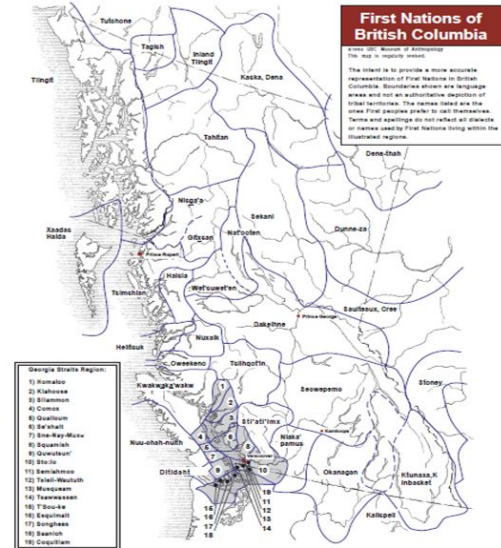


Supporting Healthy Eating at School:



What we say and do matters

Traditional Land Acknowledgement



Hello!



Nicole Spencer, MEd, RD

VCH Public Health Dietitian - Child and Youth Program



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NH Population Health Dietitian - School-Age Nutrition Lead



Where are you joining us from?



- Vancouver Island
- Lower Mainland
- Interior BC
- Northern BC
- Other

Go to www.menti.com and use code 92-42-12

What is your role in schools?



- Teacher
- School support staff
- Community partner
- Parent/caregiver
- Health professional
- Other

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Outline

- What is healthy eating?
- The school context
- Talking about food
- Resources and tools

**What does it mean to
be a “good eater”?**

A “Good Eater”...is a Competent Eater

Eating Attitudes

Have positive attitudes about food and eating

Food Acceptance

Be comfortable with food; able to learn to like new foods

Internal Regulation

Intuitively eat as much as is needed for energy and growth

Food Management Skills

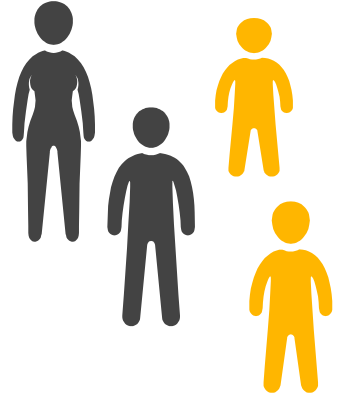
Plan, prepare and eat regular meals and snacks (later)

Eating Competent people eat healthier and *are* healthier



- Have better diets
- Are more joyful and positive about eating
- Are more trusting and capable with themselves and other people
- Have the same or lower BMI²
- Have better physical self-acceptance
- Are more active
- Sleep better and longer
- Have better medical profiles and lab tests
- Do better with feeding their children

Division of Responsibility



Adults and children each have roles around eating



Feeding is a **shared** responsibility

Adult

WHAT

WHEN

WHERE

Children

WHETHER

HOW MUCH

TO GROW AS NATURE INTENDED

Division of Responsibility in **Feeding** at School

Parent/Caregiver

WHAT is offered
from home

School

WHAT is offered in
vending machines,
school caf, school
food programs, etc.

WHERE

WHEN

Student

HOW MUCH

WHETHER

**TO GROW AS
NATURE
INTENDED**

Which of the following applies the **Division of Responsibility** in feeding?



- a. "Finish your sandwich before you go outside"
- b. "Eat your veggies before you have your cookie"
- c. Asking a child to sit down while eating their lunch.
- d. Asking kids to "just try one bite, you might like it."
- e. Telling your class that you're excited to eat your lasagna at lunch. It's your grandma's traditional recipe.

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Which of the following applies the **Division of Responsibility** in feeding?

- a. "You need to finish your lunch before you go outside"
- b. "Eat your veggies before you have your cookie"
- c. Asking a child to sit down while eating their lunch.**
- d. Asking kids to "just try one bite, you might like it."
- e. Telling your class that you're excited to eat your lasagna at lunch. It's your grandma's traditional recipe.**

Pressure **Backfires...**



- **May override fullness cues**
 - “Finish your sandwich before you go outside”
- **Suggests some foods are less desirable**
 - “ Eat your veggies before you have your cookie”
- **Makes it harder for kids to learn to like foods**
 - “Asking kids to “just try one bite, you might like it.”

It's all about **Trust**



Children compensate:

- Day-to-day
- Low-fat school menus → seek high-fat foods
- Catch-up growth after illness or starvation
- Increased appetite before/during growth spurts

Intakes varies— only children know how much they need



“The goal of raising good eaters is to help children grow up with positive eating attitudes and behaviours; it is not to get them to eat their carrots for today’s lunch”

- Adapted from Ellyn Satter

What can adults do?

