

# Nutrition Positive Manual



*Nutrition Positive exists to create and support healthy food environments and healthy food policy in Saskatoon and area school communities*

# Table of Contents

What Is Nutrition Positive?.....	2
Purpose and Goals .....	3
Nutrition Positive - What's In It For You?.....	4
Nutrition Positive Steps for Success .....	4
Nutrition Issues in Schools .....	8
Nutrition Positive Categories .....	9
Nutrition Positive School Planning .....	10
Nutrition Positive Assessment .....	11
Activity Planning Form .....	12
Nutrition Positive Role Model Assessment.....	13
Lead by Example.....	13
Summary Form .....	15
Nutrition Recommendations.....	18
Eating Well with Canada's Food Guide .....	20
Healthy Foods for My School .....	20
Healthy Eating Guidelines.....	22
Guidelines for Planning Nutrition Positive Food Policy.....	29
Nutrition Positive Activities Ideas and Resources.....	37
Nutrition Positive Celebration Ideas.....	43
How to Book/Borrow Resources .....	44
Nutrition Positive Resources .....	46
Healthy Baking.....	47
Food Experiences and Taste Testing .....	49
Alternate Rewards and Incentives .....	52
Nutrition Positive References.....	54
Curriculum Enhancement.....	55
Healthy Food Environment.....	55
Food Policy.....	55



## What Is Nutrition Positive?

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Nutrition Positive is about helping kids... it's helping kids eat better, feel better

Nutrition Positive is about choosing a nutrition issue relevant to your school or class and challenging staff, students, and the school community to do something about it!

It's easy... just use Canada's Food Guide as your guide. It can be as simple as incorporating nutrition ideas with nutritious foods into your classroom activities, lesson plans (i.e. math, language, arts, etc.). Organize a Nutrition Positive assembly for your school or serve healthy food for your "hot lunch" fund-raiser. Write and implement a healthy food policy in your school.

The School Action Committee is here to help. The ***In motion***-Nutrition Positive School Action committee is a partnership that inspires, equips and mobilizes leaders within school communities to improve the healthy learning environment for students.

Membership consists of the four school divisions within the former Saskatoon Health Region, health authority staff, and community organizations.

For more information or questions contact:

Jill Aussant, RD  
PUBLIC HEALTH NUTRITIONIST  
Health Promotion Department  
Population and Public Health  
Saskatchewan Health Authority | 306-655-4687  
Jill.aussant@saskhealthauthority.ca



# Purpose and Goals

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**Nutrition Positive exists to create and support a healthy food environment and health food policy in Saskatoon and area school communities**

## Nutrition Positive Goals

**I. To create a healthy food environment Nutrition Positive works to affect change in:**

- **Awareness**
- **Education**
- **Behavior**
- **Policy**
- **Long term health and learning benefits**

### **Awareness:**

- to increase community awareness and Program participation of all Saskatoon and area schools
- to increase awareness of nutrition issues which impact health and learning

### **Education:**

- to support nutrition teaching within the Ministry of Education, Health Education curriculum
- to teach the importance of role modeling healthy eating both in and out of school

### **Behaviour:**

- to improve healthy eating habits in children and adults
- to increase the use of healthy food in school environments
- to increase the frequency of healthy food choices

### **Policy:**

- to support “Nourishing Minds – Towards Comprehensive School Community Health: Nutrition Policy Development in Saskatchewan Schools”
- to assist the divisions and schools implement a Healthy School Food Policy

### **Long Term Health and Learning Benefits:**

- to increase overall health and the capacity for learning
- to decrease childhood obesity and chronic diseases related to nutrition

**II. To support healthy food environments Nutrition Positive works to establish partnerships and provide resources.**

### **Partnerships:**

- maintain positive working relationships with partners

### **Resources:**

- to maintain agreements with sponsors
- to generate funds for some Program operations
- to provide some nutrition resources to schools



# Nutrition Positive - What's In It For You?

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Through Nutrition Positive, your school can ...

- Enhance nutrition and health in your classroom and school! See your students eat better, feel better and do better!
- Receive FREE nutrition education materials!
- Borrow the Captain Carrot costume!
- Celebrate your successes in your schools!
- Invite “Prairie Dog” Doug Campbell to sing the Nutrition Positive song (he will charge to perform)!
- Access the popcorn and smoothie machines through your Division!
- Organize a fresh food buffet (salad bar) for the entire school as an alternative to one of your Saskatoon school's hot lunches! Contact CHEP Good Food Inc.
- Buy produce in bulk through CHEP Good Food Inc. in Saskatoon!
- Promote positive relationships within your community!
- Borrow Nutrition Positive games from your Division resource centre!

## Who's Eligible?

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Nutrition Positive is open to all schools from Kindergarten to Grade 12 in Saskatoon and area, including those that have participated in previous years.





# Nutrition Positive Steps for Success

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## 1. Committee

Form a Nutrition Positive Committee that consists of administrator, teachers, students, parents, Public Health Nurse, food coordinator (if applicable) and community members. **Most successful Nutrition Positive programs have strong administration support!**

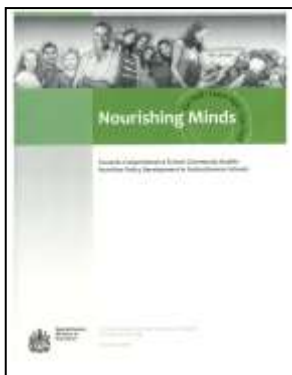
## 2. Assessment

Assess your school using the checklist: “Nutrition Positive Assessment.” The items on the checklist need to be consistently practiced or use “Nutrition Issues in Schools.” For a whole school assessment see the [Joint Consortium Healthy School Planner and Physical Activity Tool Kit](#).

## 3. Goals

The Nutrition Positive Committee members in the school should identify nutrition goals that are important to their school. Follow these criteria when planning your Nutrition Positive program.

- Plan **Curriculum Enhancement** activities based on [Saskatchewan Ministry of Education Health Curriculum](#)
- Create a **Healthy Food Environment**  
Use [Healthy Foods for my School](#) to guide your food selection.
- Create a Healthy School Food Policy using the [Nourishing Minds](#).
- Implement the **Healthy Food Policies** developed by your division using the guidelines in “Nourishing Minds”.



#### 4. Plan

Involve staff, students, and parents to plan initiatives around your Nutrition Positive goals based on your assessment. Carry them out during the school year and continue the changes in future years. Use the “Nutrition Positive Activity Planning” form (page 11) or Nutrition Issues in Schools (page 9).

#### 5. Implement Nutrition Positive

Implement Nutrition Positive activities until the end of the school year (e.g. replacing soft drink vending machines with milk or 100% unsweetened juice vending machines, having only healthy foods available at “hot lunches”).

- a) *Canada's Food Guide* serves as the basis for the nutrition information in your initiatives.
- b) Initiative should involve the whole school and possibly other interested groups such as parents, community groups, local businesses etc.
- c) Initiatives should bring about a healthy change within the school and in some way reach out to the community. Remember the goal is to change to a healthy food environment using *Healthy foods for my School and Healthy Eating Guidelines* from *Nourishing Minds*.
- d) Implementation of a Healthy School Food Policy for your Division based on *Nourishing Minds* is the ultimate goal!





## 7. Summary Form

The **Nutrition Positive Summary Form** is submitted in May each year. Enclose any materials that may help explain your efforts such as songs, poems, photos, videos, and comments from parents, staff, students, your successes will be shared with other schools.

## 8. Celebrate

Plan a **Nutrition Positive Celebration** in May or June in your school. See activities of a “Nutrition Positive Celebration Ideas” (pages 44 and 45).

## 9. Plan for the Future

Use “Nutrition Issues in Schools” to assess and plan for next year (page 9).





## Nutrition Issues in Schools

These are nutrition issues common to all schools. The following worksheet is a useful tool for assessing what your school is presently doing and where you would like to be in the future.

Use this form to involve staff, students and parents with the Nutrition Positive Program. Have them work through the topics to set goals and activities for your school.

### Assess Your Healthy Food Environment and consider ... the now, and the future...

Class Rewards	Hot Lunches	Fundraising	Classroom Events	School Activities	Vending Machines	Cafeteria/Canteen	Food Programs (if applicable) or other
Future ...	Future ...	Future ...	Future ...	Future ...	Future ...	Future ...	Future ...

## Nutrition Positive Categories

To be a Nutrition Positive school, include activities from all three categories by your third year. Try to include community members.

Pick activities that meet the needs of your school.

Make a difference! Use some of these examples, if you wish.

1. Curriculum Enhancement	2. Healthy Food Environment	3. Healthy Food Policy
<ul style="list-style-type: none"> <li>encourage all teachers to attend Nutrition curriculum workshops</li> <li>incorporate Nutrition Positive into <i>in motion</i> activities</li> <li>hold a Nutrition Positive assembly</li> <li>compare food intake to <i>Eating Well with Canada's Food Guide</i></li> <li>conduct a survey of breakfast and lunch choices of students</li> <li>produce a play, make a video, design posters, murals, display boards using your Nutrition Positive Banner</li> <li>integrate nutrition education with other subjects such as physical education, math, literature, art, etc.</li> <li>cook healthy food</li> <li>put nutrition information for parents in newsletters</li> </ul>	<ul style="list-style-type: none"> <li>Make a Nutrition Display with <i>Proud to be a Nutrition Positive School</i> banner</li> <li>Use <i>Healthy foods for my School</i> to select healthy foods</li> <li>use healthy food or non-food items for classroom incentive/rewards</li> <li>serve healthy “hot lunches”</li> <li>ensure that vending machines have only milk and 100% juice</li> <li>use fund-raisers and extra-curricular activities to reinforce healthy eating</li> <li>serve only healthy foods at school and classroom events and parties.</li> <li>advertise and promote tasty, nutritious foods in the cafeteria/canteen/food program</li> <li>school staff act as role models for students by eating healthy food</li> <li>promote and utilize locally grown foods in activities</li> </ul>	<ul style="list-style-type: none"> <li>write and implement healthy food policy according to <b>Nourishing Minds</b> <ul style="list-style-type: none"> <li>classroom incentives and rewards</li> <li>“hot” lunches</li> <li>fundraising</li> <li>classroom events</li> <li>school activities</li> <li>vending machines</li> <li>cafeteria/canteen</li> <li>food programs</li> <li>all foods served or sold in the school</li> </ul> </li> </ul> <p>Use <b>Nutrition Positive Planning and Nutrition Positive Assessment forms</b> and <b>Nutrition Issues in Schools</b> to assist you.</p> <p>Or use the guidelines, rubric and checklist in <b>Nourishing Minds</b>.</p>

# Nutrition Positive School Planning

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## PLANNING FORM

To plan for Nutrition Positive, please fill in the Nutrition Positive Assessment form. Set your goals and plan your activities as completely and accurately as you can. Feel free to add extra pages if you need more space.

