Nm19&utm_medium=van&utm_source=off&utm_content=EN-NutritionMonth
4. Canada’s Food Guide - food-guide.canada.ca
5. Order print copies of Canada’s Food Guide Snapshot here: www.hc-publication-sc.hc-sc.gc.ca/paccb-dgapcc/cmcd-dcmc/webpubs.nsf/3?ReadForm&lang=eng
6. Teaching Nutrition in Saskatchewan: concepts and resources for grades 1-8 in French and English: www.rghealth.ca/department/health-promotion/nutrition-and-healthy-eating
7. UnlockFood.ca www.unlockfood.ca/en/default.aspx

Appendix A: Highlights of the New 2019 Canada Food Guide

The New Canada’s Food Guide (2019)

On January 22, 2019 Health Canada released an update of Canada’s Food Guide, and it is ready for use in English and French.

Highlights:

- The revision efforts began in 2013, and included a review of scientific evidence regarding food, nutrients and health, as well as the context of what Canadians eat, their health status, and the environments in which they live, learn, work and play.
- The new Canada’s Food Guide provides Canadians information and advice on making healthy food choices, as well as brings attention to the many factors that influence what and how we eat and drink. These guidelines apply to Canadians 2 years of age and older.
- The Food Guide is no longer a one-size-fits-all print document, but is now a *mobile-responsive web application* with new resources that provide Canadians, policy-makers and health professionals with information and up-to-date advice on eating well.
- The Food Guide continues to encourage Canadians to choose a variety of nutritious foods and beverages while highlighting that healthy eating is more than the foods you eat. The rainbow and four food groups are no longer. Health Canada encourages Canadians to be mindful of their eating habits, to cook more often, to enjoy their food, and to eat meals with others. See [Canada’s Food Guide Healthy Eating Recommendations](#)
- The new Food Guide recommends the regular intake of vegetables, fruit, whole grains and protein foods - and among protein foods, to consume plant-based more often. Protein foods include legumes, nuts, seeds, tofu, fortified soy beverages, fish, shellfish, eggs, poultry, lean red meat including wild game, lower fat white milk, lower fat yogurts, lower fat kefir, and cheeses lower in fat and sodium. The intention is not to reduce total fat in the diet; rather it is to help reduce intakes of saturated fat while encouraging foods that contain mostly

unsaturated fat.

- The new Food Guide includes recipes, videos, [posters](#) and actionable advice that will help Canadians apply dietary guidance in their daily lives.
- A webinar was developed in Ontario for educators about it: www.ophea.net/webinar/journey-through-canada%E2%80%99s-new-food-guide-what-educators-need-know

Still to come:

- Online resource will be enhanced on an ongoing basis. There is also work underway to update and create new tools on healthy eating to support Indigenous Peoples.

Use the release of the new food guide as an opportunity to:

- [Explore it](#)
- Discuss the similarities and differences between the new food guide and the previous food guide. For more see: [A History of Canada's Food Guide](#)
- Delve deeper into the *how* of healthy eating such as [being mindful of your eating habits](#), [cooking more often](#), [enjoying your food](#), [eating meals with others](#), and [being aware of food marketing](#)
- Check out more [tips for healthy eating](#) on meal planning, healthy eating on a budget, healthy snacks, food safety, healthier grocery shopping, healthy cooking methods, healthy eating and the environment, healthy eating for holidays and events, making healthy meals with the Eat Well Plate, and recipes
- Find out more about [healthy eating at home, at school, at work, in the community, and while eating out](#)
- Discuss that we need a variety of different foods to be healthy, including '[vegetables and fruit](#),' '[protein foods](#),' and '[whole grains](#)'. Students/participants can explore where different foods fit
- You can also find [custom information](#) for teens, adults, parents and older adults
- Order print copies [here](#)

What this means for the old Canada's Food Guide and documents that reference it:

- In Saskatchewan, there are a number of provincial nutrition guidance documents to support community, such as schools ([Nourishing Minds](#) and [Healthy foods for my school / Manger santé à mon école](#)), day cares and recreation settings, in making healthy choices. The Canada Food Guide is a foundational document for provincial nutrition guidance.
- At this time, current provincial guidance documents can continue to be referenced and used as a source of information on healthy eating in Saskatchewan along with the new Canada's Food Guide.
- The Ministry of Health will be working closely with stakeholders to review and assess current provincial nutrition guidance to determine where updates will be required to align with the new federal dietary guidance.