It's about **opportunities**



Talking about food



Does this sound familiar?

"I'm so bad, I ate cake last night"

"No junk food at school. You can't eat that candy from your lunch."

"Don't eat that. Sugar is bad for you."



Talking About Food: It's about **opportunities**

Consider saying:

"I had ___ with dinner last night. It was yummy."

"There are no good or bad foods. All foods fit."

"Your body needs a variety of food to grow and be active"

Public health	
Health topics A-Z	+
Communicable diseases & immunizations	+
Pregnancy & early childhood	
Children, youth & schools	—
School health	—
North Shore school health manual	+
Vancouver school health manual	+
Supporting healthy eating at school	
Youth health	+
Care facility licensing	+
Environmental health & inspections	+

Supporting healthy eating at school

AA Share Print



Support Healthy Eating Environments in Schools



Build Food Literacy in Schools



Teach About Food and Nutrition in Schools: Key Messages for Educators



Teach About Food and Nutrition in Schools: Lesson Ideas



Support Parents/Caregivers at Home



Contact Public Health Dietitian for Schools



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Healthy Eating at School

Healthy eating supports children to learn well, eat well, and live well. Schools can positively influence children's eating attitudes and behaviours and help lay the foundation for a healthy relationship with food.

Students do best when they have role models, and when foods offered both in and outside classrooms are in line with healthy eating messages.

- Support Healthy Food Environments in Schools
- Build a School Food Program: Tips, Tools, and Examples
- Teach About Food and Nutrition: Key Messages and Lesson Plans

Contact

Population Health Nutrition

Team

Email: EcoHealthNutrition@NorthernHealth.ca
Phone: 250-631-4236

Resources

- [Ellyn Satter Institute: Healthy Eating at School](#)
- [Healthy Eating Action Guide for Schools](#)
- [Making It Happen: Healthy Eating At School](#)
- [Resources for Parents/Caregivers](#)

[VCH Supporting Healthy Eating at School](#)

[NH Healthy Eating at School](#)

Opportunities for adults to support eating competence	Sample educator resources
Introduce food (growing, cooking, eating)	<ul style="list-style-type: none"> ● What am I? activity ● Primary Book list
Explore hands-on food activities	<ul style="list-style-type: none"> ● Yogurt Sundaes ● FANLIT Food skills ● Apple Tasting
Involve kids in growing and harvesting	<ul style="list-style-type: none"> ● School gardens ● Spuds in Tubs ● Food grants

Opportunities for adults to support eating competence	Sample educator resources
Teach kids about where food comes from	<ul style="list-style-type: none"> ● Grow BC ● Field trips to a farm, garden, or smokehouse
Offer a variety of foods at school without pressure	<ul style="list-style-type: none"> ● School meal & snack programs ● Fundraising ● Fresh to you
Create a supportive eating environment	<ul style="list-style-type: none"> ● Play first lunch ● Enough time to eat ● Safe and pleasant eating areas

Opportunities for adults to support eating competence	Sample educator resources
Be a role model - what you say and do matters	<ul style="list-style-type: none"> ● One pager Nurturing Healthy Eating in the Classroom ● Talking to kids about food ● Sit and eat with children
Help kids feel good about food, eating and their bodies	<ul style="list-style-type: none"> ● Teaching tools to promote a healthy body image ● Teacher workshops

Hot topics: It's about **opportunities**

- Vegetables: A Kid-Friendly Approach
- Is Sugar Unhealthy for Children?
- Are “picky eaters” just “eaters in training”? Tips to help build kids food acceptance skills
- Learning to trust: Northern Health Dietitians share stories about feeding their children
- New Year's resolution: kids in the kitchen!



Resources to promote healthy eating



Ellyn Satter Institute



- [Positive Mealtimes](#): short booklet applies Ellyn Satter's "how to eat" for young children
- [Feeding with Love and Good Sense: 6 through 13 years](#)
- Resources for adults: [The Joy of Eating](#)

Jessie's Legacy

- disordered eating prevention resources

Dietitians at Healthlink BC

- call 8-1-1 or email for advice from a dietitian





“A meal is not about food; it is about the interchanges and interactions that go on around food. We do not sit at the table only to eat, but to eat together. The social interaction over a meal is as substantive as the nutrition. Through food, we express love. We bring comfort and hope. We forge new relationships and reinforce old bonds. Food reaffirms not only our humanity but the joy of being alive.”

— *The Meaning of Food* by Marcus Samuelsson

Key Messages



- Provide positive role modelling
- Create positive food experiences
- Explore a variety of foods





What is one thing I **learned** today?

Go to www.menti.com and use code 92-42-12



Thank you!

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Questions & Comments?