**School:** \_\_\_\_\_

**Nutrition Positive Representative:** \_\_\_\_\_

The Nutrition Positive program emphasizes communication through a team concept. Your Nutrition Positive Team should consist of the following members:

### **Names of Nutrition Positive Committee**

Principal: \_\_\_\_\_

Staff Rep: \_\_\_\_\_

Parent Rep: \_\_\_\_\_

Public Health Nurse: \_\_\_\_\_

Community Coordinator (if applicable): \_\_\_\_\_

School Food Coordinator (if applicable): \_\_\_\_\_

Community Rep: \_\_\_\_\_

Other: \_\_\_\_\_

## Nutrition Positive Assessment

**School:** \_\_\_\_\_

*(check all that apply)*

**Nutrition Positive Program and Participation:**

- ☐ Our school has planned Nutrition Positive activities that include:
  - Curriculum Enhancement
  - Healthy Food Environment
  - Healthy Food Policy
- ☐ Nutrition Positive Program is directed by parents and school staff

**Nutrition Education:**

- ☐ All educators and food services staff attend Health Region nutrition workshop every 5 years.
- ☐ Monthly nutrition promotion at school staff meetings (highlight Nutrition Positive manual and information and resources)
- ☐ Monthly visible “new” nutrition tips (newsletters, banners, announcements, etc.)

**Staff as Role Models:**

- ☐ Role model healthy eating, accept all body sizes and support local food production

**Food Security:**

- ☐ Local foods researched and purchased when possible
- ☐ School encouraged to be a Good Food Box depot

**Food Offered at School Events:**

- ☐ All foods are healthy foods at all classroom and school event

**Food Used for Fundraising:**

- ☐ Foods sold for school and school community council fundraising items and events are healthy

**Foods Sold to Students:**

- ☐ All healthy foods
- ☐ No unhealthy food except sports drinks when appropriate
- ☐ Include locally-grown foods

**Food Treats or Rewards:**

- ☐ 100% of food rewards are healthy foods
- ☐ Use non-food items as rewards

**\*Healthy Foods:** Food that meet the standards of “Healthy foods for my School”

**\*Unhealthy Foods:** Foods that do not meet the standards of “Healthy foods for my School”

## Activity Planning Form

**1. What are some nutrition issues in your school?**

\_\_\_\_\_

**2. List actions in the three Nutrition Positive Categories that highlight what your school is doing well.**

1. Curriculum Enhancement \_\_\_\_\_

2. Healthy Food Environment \_\_\_\_\_

3. Healthy Food Policy \_\_\_\_\_

**3. Reflecting on your Assessment, what are the nutrition goals for Nutrition Positive in your school?**

\_\_\_\_\_

**4. Choose nutrition activities in each of the three Nutrition Positive Categories that your school will implement (e.g. integrate nutrition education with other subjects such as physical activity, math, science, and language arts; serve healthy food at all school events; write and implement a healthy food policy).**

1. Curriculum Enhancement \_\_\_\_\_

2. Healthy Food Environment \_\_\_\_\_

3. Healthy Food Policy \_\_\_\_\_

## **Nutrition Positive Role Model Assessment**

### **Lead by Example**

#### **Reflect on your own eating habits:**

1. Do you enjoy regular meals each day – breakfast, lunch and dinner, as well as nutritious snacks?  

Yes ☐No ☐
  
2. Do you enjoy a variety of foods from each food group from Canada's Food Guide every day?  

Yes ☐No ☐
  
3. Do you limit foods and beverages that are high in calories, fat, sugar or salt (sodium)?  

Yes ☐No ☐
  
4. Do you support local food production?  

Yes ☐No ☐
  
5. Do you strive to balance healthy eating and physical activity?  

Yes ☐No ☐
  
6. Do you eat and drink only healthy foods with your students?  

Yes ☐No ☐

#### **Reflect on your physical activity:**

7. Do you regularly engage in physical activity you enjoy?  

Yes ☐No ☐



8. Do you focus on participation rather than performance?

Yes ☐ No ☐

9. Do you encourage students to try a wide range of physical activities?

Yes ☐ No ☐

10. Do you participate in physical activities with your students?

Yes ☐ No ☐

**Reflect on your own self-esteem:**

11. Do you focus on your many positive attributes and those of others?

Yes ☐ No ☐

12. Do you believe that healthy bodies come in a variety of shapes and sizes?

Yes ☐ No ☐

13. Do you challenge unrealistically thin or muscular bodies in the media?

Yes ☐ No ☐

14. Do you have a “no tolerance” policy for put-downs, teasing, harassment and bullying?

Yes ☐ No ☐

**Assessment**

Strive to have as many “yes” answers as possible. If you answered “no” to any question, challenge yourself to make the appropriate change.

# Nutrition Positive Summary Form

School: \_\_\_\_\_

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

Please describe and check your activities and indicate the number of people affected in the Nutrition Positive categories of Curriculum Enhancement, Healthy Food Environment, and Healthy Food Policy.

## 1. Curriculum Enhancement

	Activity	Number of People Affected
<input type="checkbox"/>	Describe your Curriculum Enhancement success stories that we will share with others in next year's manual:	_____
<input type="checkbox"/>	Teacher attended Nutrition Workshops provided by Population and Public Health – Saskatoon Health Region .....	_____
<input type="checkbox"/>	Held a Nutrition Positive Assembly .....	_____
<input type="checkbox"/>	Used Canada's Food Guide to compare food intake .....	_____
<input type="checkbox"/>	Conducted a breakfast survey .....	_____
<input type="checkbox"/>	Conducted a lunch survey .....	_____
<input type="checkbox"/>	Produced a play about Healthy Eating .....	_____
<input type="checkbox"/>	Made a video about Healthy Eating .....	_____
<input type="checkbox"/>	Designed a poster .....	_____
<input type="checkbox"/>	Designed a mural .....	_____
<input type="checkbox"/>	Developed a display/bulletin board .....	_____
<input type="checkbox"/>	Integrated nutrition education with other subjects .....	_____
	• Mathematics .....	_____
	• Literature/language arts .....	_____
	• Geography/history .....	_____
	• Science .....	_____
	• Physical Education .....	_____
	• Art .....	_____
	• Other .....	_____

- |                                                                                                                                        |       |
|----------------------------------------------------------------------------------------------------------------------------------------|-------|
| <input type="checkbox"/> Cooked healthy food .....                                                                                     | _____ |
| <input type="checkbox"/> Sent nutrition information home to the parents e.g. put<br>nutrition information in parents' newsletters..... | _____ |
| <input type="checkbox"/> Displayed signage to indicate to students and visitors that<br>your school is Nutrition Positive .....        | _____ |
| <input type="checkbox"/> Other .....                                                                                                   | _____ |

## 2. Healthy Food Environment

- | Activity                                                                                                 | Number of<br>People Affected |
|----------------------------------------------------------------------------------------------------------|------------------------------|
| <input type="checkbox"/> Describe your Healthy Environment success stories:                              | _____                        |
|                                                                                                          |                              |
| <input type="checkbox"/> Used healthy food or non-food items for classrooms<br>incentives/rewards .....  | _____                        |
| <input type="checkbox"/> Had only healthy food at classroom events and parties .....                     | _____                        |
| <input type="checkbox"/> Served healthy "hot lunches" .....                                              | _____                        |
| <input type="checkbox"/> Sold healthy food for fundraising.....                                          | _____                        |
| <input type="checkbox"/> Served/sold healthy choices at school and extra curricular<br>activities .....  | _____                        |
| <input type="checkbox"/> Ensured vending machines dispense only milk and 100%<br>unsweetened juice ..... | _____                        |
| <input type="checkbox"/> Sold only healthy food in school cafeteria/canteen .....                        | _____                        |
| <input type="checkbox"/> Served healthy food in food program (e.g. CHEP) .....                           | _____                        |
| <input type="checkbox"/> School staff acted as role models for students by eating<br>healthy food.....   | _____                        |
| <input type="checkbox"/> Healthy food served at meetings/conferences .....                               | _____                        |
| <input type="checkbox"/> Used locally grown foods in your school .....                                   | _____                        |
| <input type="checkbox"/> Co-ordinated Good Food Box (CHEP) .....                                         | _____                        |
| <input type="checkbox"/> Other .....                                                                     | _____                        |

### 3. Healthy Food Policy

**Attach your written Healthy School Food Policy based on  
“Guidelines for Planning Nutrition Positive Food Policy”**

<b>About</b>	<b>Written</b> (Please enclose)	<b>Implemented</b> (Please describe on another page)
▪ Nutrition Positive Program and Participation	<input type="checkbox"/>	<input type="checkbox"/>
▪ Nutrition Education.....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff as Role Models .....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Food Security .....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Food Offered at School Events.....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Food Used for Fundraising .....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Foods Sold to Students .....	<input type="checkbox"/>	<input type="checkbox"/>
▪ Food Treats or Rewards .....	<input type="checkbox"/>	<input type="checkbox"/>