For more information contact the Saskatchewan Health Authority Regina Area Health Promotion at healthpromotionrqr@rqhealth.ca or call 306-766-7157.

Appendix B: Tips for teaching nutrition information to children and youth

Teaching about food and nutrition is important for the health and wellbeing of students. Below are some tips for teaching nutrition to children:

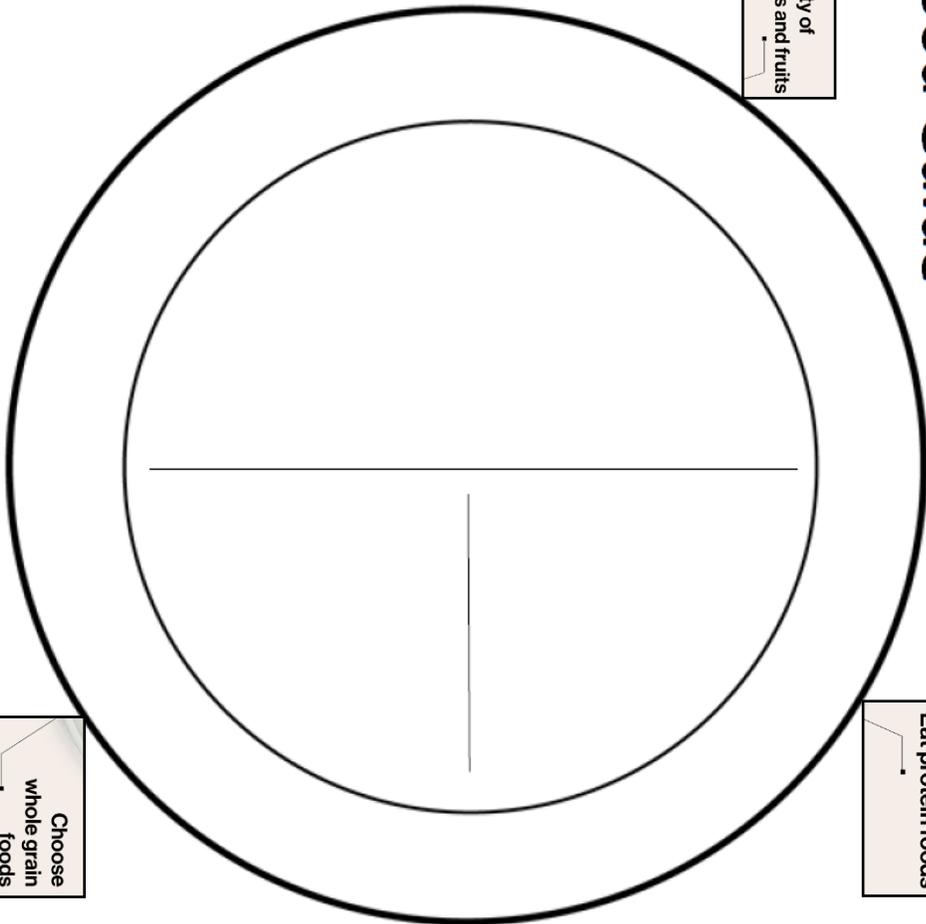
- Use current and credible nutrition information. *Teaching Nutrition in Saskatchewan* and dietitians are great sources of reliable nutrition information. When searching for health information on the internet, refer to Unlockfood.ca [How to find nutrition information you can trust](#) for a few tips to make sure you get the best information.
- Include cross-curricular connections in the classroom. For example, when teaching fractions in math, illustrate the lesson using fruit instead of pie. Choose books and projects that show healthy food and eating habits. For examples of how to link nutrition to other Saskatchewan curricula, refer to The [Saskatchewan Curricular Outcomes and Nutrition](#), a resource from [Nourishing Minds Eat Well Learn well Live Well](#).
- Spread healthy eating lessons out throughout the year rather than in a short unit. Connect key messages to special events or classroom celebrations by offering or asking students to bring healthy options.
- Use experiential learning strategies to engage students. Let students work with food in the classroom, visit a grocery store, start a cooking club or a school garden. If you are considering offering taste tests, check out [Teaching Nutrition in SK grades 1-3](#) backgrounder on Food Experiences
- Promote healthy eating in a positive way. For example classifying foods as ‘everyday’ and ‘sometimes’ foods rather than ‘good’ and ‘bad’ foods.
- Emphasize healthy eating and active living for all, regardless of weight and shape, and ensure that all students are equally valued and respected. Enforce that it is not acceptable to make comments about people’s size or shape.
- Be a healthy role model for students. Demonstrate that you eat a variety of healthy foods. Avoid talking negatively about healthy foods or discuss dieting, weight loss or dissatisfaction of body shape or size.
- Encourage families to send healthy lunches and educate parents on healthy eating. Avoid making comments about student lunches or taking items away if they are not “healthy.” Children may have little control over what is in their lunch. Drawing attention to “unhealthy” choices can isolate children from their peers and cause them to feel shame. Remember, no one food or meal defines our eating habits as a whole.
- Allow all students to make their own decisions about *what* and *how much* to eat and drink from their lunches. There is no benefit to having children eat certain foods before others such as eating a sandwich before a cookie. Children eat better when they can pick from the available options in the order they want.

