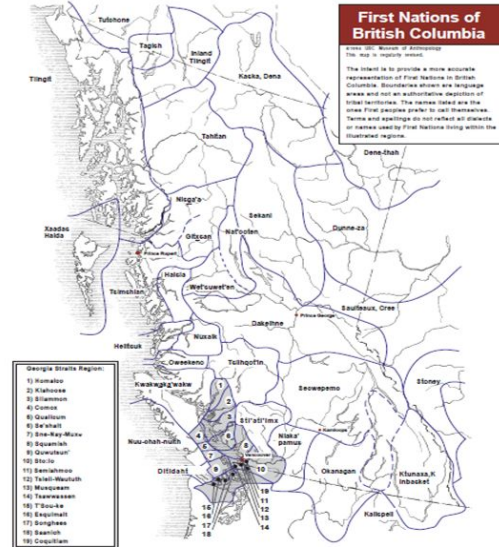


Land recognition



Connecting around Food During COVID-19:



Nutrition Education Home & School Learning Opportunities

Hello!

Nicole Spencer, MEd, RD

VCH Public Health Dietitian - Child and Youth Program



Emilia Moulechkova, RD

NH Population Health Dietitian - School-Age Nutrition Lead



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?

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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 $\frac{1}{2}$ your plate veg & fruits, $\frac{1}{4}$ protein, $\frac{1}{4}$ 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 $\frac{1}{2}$ your plate veg & fruits, $\frac{1}{4}$ protein, $\frac{1}{4}$ 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)



Photo credit: Jen Wong

VCH Supporting Healthy Eating at School

Connecting Around Food During COVID-19



Vancouver Coastal Health
Supporting Healthy Eating at School

Exploring Food: COVID-19 Home Learning Lesson Plans and Resources

Below are examples of place-based, food-related home learning lesson plans and resources identified for use during COVID-19. These resources offer child-centered food literacy opportunities that provide positive food experiences designed to develop food skills and nurture a healthy relationship with food. The content also builds on the principles found at [Open School BC](#).

Food-related COVID-19 Home Learning Lesson Plans

The following lesson plans connect to the BC Physical and Health Education curriculum as well as many other curricular areas, including Applied Design Skills and Technology, English Language Arts, Science, Mathematics, Social Studies, and Arts Education.

- [Growwise Chef's At home: Vegetable Explorers \(K to 7\)](#)
- [DASH BC home learning pocket plants: Part 1 & Part 2 \(K to 12\)](#)
- [BCDA nutrition education ideas for home learning \(K to 12\)](#)
 - [Food Explorers home learning lesson plans \(K to 12\)](#)
 - [Food for Us home learning lesson plans \(Grades 2 to 3\)](#)
- [Delta School District Indigenous Educator Odishanji Eulachon Fishing Video Lesson \(K-12\)](#)
- [BC Agriculture in the Classroom Home Learning Lesson Plans \(K to 12\)](#)
- [Project Chef Tree: Tips for Cooking and Reflective Activity \(Grades 4 to 12\)](#)
 - [Related: Project Chef Knife skills videos \(K to 12\)](#)
- [PHF home learning lesson plan Passed down Through Generations \(Grades 4 to 6\)](#)
- [DASH BC home learning Family Food Story Cookbook lesson plan \(Grades 4 to 7\)](#)
- [PHF home learning lesson plan Food skills expert \(Grades 7 to 12\)](#)
 - [Related: TedEd science-focused videos \[The science of spice\]\(#\) & \[Beneficial bacteria\]\(#\)](#)

Supportive COVID-19 Food-related Resources

- [Media Smarts Resources for families staying home during COVID-19 \(K to 12\)](#)
- [VCH Supporting Healthy Eating at School](#)
 - [Connecting around Food During COVID-19](#)
 - [Support parents/caregivers at home](#)

If you have any specific questions about a child's nutrition, you can contact HealthLinkBC at 8-1-1 or speak to a registered dietitian or [email a HealthLinkBC dietitian](#).

Written and updated by Vancouver Coastal Health Child and Youth Public Health Dietitians, May 21, 2020

Connecting around Food: Exploring Food



[BC Ag in the Classroom Online Storybooks & Lesson Plans](#)

“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”



[BCDA Take your Classroom Lessons Online](#)

Connecting around Food: Exploring Food

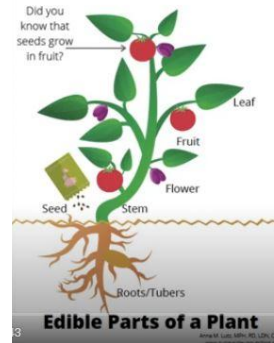


[DASH Pocket Plants](#)

[DASH Family Story Cookbook](#)



[Project Chef: Cooking tips](#)

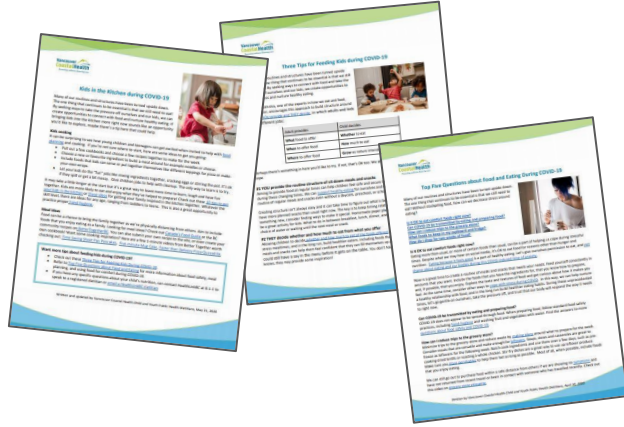


[Parts of a plant lesson \(15 min\)](#)

[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



[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!

Emilia Moulechkova, RD NH Population Health Dietitian

Emilia.Moulechkova@northernhealth.ca

Nicole Spencer, MEd, RD VCH Public Health Dietitian

Nicole.Spencer@vch.ca