**4.** Add any descriptions or comments:

**5.** Include your Nutrition Positive songs, raps, pictures, etc.

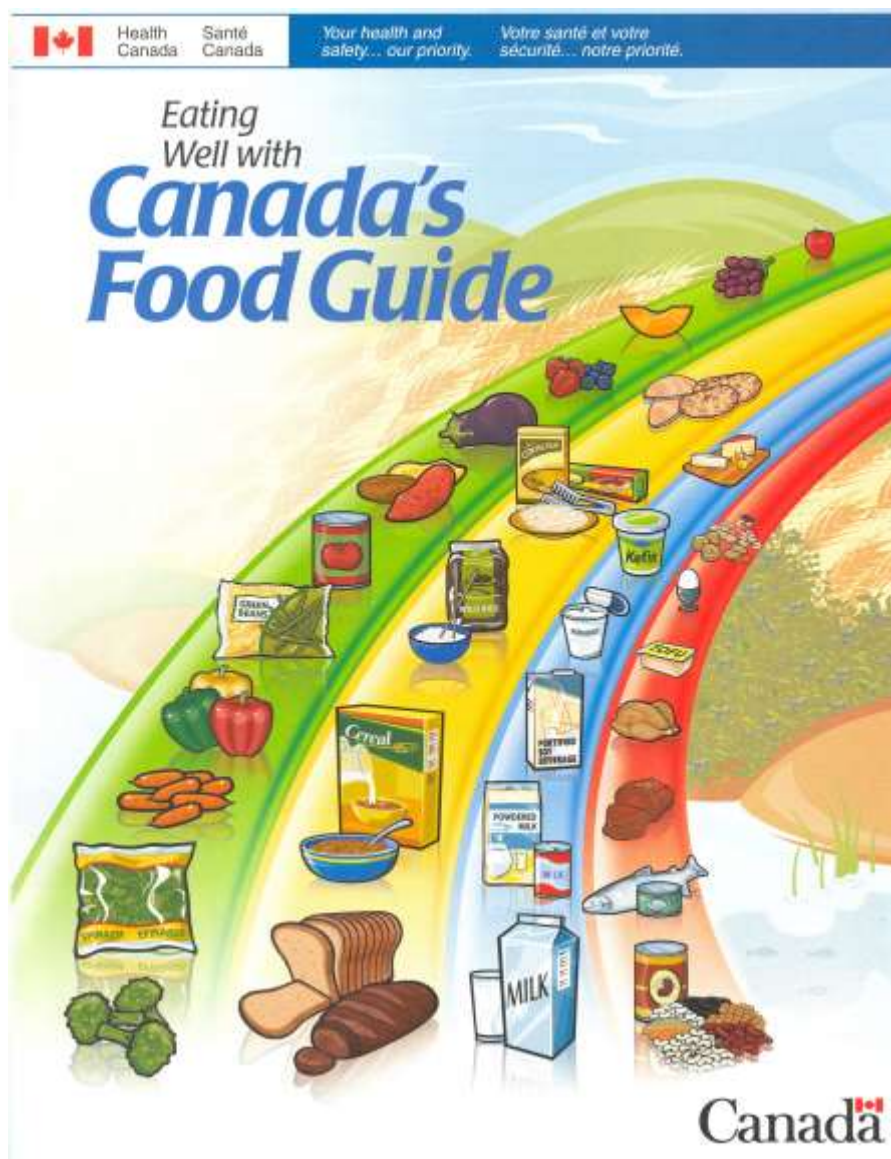
**6.** Please email to Cassandra Touet in MAY/JUNE  
[cassandra.touet@saskatoonhealthregion.ca](mailto:cassandra.touet@saskatoonhealthregion.ca)

# **Nutrition Positive Nutrition Recommendations**



## Eating Well with Canada's Food Guide

[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)





# Healthy Foods for My School

“Healthy Foods for My School” is the standard used to evaluate foods that have “nutrition facts” on the label. Foods that meet the standards are considered healthy (choose most, choose sometimes). Each food group has a different standard.

The standard can be accessed at the Government of Saskatchewan website:  
<http://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing>

For a copy contact Saskatoon Health Region – Population and Public Health  
Phone: 655-4630 or [lynn.kowblick@saskatoonhealthregion.ca](mailto:lynn.kowblick@saskatoonhealthregion.ca)



# Healthy Eating Guidelines

1. Healthy Eating Guidelines Poster and other supporting documents are online on the Saskatchewan Ministry of Education website.

<https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing#comprehensive-school-community-health> Click Nutrition

## Uses:

- Classroom teaching and events
- Tasting and cooking
- Nutrition Programs (breakfast, lunch or snacks)
- Cafeterias/canteen/concessions/serveries
- Vending machines
- Special celebrations/dances/theme days/year-end events/parties
- Sporting events
- Health fairs
- Fund-raising
- Meetings

# Healthy Eating Guidelines

**Nourishing Minds** [www.education.gov.sk.ca/nourishing-minds](http://www.education.gov.sk.ca/nourishing-minds)

**Who**

Students, staff, parents and community.

**What**

Working together to offer healthy foods and beverages.

**When**

All the time – each and every day.

**Where**

Anywhere foods or beverages are sold or offered.

**Why**

To support learning, growth and health.



For more information: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)  
[www.health.gov.sk.ca/healthy-foods-for-my-school](http://www.health.gov.sk.ca/healthy-foods-for-my-school)

Developed in partnership by:



Saskatchewan  
Ministry of  
Education



Saskatchewan  
Ministry of  
Health



Regina Qu'Appelle  
HEALTH REGION

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# Healthy Foods at School

## WHO

Students, staff, parents and the community work together to select and offer healthy choices at school.

## WHAT

Wholesome foods from the four food groups in Canada's Food Guide.

## WHEN

Any time food is served or sold at school.

## WHERE

Lunchrooms, cafeterias, canteens, school events, classroom parties, fund raisers, staff and community meetings.

## WHY

For children's health, growth and learning. To support classroom learning.

### Vending Machines

- Water
- Milk
- 100% Fruit Juice

### Dances, Classroom Parties, Sporting Events

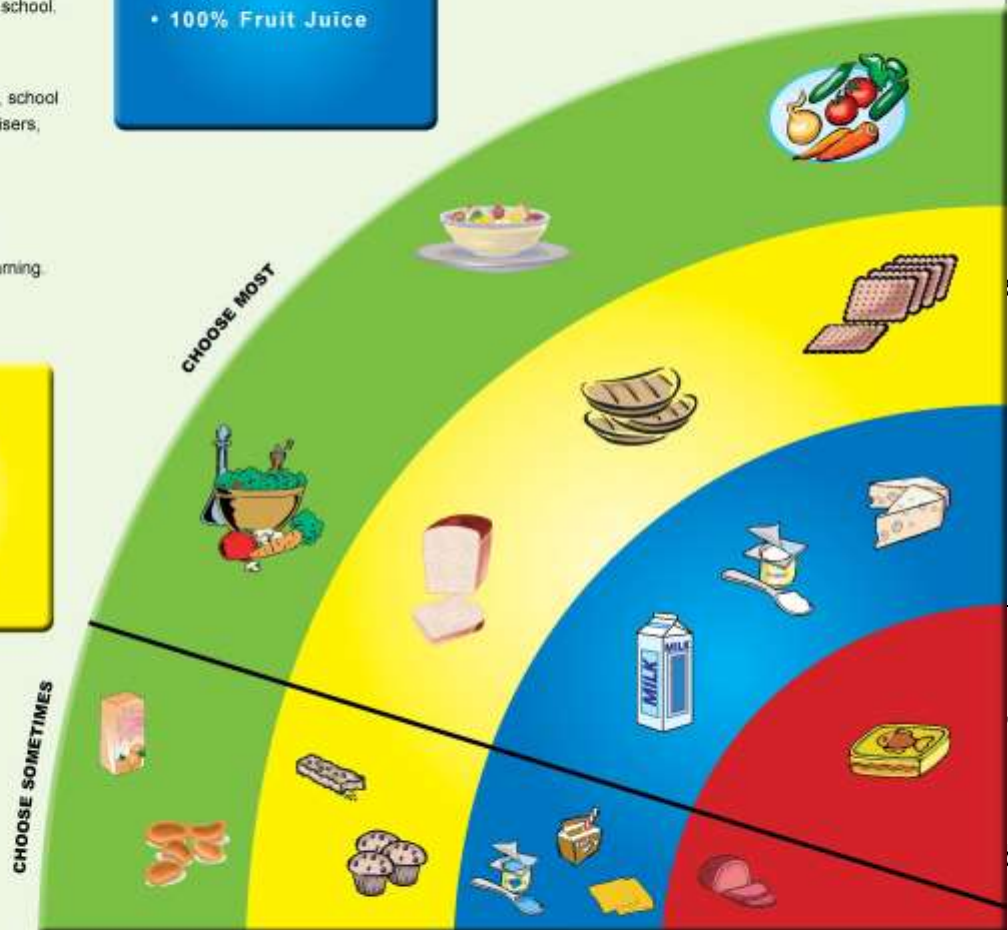
- Lower sugar granola bars
- Fruit Kabobs
- Yogurt Parfaits
- Smoothies
- Healthy Baking

### Canteen

- Yogurt
- Vegetable Salads
- Healthy Puddings
- Milk
- Fruit
- Unsweetened canned fruit

### Fundraising Lunches

- Whole grain submarine with meat and vegetables
- Vegetable and Bean Burritos



#### VEGETABLES & FRUIT

Vegetable or fruit must be 1<sup>st</sup> ingredient (or 2<sup>nd</sup> if water is first)

Select foods that have:  
Fat: ≤ 5g  
Saturated Fat: ≤ 2g  
Trans Fat: 0g  
Sodium: ≤ 400mg  
Sugar is not the first ingredient.