References

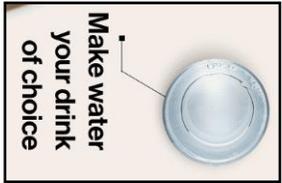
1. Algonia Public Health. Healthy Living Resources for the Classroom 2017/2018: Healthy Eating Elementary (grades K-8). [cited 2019 July 22]. Available from: www.algomapublichealth.com/media/2502/healthy-eating-elementary-2017-2018-hyperlinked-sept-2017-2.pdf
2. Ontario Dietitians in Public Health. Bright Bites: Tips for Teaching Nutrition. [cited 2019 July 22]. Available from: <https://brightbites.ca/tips-for-teaching-nutrition/>
3. Ellyn Satter, Nutrition Education in the Schools, 2008. Retrieved from: www.ellynsatterinstitute.org/wpcontent/uploads/2016/03/Secrets-Appendix-H-School-Nutr-Ed.pdf

_____,'s

Food Guide



Have plenty of
vegetables and fruits



Make water
your drink
of choice

Eat protein foods

Be mindful of your eating habits

Cook more often

Healthy eating is more than the foods I eat

Enjoy your food

Eat meals with others

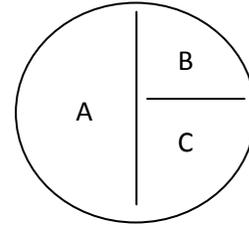
Choose
whole grain
foods

Appendix D: Food Guide Scavenger Hunt

Access the food guide by following this link: <https://food-guide.canada.ca/en/>

1. Look at the plate seen on the main screen for Canada's Food Guide. Name the three main categories seen on the plate:

- a. _____
- b. _____
- c. _____



2. List one food in each category pictured on the plate, and one food that could be in the category, but is not pictured.
 - a. On the plate _____ Not on the plate _____
 - b. On the plate _____ Not on the plate _____
 - c. On the plate _____ Not on the plate _____

Look on page two of the snapshot on the main page, "Healthy eating is more than the foods you eat," to answer the following questions:

3. Click on the first box, "Be mindful of your eating habits." What does it mean to be mindful of your eating habits?

4. On the left side toolbar, click on "Take Time to Eat." Read this section and list one benefit of taking time to eat, and one way we can take time to eat.

Benefit: _____

How I can take time to eat: _____

5. Click on the "Cook more often" box. List three benefits of cooking more often.

- a. _____
- b. _____
- c. _____

6. Click on the "Enjoy your food" box. Read the "How to enjoy your food" section and list two ways that you already enjoy your food (for example: paying attention to taste, or eating with family).

