Land recognition
Connecting around Food During COVID-19:

Nutrition Education Home & School Learning Opportunities
Hello!

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What’s the plan?

- Roles and approaches in food & nutrition education
- Identifying child-centered opportunities
- Lesson plans, resources, articles and tools
What influences your food choices?

Why did you eat what you did this morning or last night?

Go to www.menti.com and enter code 35-96-77
What influences food choices

- TASTE
- COST
- AVAILABILITY
- SKILLS
- CONVENIENCE/TIME
- FAMILY & CULTURE
- ATTITUDES, VALUES, AND BELIEFS
- NUTRITIONAL VALUE
Child-centered “Nutrition Education” is Food Education!

Image Source: Getting Kids Hands Dirty, Janet Nezon (Rainbow Plate)
Roles in Food Education

Adult/Educator

- Provide lots of neutral opportunities to explore and experience foods

Students

- Decide how much to eat
- Decide whether to try a food
- Learn at their own pace

School example: Nurture Healthy Eaters
Webinar: Supporting Healthy Eating at School
Roles in Food Education at Home: Better Together BC: The Morning Muesli Buffet
Which of the following are child-centered food education opportunities?

a. “Eating different foods gives us what we need to grow and be active.”
b. “Cake is a "sometimes food" and broccoli is an “everyday food.””
c. “Carrots are good for us because they help our eyes stay healthy.”
d. Categorize these foods into “processed” and “unprocessed”
e. “Yes, this apple is green! What other fruit and vegetables are green?”
f. “Draw a healthy meal with ½ your plate veg & fruits, ¼ protein, ¼ grains.”

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Child-centered **food education** opportunities

**Uses positive and inclusive language**

“Eating different foods gives us what we need to grow and be active"

**Inspires inquiry and exploration**

“Yes, this apple is green! What other fruit and vegetables are green?”

Related reference: [Satter Nutrition Education Rubric](#)
Labelling food can backfire

Kids can interpret as “good” and “bad”

“Cake is a "sometimes food" and broccoli is an “everyday food”.

Categorize these foods into “processed” and “unprocessed”

Other examples:

“There are red light foods, yellow light foods, and green light foods"

“Healthy and unhealthy”

Related article: Is Sugar Unhealthy for Children
Nutrition information can backfire

Can feel like pressure (what and how much)

“Carrots are good for us because they help our eyes stay healthy”

Another example:

“Vegetables and fruits are growing foods”

“Draw a healthy meal with ½ your plate veg & fruits, ¼ protein, ¼ grains.”

Related reference: Positive or Negative, it’s still pressure
Create Positive Food Experiences

Nurture curiosity

“Do you know how beans grow? Let’s discover together.”

Do you know what this is? What shape is it? How does it feel - smooth or fuzzy? How does it taste - sweet, bitter, fresh...?

“ Do you know where was yogurt invented?”

Recognize and celebrate body diversity: all bodies are good bodies

Photo credit: Dena Ferretti, Northern Health Stories
Create Positive Food Experiences

Build food skills

“Let’s scrub these potatoes together.”

“Have you ever tried lentils before? How did you eat them?”

Today we’re exploring cereal. Muesli is a kind of cereal. It means “mixture”. What foods could you put in your muesli?

Build a balanced meal (all three food groupings) and a snack (at least one food grouping) (grade 6 and up)

Photo credit: Flo Sheppard
Create Positive Food Experiences

Classification of foods (neutrally)

“What foods grow on trees? In the ground?”

“Yes, this a cranberry. What other types of berries can you name?”

“Let’s make a collage of foods from the ‘protein foods’ grouping”

“Whole grains are high in fibre and help keep us regular. What types of whole grain foods can you think of?” (grade 6 and up)
VCH Supporting Healthy Eating at School

Connecting Around Food During COVID-19

Source: VCH Supporting Healthy Eating at School
“There are many types of this food
Wild, brown and white to name a few
Before it ever reached your plate
A paddy field is where it grew”
Connecting around Food: **Exploring Food**

**DASH Pocket Plants**

**DASH Family Story Cookbook**

**Project Chef: Cooking tips**

**Parts of a plant lesson (15 min)**

**Parts of a plant we eat**

**Parts of a plant worksheet**
Connecting around Food: Home Resources

Three Tips for feeding kids during COVID-19

Kids in the kitchen during COVID-19

Top Five Questions about Food and eating during COVID-19

Planting seeds for healthy eating: easy ways to grow food with kids

For more: VCH Supporting Healthy Eating at School
Key Messages

Child-centered “nutrition” education:

● helps kids feel positively about food, eating and their bodies
● is about FOOD not nutrition
● is about exposure and exploration
● honours children’s role with eating and adults roles with feeding.
What is one thing I learned today?

Go to www.menti.com and enter code 35-96-77
Questions? Comments?
Thank you!

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