#### GRAIN PRODUCTS

Grain must be 1<sup>st</sup> ingredient.

Select foods that have:  
Fat: ≤ 10g  
Saturated Fat: ≤ 2g  
Trans Fat: 0g  
Sodium: ≤ 400mg  
Sugars: ≤ 12g

#### MILK & ALTERNATIVES

Milk must be 1<sup>st</sup> ingredient. In milk alternatives, water may be the 1<sup>st</sup> ingredient followed by a milk alternative such as soy.

Select foods that have:  
Fat: ≤ 10g  
Trans Fat: 0.5g  
Sugar: ≤ 25g  
Calcium: ≥ 10%

#### MEAT & ALTERNATIVES

Meat or meat alternative must be 1<sup>st</sup> ingredient.

Select foods that have:  
Fat: ≤ 15g  
Saturated Fat: ≤ 5g  
Trans Fat: ≤ 0.5g  
Sodium: ≤ 400mg  
Protein: ≥ 5g



## “Choose Sometimes”

If a food from this category is served, **balance** it with a food from “Choose Most Often” category.

<u><b>Vegetables and Fruit</b></u>	<u><b>Grain Products</b></u>
<ul style="list-style-type: none"> <li>• Fresh, frozen or canned vegetables with added salt, sugar, fat or sauces</li> <li>• Fruit canned in water, juice or light syrup</li> <li>• Low sodium canned vegetable soup</li> <li>• 100% fruit/vegetable juices-unsweetened</li> <li>• Dried fruit, 100% fruit leathers, 100% fruit or vegetable bars</li> </ul> <p>Vegetable or fruit must be 1<sup>st</sup> ingredient</p> <p><b>Select foods that have:</b>            Fat: ≤5g            Saturated fat: ≤2g            Trans fat: 0g            Sugar is not the first ingredient</p>	<ul style="list-style-type: none"> <li>• Enriched (white) bread, buns, tortillas, pita bread, bannock</li> <li>• Enriched pasta</li> <li>• White rice</li> <li>• Pancakes and waffles</li> <li>• Muffins and loaves</li> <li>• Granola bars (not coated)</li> <li>• Plain popcorn</li> <li>• Rice cakes</li> <li>• Crackers</li> </ul> <p>Grain must be 1<sup>st</sup> ingredient</p> <p><b>Select foods that have:</b>            Fat: ≤7g            Saturated fat: ≤2g            Trans fat: ≤0g            Sodium: ≤400 mg            Sugars: ≤12g</p>

## "Choose Sometimes"

If a food from this category is served, **balance** it with a food from “**Choose Most Often**” category.

<u><b>Milk and Alternatives</b></u>	<u><b>Meat and Alternatives</b></u>
<ul style="list-style-type: none"> <li>• Whole milk</li> <li>• Flavoured and chocolate milk</li> <li>• Fortified, flavoured soy beverages</li> <li>• Flavoured yogurt</li> <li>• Pudding made with milk</li> <li>• Hot chocolate made with milk</li> <li>• Cheese and string cheese</li> </ul> <p>Milk must be 1<sup>st</sup> ingredient. In milk alternatives, water may be the 1<sup>st</sup> ingredient followed by a milk alternative such as soy.</p> <p style="text-align: center;"><b>Select foods that have:</b></p> <p>Fat: ≤10g Trans: ≤0.5g Sodium: ≤350mg Sugar: ≤25g Calcium: ≥10% DV</p>	<ul style="list-style-type: none"> <li>• Fished canned in oil</li> <li>• Breaded fish, meat and chicken</li> <li>• Canned beans and beans with sauce</li> <li>• Lean deli meat such as ham and turkey</li> <li>• Salted and sweetened seeds, nuts and nut butters</li> </ul> <p>Meat or meat alternative must be 1<sup>st</sup> ingredient.</p> <p style="text-align: center;"><b>Select foods that have:</b></p> <p>Fat: ≤15g Saturated fat: ≤5g Trans fat: ≤0.5g Sodium: ≤450mg Protein: ≥5g</p>



## “MIXED DISHES”

A mixed dish product must contain at least **two food groups**.

Preference should be given to food items with a **vegetable listed in the first three ingredients**.

### **Choose Most Often**

The food has to meet the criteria for fat, sodium, sugar, fibre AND at least one of the following Vitamin A, C, calcium or iron.

#### **Select Foods that have:**

Fat:  $\leq 10\text{g}$

Saturated:  $\leq 2\text{g}$

Trans:  $\leq .5\text{g}$

Sodium:  $\leq 700\text{mg}$

Sugar: Not the first or second ingredient

Fibre:  $\geq 2\text{g}$

Vitamin A, C, calcium or iron: At least one nutrient  $\geq 10\%$  DV

### **Choose Sometimes**

The food has to meet the criteria for fat, sodium, sugar, and either fibre or one of the following Vitamin A,C, calcium or iron.

#### **Select Foods that have:**

Fat:  $\leq 15\text{g}$

Saturated:  $\leq 6\text{g}$

Trans:  $\leq .5\text{g}$

Sodium:  $\leq 700\text{mg}$

Sugar: Not the first or second ingredient

Fibre:  $\geq 2\text{g}$

Vitamin A, C, calcium or iron: At least one nutrient is  $\geq 10\%$  DV

\*\*Sugars can be from many forms: honey, molasses, corn syrup and words ending in “ose.”

## **Satisfy your thirst with water!**

<b>Breakfast:</b>	<b>Lunch and Supper:</b>	<b>Snack:</b>
1 serving from each of at least 3 food groups in <i>Canada's Food Guide</i>	1 serving from each of the 4 food groups in <i>Canada's Food Guide</i>	1 serving from each of 2 or more food groups in <i>Canada's Food Guide</i>

## **“Not Recommended”**

These foods are low in nutrients and fibre and also high in calories, fat, sugar and/or salt. **These foods are not appropriate in schools.**

- cakes and pastries
- chocolate and candies
- doughnuts and muffins
- high fat, high salt processed meats
- cookies and granola bars
- ice cream and frozen desserts
- French fries
- deep-fried foods
- potato chips, nachos and other salty snacks
- soft drinks
- fruit flavoured drinks
- sweetened hot or cold drinks
- energy drinks
- alcoholic beverages

Some of these foods may appear in the “choose sometimes” list. The foods “not recommended” are foods that do **not** meet the standards for “Healthy foods for my school”.

# **Guidelines for Planning Nutrition Positive Food Policy**



## **Guidelines for Planning Nutrition Positive Food Policy**

Leadership for healthy food policies in Saskatchewan has been provided by both the Ministry of Education and school boards. [Nourishing Minds](#) from the Ministry of Education, provides schools and school divisions with rationale and tools to create a healthy food environment in schools through policy. Please see the Food Policy reference section for school division policies (Page 64-75).

A healthy school environment outlined in a policy supports nutrition curriculum learning and provides opportunity to practice healthy behaviors. The full implementation of comprehensive school community nutrition policies and programs can improve the health and learning potential of children. Schools exert influence over children's eating habits and are the perfect setting to promote healthy eating.



The following guides can provide direction for your school to reflect where you are and areas where you could move forward. To create a strong healthy food culture in your school bring together teachers, parents, students, and community members to create your Nutrition Positive School policy.







# Guidelines for Planning Nutrition Positive Food Policy

**Nutrition Positive exists to create and support a healthy food environment and healthy food policy in Saskatoon and area school communities.**

These guidelines have been created by the Nutrition Positive advisory committee, with input from school educators and parents. Use it entirely or as a template for your school or division to create your own healthy food environment and health food policy!

Topic	Low	Moderate	High
<b>Nutrition Positive Program and participation</b> 	<ul style="list-style-type: none"> <li>All schools actively participate in the Nutrition Positive Program</li> <li>NP Program directed by parents or school staff</li> </ul>	<ul style="list-style-type: none"> <li>All schools actively participate in the Nutrition Positive Program</li> <li>NP Program directed by parents or school staff</li> </ul>	<ul style="list-style-type: none"> <li>All schools actively participate in the Nutrition Positive Program</li> <li>NP Program directed by parents or school staff</li> </ul>
<b>Nutrition Education</b> 	<ul style="list-style-type: none"> <li>All <b>health</b> education educators and food services staff attend Health Region nutrition workshop once</li> <li>Occasional nutrition promotion at school staff meetings (highlight Nutrition Positive manual information and resources)</li> <li>Occasional visible “new” nutrition tips (newsletters, hallways, banners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>All <b>health</b> education educators and food services staff attend Health Region nutrition workshop every 5 years</li> <li>Regular nutrition promotion at school staff meetings (highlight Nutrition Positive manual information and resources)</li> <li>Regular visible “new” nutrition tips (newsletters, hallways, banners, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>All educators and food services staff attend Health Region nutrition workshop every 5 years</li> <li>Monthly nutrition promotion at school staff meetings (highlight Nutrition Positive manual information and resources)</li> <li>Monthly visible “new” nutrition tips (newsletters, hallways, banners, etc.)</li> </ul>
<b>Staff as Role Models</b>	<ul style="list-style-type: none"> <li>Role model healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Role model healthy eating and accept all body sizes</li> </ul>	<ul style="list-style-type: none"> <li>Role model healthy eating, accept all body sizes and support local food production</li> </ul>