- a. _____
- b. _____

7. Click on the "Eat meals with others" box. List three ways you may benefit from enjoying meals with others:

- a. _____
- b. _____
- c. _____

8. Click on the "Use food labels" box. List two ways food labels can help us.

- a. _____
- b. _____

9. Click on the "Limit highly processed foods" box. Describe what are highly processed foods? And name 3 examples.

10. Click on the "Be aware of food marketing" box. Read the "Marketing can influence your food choices" page, and name the last food advertisement you can remember seeing or hearing (TV commercial, radio commercial, Facebook post, poster, sign at a restaurant, Logo on a vending machine).

11. Click on the Canada Food Guide logo in the top left corner to be taken back to the main screen. On the left side toolbar, click "Tips." Find the "Healthy Eating and the Environment section." Name 2 things you can do to Make environmentally-friendly choices

12. Click on the Canada Food Guide logo in the top left corner to be taken back to the main screen. On the left side toolbar, click "Recipes." Look through all the healthy and delicious recipes listed on the Recipe page, and choose one recipe you would be interested in making at home, or at school.

Appendix E: Food Guide Scavenger Hunt Answer Key and Discussion Guide

Following the completion of the Food Guide Scavenger Hunt, have a discussion with students regarding their findings. Use these talking and discussion points to help facilitate a discussion for each question.

1. Look at the plate seen on the main screen for Canada's Food Guide. Name the three main categories seen on the plate. Answer: a. Vegetables and fruits; b. Protein foods; c. Whole grain foods

Discussion Question: Why do you think it is important to eat foods from each section of the plate?

Discussion Answers:

- It is important to eat foods from each category to ensure we get a *variety* of foods and nutrients.
 - Eating a variety of different foods, helps ensure we get all the nutrition we need to fuel our bodies to complete necessary activities such as schoolwork, sports and playing with our friends. Eating a variety of foods also ensures we grow and develop into healthy adults.
 - Each category plays a different role in our body.
 - o Vegetables and Fruits: These foods provide us with important vitamins and minerals to help our hair shiny, help our eyes to see and help keep us from getting sick.
 - o Protein Foods: These foods help us grow tall and build strong bones and muscles.
 - o Whole Grains: These foods provide us with energy, to help us run, jump, play and keep our brains going all day long.
-

2. List one food in each category pictured on the plate and one food that could be in the category, but is not pictured.

Answer:

Vegetables and Fruit: *Listed* = Broccoli, carrots, strawberries, blueberries, sweet bell peppers, apples, cabbage, spinach, tomatoes, squash or sweet potato, potato, peas. *Potential Unlisted* = bananas, mangoes, raspberries, blackberries, Saskatoon berries, pears, oranges, romaine lettuce, bok choy, Brussels sprouts, asparagus, avocado, plantain, beets, cauliflower, etc.

Protein Foods: *Listed* = beef, pork or chicken, tofu, yogurt, salmon, eggs, lentils, sunflower seeds, kidney beans, chickpeas, almonds, peanuts, walnuts. *Potential Unlisted* = chicken or pork, milk, cheese, nut butters, all nuts (cashews, brazil nuts, hazel nuts, etc.), all seeds (e.g. pumpkin seeds), other bean and lentil varieties (e.g. navy bean, black bean, green lentils, etc.).

Whole Grains: *Listed* = whole grain bread, whole grain pasta, wild rice, brown rice, quinoa. *Potential Unlisted* = Oatmeal, farro, freekah, amaranth, buckwheat, barley, bulgur, teff, bagel, pita, naan, chapatti, tortilla, whole grain muffin, whole grain pancake, whole grain cracker.

Discussion Questions:

- a. Which foods pictured on the plate have you tried? Which foods pictured that you haven't tried would you like to try?
 - b. Which foods pictured on the plate would taste good eaten in combination with each other? (e.g. egg and toast, pasta and tomato (sauce), yogurt and berries, etc.)
-

3. What does it mean to be mindful of your eating habits?

Answer: Taking time to eat, and also being aware of how you eat, why you eat, what you eat, when you eat, where you eat and how much you eat.

Discussion Question: How many of you have ever eaten while watching TV or while looking at a cell phone or tablet? Do you think it is easy to eat mindfully when you do this? Why or why not?

- Eating while distracted with screens means we are not paying full attention to our food and eating and it also means we are not paying attention to the people we are eating with. Eating mindfully is a healthy habit because it allows us to listen to our bodies, tell us when we are still hungry or full, and it helps us to appreciate and enjoy the tasty meal we have even more.

4. Read the "Take time to eat" section and list one benefit of taking time to eat, and one way we can take time to eat.

Answer:

Benefits:

- enjoy your food
- focus on your food
- prevent overeating
- enjoy eating with others
- make healthier food choices
- be mindful of your eating habits and choices

How to take time to eat:

- eat slowly and thoughtfully – pay attention to how it tastes, smells, sounds and feels in your mouth and after you swallow it.
- eat without distractions – no TVs, cell phones or tablets
- set aside time – make a plan to eat at least 3 meals a day and snacks instead of eating on the go.

Discussion Question: Why do you think it is important to take time to eat?

- if you don't, you may miss a meal. This can leave you feeling tired, hungry, light headed, unable to concentrate, cranky or with no energy.
- If you rush your eating, you may not be able to enjoy it or pay attention to your body when it tells you that you are full.

Discussion Question: Listening to our hunger and fullness cues is one way, and a benefit of taking time to eat. Have a short discussion about different signals we experience for hunger and fullness.

- What does it feel like when your body needs food?*
- What does it feel like when you're reading to stop eating?*

Discussion Answers: When we are **hungry** our stomach may start to make noises, it may hurt a little and feel empty and we may become preoccupied with thoughts about food. We may start to feel tired, grumpy, have no energy, and not be able to focus or concentrate as well.

When we are starting to feel **full** our desire to eat may start to go away, your stomach may now feel full, and our stomach will start to tell our brain to stop eating food. It is important to listen closely to our bodies signal that we have had enough food. If you eat too much, you may get a stomach ache or feel sick, you may also feel sluggish.

Note: Everyone's experiences with hunger and fullness signals are different.

5. List three benefits of cooking more often.

Answer: learn new skills; rely less on highly processed foods; the more you practice, the better you get and the tastier food will be; save money by avoiding extra money spent on eating out; bonding time with family; produces less garbage (less packaging); it's fun

Discussion Question: Who does the cooking of food in your home? Do you ever help out with cooking at home? If yes, how?

Discussion Answer: Even if we are not old enough to use knives, ovens and other appliances on our own, we can still help cook at home in other ways. Ask your parents or guardians if you can help them set the table, or wash and prep vegetables and fruit, and measure and stir ingredients next time you prepare a meal.

6. List two ways that you enjoy your food.

Answer: Food can be enjoyed in many different ways. We may enjoy the taste of our food by being mindful while we eat, or taking time to admire the appearance, texture and smell of our meals. We may also enjoy our food by preparing cultural dishes, or having discussions about family food traditions and cultural foods with our families at home.

Discussion Question: Use an answer given in the scavenger hunt to expand the discussion about enjoying food, or ask someone to one family food tradition (e.g. fishing and grilling the fish over a campfire in the summer; picking berries at

grandma's house when we visit; eating turkey at Christmas) or a cultural food they eat with their family.

7. List three ways you may benefit from eating meals with others.

Answer: enjoy quality time together; share food traditions, across generations and cultures; explore new healthy foods that you might not normally try; good conversations; tasty food

Discussion Question: How often do you eat meals with others (with friends at school, family at home, in the community)? How does it feel when you eat on your own, versus when you are eating with others? What is different about it?

Discussion Answer: Answers will vary. It doesn't matter if you are eating at a dining table, at a picnic table at the park, on a blanket on the floor, or at a restaurant. What's important is that you are eating together, having nice conversations and turning off TVs and putting away phones. Eating together is more fun and can make the eating experience more enjoyable.