## Guidelines for Planning Nutrition Positive Food Policy

<b>Food Security</b> 	<ul style="list-style-type: none"> <li>Research and discuss “Where in the world our food comes from” with students in all grades</li> </ul>	<ul style="list-style-type: none"> <li>All school staff and council take part in food security discussion (e.g. Thought About Food, <a href="http://www.foodthoughtful.ca">www.foodthoughtful.ca</a> )</li> </ul>	<ul style="list-style-type: none"> <li>Local foods researched and purchased when possible</li> <li>Provide healthy food to food insecure students</li> </ul>
<b>Food Offered at School Events</b> 	<ul style="list-style-type: none"> <li>At all school events (including school-affiliated events), offer variety of healthy foods</li> <li>Best placement of healthy foods</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> healthy foods are healthy at selected days/events</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> foods are healthy foods at <b>all</b> school and school-affiliated events</li> </ul>
<b>Food Used for Fundraising</b>	<ul style="list-style-type: none"> <li>All foods sold for school and parent council fundraising items and events are healthy</li> </ul>	<ul style="list-style-type: none"> <li>All foods sold for school and parents council fundraising items and events are healthy</li> </ul>	<ul style="list-style-type: none"> <li>All foods sold for school and parents council fundraising items and events area healthy</li> </ul>
<b>Foods Sold to Students</b> 	<ul style="list-style-type: none"> <li>Most foods are healthy</li> <li>Best placement of healthy food</li> <li>Education to students about healthy/unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>All foods sold are healthy for 3 or more days/week</li> <li>No unhealthy food on these days except sport drinks when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>All foods sold are healthy, everyday</li> <li>No unhealthy food except sport drinks when appropriate</li> <li>Include locally-grown foods</li> </ul>
<b>Food Treats or Rewards</b> 	<ul style="list-style-type: none"> <li>No withholding of food as punishment</li> <li>Reward students and class with physical activity and healthy food activities</li> </ul>	<ul style="list-style-type: none"> <li>All food rewards are healthy foods</li> <li>No rewards from unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>All food rewards are healthy</li> <li>No rewards from unhealthy foods</li> <li>Use non-food items as rewards</li> </ul>
<p><b>*Healthy Foods:</b> Foods meet the standards for “<a href="#">Healthy Foods for My School</a>”</p> <p><b>*Unhealthy Foods:</b> Foods do <b>not</b> meet the standards for “Healthy Foods for My School”</p>			
<p><b>Low</b> – Minimum requirement      <b>Moderate</b> – Includes low. Midpoint to goal      <b>High</b> – Includes low and moderate. Nutrition Positive ultimate goal</p>			

September 2009



## Nourishing Minds

### Appendix C

#### Nutrition Rubric

Element	Awareness	In Development	Developed	Implemented
<b>Policy</b>	<input type="checkbox"/> The school division has no nutrition policy, or the policy that exists is not implemented, or the policy allows for food of low nutritional value at school.	<input type="checkbox"/> The school division has a nutrition policy developed by school and division staff and not based on the provincial guidelines.	<input type="checkbox"/> The school division has a nutrition policy developed by school, division and School Community Council members based on the provincial guidelines outlined in the document <i>Nourishing Minds: Towards Comprehensive School Community Health, Nutrition Policy Development in Saskatchewan Schools</i> but it was not fully implemented or evaluated.	<input type="checkbox"/> The school division has a policy that follows provincial guidelines outlined in the document <i>Nourishing Minds: Towards Comprehensive School Community Health, Nutrition Policy Development in Saskatchewan Schools</i> which is implemented and evaluated in all schools across the division. School staffs, students, School Community Councils, caregivers and the community are involved in developing and implementing the policy.
<b>High-Quality Teaching and Learning</b>	<input type="checkbox"/> Provincial health education curricula are not being implemented.  <input type="checkbox"/> Teachers of health education have limited to no training or resources/supports for an effective health education program.  <input type="checkbox"/> It appears that little to no learning opportunities exist for students and their families to learn about healthy food choices.	<input type="checkbox"/> Provincial health education curricula are referred to in unit planning.  <input type="checkbox"/> Healthy eating resources and supports are available to teachers of health education.  <input type="checkbox"/> Students learn about healthy food options but there is still a gap between school and home; caregivers/families are not engaged.	<input type="checkbox"/> Healthy eating as part of the provincial health education curricula is emphasized and supported by the school nutrition policy.  <input type="checkbox"/> Evaluated and recommended healthy eating resources that are a strong fit to provincial health education curriculum are used.  <input type="checkbox"/> Opportunities exist for caregivers to learn about healthy eating.	<input type="checkbox"/> Provincial health education curricula are implemented as intended. Understandings, skills, and confidences are reinforced where appropriate in the school nutrition policy.  <input type="checkbox"/> A variety of recommended, culturally sensitive, evaluated and developmentally appropriate instructional strategies and healthy eating resources are used.  <input type="checkbox"/> Teachers of health education have access to and support for continued professional development opportunities regarding healthy eating.  <input type="checkbox"/> Students, families and communities are involved and engaged in healthy nutrition. Caregivers are receiving information and are actively involved with nutrition at school.

Element	Awareness	In Development	Developed	Implemented
<b>High-Quality Teaching and Learning</b>	<input type="checkbox"/> Students are not aware of school nutrition policy.  <input type="checkbox"/> School staff regularly model poor choices (e.g., unhealthy food choices, skipping meals).	<input type="checkbox"/> Students have limited awareness of school nutrition policy.  <input type="checkbox"/> School staffs are making efforts to model healthier food choices.	<input type="checkbox"/> Students are aware of the school nutrition policy and are involved in selecting nutritious foods for their schools.  <input type="checkbox"/> School staff frequently model healthy food choices.	<input type="checkbox"/> A clear and consistent planned use of other informal healthy eating learning opportunities is included.  <input type="checkbox"/> Students are involved in all steps of policy development, implementation, and evaluation.  <input type="checkbox"/> School staff promote the school nutrition policy and plan for and model healthy food choices and behaviours.
<b>Healthy Physical Environment</b>	<input type="checkbox"/> Students are not washing their hands before or after eating.  <input type="checkbox"/> Students rush to find seats in a classroom or lunchroom and may be eating where there is no chair or desk/table top available (the room is crowded).  <input type="checkbox"/> Noon hour television programming at school is not monitored for appropriateness.  <input type="checkbox"/> Students do not have enough time to eat.  <input type="checkbox"/> Supervision of students is limited during mealtimes, and/or supervisors do not have any training regarding establishing and maintaining a caring and respectful environment.	<input type="checkbox"/> Some hand-washing is done but is inconsistent.  <input type="checkbox"/> Students have access to seating and desk/table tops but the eating area is crowded.  <input type="checkbox"/> Noon hour television programs are somewhat monitored for content.  <input type="checkbox"/> Students can continue to eat regardless of whether they are dismissed from the meal.  <input type="checkbox"/> Each class/lunchroom has a supervisor, but the supervisor has not been provided with training regarding establishing and maintaining a caring and respectful environment.	<input type="checkbox"/> Students are encouraged and reminded to wash their hands before and after eating and monitored during mealtimes.  <input type="checkbox"/> Students have access to ample seating.  <input type="checkbox"/> Noon hour television watching is monitored and other activity options are offered.  <input type="checkbox"/> Enough time is set aside for students to eat lunch; dismissal from the class/lunchroom varies and meets the needs of students.  <input type="checkbox"/> Each class/lunchroom has a supervisor and they have had some training and support regarding establishing and maintaining a caring and respectful environment.	<input type="checkbox"/> Students and staff wash their hands before and after eating following proper hand-washing technique as recommended by Public Health.  <input type="checkbox"/> Every student has access to a chair and desk/table top and enough room to access his or her meal comfortably.  <input type="checkbox"/> Social activities are encouraged and offered during mealtimes. (Visiting, tabletop games when finished, music, physical activity, etc.)  <input type="checkbox"/> At least 20 minutes is provided for students to eat lunch. Flexible mealtimes and snack times meet the needs of all students.  <input type="checkbox"/> Lunchroom supervisors are provided with on-going support and training regarding effective practices in establishing and maintaining caring and respectful environments.

Element	Awareness	In Development	Developed	Implemented
<b>Healthy Physical Environment</b>	<input type="checkbox"/> Healthy food choices are not available or very limited at school (e.g., vending machines, canteens, cafeterias).  <input type="checkbox"/> Food available during school activities/events (dances, BBQ's, etc.) is not nutritious and considered "junk" food.  <input type="checkbox"/> School fundraising events always include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> Healthy food choices at school constitute less than 50% nutritious options (e.g., vending machines, canteens, cafeterias).  <input type="checkbox"/> During school events, healthy nutritious foods are offered at least 50% of the time.  <input type="checkbox"/> School fundraising events often include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> At school, only 75% of healthy food choices are offered as recommended in <i>Canada's Food Guide</i> (e.g., vending machines, canteens, and cafeterias).  <input type="checkbox"/> During school events 75% of snacks and meals are healthy and nutritious as recommended in <i>Canada's Food Guide</i> .  <input type="checkbox"/> School fundraising events rarely include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> At school, only healthy food choices are offered as recommended in <i>Canada's Food Guide</i> or the school has a policy that indicates vending machines are not to be made available in the school. (One exception would be milk availability).  <input type="checkbox"/> During school events, 100% of snacks and meals are healthy and nutritious as recommended in <i>Canada's Food Guide</i> .  <input type="checkbox"/> School fundraising events never include unhealthy food choices such as candy or chocolate bars; fundraising items for sale are either a healthy food option such as oranges or are not a food item at all.
<b>Supportive Social Environment</b>	<input type="checkbox"/> Some students are isolated and eat meals alone.  <input type="checkbox"/> The school does not have a shared vision of what it means to be a school that values healthy body images. (Negative behaviours in relation to another's appearance may occur).	<input type="checkbox"/> Students are encouraged to sit with their peers and to include others as part of a social group. Few students are isolated.  <input type="checkbox"/> Staff model body satisfaction and take care to avoid transferring personal prejudices about body shape.  <input type="checkbox"/> Positive language about food and avoidance of such terms as "junk" and "bad" foods are encouraged.	<input type="checkbox"/> Efforts are made by supervisors and students to include everyone in the social activities at meal times. Few to no students are isolated.  <input type="checkbox"/> Teachers participate in training regarding body image.  <input type="checkbox"/> The school promotes the experience of activity and movement for enjoyment.	<input type="checkbox"/> Inclusive caring and respectful practices are common; no students are isolated.  <input type="checkbox"/> During school events, teachers, administrators, caregivers and communities support and model healthy food choices as recommended in <i>Canada's Food Guide</i> .  <input type="checkbox"/> The school coordinates all body image programs and speakers with the provincial curriculum.

Element	Awareness	In Development	Developed	Implemented
<b>Community Engagement and Partnerships</b>	<input type="checkbox"/> Students do not have any or enough breakfast, lunch or snack.  <input type="checkbox"/> Limited amounts of food are available in the school.  <input type="checkbox"/> School staff provide information to families regarding healthy eating.	<input type="checkbox"/> Students are not eating foods that are considered nutritious as recommended in <i>Canada's Food Guide</i> .  <input type="checkbox"/> There is access to food for students who require it, but much of the food is not nutritious.  <input type="checkbox"/> The school offers programs regarding healthy eating and food security to selected families.	<input type="checkbox"/> Students are eating healthy nutritious meals and snacks as recommended in <i>Canada's Food Guide</i> .  <input type="checkbox"/> There is access to healthy nutritious foods at school.  <input type="checkbox"/> All families and community members are welcome to participate in school programs regarding healthy eating and food security.	<input type="checkbox"/> Students are eating healthy nutritious meals and snacks as recommended in <i>Canada's Food Guide</i> , and are involved in the selection and preparation of food.  <input type="checkbox"/> Healthy nutritious foods are available at school and students are involved in the selection and preparation of food.  <input type="checkbox"/> A community of caregivers, school staff, students and local business partners advocate and implement strategies for addressing food security. Programs such as community kitchens, the "Good Food Box" community gardens and the development of food charters are examples of such partnerships.



# **Nutrition Positive Activities, Ideas and Resources**



# Nutrition Positive Activities Ideas and Resources

**All ideas are taken from past Nutrition Positive Summaries that were written by Nutrition Positive Schools.**

## 1. Curriculum Enhancement

### In the School

- As a class, researched where foods come from. Created a food rainbow of foods grown or produced in Saskatchewan.
- Incorporated a snack shack into a math class. Students sold healthy snacks at recess. (Students learned costs, profit margins, making change, etc.)
- Used nutrition themes for art and craft time.
- Held a debate on a nutrition topic.
- Created and published a nutrition edition of the school newspaper or newsletter.
- Created a nutrition video.
- Created healthy food collages using magazine pictures.
- As part of science, students determined amount of fat in fast foods and made a display. (4 grams of fat = 1 tsp.)
- Nutrition Positive peer leaders (older students) were trained and demonstrated the sugar and fat content in foods to all classrooms.
- Students surveyed students and staff on nutritional habits (e.g.: eating breakfast) or nutrition knowledge.
- Created a nutrition trivia game. A school created “Who Wants to Feel Like a Million Bucks?”
- A school, with a nutrition program (breakfast or lunch), conducted an analysis on the nutritional value of the meal. Visit [www.eatracker.com](http://www.eatracker.com) for a nutrition analysis program.
- Browsed and developed a list of credible children’s nutrition websites.
- Health professional students were invited to take part in a healthy snack discussion. Students in the school reinforced the importance of healthy snacks.



- Students decorated hats with healthy food themes and displayed them in a “healthy hat parade”.
- Daily intercom messages were read by Principal or Vice Principal. Daily trivia was provided to teachers for sharing with students.
- Half of a Professional Development day was spent on wellness seminars for the teachers. This reinforced that staff also need to practice healthy living.
- Played the Nutrition Positive theme song over the PA system. Taught it to classrooms. Had students make up new verses.
- Created Healthy Foods bulletin boards and displays. They were great to display during parent night.
- Had a class create a nutrition trivia game to use in an assembly, as an interactive game on a bulletin board or a competition between two classes. (Maybe even a class from a neighbouring school)
- Displayed the sugar content of various popular beverages.
- Combined Nutrition Positive activities with **in motion** activities.
- Assembly:
  - Watched “Weight of the World” video. Used some of the lesson plans with the video.
  - Had a trivia challenge after video with prizes.
  - Whole school had nutritious snack – apples!
- Older “Care Partner” students teach “sugar shocker” lesson to younger students.



### **Cooking Opportunities**

- Each classroom had 2 opportunities to plan, work out a budget and cook in the school nutrition room.
- Students planned menu and budget for classroom campout.
- Invited a local chef to cook with classrooms.
- Cooked ethnic foods that related to social study themes.



### **For the Families**

- Nutrition information and tips were put into newsletters and sent home with students so parents could reinforce nutrition message at home.
- Encouraged students to help plan family menus
- A significant nutrition package was sent home to every family.
- A Nutrition Positive committee representative was invited to a parent council meeting. This presentation helped the parent council understand the purpose of the Nutrition Positive program and motivated them to be involved.
- Added nutrition content to the school web page.
- Organized grocery store tours for students (and parents). Compared cost of healthy verses unhealthy foods.
- Invited family members to join the Nutrition Positive Planning committee. Adding healthy component to “Meet the Teacher” family barbeque (vegetables and dip).

### **Kick-Off Ideas**

- Assembly.
- Borrowed the Captain Carrot costume for our kick-off or Nutrition Positive assembly. Captain Carrot gave washed carrots to students.
- Gym blast.
- Hosted a healthy breakfast or lunch party
- Served a healthy snack after the assembly

#### **What Teachers Had To Say:**

“We are having nutritious snacks at our staff meetings.”

#### **What Teachers Had to Say:**

“The community is more aware of good nutrition.”





## 2. Healthy Food Environment

### In the School

- Removed non-nutritious foods from school vending machines, sales and activities such as fun nights, sporting events, dances, etc.
- Instead of being given individual awards, students in a classroom were treated to vegetarian pizza, with a whole wheat crust, when goal was reached.
- Sold healthy snacks at recess, sporting events, and school events.
- Served nutritious foods at all extracurricular activities.
- Fruit Fridays, Tasty Tuesdays...had fresh fruit available for all students.
- Salad Day – Organized a fresh food buffet (salad bar) and the students enjoyed a variety of salads. Borrowed the salad bar kit and lesson plans Captain Carrot attended.
- 5 + 5 Challenge (whole month) School-wide – try and eat 5 vegetables and fruit each day – classroom total with bonus points for every 5 or more you have a day & activity 30 minutes/day for 5 days.



### To Encourage Healthy Lunches and Snacks

- Classrooms took turns planning hot lunch fundraisers using food guidelines provided in Nutrition Positive manual.
- Partnered with a business or parent council to offer taste testing of healthy foods.
- Through nutrition funding, bowls of fruit were available in every classroom.
- Each classroom created a healthy lunch or snack. Judges (including Captain Carrot) chose the best.
- Challenged the school cafeteria and meal program to serve healthier meals. Worked with the cooks to explore new ideas.
- Added healthier choices to the vending machines. Removed the unhealthy beverages.
- Created a monthly soup club for younger grades.
- Water, milk, fruit available for hot lunch, no chips or pop.
- Got Good Food Box established.



### **For Holidays and Special Days**

- During Education Week, one day was dedicated as “Nutrition Positive Day”. Healthy snacks and activities were planned.
- Celebrated special occasions. Served fruit and vegetables in the theme colours of the celebrated day (e.g. orange and black for Halloween, red for Valentines Day, green for St. Patrick’s Day).
- Celebrated the Saskatchewan Centennial with a flag fruit tray instead of a cake. See picture below.
- Always included healthy choices in our celebratory food choices.
- Organized classroom, potluck lunches of healthy foods. This has worked well with older grades.
- Had an “Apple and Kite Day”. Flew kites and gave each student an apple.
- During Lent, students paid to be able to eat a healthy snack in class.
- Organized an international Food Fair to give students an opportunity to try healthy foods from other cultures.
- Popcorn sale. Borrowed the Nutrition Positive popcorn machine and used the healthy recipe.



**Saskatchewan Flag Fruit Tray  
Dr. John G. Egnatoff School**

**What Teachers Had to Say:**  
“Nutrition Positive has been a wonderful program for our school community.”



**What Parents Had To Say:**

“It was great to see my daughter excited about eating well and looking after herself!”

### 3. Healthy Food Policy:

- The school Division created a Healthy School Food Policy based on Nourishing Minds and it was passed by the board.
- Created a student committee that met weekly (at noon) to plan Nutrition Positive activities. Committee promoted a policy of drinking tap water and sold water bottles (with school logo) as a fundraiser.
- Had a “no junk food in the school” policy.
- Implemented a policy to remove candy bar and soft drink machine from staff room and student areas.
- Declared the school as a pop, freezie, slurpee and energy drink-free zone.



**What Teachers Had to Say:**

“Our students, especially the girls, are including more fruits and veggies in their lunches.”



**What Teachers Had to Say:**

“Parents sent more nutritious treats for celebrations.”