8. List two ways food labels can help us.

Answer: compare and choose products more easily; know what ingredients a food product contains; choose products with a little or a lot of the nutrients that are of interest to you

Discussion Questions:

- a. Has anyone ever tried to read a food label? What kind of information can you find on the food label?
- b. Do all foods that we eat or buy have a food label on them?

Discussion Answer: (*Consider showing a food label to the class*). Food labels can help us make better decisions about the types of foods we buy and compare one product to another. Food labels are found on all food products that come packaged, and contain information about the types of nutrients found in our foods as well as ingredients. Not all foods we eat or buy will have a food label on them. Fresh foods, such as vegetables and fruit will typically not come with a food label. We can often assume these foods are nutritious, and don't need a label to tell us otherwise. Food labels also contain ingredient lists, which can be useful for those who have food allergies, and can't eat certain foods.

9. What are highly processed foods? List three examples.

Answer: Highly processed foods are foods that have been changed a lot from their original state (e.g. soft drinks are made from high fructose corn syrup, a type of sugar made from corn). These foods tend to lots of extra salt, sugar and saturated fats.

Examples: sugary drinks; chocolate and candies; ice cream and frozen desserts; fast foods like French fries and burgers;

frozen microwavable entrées like pasta dishes and pizzas; packaged bakery products like muffins, buns and cakes; processed meats like sausages, hot dogs, bacon and deli meats

Discussion Question: Why do you think we should eat *more* of the foods found in the vegetables and fruits, protein foods and whole grains categories that we saw in the food guide snapshot, and *less* highly processed foods?

Discussion Answer: Like we discussed previously, vegetables and fruits, protein foods, and whole grains are all important to eat because they help us glow, grow and go. Highly processed foods are not usually needed for us to grow healthy and strong. Choose vegetables and fruits, protein foods, and whole grains most often.

10. Name the last food advertisement you can remember seeing or hearing (TV commercial, radio commercial, Facebook post, poster, sign at a restaurant, Logo on a vending machine).

Answers could include:

- Seeing a McDonalds sign on the street
- seeing food commercials on TV or hearing them on the radio
- seeing a poster for popsicles in a store
- seeing a coke bottle on the side of a vending machine
- Seeing an add pop up on the side of a webpage for burger king
- Smelling KFC from down the street

Discussion points: *see if students can sing the jingles or remember what the logo looks like, who the spokes people/characters are (e.g. Tony the Tiger) or what the food's catch phrase is (e.g. they're grrrrreat).* These are all a part of food marketing. Companies are trying to make their products memorable, and get them 'stuck' in your head. The more we see food advertisements, the more we want the product.

- Encourage students to start to start paying attention to the types and amounts of food advertisements they see, and how it influences their food choices.
- Ask: Do you see many advertisements for vegetables and fruit? If there were, do you think people would eat more of them?

11. Look through all the healthy and delicious recipes listed on the *Recipe* page, and choose one recipe you would be interested in making at home, or at school.

Answer: Any recipe is fine.

Discussion Question:

- Why did you choose that recipe? What do you like about it?
- How many of you help out with the cooking at home? What types of foods do you know how to make? Do any

of you help to pack your own lunch?

- Do you think you could try to make this recipe at home with help from an adult?

Discussion Answer: Learning cooking skills is a healthy habit. The more practice you get, the better the food will taste, it's fun, and as a bonus, it is often healthy too.

Appendix F: Developing and Implementing SMART Goals

Setting goals is an important skill to be able to transform ideas into reality. Goals provide a long-term vision for success and motivation. It is important to support students in the process of setting and implementing their goals. One acronym that is often used when setting goals is SMART, which stands for:

Specific: Being specific about what is to be accomplished is important to be able to actually implement the goal. For example, instead of saying, “I want to eat better”, a more specific goal would be “I will eat more vegetables”.

Measurable: If you can measure your goal, you will know when you have achieved it. It is important to be able to track progress. Rather than saying “I will eat more vegetables,” try “I will eat vegetables at both lunch and supper at least 3 times a week.”