## Nutrition Positive Celebration Ideas For Elementary Schools

Nutrition Positive Celebration suggestions;

- Assembly: Classrooms tell or show each other what they have done this year as their contribution to being a Nutrition Positive school.
- Invite a speaker who is a good role model for healthy eating.
- Present the Nutrition Positive recognition certificate.
- Involve Captain Carrot in your celebration.
- Perform a nutrition play such as “5 a Day Live” (manual can be borrowed from SHR Public Health) or a play that the students have created.
- Classrooms spend an afternoon creating Nutrition related bulletin boards. Classrooms tour each other’s boards.
- Combine *in motion* with Nutrition Positive: Start with physical activity such as an all school walk or swimming party; end with a nutritious snack.
- Spend the afternoon flying kits, playing outdoor games and then enjoying a healthy snack.
- Incorporate watermelon into an all-school recess snack or lunch.
- Have a Nutrition Positive cook-off of healthy foods. For example, each class could prepare carrots in a different recipe.
- Have a “smoothie” day. Make the smoothie with frozen fruit, yogurt and milk. Get creative and add greens like spinach!
- Mardi Gras – included fruits with pre-activity of masks and a Congo line throughout the school.
- Have a Nutrition Positive celebration dance that serves/sells only healthy foods.
- Have a Nutrition Positive Fair with booths, games, displays and tasting.





## How to Book/Borrow Resources

### 1. **Nutrition Positive Mascot** (Captain Carrot)

- a) For Saskatoon Public Schools, Greater Saskatoon Catholic Schools and Prairie Spirit School Division

- To be picked up and returned to this office

Carly Wiebe

Population and Public Health – Saskatoon Health Region

101 - 310 Idylwyld Drive North

Saskatoon, SK S7L 0Z2

Phone: (306) 655-4600

[carly.wiebe@saskatoonhealthregion.ca](mailto:carly.wiebe@saskatoonhealthregion.ca)

- b) For Horizon School Division

- Call Horizon School Division office  
(306) 365-4888

### 2. **Nutrition Positive presentation**

- For your staff or community council

- a) Public Health Nutritionist

(306) 655-4687



### 3. **Doug Campbell**

“Prairie Dog” Doug Campbell

- Children’s entertainer who wrote the Nutrition Positive theme song
- He will perform at your event for a charge
- To book: (306) 652-3305  
[soupdegoop@hotmail.com](mailto:soupdegoop@hotmail.com)



#### 4. **Popcorn, Smoothie Machine**

- For a healthy snack, celebrations and fundraising
- To be returned in clean condition
- Available to all schools through your Division Resource Centre or division representative for Nutrition Positive
- Use the healthy popcorn and smoothie recipes in this manual and with the machines.

#### 5. **Salad Bar Equipment Kit**

- a) **Saskatoon Public School Division Only**  
Curriculum Resource Centre  
310 – 21<sup>st</sup> Street East  
Saskatoon, SK S7K 1M7  
Phone: (306) 683-8301
- b) **Greater Saskatoon Catholic Schools Only**  
420 – 22<sup>nd</sup> Street East  
Saskatoon, SK S7K 1X3  
Phone: (306) 659-7000  
Fax: (306) 659-2010



#### 6. **Fresh Food Buffet (Salad Bar)**

##### a) **Saskatoon Only**

- Host a fresh food buffet for the entire school
- Fresh food buffets are a great alternative to one of your school's hot lunches.
- Book the salad bar equipment kit and salad bar lesson plan kit from your school division resource centre.
- For information, call:  
CHEP Good Food  
(306) 655-4575  
[www.chep.org](http://www.chep.org)



#### 7. **Bulk Produce Buying and Good Food Box – Saskatoon Only**

- CHEP Good Food– 655-4575  
or [www.chep.org](http://www.chep.org)

## Nutrition Positive Resources

Nutrition Positive has resources for many topics relevant to schools. There are resources for teachers, parents and students. Following is a list of some resources that may be useful in your school. If you are looking for a topic or particular resource, please email [jill.aussant@saskathealthauthority.ca](mailto:jill.aussant@saskathealthauthority.ca) at Nutrition Positive headquarters.

**News Clips** are bite sized nutrition information that could be used as newsletter inserts, on TV monitors or as school announcements

**Nutrition Posters** could be used as newsletter inserts or poster in the classroom, cafeteria, hallway or anywhere in the school. Many topics are also available in French.

**Nutrition Games** are available electronically and include Nutrition: Bingo, Jeopardy, Twister and Puzzle game. Jeu sur Nutrition Twister and Genies en Herbe are available as well.

**Nutrition Positive Song** could be used at celebrations and as an activity in classrooms. Includes teaching and karaoke versions as well as sheet music. Ask to see raps created by students at local schools or have your students write their own!

# Healthy Baking

Baking is an important part of our culture. Baking is commonly found in schools for parties, sporting events, celebrations, and fundraising. Much of the baking in schools is made with refined white flour, high in fat and sugar, and low in fibre and other nutrients. You do not need to completely eliminate these tasty items from your school. Simply work with the recipes to improve their health benefits. Here are some healthy baking tips:

- **Add fibre**
  - Change 50% of the all purpose flour to whole wheat flour. For example if the recipe calls for 2 cups of all purpose flour, use 1 cup of all purpose flour and 1 cup of whole wheat flour.
- **Add more nutrients**
  - Where possible add fresh, dried or canned fruit, fruit sauces (e.g. Applesauce), grated vegetable, bran, or ground flax. Some great recipes that incorporate these include carrot cake, banana bread, oatmeal raisin cookies, and fruit in whole wheat muffins.
- **Lower the fat content**
  - Use skim milk or low-fat milk when the recipe calls for cream or whole milk.
  - Use plain yogurt or low-fat sour cream when the recipe calls for sour cream.
- **Eliminating trans fats and lower saturated fats**
  - Replace butter, lard, shortening, and margarines with oil or non-hydrogenated margarine that does not have trans fats.
  - Use 1 cup of applesauce instead of 1 cup of butter, lard, shortening or margarine.
  - Use three ripe, well mashed bananas, instead of ½ cup of butter, lard, shortening or margarine.
- **Reduce sugar**
  - Reduce the sugar in a recipe by 25%. For example if the recipe calls for 1 cup of sugar, use ¾ cup of sugar.
  - If you are adding fruit or any other food item with natural sweetness you can decrease the amount of sugar.
- **Reduce size**
  - Make individual portions for cookies and muffins smaller.
- **Use your imagination**
  - By making some of these changes to your favourite baking recipes, you get more of the health benefits without losing great taste. Be creative and use your imagination.



## **For more information on Healthy Baking**

### **Bake Better Bites**

*Bake Better Bites: Recipes and Tips for Healthier Baked Goods* was developed by Dietitians of Canada with support from the BC Healthy Living Alliance. It is intended for parents, community volunteers, school staff and students to use when preparing baked goods for sale to students.

*Bake Better Bites* emphasizes the importance of healthy food and food environments in school children's health and learning. It highlights key things to look for in a recipe and provides a number of tips on how to increase the nutrition in your favourites. Included in this resource are a number of healthy recipes for muffins, cakes, cookies and breads.

Healthy baked goods can be a great fund-raising idea, a special part of lunch or a regular cafeteria item. Find a printable version of [\*\*\*Bake Better Bites\*\*\*](#) on the BC Healthy Living Alliance.

Editor's Note: Before choosing any recipe please check your school's guidelines for policies regarding life-threatening allergies.

### **Bake It Up**

Bake it Up is a resource from Ontario that has tips and recipes for healthy baking. <https://www.eatrightontario.ca/en/Articles/School-Health/Ontario-s-School-Food-and-Beverage-Policy/Bake-It-Up!>

## **Food Experiences and Taste Testing**

Food experiences at school and in the classroom provide children with opportunities to try nutritious foods in a positive environment. Children are more likely to try healthy foods when they see adults and other children enjoying these foods. The more often children are offered a new food the more likely they are to try and enjoy the food.

When offering foods in the classroom, proper hand-washing is very important.

### **Tips for Success**

- The goal food experience is to introduce students to a new food. Offer small tastes not large portions.
- Children are very proud and happy to be involved in food preparation. Touching, feeling and smelling the food before tasting it helps overcome caution.
- New foods may be more acceptable when offered with a familiar food.
- Allow and instruct children to refuse trying a food by saying “no thank –you” and discourage negative comments.
- Offer foods with a napkin and instructed to politely spit food into the napkin if they do not want to swallow it. Even having it in the mouth is a food experience. Have water to drink available.
- Have a discussion about the food experience. Ask the children to describe the food (i.e. the taste, texture and appearance). The attached “Food Tasting Chart” can be used. Because food acceptability changes over time, avoid asking whether they liked the food or not.

### **About Children’s Food Acceptance**

- Children may need to be exposed to a new food eight or more times before they will taste the food.
- Students who have very keen sense of taste or smell may find strong tastes or smells not initially appealing.
- The “mouth feel” of a food can vary between people.
- The colour, shape and how a food is presented can influence whether a person wants to try a food.
- Past experiences and whether they were negative or positive can affect food acceptance.
- It is normal for some children to be more cautious than others to try foods.

**Safety:**

- Some children need to avoid some foods due to medical, cultural, religious or familial reasons. Send a note to parents/guardians to inform them that you will be doing food experiences and ask them to respond with any food restrictions.
- During the shopping, handling, storing and preparation of foods, food safety needs to be considered.
- For general information and for information about specific foods, go to [http:// www.inspection.gc.ca/food/consumer-centre/eng/1299093858143/1303766424564](http://www.inspection.gc.ca/food/consumer-centre/eng/1299093858143/1303766424564)

**References:**

- Discover Healthy Eating! A Teacher's Resource for Grades 1-8
- Action Schools! B.C. Classroom Healthy Eating Action Resource
- Nutrition P.I. Dairy Farmers of Ontario, 2003
- Dietitians of Canada. What is the evidence to show that preschoolers will eat, without being strongly encouraged or forced to eat? In: Practice-based Evidence in Nutrition (PEN), 2007 October 30 (cited 2012 24 January: Available from <http://www.pennutrition.com>. Access only by subscription.

## Food Tasting Chart

Name or picture of food	How does it look? (shape, colour, size)	How does it feel? In mouth and with fingers	How does it taste?	What else?

## Alternate Rewards and Incentives

Use of food as a reward for students is a common practice in many classrooms. Candies and other unhealthy foods may cause tooth decay and give mixed messages on healthy eating to students. All foods should meet the standards on Healthy foods for my school.

<http://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing>

### Elementary

- Ideas for treasure trunk: “recycled toys and knick-knacks from home, stickers, stamps, school supplies (notebooks, pens, pencils, erasers, disks, disk holders), hair accessories, photo frames, toothbrush, toys, figurines, etc.)
- Create dollars for students to accumulate over the year to buy items: see above ideas, CDs, movies, books, water bottle, etc. (This will cost more at the end of the year but will be very low cost throughout the year) give fun names related to the school or mascot, such as Scholar Dollars, Carrot Bucks, Nutrition Positive Money. Also promotes math skills.
- Extra recess
- Games
- Make deliveries to office (e.g. attendance sheet)
- Help teach class
- Eat lunch with teacher
- Show-and-tell
- Paperback book
- Get to choose what book to read at a story time
- Read extra chapter at story time
- Get to help with classroom pet
- Get to put class “mascot: (e.g. stuffed animal) on their desk/table for the day
- Help teacher in the classroom (e.g. sharpen pencils, distribute handouts)
- Picnic lunch

### High School

- Listen to music while working at desk
- Create dollars (see Elementary)
- Chat break
- Extra credit
- Coupons to video store, music stores, movies (donated)

- Drawings for donated prizes among students who meet certain grade standards
- A few minutes of “free choice” time at end of class period
- Extra reading time
- Free passes to school events and games
- Free or reduced rate for parking

### **All**

- Field trips
- Sit by friends
- Computer time
- Parties with nutritious foods; crackers, popcorn, snack mixes (pretzels, cereal), fruit, veggie sticks, pita and hummus, oatmeal,-raisin cookies
- Reduced or no homework
- Bonus marks
- Verbal encouragement
- Encouragement cards, “warm fuzzies” notes
- Have class outside
- Voucher for cafeteria/canteen
- Student can enter name into a draw for prizes (e.g. hacky sack, Frisbee, ball, passes to nearby activity centre, etc.)
- Coupon books (e.g. 1extra day extension for an assignment, 1 free test answer, school supplies, hug)
- Choose a physical activity off the Activity Calendar

### **Other places to refer teachers:**

- Dollar stores
- Art stores
- Office supply stores
- Educational teaching aides and supplies stores

Adapted from: *Feeding the Future: School Nutrition Handbook*,  
Calgary Health Region.

# **Nutrition Positive References**



## **Curriculum Enhancement Resources and References**

1. Saskatchewan Ministry of Education Health Curriculum  
<https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en>
2. Eating Well with Canada's Food Guide (2007) available at  
[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)
3. Canada's Food Guide – A resource for Educators and Communicators (2007) available at  
[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)
4. Alberta Health Services – Curriculum Based Resources  
<http://www.albertahealthservices.ca/2918.asp>
5. Discover Health Eating  
[http://www.peelregion.ca/scripts/school/health101.pl?action=search&selection\\_12=12](http://www.peelregion.ca/scripts/school/health101.pl?action=search&selection_12=12)
6. Media Awareness Network  
<http://mediasmarts.ca/teacher-resources/find-lesson>
8. Portion Size Activities for the Alberta Nutrition Guidelines for Children and Youth Portion Size Kit  
<http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-portion-size-english.pdf>
9. Power to Play – Nutrition Workshop for grades K to 3. For workshops in Saskatoon Health Region, contact Carolyn Chu (306) 655-4687  
<http://ontario.teachnutrition.org/teacher-programs/grade-levels/k-3/power-to-play/program-overview.aspx>  
<http://www.powertoplay.com/>



10. Eat Well and Be Active Educational Toolkit  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index-eng.php>
11. 5 A Day Live Performance – Manual can be borrowed from SHR – Public Health, 655-4600)

School-wide nutrition event photos:  
Five A Day Live Play



12. Explore the World with Fruits and Vegetables –  
[www.fruitsandveggiesmatter.gov/publications/index.html](http://www.fruitsandveggiesmatter.gov/publications/index.html)
13. Cooking with Children –  
[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/cookwithchildren.pdf](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/cookwithchildren.pdf)
15. Sugary Drink Facts - <http://www.sugarydrinkfacts.org/>
16. 16. Action Schools BC –Classroom Healthy Eating Action Resource available at:  
<http://www.actionschoolsbc.ca/key-resources-equipment>
17. Agriculture in the Classroom available at [www.aitc.ca](http://www.aitc.ca)

18. Books: *My Mom Loves Me More than Sushi* by Filomena Gomes; *Yoko* by Rosemary Wells; *Growing Vegetable Soup* by Lois Ehlert
19. Public Health Nutritionist: Saskatchewan Regional Health Authorities have Public Health Nutritionists who can assist educators in accessing accurate and up to date nutrition information. A provincial list of all health authorities is available at: <http://www.health.gov.sk.ca/health-region-list>

## Healthy Food Environment Resources and References

1. CHEP's Good Food Box –  
<http://www.chep.org/en/programs/good-food-box>
2. School Milk Program – Saskatchewan Milk Marketing Board -  
Saskmilk, School Milk Coordinator, 444 McLeod Street,  
Regina, SK, S4N 4Y1. Phone: (306) 949-6999, Fax: (306)  
949-2605, Email: [bev.eckert@saskmilk.net](mailto:bev.eckert@saskmilk.net)
3. Healthy Foods for My School –  
<http://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing>
4. Nutrition and Food Safety Guidelines for Nutrition  
Saskatchewan Schools –  
[www.education.gov.sk.ca/nourishing-minds/](http://www.education.gov.sk.ca/nourishing-minds/)
5. Effects of Caffeine on Children's Health and Promoting  
Healthy Eating in Toronto Schools  
[www.toronto.ca/legdocs/2003/agendas/committees/h1/h1030915/it003.pdf](http://www.toronto.ca/legdocs/2003/agendas/committees/h1/h1030915/it003.pdf)
6. Sugar Shocker Education Kit  
<http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-sugar-shocker.pdf>
7. Call to Action: Creating a Healthy School Environment –  
Ontario Society of Nutrition Professionals in Public Health  
School Nutrition Workgroup Steering Committee – March,  
2004 – [www.osnp-ph.on.ca/pdfs/call\\_to\\_action.pdf](http://www.osnp-ph.on.ca/pdfs/call_to_action.pdf)

8. School Food Guidelines – Newfoundland and Labrador  
Department of Health and Community  
<http://www.health.gov.nl.ca/health/publications/healthyeatingforschoolagedchildren.pdf>
9. Guidelines for Food and Beverage Sales in B.C. Schools -  
[http://www.bced.gov.bc.ca/health/healthy\\_eating/food\\_guidelines/](http://www.bced.gov.bc.ca/health/healthy_eating/food_guidelines/)
10. Annapolis Valley - Health Promoting Schools –  
<http://www.avrsb.ca/content/annapolis-valley-health-promoting-schools-program>
11. School Food Toolkit – Centre for Science in the Public Interest,  
Washington, DC, U.S.A. – [www.cspinet.org/schoolfoodkit](http://www.cspinet.org/schoolfoodkit)
12. Making It Happen – School Nutrition Success Stories –  
Centers for Disease Control and Prevention, U.S.A. –  
[www.cdc.gov/HealthyYouth/Nutrition/Making-It-Happen](http://www.cdc.gov/HealthyYouth/Nutrition/Making-It-Happen)
13. Healthy Schools Program Framework – Alliance for a Healthier  
Generation – USA –  
[www.healthiergeneration.org/uploadedFiles/for\\_Schools/Helpful\\_Tools/Criteria%20Framework\\_WEB.pdf](http://www.healthiergeneration.org/uploadedFiles/for_Schools/Helpful_Tools/Criteria%20Framework_WEB.pdf)
14. Bake Better Bites  
<http://www.healthyschoolsbc.ca/program/resources/80/25666/Bake-Better-Bites.pdf>
15. Sweet Deals: School Fundraising Can Be Healthy and  
Profitable, Center for Service in the Public Interest (CSPI),  
February, 2007. [www.cspinet.org/schoolfundraising.pdf](http://www.cspinet.org/schoolfundraising.pdf)
16. School Fundraising the Healthy Way! Government of Alberta –  
Healthy U. [www.healthyalberta.com/HealthyPlaces/632.htm](http://www.healthyalberta.com/HealthyPlaces/632.htm)

## **Food Policy Resources and References**

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3. Nutrition Guidelines for Schools – Saskatchewan School Boards Association, September, 2004 – <http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/StudentsDiverseNeeds/04-01.pdf>
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7. School Wellness Policy Toolkit - California Project LEAN – [www.californiaprojectlean.org](http://www.californiaprojectlean.org)
8. Action Strategies Toolkit – Leadership for Healthy Communities, Advancing Policies to Support Healthy Eating and Active Living – [www.leadershipforhealthycommunities.org/images/stories/toolkit/lhc\\_action\\_strategies\\_toolkit\\_0900504final.pdf](http://www.leadershipforhealthycommunities.org/images/stories/toolkit/lhc_action_strategies_toolkit_0900504final.pdf)

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<http://www.healthyschoollunches.org/reports/pdfs/SchoolLunchReportCard2008.pdf>

17. Waterloo School Cafeteria Policy -  
[http://stdavid.wcdsb.ca/About%20Us/School%20Policies/food\\_policy.pdf](http://stdavid.wcdsb.ca/About%20Us/School%20Policies/food_policy.pdf)
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