Attainable: Encourage students to find goals that are within their ability and skills. Discuss how to deal with barriers that might get in the way of achieving goals. If the goal is to eat more vegetables, are vegetables readily available or are there barriers to accessing vegetables. Some goals will require support from trusted family and friends. When students develop goals, ask them if they will require help from others. For example, a student may need parents to purchase more vegetables. If this is not possible, perhaps the goal could be altered to include actions over which the student has control, for e.g., if the school has a snack or lunch program, eat vegetables that are offered, or choose a new goal, such as choosing white milk instead of chocolate milk at lunch.

Realistic: Encourage students to develop goals that they are willing and able to work towards. Suggest students choose small, attainable goals, which are easier to track and provide ongoing reinforcement rather than choosing one large goal. Remind students to celebrate small successes to keep motivated.

Time-based: Students need to set specific deadlines for starting and completing their goals. For example, “I will eat vegetables both at lunch and supper at least 3 days a week for 2 weeks.”

Students may adjust goals if needed. Goal setting is a chance to learn about oneself and how to handle challenges. People often start a program to make change, but then struggle to keep with it. Students could use these ideas to help stay on track:

- Write down a list of benefits of achieving goals.
- Identify challenges and make a plan for how to deal with them, e.g. If the goal is to eat more vegetables but the school doesn't offer many, be sure to pack a lunch.
- Communicate goals to trusted friends and supportive family.

The middle years can be a time of anxiety for students who experience body changes as they enter adolescence. In response they may want to alter their body shape or size, such as weight loss, or increase muscle mass. Because these actions can lead to unhealthy behaviours, it could be beneficial to encourage students to develop healthy body image SMART goals. An example is below:

Specific: I will appreciate my body for all it does; *Measurable:* Every time I think of or say something negative about my body I will list one thing my body does for me and one thing I like about my body; *Realistic:* Because this may be a new process for students, it can be helpful for them to have a list of things they appreciate about their bodies. *Time-based:* For the next three weeks, every time I think of or say something negative about my body, I will list one thing my body does for me and one thing I like about my body.

My S.M.A.R.T Goal Planner

| | |
|--------------------------|---|
| <p>Specific</p> | <p>What exactly do I want to do?</p> <p><i>Example: I want to eat more meals together with my family</i></p> <p>1.</p> <p>2.</p> |
| <p>Measurable</p> | <p>How will I track my progress or know I reached my goal?</p> <p><i>Example: I will eat <u>2</u> meals this week with my family and write down the date and which meal, and what we talked about.</i></p> <p>1.</p> <p>2.</p> |
| <p>Attainable</p> | <p>Do I have what I need to make it possible?</p> <p><i>Example: I will ask my family if they will be able to do this with me</i></p> <p>1.</p> <p>2.</p> |
| <p>Realistic</p> | <p>Is this realistic for me? Is this the right time?</p> <p><i>Example: because it is a class assignment and I feel like I don't eat together with my family enough. I like having meals together.</i></p> <p>1.</p> <p>2.</p> |
| <p>Time-Based</p> | <p>When will I have this completed?</p> <p><i>Example: by the end of this week. Due date is _____</i></p> <p>1.</p> <p>2.</p> |

Non-Food Rewards

Sometimes food is used to motivate children. For example, a parent may reward their child with dessert if they eat all their vegetables, or a teacher may give a child a candy for getting a question right. Rewards can be a good tool to encourage a behaviour, but over time, the goal is to reward children less and less so they learn to do it on their own.

Rewards should not be used to get children to eat certain foods. Doing so can put pressure on children and lead them to eat worse, not better.



Use non-food rewards to support healthy habits.

Food rewards can lead to unhealthy habits because children may:

- learn to like less healthy foods more than nutritious foods.
- learn to use food to feel good.
- lose the ability to tell when they are hungry or full.
- expect to be rewarded for doing good things and not do it on their own— this can lead to poorer academic outcomes.
- under or over eat

Alternatives to food rewards:

- Social rewards—such as attention, praise or thanks.
- Recognition—such as plaques, stickers, or telling others.
- Privileges—such as extra time outside for break, choosing an afternoon activity, etc.
- Toys or gear—e.g. Frisbee, water bottle, etc.
- Point system—earn points toward a larger non-food prize.
- Fun activities – such as games, field trips, etc.